

**DEPARTMENT OF WORLD LANGUAGES AND CULTURES**

**PROMOTION AND TENURE GUIDELINES**

**COLLEGE OF ARTS AND SCIENCES**

**GEORGIA STATE UNIVERSITY**

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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.

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

## APPENDIX I:

409

## Ratings Guidelines for Pre-Tenure Review

410

411 **A. Professional Development**

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

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

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

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

426 **Excellent:** The faculty member has produced a book or a  
427 comparable body of research. Peer-reviewed work published in  
428 highly regarded digital media (including, e.g., multimedia  
429 productions and computer software) is valued equally to print  
430 publications, as scholarship adopting emerging technologies is  
431 essential to many areas of studies in foreign languages.  
432 Collaborative projects with other scholars in conventional or  
433 digital media are also significant when the high level and  
434 quality of the contribution is documented. Further evidence for  
435 a rating of *excellent* includes documentation directly  
436 demonstrating one's emerging national reputation in areas such  
437 as the securing of fellowships, grants, contracts, and/or awards  
438 from internal and external local, regional, national, or  
439 international agencies. An evaluation of *excellent* indicates  
440 that the faculty member's current and imminently forthcoming  
441 projects are likely to result in an assessment at this level  
442 when s/he comes up for tenure, should the faculty member's  
443 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

**APPENDIX II:**

539

**Ratings Guidelines for Post-Tenure Review**

540

**A. Professional Development**

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

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

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

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

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

566 **Outstanding:** The faculty member has achieved eminence in his or  
567 her field. The evidence may include, in addition to extensive  
568 publications (two or more books and/or a comparable body of  
569 research published in other forms), achievements in the ways  
570 described in the preceding section, national or international  
571 awards, strong reviews in major publication outlets, invited  
572 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.