

DEPARTMENT OF WORLD LANGUAGES AND CULTURES

PROMOTION AND TENURE GUIDELINES

COLLEGE OF ARTS AND SCIENCES

GEORGIA STATE UNIVERSITY

Policy Title:	Department of World Languages and Cultures Promotion and Tenure Guidelines
Version:	3
Department Approval:	February 12, 2013
College Approval:	Promotion and Tenure Review Board, 02/05/2014

Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the college manual takes precedence.

All materials, discussions, conclusions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.

1 I. INTRODUCTION

2 The guidelines contained in the following pages are intended to
3 provide an indication of the level of performance expected at
4 the departmental level for promotion to the various ranks and
5 for the award of tenure. In addition, these guidelines indicate
6 the ways the departmental expectations supplement and apply the
7 criteria for promotion and tenure contained in the College
8 Manual. All faculty members should acquaint themselves
9 thoroughly with those criteria.

10 The evaluation for promotion and/or tenure of candidates in the
11 department will occur according to the procedures and criteria
12 spelled out in this document. These procedures and criteria have
13 been approved by the Chair (in consultation with the Executive
14 Committee and the full-time faculty of the department) upon the
15 recommendation of the departmental Committee on Promotion and
16 Tenure. They also require the approval of the Dean upon the
17 recommendation of the College of Arts and Sciences Promotion and
18 Tenure Review Board. They are intended for the guidance of
19 candidates and of the departmental committees evaluating such
20 candidates.

21 In accordance with the policies of the Board of Regents of the
22 University System, of the University, and of the College,
23 candidates for promotion and tenure are evaluated on the basis
24 of their performance in the areas of (1) Professional
25 development, (2) Teaching and (3) Service. Candidates should
26 note that peer review at the departmental level will take into
27 account both the extent and the quality of their contributions
28 in all three areas. In the area of professional development,
29 evaluations will also be sought outside Georgia State University
30 from established scholars in the candidate's field.

31 II. CATEGORIES OF EVALUATION IN PROFESSIONAL DEVELOPMENT,
32 TEACHING, AND SERVICE

33 A. **Professional Development.** Throughout their stay at Georgia
34 State University, all members of the faculty are expected to
35 remain active in their discipline in general, and to make a
36 significant contribution to their area of expertise in
37 particular. The candidate for promotion and tenure is expected
38 to submit documented evidence of professional development

39 organized according to the Categories for Professional
40 Development in the College of Arts and Sciences Promotion and
41 Tenure Manual (section V.E.). The clearest evidence of such
42 activity is the publication of articles in refereed journals or
43 in edited books published by well-regarded presses, and of books
44 by well-regarded presses with a rigorous refereeing policy.
45 Other indicators of significant professional contribution are:

- 46 1. Participation in international, national, regional and local
47 programs of professional associations, including presenting
48 papers, organizing sessions, serving as a commentator at
49 sessions, and chairing sessions.
- 50 2. Participation in sessions, workshops, and other programs
51 organized and implemented by institutes or other official organs
52 of a foreign government or embassy.
- 53 3. Competition for, and securing of, grants and awards for
54 individual research projects, or in support of projects
55 involving the cooperation of other colleagues.
- 56 4. Recognition accorded by various scholarly organizations and
57 by colleagues within one's own discipline or area of expertise;
58 also the recognition granted by invitations for listing in
59 refereed WHO's WHO and other professional publications.
- 60 5. Membership on editorial boards of professional journals.
- 61 6. Service as referee for scholarly journals and publishing
62 houses, and reviewer of books for scholarly journals and
63 newspapers.

64 B. **Teaching.** The candidate for promotion and tenure is expected
65 to submit documented evidence of effective teaching organized
66 according to the Categories for Teaching in the College of Arts
67 and Sciences Promotion and Tenure Manual (section V.F.).
68 Effectiveness in the classroom will be judged on the basis of
69 student impressions as recorded in student evaluations and the
70 evidence gleaned from the teaching portfolios as defined in that
71 document and adapted to the specific nature of our discipline.
72 While any determination of good teaching depends heavily on the
73 effectiveness of the teacher in the classroom, the following
74 items will also be taken as proof of effectiveness and active
75 interest in teaching:

- 76 1. Formal recognition of teaching excellence by peers.
- 77 2. Activities relating to student advisement and student-
78 sponsored meetings and projects.
- 79 3. Involvement in special services to students such as the
80 supervision of practica and internships when academic evaluation
81 of student performance is included, and the supervision of
82 honors papers, theses and other such individualized work with
83 students.
- 84 4. The placement and success of graduates when the influence of
85 the instructor is clearly demonstrable.
- 86 5. The development of new courses, or the publication of
87 textbooks, teaching aids, and the like.
- 88 6. Participation in workshops on development and refining of
89 pedagogical methods.

