

**DEPARTMENT OF APPLIED LINGUISTICS AND ENGLISH AS A SECOND  
LANGUAGE  
PROMOTION AND TENURE GUIDELINES**

**COLLEGE OF ARTS AND SCIENCES  
GEORGIA STATE UNIVERSITY**

Policy Title:	Department of Applied Linguistics and English as a Second Language Promotion and Tenure Guidelines
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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.

## Introduction

1 The Department of Applied Linguistics and English as a Second Language (AL/ESL) is careful  
 2 to hire the best faculty and has every expectation that these faculty will meet or exceed the  
 3 requirements for promotion and tenure at all ranks. To that end, the department is committed to  
 4 strongly supporting the work of its faculty so that they may contribute to the work of the field of  
 5 applied linguistics and to the work of the university.

6 This set of guidelines of the Department of AL/ESL expresses the philosophy that will guide  
 7 departmental evaluators and provides candidates a clear description of departmental expectations  
 8 for promotion and tenure. Each candidate, in turn, should consult both the Georgia State  
 9 University Promotion and Tenure Manual for Tenured and Tenure-Track Professors and also the  
 10 College of Arts and Sciences Promotion and Tenure Manual for guidelines describing (1) the  
 11 composition of the departmental tenure and promotion committee, (2) the responsibilities of that  
 12 committee, (3) the procedures to be followed by the committee; (4) the procedures to be  
 13 followed for outside review of the candidate's credentials; (5) the responsibilities of the candidate  
 14 during the tenure and promotion process; and (6) the format in which documentation must be  
 15 presented to outside reviewers and promotion and tenure committee members.

16 The Department of AL/ESL evaluates all candidates in three areas of professional life:  
 17 professional development, teaching, and service. As this document indicates, the department  
 18 values all of these areas highly and has established specific expectations for performance by its  
 19 members in each one. These expectations should be understood in the context of the College of  
 20 Arts and Sciences Promotion and Tenure Manual, which establishes the evaluative terms that  
 21 represent the standard in each of the three categories of evaluation. As the college manual states,  
 22 to be recommended for promotion to and/or tenure at the rank of associate professor, the  
 23 candidate must be evaluated as *excellent* in the category of professional development, *excellent*  
 24 in the category of teaching, and at least *good* in the category of service. To be recommended for  
 25 promotion to and/or tenure at the rank of professor, the candidate must be evaluated as *excellent*  
 26 in professional development, *excellent* in teaching, and *very good* in service.

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## Professional Development

29 The Department of AL/ESL understands professional development as encompassing various  
 30 activities that advance our discipline, by creating or extending knowledge of applied linguistics  
 31 and modes of inquiry. While the essential core of professional development is research and its  
 32 dissemination, professional development also includes all other activities that support or enhance  
 33 research in the field, including reporting at professional meetings, reviewing, editing, and  
 34 refereeing. Research outcomes should be judged on whether they are appropriate to stated  
 35 research goals and whether they produce valuable products. Success can be achieved in a  
 36 number of ways, but the department recognizes that refereed publications, both books and  
 37 articles, constitute the clearest evidence of quality. Work that has not been refereed will be given  
 38 little credit. In general, textbooks and pedagogical works will be considered as contributions to  
 39 teaching.

40 Obtaining extramural grant support for one's research is a highly valued professional  
 41 development activity, and success in seeking grant support, particularly from national sources,  
 42 will weigh heavily as evidence of scholarly reputation. Grant support is a means to an end, so  
 43 that publications and other forms of reporting findings are expected to follow.

44 Scholarly activities such as organizing sessions for professional meetings and reviewing,  
 45 refereeing, and editing the work of others also are valued activities. Although no specific type of  
 46 such activities is required to meet the minimum expectation for promotion and tenure, successful  
 47 candidates for tenure and promotion will be active in such roles.

48 The department recognizes that a loose prestige hierarchy of scholarly journals exists in the  
 49 various fields and subfields of applied linguistics. It recognizes that valuable work that offers  
 50 innovative approaches, new ideas, or evidence that challenges existing knowledge may not be  
 51 published in the best-known journals and presses. It further recognizes that important  
 52 contributions to scholarship may appear in new forms of refereed media such as internet journals  
 53 and edited databases. The department's goal is to foster production of high-quality scholarship,  
 54 and every candidate must meet that standard.

