

**Department of Global Languages and Cultures**  
**Annual Review Evaluation Criteria**  
9-26-2016

**• Teaching and mentoring**

According to the context in which world language instruction occurs in Global Languages and Cultures in the departmental *Tenure and Promotion Criteria*, there are (at least) 5 primary instructional activities through which faculty foster learning.

1. The development of linguistic and cultural abilities, including the interconnectedness of the human experience in general.
2. The training of future language teachers.
3. The development and implementation of effective pedagogy.
4. Fostering a vital multi-lingual, multi-cultural academic community.
5. Mentoring related to professional development, external activities (e.g., conference participation, practicum experiences), and study abroad.

Evidence cited in the *Tenure and Promotion Criteria* that may demonstrate effective teaching include (but are not limited to): teaching awards, numerical and discursive evaluations, directing independent studies, teaching hybrid/cross-listed courses, developing new courses, developing instructional materials for local, regional or national dissemination, membership on or direction of capstone -- or any other culminating -- projects, teaching abroad or at affiliated institutions, sponsoring teaching related activities, licensures, mentoring loads, student awards, post-degree success/placement, and recruitment activities.

**Highly Meritorious:**

To be highly meritorious in teaching/mentoring, a faculty member strongly exceeds assigned and reported teaching/mentoring duties stated in his/her Statement of Expectations or SOE. There is demonstration of participation in assigned and reported activities related to his/her teaching, and that s/he is valued as an effective and challenging teacher/mentor who provides effective conditions for learners to develop high levels of language proficiency, knowledge of the target culture, linguistics, and/or literature, including but not limited to innovation with regards to pedagogy in the faculty member's field of expertise (i.e., linguistics, technology, literature, second language acquisition, translation, cultural studies) and/or curricular improvement and/or development at the section, departmental, university, and/or state level that has a material, positive impact on curricular goals. Standard Student Feedback Surveys are considered only one means of evaluating success.

**Meritorious:**

To be meritorious in teaching/mentoring, a faculty member exceeds assigned and reported teaching/mentoring duties stated in his/her SOE. There is demonstration of participation in assigned and reported activities related to his/her teaching/mentoring, and that s/he is valued as an effective and challenging teacher/mentor who provides effective conditions for learners to develop high levels of language proficiency, knowledge of the target culture, linguistics, and/or literature, including but not limited to

innovation with regards to pedagogy in the faculty member's field of expertise (i.e., linguistics, technology, literature, second language acquisition, translation, cultural studies) and/or curricular improvement and/or development at the section, departmental, university, and/or state level that has a material, positive impact on curricular goals. Standard Student Feedback Surveys are considered only one means of evaluating success.

**Satisfactory:**

To be satisfactory in teaching/mentoring, a faculty member meets assigned and reported teaching/mentoring duties stated in his/her SOE. There is adequate demonstration of participation in assigned and reported activities related to his/her teaching/mentoring, and that s/he is valued as an effective and challenging teacher/mentor who provides effective conditions for learners to develop high levels of language proficiency, knowledge of the target culture, linguistics, and/or literature, including but not limited to innovation with regards to pedagogy in the faculty member's field of expertise (i.e., linguistics, technology, literature, second language acquisition, translation, cultural studies) and/or curricular improvement and/or development at the section, departmental, university, and/or state level that has a material, positive impact on curricular goals. Standard Student Feedback Surveys are considered only one means of evaluating success.

**Unsatisfactory:**

To be unsatisfactory in teaching/mentoring, a faculty member does not meet assigned and reported teaching/mentoring duties stated in his/her SOE (i.e., demonstrated inefficacy in most assigned and reported teaching/mentoring duties) such that the faculty member's teaching/mentoring is valued to be ineffective and/or not challenging. Additionally, depending on the faculty member's assigned duties as stated in his/her SOE, unsatisfactory performance may be demonstrated by *limited or no* innovation with regards to pedagogy in the faculty member's field of expertise and/or curricular improvement and/or development. Standard Student Feedback Surveys are considered only one means of evaluating success.

**• Research**

The Department of Global Languages and Cultures expects tenure and tenure stream faculty to engage in an active research and scholarly agenda. Research and scholarly activity may include but are not limited to peer reviewed and invited articles and monographs of literary criticism, studies in applied linguistics, studies in pedagogy, language acquisition, cultural studies, area studies, literary translation, and creative endeavors (creative writing, art, film etc.). They may also include interviews, published reviews, manuscript reviews for professional journals, grant activity (funded or not-funded), conference presentations, invited presentations and consultancies. Extremely high profile or extensive projects such as books and significant accomplishments may be counted for multiple years.

**Highly Meritorious:**

A faculty member strongly exceeds the expectations stated in the SOE. His/her performance is excellent. There is a substantial demonstration of scholarly activity with regards to the faculty member's research relating to his/her field of expertise.

**Meritorious:**

A faculty member exceeds the expectations stated in the SOE. His/her performance is very good. There is a substantive demonstration of scholarly activity with regards to the faculty member's research relating to his/her field of expertise.

**Satisfactory:**

A faculty member meets the minimum expectations stated in the SOE. There is some demonstration of scholarly activity with regards to the faculty member's research relating to his/her field of expertise.

**Unsatisfactory:**

A faculty member's performance is significantly below the minimum expectations stated in the SOE. There is little to no demonstration of scholarly activity with regards to the faculty member's research relating to his/her field of expertise.

**• Service**

Service includes discipline-related service to the university, the profession and the community. The department's faculty recognize various duties such as committee work and professional activities within the department, as well as within the university and beyond. The department's faculty participate in the life of the university community by attending selected university, college, departmental and student-sponsored activities, whether cultural or academic in nature.

The service requirement as outlined in the faculty member's SOE can include any of the following:

- Participation in departmental, college, and/or university service activities.
- Participation in community, national and/or international service activities related to the profession.
- Participation in administrative duties relating to the department, college, and/or university.

Faculty members will be evaluated on their service using the following rankings:

**Highly Meritorious:**

A faculty member strongly exceeds the expectations stated in his/her SOE. There is consistent demonstration of participation in assigned and reported activities with regards to the faculty member's service relating to his/her field of expertise, department, college, university, and/or community.

**Meritorious:**

A faculty member exceeds the expectations stated in his/her SOE. There is demonstration of participation in assigned and reported activities with regards to the faculty member's service relating to his/her field of expertise, department, college, university, and/or community.

**Satisfactory:**

A faculty member meets the minimum expectations stated in his/her SOE. There is limited demonstration of participation in assigned and reported activities with regards to the faculty member's service relating to his/her field of expertise, department, college, university, and/or community.

**Unsatisfactory:**

A faculty member does not meet the minimum expectations stated in his/her SOE. There is little to no demonstration of participation in assigned and reported activities with regards to the faculty member's service relating to his/her field of expertise, department, college, university, and/or community.