90

91 C. **Service.** All faculty members are expected to make a service
92 contribution to the local academic community of which they are a
93 part as well as to the larger community of scholars within their
94 discipline. The candidate for promotion and tenure is expected
95 to submit documented evidence of service activity organized
96 according to the Categories for Service in the College of Arts
97 and Sciences Promotion and Tenure Manual (section V.G.).
98 Committee service is the most common expression of this
99 dimension of one's responsibilities, but other expressions are
100 also important, including the following:

- 101 1. Departmental service such as the administration of the
102 graduate program, the foreign language competency exams, the
103 practice and internship programs, the Translation and
104 Interpretation program, and similar activity.
- 105 2. Assistance to colleagues, including help in developing new
106 programs, grant development, and research projects.
- 107 3. College and institutional service, including involvement in
108 curriculum and program review, development of new emphases or
109 concentrations, self-studies, recruitment activities, the

110 various fund-raising projects of the Alumni Association, and the
111 like.

112 4. Community service, including involvement with the local and
113 regional school systems and their representatives, lecturing or
114 making presentations on discipline-related matters to community
115 groups, holding workshops or participating in short courses in
116 continuing education.

117 5. Membership and participation in professional societies,
118 including such activities as planning sessions, developing new
119 avenues and techniques for professional meetings, and editing
120 newsletters.

121 6. Public and private sector service relating to academic
122 expertise.

123

124 III. TERMS OF EVALUATION

125 Candidates must receive an evaluation of **excellent** in
126 professional development and teaching, and an evaluation of **good**
127 in service, in order to be recommended for promotion to and/or
128 tenure at the rank of Associate Professor.

129 Candidates must receive an evaluation of **excellent** in
130 professional development and teaching, and an evaluation of **very**
131 **good** in service, in order to be recommended for promotion to
132 and/or tenure at the rank of Professor.

133 The definitions of these terms, as they apply to each of the
134 three areas, will be found below.

135

136 IV. DEPARTMENTAL CRITERIA FOR TENURE AND FOR PROMOTION TO THE 137 VARIOUS RANKS

138 A. Promotion to and/or Tenure at the Rank of Associate Professor

139 1. **Professional Development.** The tenured and tenure-track
140 faculty of the Department of World Languages and Cultures
141 support an array of programs and disciplines. Candidates
142 for promotion and tenure at the rank of Associate Professor

143 will be judged according to the usual standards followed in
144 their discipline.

145 The Department will evaluate dossiers with a commonly
146 accepted principle as a guideline: candidates in
147 literature, culture and civilization normally demonstrate
148 scholarly activity by the publication of a book or books by
149 presses of solid standing and by the publication of
150 articles; candidates in the other areas represented in the
151 Department normally publish articles rather than books.

152 It is understood that books should be published by well-
153 regarded presses.

154 Articles that will be given weight in the evaluation may
155 take the form of refereed journal articles, book chapters
156 in works published by university or respected presses,
157 invited contributions to collections of essays edited by
158 recognized scholars in the candidate's field, and/or
159 conference proceedings that can be demonstrated to be
160 significant through peer review, evaluation by prominent
161 scholars, acceptance rate, or any other measure that
162 indicates the high quality of the candidate's contribution.

163 Obtaining a research-related grant, while not a
164 substitution for publications, is a significant scholarly
165 activity and will be evaluated according to the prestige of
166 the granting agency and the amount of the award.

167 Book reviews, entries in reference works, and related kinds
168 of publications are acknowledged as useful but will not be
169 regarded as the equivalent of other kinds of scholarly
170 work.

171 In the case of co-authored books and articles, the
172 candidate must include documentation about his or her exact
173 contribution and about the originality of the work
174 involved. In evaluating such works, the Committee will
175 consider that the greater the amount of original textual,
176 scholarly, and interpretative work, the more weight the
177 edition or the textbook carries.