55 The department evaluates a candidate's publication record by a variety of criteria, including but  
 56 not limited to 1) the work's impact on the field, shown through reviews, citations, awards, or  
 57 other evidence, 2) the prestige or standing of the journal in which an article appears or the  
 58 publisher of a book or book chapter, 3) the candidate's explanation of the importance of the  
 59 work, 4) the nature and extent of the candidate's contribution to the work if co-authored, 5) the  
 60 comments of outside reviewers in the promotion and tenure process, and 6) the Committee's own  
 61 evaluation of the work.

62 The Department of AL/ESL recognizes the value of both individual and collaborative  
 63 scholarship. The department expects some individual scholarship but also recognizes that  
 64 modern social scientific research is often a team effort and can involve interdisciplinary research.  
 65 While we acknowledge the importance (and sometimes the difficulty) of determining the relative  
 66 contributions of several co-authors, we cannot assign higher intrinsic value to either single-  
 67 authored or jointly-authored works. We assume that a candidate who contributes less than 50%  
 68 to multiple-authored work should be able to publish a greater number of items than one working  
 69 alone.

70 Given that order of authorship does not necessarily convey information about relative  
 71 contribution to the work, candidates should state their relative contribution to co-authored work.  
 72 As a result of interdisciplinary collaborations, some of a candidate's publications may appear in  
 73 the scholarly outlets of other disciplines. While this department's primary focus remains the  
 74 development of the discipline of applied linguistics, we do recognize that applied linguists can  
 75 and do regularly make contributions to the knowledge base of other disciplines, and we will not  
 76 disadvantage such work appearing in non-applied linguistics professional publications. The  
 77 candidate and the outside evaluators should provide guidance in assessing the importance of such  
 78 publications and research. Even so, candidates should remember that achievement of a national  
 79 reputation in applied linguistics is the goal of professional development in this department.  
 80 Perhaps the issue of most concern to candidates is the number of publications required for  
 81 promotion and tenure. Because qualitative evaluations (e.g., *excellent*) cannot be made solely on

82 the basis of numbers of publications or other scholarly activities, the department recognizes that  
 83 candidates will demonstrate their scholarly productivity through both the quality and quantity of  
 84 their work. Thus, a smaller number of works of outstanding quality might be evaluated as equal  
 85 or superior to a greater number of publications of lesser quality.

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## 87 **Categories of Professional Development**

88 The candidate for promotion and tenure must submit evidence of professional development  
 89 organized according to the categories of professional development listed in the college manual  
 90 (section V.E.). Types of evidence include: 1) presentations at professional meetings; 2) scholarly  
 91 writings in journals, books, monographs, and reviews; 3) awards and grants; 4) significant  
 92 professional services; 5) recognition by national, scholarly, and professional associations; 6)  
 93 general recognition within the discipline of applied linguistics; 7) specialized professional  
 94 activities appropriate to the discipline. In addition to the items enumerated below, the candidate  
 95 must provide copies of all publications and grant proposals listed. Clear documentation must be  
 96 provided for works accepted for publication. Work in progress and work submitted but not yet  
 97 accepted for publication may not be included. In the absence of a publication record that self-  
 98 evidently meets the requirements for promotion to a given rank, the candidate is expected to  
 99 offer a compelling rationale for the importance, direction, and progress of his or her research  
 100 conducted during the period under review.

101 The department further expects that a faculty member's research record should demonstrate the  
 102 ability to initiate and carry out research, a coherent research agenda, and ongoing scholarly  
 103 productivity that results in a body of work that contributes to a particular area or areas of  
 104 research to which the faculty member's work has made a significant contribution.

### 105 1. Presentations at Professional Meetings

106 The candidate should provide a list of presentations at professional meetings. This list should  
 107 include the title of the presentation, the type of presentation (paper, invited paper or speech,  
 108 symposium presentation, or roundtable discussion, the name, location, and date of the meeting,  
 109 and a one- or two-sentence description of the presentation.

### 110 2. Scholarly Writings in Journals, Books, Monographs, and Reviews

#### 111 A. Refereed Journal Articles

112 The candidate should provide a list of published articles and those accepted for publication. This  
 113 list should include for each article the complete bibliographic citation and a brief description of  
 114 the article and its contribution to applied linguistics.

#### 115 B. Chapters in Books

116 The candidate should provide a list of chapters that have been published in edited books and  
 117 those accepted for publication. This list should include for each chapter the complete  
 118 bibliographic citation, a brief description of the chapter and its contribution to applied linguistics,  
 119 and a description of the review process. Chapter-length encyclopedia entries may be included in  
 120 this section.

#### 121 C. Books and Monographs

122 The candidate should provide a list of authored or edited books or monographs published or  
 123 accepted for publication. This list should include the complete bibliographic citation and a brief  
 124 description of the book or monograph and its contribution to applied linguistics. For works only  
 125 accepted for publication, clear indication should be given of whether the item is a completed  
 126 book manuscript in press and scheduled for publication at a definite date, or a book project for  
 127 which a contract has been awarded for a manuscript to be submitted to the publisher in the  
 128 future.

#### 129 D. Conference Proceedings

130 The candidate should provide a list of papers published in conference proceedings and those  
 131 accepted for publication. The list should include for each entry the complete bibliographic  
 132 citation, a brief description of the paper and its contribution to applied linguistics, and a  
 133 description of the review process.  
 134

#### 135 E. Book Reviews

136 The candidate should provide a list of book reviews published or accepted for publication,  
 137 including the author and title of the book reviewed and a complete bibliographic citation.

### 138 139 3. Awards and Grants

140 The candidate should provide a list of all internal and external research grants and awards, and  
 141 all scholarships, fellowships, travel awards, and personal development awards that supported the  
 142 candidate's scholarly research and professional development. This list should include the title of  
 143 each successful application, the awarding agency, the amount and period of the award, and the  
 144 precise nature of the research project. The candidate must also provide copies of official letters  
 145 of award.  
 146

### 147 4. Significant Professional Service

148 Significant professional service in applied linguistics include serving as journal editor or  
 149 associate editor, member of an editorial board, referee for scholarly journals or granting  
 150 agencies, member of the program committee for a conference or of a review panel for proposals,  
 151 and consultant for professional organizations and public agencies. The candidate should provide

152 a list that includes the activity, organization, and dates of service.  
153

#### 154 5. Recognition by National, Scholarly, and Professional Associations

155 Honors and awards from scholarly and professional associations that result from the candidate's  
156 research contributions will be viewed as further evidence of scholarly reputation.  
157

#### 158 6. General Recognition within the Discipline of Applied Linguistics

159 Invitations received for presentations or workshops at professional associations or other  
160 universities, and reviews and citations of published work will be viewed as evidence of scholarly  
161 reputation. The candidate should provide a list of titles, locations, and dates for invited  
162 presentations and, in the case of reviews and citations, a complete bibliography citation of the  
163 works in which they appear.  
164

#### 165 7. Specialized Professional Activities in the Discipline of Applied Linguistics

166 Included here are materials for which descriptions are not presented in any other category. These  
167 materials may not include work in progress or work submitted but not yet accepted for  
168 publication or dissemination.

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### 170 **Evaluation of Professional Development**

171 Based on the evidence submitted, the departmental committee will evaluate the candidate's  
172 professional development relative to the college manual's standard of *excellent* and in accordance  
173 with the guidelines below.  
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#### 175 **Promotion to and/or Tenure at the Rank of Associate Professor**

176 Promotion to and/or tenure at the rank of associate professor requires that a faculty member be  
177 recognized by scholars outside Georgia State University as a person who has contributed to the  
178 advancement and development of the field of applied linguistics and seems likely to continue  
179 doing so. Promotion to and/or tenure at this level is only available to those who are judged to be  
180 *excellent* in professional development.  
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182 The candidate promotion to and/or tenure at the rank of associate professor will be judged  
183 *excellent* in professional development if the committee's general impression is that the candidate  
184 is a superb scholar with a developing national reputation in the field of applied linguistics. To  
185 qualify as *excellent*, a candidate normally should have published a significant number (5-7) of

186 full-length refereed articles of very high quality. In some cases, a rating of *excellent* may be  
 187 given to a candidate with fewer such articles if he or she has received external funding for a  
 188 research project; published a monograph or edited volume of very high quality; and/or served on  
 189 an editorial board or as a journal referee or grant reviewer on several occasions. Additional  
 190 evidence of professional development might include the publication of book chapters, shorter  
 191 research reports or commentaries, or book reviews.. To qualify as *excellent*, a candidate also  
 192 should have performed several additional research roles, such as active participation in national  
 193 organizations, including giving papers and organizing colloquia or panels. Additionally, to  
 194 qualify as *excellent*, evidence of efforts to obtain external or internal funding for research should  
 195 normally be demonstrated.