178 The Committee recognizes that co-authored works, as
179 well as textbooks and annotated editions of classroom

180 texts, are widely regarded as evidence of scholarly
181 productivity in applied linguistics, linguistics, and
182 foreign language pedagogy. The Committee also notes that
183 such works shall be considered only under one area for
184 evaluation purposes; for professors in areas other than
185 those delineated in the preceding sentence, this will
186 normally be Teaching.

187 Online publications will be regarded as equal to print
188 publications if they are appropriately reviewed by peers
189 and published under the aegis of respected institutions or
190 presses.

191 Participation at meetings at the regional, national, and
192 international level is expected from all candidates.

193 The trajectory of the candidate's productivity will also be
194 taken into account as an indication of his or her potential
195 for future scholarly growth; the successful candidate is
196 poised by dint of his or her publications and growing
197 reputation to achieve promotion to Full Professor within an
198 appropriate amount of time.

199 In determining a candidate's level of achievement, the
200 members of the Departmental Promotion and Tenure Committee
201 will rely on their own professional judgment as informed by
202 the prevailing standards in comparable institutions, the
203 judgment of colleagues most closely associated with the
204 candidate's area of expertise, and the evaluation of the
205 candidate's published work by outside reviewers. Candidates
206 can expect to be judged overall on both the quality and the
207 quantity of their published research.

208 In the following section, books and articles are to be
209 understood as defined according to the above-mentioned
210 criteria. The candidate in applied linguistics,
211 linguistics, or foreign language pedagogy who is rated as
212 **excellent** has usually published a substantial number of
213 articles (normally at least five) and gives evidence of a
214 national reputation. The candidate in literature, culture,
215 or civilization who is rated as **excellent** has normally
216 published a book and gives evidence of a national
217 reputation; in certain cases, the candidate may have

218 published articles impressive enough in quality and number
219 to merit this rating without an accompanying book, or may
220 have a book in press as documented by a letter from the
221 publisher.

222

223 2. **Teaching.** The curriculum of the Department of World
224 Languages and Cultures reflects the Department's triple
225 mission: to allow undergraduates majoring in other
226 departments to fulfill their foreign language requirements
227 or to complete a minor in the languages where this is
228 possible; to provide our own majors with courses in their
229 chosen discipline; and to offer our graduate students a
230 range of courses leading to the Master's degree. Depending
231 on the staffing needs prevailing at any given time, faculty
232 members can expect to be called upon to teach at every
233 level of the curriculum. Thus candidates for promotion to
234 the rank of Associate Professor will be evaluated on their
235 performance at all levels, from elementary language courses
236 to the graduate classes in their area of specialization.

237 The evaluation of the candidate's teaching performance will
238 be based in general on the faculty member's level of
239 commitment and contribution to the quality of teaching
240 within the Department, and in particular on all the aspects
241 of instruction mentioned in the College manual, such as
242 quality of course content, student perceptions, direction
243 of undergraduate and graduate students, and such additional
244 contributions to the Department's instructional programs as
245 development of new courses and/or innovative teaching
246 techniques.

247 The candidate rated as **excellent** has taught an appropriate
248 number of courses at the levels required in the language
249 section in question and presents a portfolio clearly
250 demonstrating a high degree of commitment to effective
251 transmission of knowledge and to the development of
252 analytical skills. The evaluation of teaching will include
253 student evaluations for all courses taught. These
254 evaluations will be judged both numerically (average
255 scores) and qualitatively (written comments). In terms of
256 numerical scores, in order to be rated as **excellent** the

257 candidate will have to meet or surpass the range of scores
258 that are typical among tenured faculty for that level and
259 type of course. Other qualifying factors that may be taken
260 into consideration include: whether the course is a lower-
261 level language course or an upper-level content course;
262 whether it is required or elective; whether it is part of
263 the major; whether it is a new course; whether it is taught
264 in English or in the foreign language. In terms of the
265 qualitative analysis of student written comments, the
266 evaluation will take into consideration whether the
267 comments reveal the existence of significant strengths (the
268 instructor is available to students outside of class, goes
269 out of his/her way to assist and mentor students, is
270 innovative and challenges preconceptions, etc.) or a
271 particular pattern of problems (classroom management,
272 frequent tardiness, lack of punctuality in grading tests
273 and assignments, does not respond to e-mails, shows
274 favoritism, etc.) Other examples of the documentation
275 demonstrating the commitment to teaching might include but
276 are not limited to well-constructed syllabi, appropriate
277 tests, and documentation of contributions to student
278 achievements such as mentorship of students, direction of
279 student research projects and theses, supervision of
280 practica and internships when academic evaluation of
281 student performance is included, assistance to students in
282 submitting research for publication, and guidance of
283 students in attaining admission to graduate school at
284 Georgia State or elsewhere. Additional items that
285 contribute to the strength of the portfolio include
286 participation actively in teaching-related projects in the
287 department such as obtaining teaching-related grants;
288 teaching awards; activities relating to student advisement
289 and student-sponsored meetings and projects; the
290 development of new courses; the publication of textbooks,
291 teaching aids, and the like; and participation in workshops
292 on development and refining of pedagogical methods.