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 197 **Promotion to and/or Tenure at the Rank of Professor**

198 Promotion to and/or tenure at the rank of professor is a recognition by the department and the  
 199 university that a faculty member's scholarship is of such high quality and importance that s/he  
 200 has achieved a national and/or international reputation as a leading scholar in his/her  
 201 field. Promotion to this level is available only to those whose professional development is  
 202 judged as *excellent*.  
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204 The candidate for promotion to and/or tenure at the rank of professor will be judged *excellent* in  
 205 professional development if the committee's general impression is that the candidate is a superb  
 206 scholar with a national and/or international reputation in the field of Applied Linguistics. To  
 207 qualify as *excellent*, a candidate, for example, might have published a large number of full-length  
 208 refereed articles and book chapters of very high quality; or a book and a significant number of  
 209 refereed articles and book chapters, or several books, full-length refereed articles, chapters, and  
 210 other works. To qualify as *excellent*, a candidate must also exhibit achievement in some of the  
 211 following: one or more major research grants from outside the institution; significant  
 212 professional recognition; evidence of sustained significant roles in one or more national  
 213 professional or scholarly organizations together with active participation, including presenting  
 214 papers; editing a journal, serving on an editorial board, refereeing journal manuscripts; or  
 215 reviewing grants. To qualify as *excellent*, a candidate also should have performed several  
 216 additional research roles, such as active participation in national organizations, including giving  
 217 papers and organizing colloquia or panels.

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## Teaching

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### Categories of Teaching

226 The quality of teaching of faculty members is of paramount importance to the Department of  
 227 Applied Linguistics and English as a Second Language (AL/ESL) and the university; indeed, it is  
 228 central to what we do and who we are as a department. The AL/ESL Department believes that  
 229 all faculty are responsible for quality teaching, irrespective of rank. The candidate must submit  
 230 written evidence of effective teaching organized according to the categories of teaching listed in  
 231 the college manual (section V.F.). Types of evidence include: (1) syllabi and list of courses  
 232 taught; (2) student course evaluations; (3) honors; (4) evidence of instructional service beyond  
 233 the classroom; (5) published materials; and (6) other materials. In addition, the candidate should  
 234 submit written evidence of any funded training grants and contracts.

#### 235 1. Syllabi and List of Courses Taught

236 The candidate must include the most recent syllabus for each course taught during the last four  
 237 years. Only one syllabus for each different course should be provided. The candidate must list  
 238 the courses taught using the format specified in the College Manual. The candidate may include  
 239 supplementary materials to document the quality of course content (see item 7, "Other  
 240 Materials," below). In keeping with the spirit of the College Policy on Assessment of Teaching  
 241 Effectiveness for Full-Time Faculty, the departmental Promotion and Tenure Committee will  
 242 review syllabi for conformity with university guidelines, differentiation of graduate and  
 243 undergraduate expectations, reading/assignments appropriate to course level and catalog  
 244 description.

#### 245 2. Student Course Evaluations

246 The candidate must include standardized course evaluations for every course s/he has taught  
 247 during the last four years in the tabular format detailed in the College Manual. The candidate  
 248 may include some brief explanation of the background and context of courses listed.

#### 249 3. Honors

250 Honors or other special recognition of the quality of a candidate's teaching should be listed in  
 251 tabular form (as detailed in the College Manual). The candidate also should submit evidence of  
 252 honors her/his students have achieved which are directly connected with the candidate's teaching  
 253 or mentorship. Some examples are fellowships or other rewards received by students.

#### 254 4. Evidence of Instructional Service Beyond the Classroom

255 The candidate should provide lists of the following types of instructional service: organizing or  
 256 presenting in departmental seminars on pedagogy; supervision of directed reading or  
 257 independent study courses; direction of honors theses; membership on master's paper or master's  
 258 thesis committees and/or direction of master's papers or master's theses; membership on  
 259 dissertation committees and/or direction of dissertations; involvement in preparation and/or



260 grading of departmental Ph.D. qualifying papers and comprehensive examinations; supervision  
 261 of internships; observation of teaching assistants' instructional efforts; advisement of students;  
 262 and evidence of students' successful endeavors connected with the candidate's mentorship (e.g.,  
 263 student papers presented, accepted for publication, published, or co-authored). The College  
 264 Manual specifies a particular tabular format for conveying much of the information in this  
 265 section, to which the candidate should adhere.  
 266

## 267 5. Published Materials

268 The candidate should provide a list of textbooks and other published materials related to her/his  
 269 teaching. The candidate should provide a brief description of the contribution of each item to the  
 270 teaching of Applied Linguistics and/or English as a Second Language. The candidate may  
 271 provide evidence of favorable reviews, records of adoption, etc.