293

294 3. **Service.** In order to receive a rating of **good** in service,
295 the candidate will present a record of conscientious
296 contributions in a few of the areas listed above in Section

297 II, C. The service may be at either the departmental or
298 extra-departmental level.
299

300 B. Promotion to and/or Tenure at the Rank of Professor.

301 As indicated in the Promotion and Tenure Manual of the College
302 of Arts and Sciences, promotion to the rank of professor is a
303 recognition awarded only to candidates who have distinguished
304 records of achievement and standing in their professions and at
305 Georgia State University. Successful candidates will be expected
306 to demonstrate that their record substantially surpasses in
307 quality and/or quantity the departmental requirements for
308 promotion to the rank of Associate Professor. As mentioned
309 above, candidates must receive a ranking of **excellent** in both
310 professional development and teaching, and **very good** in service.

311 1. **Professional Development.** In order to be considered
312 **excellent**, candidates in all areas of research represented
313 in the Department must have published at least one book or
314 a substantial number of articles since their last promotion
315 and must demonstrate that they have achieved an
316 international reputation. The latter can be demonstrated
317 through documentation of such activities and
318 accomplishments as publication of books by prestigious
319 foreign presses or of articles in prestigious foreign
320 journals, invited presentations at international meetings,
321 or the reception of international grants to support the
322 candidate's research.

323
324 2. **Teaching.** The contributions in Teaching of the candidate
325 for promotion to Full Professor are expected to be more
326 diverse than those of the candidate for promotion to
327 Associate Professor and will often involve a leadership
328 role in the teaching mission of the Department. Candidates
329 are expected to provide documentation for their
330 contributions and accomplishments in the various areas.

331 Candidates who are evaluated as **excellent** are expected to
332 have taught an appropriate number of courses, the exact
333 number and level depending on the particular needs of their
334 language section and on whether the section offers courses
335 at both the undergraduate and graduate levels. Student

336 perceptions of candidates in these courses will be based to
337 great extent on the student evaluations included in the
338 teaching portfolio. As with the promotion to Associate
339 Professor, these evaluations will be judged both
340 numerically (average scores) and qualitatively (written
341 comments). However, in order to be rated as **excellent** the
342 candidate will have to exceed the range of scores that are
343 typical among Associate Professors and at least meet the
344 range of scores that are typical among Professors for that
345 level and type of course. In terms of the qualitative
346 analysis of student written comments, the evaluation will
347 take into consideration whether the comments reveal the
348 existence of a particular pattern of strengths (the
349 instructor is available to students outside of class, goes
350 out of his/her way to assist and mentor students, etc.) or
351 problems (classroom management, frequent tardiness, lack of
352 punctuality in grading tests and assignments, does not
353 respond to e-mails, shows favoritism, etc.) Additionally,
354 to be judged **excellent** the candidate will have to
355 demonstrate strong leadership and to have made significant
356 contributions to the teaching mission of the Department in
357 several of these areas: a) development of new and
358 innovative courses, including Honors components for
359 existing courses, Honors seminars, Perspectives courses,
360 CTW courses, and courses cross-listed with other
361 departments and taught in English; b) significant redesign
362 of existing courses particularly when it involves the
363 adoption of new pedagogical tools, instructional
364 technologies and delivery methods; c) writing grants that
365 support the teaching mission of the Department; d) extensive
366 student advising and mentoring that goes beyond the
367 standard amount expected of all faculty members; e) a
368 leadership role in developing materials and/or
369 participating actively in the Learning Outcomes Assessment
370 program; f) the direction of independent studies courses,
371 practica, honors theses, mini-theses and Master's theses,
372 all of which contribute to the University's goals of
373 retention and progress towards graduation; g) assisting
374 students in research projects that lead to conference
375 presentations and/or publications, or in successfully
376 applying for fellowships; h) publication of pedagogical

377 materials such as textbooks or lab programs that receive
378 national recognition as measured by the quality of the
379 publishing venue, positive reviews in specialized journals,
380 and adoption by language departments elsewhere (research-
381 based publications are evaluated under Professional
382 Development); i) special invitations to teach at other
383 universities or invitations to present workshops on
384 pedagogical methods at professional meetings or at other
385 universities; j) participation in the University's efforts
386 to encourage study abroad by organizing and directing study
387 abroad programs or directing international exchange
388 programs.