## 272 6. Training Grants/Contracts

273 The candidate should provide the following information on all funded training grants/contracts:  
 274 the candidate's responsibilities on the project, funding source, program dates, funding  
 275 amount. In addition, the candidate should provide a brief statement to explain how the program  
 276 connects to departmental and/or institutional goals.

## 277 7. Other Materials

278 The candidate may include materials that demonstrate teaching preparation, effectiveness of  
 279 pedagogical methodology, and pedagogical creativity, such as a teaching or course portfolio,  
 280 evidence of innovative uses of technology for teaching, course handouts and assignments,  
 281 descriptions of learning exercises, assessment instruments, outstanding student papers, other  
 282 written/visual evidence of course-generated student projects. The College Policy on Assessment  
 283 of Teaching Effectiveness for Full-Time Faculty specifies that "course materials should . . . be  
 284 assessed for their appropriateness in relation to the current state of knowledge of the field." The  
 285 policy further states that faculty should be rewarded for "enhancing creativity and independent  
 286 critical thinking," and for structuring courses in ways that cultivate curiosity, creativity, and  
 287 critical acumen in their students." The candidate should include the teaching portfolio he/she has  
 288 compiled, as required in the College's Teaching Assessment Policy. Supplementary materials  
 289 should demonstrate the range and variety and levels of courses the candidate has taught.

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## Evaluation of Teaching

296 The department committee will evaluate the quality of teaching relative to the college manual's  
297 standard of *excellent* and in accordance with the guidelines below

298 When reviewing student evaluations, the Committee should attempt to discern a pattern in  
299 student perceptions of the overall pedagogical environment created by the candidate, attending to  
300 the scores on all questions as well as further evidence provided by the tone of students' written  
301 comments across all course evaluations. In addition, the Committee will not take the student  
302 evaluation percentages at face value alone without also taking into consideration the candidate's  
303 total number of students during the period of evaluation; the numbers of his/her undergraduate  
304 vs. graduate students, as well as the student evaluation numbers and ranges of each group; the  
305 numbers of required vs. elective, graduate vs. undergraduate, and core vs. special topics courses;  
306 and the numbers of large (75 students or more) vs. small-sized classes (25 or fewer students)  
307 he/she has taught during the period of evaluation.

308 In making the case for his/her promotion and/or tenure, the candidate may also address other  
309 variables, such as: (1) the extent to which the courses taught during the last eight semesters  
310 included any new preparations or other courses which the candidate has taught repeatedly in the  
311 past; (2) the extent to which the candidate taught courses with a lecture format or others which  
312 included collaborative/group learning, or which had a particular focus on active class  
313 participation required of students; (3) students' perceived rigor of a candidate's courses; (4)  
314 whether there have been any peer, institutional, or other evaluation of the candidate's teaching  
315 abilities and methods; and (5) whether the candidate participated in any pedagogical workshops  
316 or meetings where the focus was on developing instructional excellence.

317 Because the AL/ESL Department evaluates teaching without regard to faculty rank, the  
318 evaluative standards mentioned in this section apply equally to candidates for promotion to  
319 and/or tenure at the rank of associate professor and to candidates for promotion to and/or tenure  
320 at the rank of professor. Promotion and/or tenure are only available to those candidates who are  
321 judged to be *excellent* in teaching.

322 The candidate will be judged *excellent* in teaching if the clear impression garnered by the  
323 committee from the evidence submitted is that the candidate's teaching and contributions to  
324 teaching are of very high quality. For instance, the student evaluation scores should suggest  
325 highly effective performance in the classroom; course material should show impressive  
326 preparation and incorporation of up-to-date scholarship in specialized courses; teaching  
327 portfolios should demonstrate substantive and sustained engagements with teaching  
328 responsibilities; the candidate's dossier should demonstrate highly effective mentoring of  
329 students (e.g., through supervising dissertations; reading MA papers; co-authoring and co-  
330 presenting with students; directing student research projects, independent study projects/directed  
331 readings, and/or honor's theses). Other items that may contribute toward an evaluation of  
332 *excellent* include study abroad development and instruction and participation in university-wide  
333 teaching initiatives such as Writing Across the Curriculum (WAC), Critical Thinking through  
334 Writing (CTW), and online instruction. The candidate may also have published pedagogical

335 works, presented pedagogical works at conferences or been nominated for one or more teaching  
336 awards or received a grant related to pedagogy.

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## Service

339 Service to one's colleagues, to the department, to the College, and to the University is a very  
340 important element in judging a faculty member's contribution and performance. Faculty also  
341 owe service to their academic discipline, usually by participating in the operation of professional  
342 associations as officers, or committee or board members. In addition, applied linguistics is a  
343 field of study that is conducive to useful, discipline-relevant forms of community service, and  
344 these efforts are recognized and valued by the Department of AL/ESL.