389 A candidate who is rated **excellent** is able to document his
390 or her success in teaching an appropriate number of courses
391 and has contributed in a very significant way in some of
392 the teaching-related areas delineated above.

393

394 3. **Service.** In order to receive a rating of **very good**, the
395 candidate must document contributions in at least two of
396 the activities described above in II, C. The service must
397 be of high quality.

398

399

400 V. DEPARTMENTAL PROCESS FOR PROMOTION AND TENURE

401 All members of the department who anticipate seeking promotion
402 and/or tenure are urged to establish as early as possible a
403 portfolio of materials organized according to the prescribed
404 format, and to update the portfolio every semester. The
405 departmental Chair will be ready to discuss with prospective
406 candidates any aspect of the promotion and tenure process, the
407 main stages of which are described in the College Manual.

408
409
410
411
412
413
414
415
416
417
418
419
420
421
422
423
424
425
426
427
428
429
430
431
432
433
434
435
436
437
438
439
440
441
442
443

APPENDIX I:

Ratings Guidelines for Pre-Tenure Review

A. Professional Development

Poor: The faculty member maintains no program of professional development.

Fair: The faculty member is largely inactive in professional development.

Good: The faculty member is minimally active in maintaining a program of professional development and/or the faculty member's professional development contributions are limited in scope and impact.

Very Good: The faculty member, while maintaining an active program of professional development, has yet to establish a national reputation as an emerging leader in the field; but there are clear indications that s/he has projects underway that are likely to result in a more prominent scholarly profile in the near future.

Excellent: The faculty member has produced a book or a comparable body of research. Peer-reviewed work published in highly regarded digital media (including, e.g., multimedia productions and computer software) is valued equally to print publications, as scholarship adopting emerging technologies is essential to many areas of studies in foreign languages. Collaborative projects with other scholars in conventional or digital media are also significant when the high level and quality of the contribution is documented. Further evidence for a rating of *excellent* includes documentation directly demonstrating one's emerging national reputation in areas such as the securing of fellowships, grants, contracts, and/or awards from internal and external local, regional, national, or international agencies. An evaluation of *excellent* indicates that the faculty member's current and imminently forthcoming projects are likely to result in an assessment at this level when s/he comes up for tenure, should the faculty member's upward trajectory continue.

444 **Outstanding:** The faculty member has achieved eminence in his or
445 her field, as evidenced by extensive publications (two or more
446 books and/or a comparable body of articles or research published
447 in other forms). Further evidence may include, in addition to
448 the achievements mentioned in the preceding section, national or
449 international awards, laudatory reviews in major publication
450 outlets, invited lectures in prestigious venues and so on.

451 **B. Teaching**

452 The evaluation in teaching takes into consideration a number of
453 factors, including those noted in the various explanations that
454 follow.

455 **Poor:** The faculty member displays an unacceptable record of
456 teaching as evidenced through deficiencies noted in student
457 evaluations and reports by faculty observers, little or no
458 involvement in departmental curricular or programmatic reform
459 efforts, ineffective pedagogical techniques and inadequate
460 effort as an instructor that results in the deficient
461 transmission of the course content to students.

462 **Fair:** The faculty member displays a minimally acceptable record
463 of teaching as evidenced through deficiencies noted in student
464 evaluations and reports by faculty observers, little involvement
465 in departmental curricular or programmatic reform efforts,
466 ineffective pedagogical techniques and inadequate effort as an
467 instructor that results in the deficient transmission of the
468 course content to students.

469 **Good:** The faculty member's instructional performance barely
470 exceeds adequate. This faculty member's supporting materials
471 provide evidence of conscientious preparation and pertinent, as
472 well as valid content, but fail to demonstrate either
473 exceptional pedagogical skill or decisive commitment to the
474 wide-ranging institutional and intellectual responsibilities of
475 a full-time college instructor. The learning environment in this
476 faculty member's classroom, as reflected in student evaluations,
477 achievement, and advancement, is adequate but not distinctly
478 positive.