345 Neither the College nor the Department of AL/ESL ask the same quantity and quality of service  
346 contributions from faculty in junior and senior ranks. The information given below indicates  
347 what we in the department consider important forms of service for junior and senior faculty and  
348 provides some guidelines for judging different levels of quality when evaluating a candidate's  
349 work in the area of service.

350

### Categories of Service

351 The candidate must submit written evidence of service activity related to his/her areas of  
352 professional competence organized according to the categories of service listed in the college  
353 manual (section V.G.).

354

### Evaluation of Service

355 Based on the evidence submitted, the departmental committee will evaluate the candidate's  
356 service relative to the college manual's standards of *good* and *very good*, depending on the  
357 candidate's present rank, and in accordance with the guidelines below.

#### 358 **Promotion to and/or Tenure at the Rank of Associate Professor**

359 To be recommended for promotion to and/or tenure at the rank of associate professor, the  
360 candidate must be evaluated as at least *good* in service. A candidate will be judged *good* if s/he  
361 has been active in assistance to colleagues and responsibly carries out the departmental service  
362 tasks assigned to her/him.

#### 363 **Promotion to and/or Tenure at the Rank of Professor**

364 To be recommended for promotion to and/or tenure at the rank of professor the candidate must  
365 be evaluated as *very good* in service. A candidate will be judged *very good* if s/he has been very  
366 active in assistance to colleagues; has effectively served on departmental committees and as the  
367 chairperson of at least one departmental standing or ad hoc committees (e.g., search committee,  
368 promotion and tenure committee); has significant service on college or university committees. In  
369 addition, a candidate should also show evidence of involvement in one or more community,

370 governmental, or professional organizations (e.g., service as a committee member of a regional  
371 or national professional association).

372 **APPENDIX I:**  
 373 **Ratings Guidelines for Pre-Tenure Review**

374 **A. Professional Development**

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

376 **Fair:** The faculty member is minimally active in professional development.

377 **Good:** The faculty member is active in maintaining a program of professional development,  
 378 but the scope and impact of the faculty member's scholarly work are limited.

379 **Very Good:** The faculty member, while maintaining an active program of professional  
 380 development, has yet to establish a national reputation as an emerging leader in the field;  
 381 however, there are clear indications that she or he has projects underway that are likely to  
 382 result in a scholarly profile of national prominence in the near future. The faculty member  
 383 has published some high quality refereed articles and/or book chapters of comparable  
 384 quality published by prestigious university or commercial academic presses. The faculty  
 385 member also should have applied for internal or external research funding and performed  
 386 several additional research roles, such as active participation in national organizations,  
 387 including giving papers; journal referee; or book reviewer.

388 **Excellent:** The faculty member produces high quality scholarship and has a developing  
 389 national reputation in the field of applied linguistics. She or he has published a significant  
 390 number of full-length refereed articles or she or he has published an appropriate mix of  
 391 refereed articles and book chapters in combination with one or more of the following: a  
 392 published monograph or edited volume of very high quality; service on an editorial board  
 393 or as a journal referee or grant reviewer on several occasions. Additional evidence of  
 394 professional development *excellence* might include the publication of conference  
 395 proceedings, shorter research reports or commentaries, or book reviews. To qualify as  
 396 *excellent*, the faculty member also should have performed additional research roles, such as  
 397 active participation in national organizations, including giving papers and participating in  
 398 colloquia or panels. Additionally, to qualify as *excellent*, evidence of efforts to obtain  
 399 external and/or internal funding for research should normally be demonstrated. An  
 400 evaluation of *excellent* indicates that the faculty member's current and imminently  
 401 forthcoming projects are likely to result in an assessment at this level when s/he comes up  
 402 for tenure, should the faculty member's upward trajectory continue.

403 **Outstanding:** The faculty member's scholarly work is of rare quality and unquestioned  
 404 importance nationally. In addition to the criteria described above for a rating of *excellent*,  
 405 the faculty member publishes significant numbers of refereed articles in top-tier journals  
 406 and serves a leading role as a principal investigator or co-investigator on one or more  
 407 externally funded projects.

## 408 B. Teaching

409 **Poor:** The faculty member displays an unacceptable record of teaching as evidenced  
410 through student evaluations, ineffective course materials, and little to no student  
411 mentoring.