479 **Very Good:** The faculty member is a competent teacher whose
480 supporting material includes evidence not only of diligent
481 preparation and instruction but also of some mentoring of
482 students, effective pedagogy, and a commitment to the mission of
483 the department. Class assignments are creative and
484 methodologically innovative, resulting in proficient student
485 learning. While the faculty member is an effective teacher,
486 her/his teaching record may lack the level and extent of
487 involvement in the supervision of individual student work that
488 is typically expected for a rating of *excellent*, as described
489 below, and/or the faculty member's student evaluations show
490 inconsistencies that have not been satisfactorily explained by
491 the candidate.

492 **Excellent:** The faculty member's teaching record shows
493 exceptional preparation and prominent involvement with
494 individual student work, especially the direction of
495 undergraduate and graduate student research papers, honors and
496 master's theses, and dissertations. The faculty member's student
497 evaluation scores will often be in the mid 4-out-of-5 range or
498 higher. The faculty member demonstrates an engagement with
499 teaching beyond simply his or her assigned courses. Such a
500 faculty member may receive invitations to lecture that are based
501 upon his or her reputation as a teacher, and may also be
502 involved in leading workshops, consultation, or producing
503 pedagogical publications based upon his or her teaching prowess
504 and show innovation and creativity in teaching. The evaluation
505 of teaching will be based on a combination of the criteria
506 listed.

507 **Outstanding:** In excess of the criteria for a rating of *excellent*
508 at either level, the faculty member's student evaluations will
509 often be in the high 4-out-of-5 range. The faculty member has
510 won a significant teaching award from a prestigious outlet or
511 has been otherwise recognized for superior instruction.

512 **C. Service**

513 **Poor:** The faculty member may show up at general faculty meetings
514 but manifests no other significant service accomplishments. The
515 faculty member may serve on other departmental committees, but
516 without a documentable, significant impact.

517 **Fair:** The faculty member may show up at general faculty meetings
518 but manifests few other significant service accomplishments. The
519 faculty member may serve on other departmental committees, but
520 with few effective contributions to the business of those
521 committees.

522 **Good:** The faculty member responsibly and thoroughly executes
523 assigned departmental duties and committee responsibilities and
524 is of significant assistance to colleagues.

525 **Very Good:** The faculty member demonstrates extensive, collegial,
526 diligent, and effective service and leadership at the department
527 as well as participating in professional associations.

528 **Excellent:** The faculty member demonstrates a sustained track
529 record of effective leadership that has involved significant
530 departmental or other college or university administrative
531 functions. Such leadership is in addition to the level of
532 service described as above as *very good*.

533 **Outstanding:** In addition to the level of service described above
534 as *excellent*, the faculty member demonstrates a record of
535 sustained, significant service accomplishments beyond the
536 department and throughout the college and university, as well as
537 in national and international professional organizations.

538
539
540
541
542
543
544
545
546
547
548
549
550
551
552
553
554
555
556
557
558
559
560
561
562
563
564
565
566
567
568
569
570
571
572

APPENDIX II:

Ratings Guidelines for Post-Tenure Review

A. Professional Development

Poor: The faculty member maintains no program of professional development.

Fair: The faculty member is largely inactive in professional development.

Good: The faculty member is minimally active in maintaining a program of professional development and/or the faculty member's professional development contributions are limited in scope and impact.

Very Good: The faculty member's professional development record indicates steady scholarly development that falls short of completion of major high quality projects.

Excellent: The faculty member has continued to maintain and advance a distinguished national or international reputation as an authority in his or her area(s) of specialization. The faculty member continues to be an active scholar, and has a marked impact on the work of others in the field. The books, book chapters, digital publications, and/or articles of the faculty member judged as *excellent* are published by presses and in journals and digital media that are held in esteem by the profession, and reviews of and citations to the faculty member's work attest to this reputation. Other important evidence may include the securing of fellowships, grants, contracts, and/or awards from internal and external local, regional, national, or international agencies.

Outstanding: The faculty member has achieved eminence in his or her field. The evidence may include, in addition to extensive publications (two or more books and/or a comparable body of research published in other forms), achievements in the ways described in the preceding section, national or international awards, strong reviews in major publication outlets, invited lectures at prestigious venues, and so on.

573 **B. Teaching**

574 The evaluation in teaching takes into consideration a number of
575 factors, including those noted in the various explanations that
576 follow.

577 **Poor:** The faculty member displays an unacceptable record of
578 teaching as evidenced through deficiencies noted in student
579 evaluations and reports by faculty observers, little or no
580 involvement in departmental curricular or programmatic reform
581 efforts, ineffective pedagogical techniques and inadequate
582 effort as an instructor that results in the deficient
583 transmission of the course content to students.

584 **Fair:** The faculty member displays a minimally acceptable record
585 of teaching as evidenced through deficiencies noted in student
586 evaluations and reports by faculty observers, little involvement
587 in departmental curricular or programmatic reform efforts,
588 ineffective pedagogical techniques and inadequate effort as an
589 instructor that results in the deficient transmission of the
590 course content to students.

591 **Good:** The faculty member's instructional performance barely
592 exceeds adequate. This faculty member's supporting materials
593 provide evidence of conscientious preparation and pertinent, as
594 well as valid content, but fail to demonstrate either
595 exceptional pedagogical skill or decisive commitment to the
596 wide-ranging institutional and intellectual responsibilities of
597 a full-time college instructor. The learning environment in this
598 faculty member's classroom, as reflected in student evaluations,
599 achievement, and advancement, is adequate but not distinctly
600 positive.

601 **Very Good:** The faculty member is a competent teacher whose
602 supporting material includes evidence not only of diligent
603 preparation and instruction but also of some mentoring of
604 students, effective pedagogy, and a commitment to the mission of
605 the department. Class assignments are creative and
606 methodologically innovative, resulting in proficient student
607 learning. While the faculty member is an effective teacher,
608 her/his teaching record may lack the level and extent of
609 involvement in the supervision of individual student work that
610 is typically expected for a rating of *excellent*, as described

611 below, and/or the faculty member's student evaluations show
612 inconsistencies that have not been satisfactorily explained by
613 the candidate.

614 **Excellent:** The faculty member's teaching record shows
615 exceptional preparation and extensive involvement with
616 individual student work as demonstrated by, for example, the
617 successful direction of honors and master's theses and/or
618 dissertations to completion. The faculty member's student
619 evaluation scores will often be in the mid 4-out-of-5 range or
620 higher. The faculty member evaluated as *excellent* also will have
621 demonstrated a substantial variety of activities related to
622 instruction as well as innovative pedagogy. Such a faculty
623 member will also have a good track record of his or her students
624 finishing their programs in a timely fashion; securing
625 fellowships at the graduate or postgraduate level; presenting or
626 publishing their work, completing their programs, and advancing
627 into subsequent programs or into the profession. Such a faculty
628 member advises and guides students diligently, and these
629 students regularly conduct and complete significant work. The
630 evaluation of teaching will be based on a combination of the
631 criteria listed.

632 **Outstanding:** In excess of the criteria for a rating of
633 *excellent*, the faculty member's student evaluations will often
634 be in the high 4-out-of-5 range. The faculty member will have
635 won a significant teaching award from a prestigious outlet,
636 published highly regarded pedagogical studies, or will have been
637 otherwise recognized for superior instruction.

638 **C. Service**

639 **Poor:** The faculty member may show up at general faculty meetings
640 but manifests no other significant service accomplishments. The
641 faculty member may serve on other departmental committees, but
642 without a documentable, significant impact.

643 **Fair:** The faculty member may show up at general faculty meetings
644 but manifests few other significant service accomplishments. The
645 faculty member may serve on other departmental committees, but

646 with few effective contributions to the business of those
647 committees.

648 **Good:** The faculty member responsibly and thoroughly executes
649 assigned departmental duties and committee responsibilities and
650 is of significant assistance to colleagues.

651 **Very Good:** The faculty member demonstrates extensive, collegial,
652 diligent, and effective service and leadership at the department
653 and either the college or the university levels as well as
654 participating in professional associations.

655 **Excellent:** The faculty member demonstrates a track record of
656 effective leadership that has involved significant departmental
657 or other college or university administrative functions. Such
658 leadership is in addition to the level of service described as
659 above as *very good*.

660 **Outstanding:** In addition to the level of service described above
661 as *excellent*, the faculty member demonstrates a record of
662 sustained, significant service accomplishments beyond the
663 department and throughout the college and university, as well as
664 in national and international professional organizations.