412  
413 **Fair:** The faculty member displays a minimally acceptable record of teaching as evidenced  
414 through student evaluations, course materials of inconsistent effectiveness, and occasional  
415 student mentoring.

416  
417 **Good:** The faculty member's instructional performance barely exceeds adequate as  
418 evidenced through student evaluations, minimally effective course materials, and generally  
419 satisfactory effort as a mentor of students.

420 **Very Good:** The faculty member is a competent teacher whose supporting material includes  
421 evidence not only of diligent preparation and instruction but also of some mentoring of  
422 students, effective pedagogy, and a commitment to the instructional mission of the  
423 department. Class assignments are creative and methodologically varied and pedagogically  
424 appropriate, resulting in proficient student learning. While the faculty member is an  
425 effective teacher, her/his teaching record may lack the level and extent of involvement in  
426 the supervision of individual student work that is typically expected for a rating of  
427 *excellent*, as described below, and/or the faculty member's student evaluations show  
428 inconsistencies or may occasionally fall short of departmental expectations.

429 **Excellent:** The faculty member's teaching and contributions to teaching are of very high  
430 quality. For instance, the student evaluation scores suggest highly effective performance in  
431 the classroom; course material shows impressive preparation and incorporation of up-to-  
432 date scholarship in specialized courses; teaching portfolios demonstrate substantive and  
433 sustained engagements with teaching responsibilities; the faculty member makes  
434 significant contributions to curricular and programmatic reforms; his or her dossier  
435 demonstrates highly effective mentoring of students (e.g., through supervising  
436 dissertations; reading MA papers; co-authoring and co-presenting with students; directing  
437 student research projects, independent study projects/directed readings, and/or honor's  
438 theses). Other items that may contribute toward an evaluation of *excellent* include study  
439 abroad development and instruction and participation in university-wide teaching  
440 initiatives, such as Writing Across the Curriculum (WAC), Critical Thinking through Writing  
441 (CTW), and online instruction. The faculty member may also have published pedagogical  
442 works, presented pedagogical works at conferences or been nominated for one or more  
443 teaching awards or received a grant related to pedagogy.

444 **Outstanding:** In excess of the criteria for a rating of *excellent*, the faculty member's  
445 teaching and contributions to instruction are out of the ordinary, as evidenced by  
446 inspirational classroom performance and innovative pedagogical contributions recognized  
447 institutionally and/or nationally. She or he may have published a highly respected  
448 textbook, received a training contract, or received one or more teaching awards from a  
449 prestigious outlet.

450 **C. Service**

451 **Poor:** The faculty member rarely assists colleagues and is inconsistent in willingness to  
452 accept responsibility for carrying out the departmental service tasks assigned to her/him.

453 **Fair:** The faculty member occasionally assists colleagues and is minimally responsible in  
454 carrying out the departmental service tasks assigned to her/him.

455 **Good:** The faculty member has been active in assistance to colleagues and responsibly  
456 carries out the departmental service tasks assigned to her/him.

457 **Very Good:** The faculty member has 1) been very active in assistance to colleagues and has  
458 responsibly and effectively performed several departmental service tasks, and 2) is active  
459 in departmental, college or university service tasks, or has had significant professionally  
460 relevant service to community, governmental, or professional organizations.

461 **Excellent:** The faculty member demonstrates effective leadership that has involved  
462 significant departmental or other college or university administrative functions. Such  
463 leadership is in addition to the level of service described above as *very good*.

464 **Outstanding:** In addition to the level of service described above as *excellent*, the faculty  
465 member demonstrates a record of sustained, significant service accomplishments beyond  
466 the department and at the college and university levels, as well as having served as an  
467 officer or board member of a state, regional or national professional association.

468

**APPENDIX II:**

469

**Ratings Guidelines for Post-Tenure Review**

470

**A. Professional Development**

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

472

**Fair:** The faculty member is minimally active in professional development.

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**Good:** The faculty member is active in maintaining a program of professional development, but the scope and impact of the faculty member's scholarly work are limited.

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**Very Good:** The faculty member's professional development record indicates steady scholarly development but falls short of a scholarly profile of national prominence.

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**Excellent:** The faculty member has achieved and continued to advance a national reputation in the field of applied linguistics. She or he remains an active scholar, publishing a significant number of refereed articles or a combination of articles and other types of publications of excellent quality. She or he makes other contributions appropriate to the rank, such as participating in national organizations and obtaining external funding or other support that demonstrates national reputation, with documented impact on the work of others.

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**Outstanding:** The faculty member has achieved eminence in the field, with ongoing scholarly work of unquestioned importance both nationally and internationally, as evidenced by continued production of influential publications, securing of extramural funding, and featured speaker invitations or awards from prestigious organizations.



488 **B. Teaching**

489 **Poor:** The faculty member displays an unacceptable record of teaching as evidenced  
 490 through student evaluations, ineffective course materials, and little to no student  
 491 mentoring.

492 **Fair:** The faculty member displays a minimally acceptable record of teaching as evidenced  
 493 through student evaluations, course materials of inconsistent effectiveness, and occasional  
 494 student mentoring.

495  
 496 **Good:** The faculty member's instructional performance barely exceeds adequate as  
 497 evidenced through student evaluations, minimally effective course materials, and generally  
 498 satisfactory effort as a mentor of students.

499 **Very Good:** The faculty member is a competent teacher whose supporting material includes  
 500 evidence not only of diligent preparation and instruction but also of some mentoring of  
 501 students, effective pedagogy, and a commitment to the instructional mission of the  
 502 department. Class assignments are creative and methodologically varied and pedagogically  
 503 appropriate, resulting in proficient student learning. While the faculty member is an  
 504 effective teacher, her/his teaching record may lack the level and extent of involvement in  
 505 the supervision of individual student work that is typically expected for a rating of  
 506 *excellent*, as described below, and/or the faculty member's student evaluations show  
 507 inconsistencies or may occasionally fall short of departmental expectations.

508 **Excellent:** The faculty member's teaching and contributions to teaching are consistently  
 509 very high quality. For instance, the student evaluation scores indicate highly effective  
 510 performance in the classroom; course material shows impressive preparation and  
 511 incorporation of up-to-date scholarship in specialized courses; teaching portfolios  
 512 demonstrate substantive and sustained engagements with teaching responsibilities; the  
 513 faculty member makes significant contributions to curricular and programmatic reforms;  
 514 his or her dossier demonstrates highly effective mentoring of students as researchers and  
 515 teachers (e.g., through supervising dissertations to completion; reading MA papers; co-  
 516 authoring and co-presenting with students; directing student research projects,  
 517 independent study projects/directed readings, honor's theses, helping students secure  
 518 funding, and other mentoring activities). Other items that may contribute toward an  
 519 evaluation of *excellent* include study abroad development and instruction and participation  
 520 in university-wide teaching initiatives such as Writing Across the Curriculum (WAC),  
 521 Critical Thinking through Writing (CTW), and online instruction. The faculty member may  
 522 also have published pedagogical works, presented pedagogical works at conferences or  
 523 been nominated for one or more teaching awards or received a grant related to pedagogy.  
 524 Such a faculty member will have a strong track record of her or his students completing  
 525 their programs in a timely fashion, securing scholarships or other types of funding or  
 526 awards, presenting and publishing their work, and advancing into subsequent programs or  
 527 into their chosen profession.

528 **Outstanding:** In excess of the criteria for a rating of *excellent*, the faculty member's  
529 teaching and contributions to instruction have been sustained at a level that is out of the  
530 ordinary, as evidenced by inspirational classroom performance and innovative pedagogical  
531 contributions recognized institutionally, nationally and/or internationally. She or he may  
532 have published a highly respected textbook, received a training contract, or received one or  
533 more teaching awards from a prestigious outlet.

534 **C. Service**

535 **Poor:** The faculty member rarely assists colleagues and is inconsistent in willingness to  
536 accept responsibility for carrying out the departmental service tasks assigned to her/him.

537 **Fair:** The faculty member occasionally assists colleagues and is minimally responsible in  
538 carrying out the departmental service tasks assigned to her/him.

539 **Good:** The faculty member has been active in assistance to colleagues and responsibly  
540 carries out the departmental service tasks assigned to her/him.

541 **Very Good:** The faculty member has 1) been very active in assistance to colleagues and has  
542 responsibly and effectively performed departmental service tasks, and 2) is active in  
543 departmental, college or university service tasks, or has had significant professionally  
544 relevant service to community, governmental, or professional organizations.

545 **Excellent:** The faculty member demonstrates effective leadership that has involved  
546 significant departmental or other college or university administrative functions. Such  
547 leadership is in addition to the level of service described above as *very good*.

548 **Outstanding:** In addition to the level of service described above as *excellent*, the faculty  
549 member demonstrates a track record of sustained, significant service accomplishments  
550 beyond the department and at the college and university levels, as well as having served in  
551 leadership positions in state, regional, national, or international professional associations.