VI. Evaluation Criteria for All MCL Faculty

MCL Performance Criteria: Definitions
(a) Teaching includes everything which pertains to the production of educated persons. In the widest sense this occurs wherever learning or training takes place, including non-traditional venues such as web resources. See *Faculty Handbook* 4.2.1.
(b) The defining feature of Research is its aim at developing and disseminating new findings (whether on academic subjects or pedagogy) to the audience of scholars (and teachers-as-scholars). See *Faculty Handbook* 4.2.2.
(c) Service includes contributions made to the academic community at any level - department, college, university and scholarly discipline, and (in keeping with the Public Affairs Mission) to the community at large. See *Faculty Handbook* 4.2.3.
(d) The specific criteria listed below for Teaching, for Research, and for Service represent suggested minimal qualifications for a given level, and carry no contractual force. Moreover, it is understood that the specific criteria are cumulative: For instance, to achieve a Level 5 rating, an applicant should also be able to document some activities associated with Level 4 and/or Level 3.

MCL Performance Criteria: For the Applicant
(a) The applicant for performance pay is responsible for clearly but succinctly documenting his/her achievements. There is an understandable temptation to include everything remotely pertinent and let the evaluators sort out what is or is not meritorious. While this may save time for the applicant, it greatly complicates the evaluation process by forcing all of the evaluators to work that much harder. Less is often more.
(b) However, there are many possible instances in which artifacts (“before” and “after” syllabi, for instance, or a referee’s report on an article) or even narrative (a brief explanation on how a paper or article builds on the applicant’s previous work) can greatly strengthen a case for performance pay. The same is true of cases in which an applicant wishes to document progress on a long-term teaching, research, or service project.
(c) The applicant is encouraged to include his or her self-ratings along with the application. While self-rating is not mandatory, the University Compensation Committee recommends that it will allow for more accurate evaluation (see http://www.missouristate.edu/provost/59379.htm).
(d) The applicant may use .5 scores (e.g., 5.0, 4.5, 4.0 etc) in his or her self-ratings. While the use of .5 scores is not mandatory, the University Compensation Committee recommends that it will allow for more accurate evaluation (see http://www.missouristate.edu/provost/59379.htm).

Evaluation Subcommittee Guidelines
(a) One standard for higher credit is ‘reach’ or the size of the target audience: thus in teaching it is only fair to give some preference to colleagues who serve more students, with more credit hours (as such measures are quantifiable); an article in a prestigious international journal counts more than one in a little-known regional publication because it will reach a wider audience; and service to the university or to a national organization will often deserve special credit as it affects a larger community.
(b) No less important, however, is the value attached to the intensive work we do with small groups, work that is essential to the role of this department in the university mission. These include teaching the advanced courses essential for majors and graduate students; preparing BS Ed students for a teaching career; working with service-learning; directing or assisting with a thesis. The same principle applies to service: some departmental committees are as demanding as any and absolutely essential to our success.
(c) The evaluator may use .5 scores (e.g., 5.0, 4.5, 4.0 etc) in his or her ratings. While the use of .5 scores is not mandatory, the University Compensation Committee recommends that it will allow for more accurate evaluation (see http://www.missouristate.edu/provost/59379.htm).
MCL Performance Criteria for Teaching (in descending order of value toward merit pay)

Level 5:
- New course development or distance learning class development
- Major revisions in existing course content or improvement of existing instructional methods
- Incorporating technology applications into new and/or existing courses
- Evidence of excellent teaching (student and peer evaluations)
- University teaching award

Level 4:
- Supervising BS.Ed students
- Directing student language clubs and activities (including film festivals and reading groups)
- Organizing and overseeing a language program abroad
- Evidence of superior teaching (student evaluations)

Level 3:
- Advising graduate or undergraduate students
- Directing independent studies, Service Learning components, or internships
- Participation in programs offered through the Academic Development Center
- Writing and submitting grant proposals

MCL Performance Criteria for Research (in descending order of value toward merit pay)

Level 5:
- Editing a journal
- Publication of an original, peer-reviewed scholarly book
- Publication of more than one original, peer-reviewed scholarly article
- University research award

Level 4:
- Editing collections of scholarly work
- Publication of an original, peer-reviewed scholarly article
- Publication of a chapter in a peer-reviewed book, anthology of articles, or other scholarly resource
- Published translations from English to a modern language or vice versa
- Presentation of an original peer-reviewed scholarly paper at a national or international convention

Level 3:
- Publication of a book and/or film review
- Presentation of an original peer-reviewed scholarly paper at a regional or state convention
- Writing and publishing a newspaper or magazine articles in areas of expertise
- Reviewing papers for a professional society convention or referred journal
- Writing and submitting grant proposals

MCL Performance Criteria for Service (in descending order of value toward merit pay)

Level 5:
- Leadership role on responsible college or university committees
- University service award

Level 4:
- Serving the department, college, or university in an administrative function or position
- Providing language training to groups and/or organizations
- Leadership role on responsible department committee
- Leadership role in a local, state, regional, national, or international group
- Leadership role in a community group

Level 3:
- Sponsoring a student organization or activity not related to the discipline
- Service on a responsible department committee
- Service within a community group
- Presentations to the community

VII. Mentoring Policy for All MCL Faculty
All MCL faculty, regardless of rank and/or tenure status, have the right to receive mentoring as they work toward achieving their professional goals. The mentoring of candidates for tenure and/or promotion is of particular importance, but more established faculty may well benefit from mentoring in fields such as (strictly for example) curriculum development, instructional technology, or acquiring a new scholarly specialty.

As long experience clearly indicates, no single mentoring procedure or format can adequately serve a diverse group of faculty members. Therefore, each new faculty member will meet, early in his or her first semester of employment, with the Department Head and the Personnel Committee Chair to develop and begin implementing an appropriate, individualized mentoring program. The new faculty member may also request that a member from his or her language section be involved in developing the mentoring program. It is expected that such a program will involve both group-based (for example, Showcase on Teaching and various University/College workshops) and individual (for example, face-to-face discussion with departmental colleagues) mentoring opportunities.

Other faculty members interested in receiving formal mentoring for any purpose at any time are welcome to initiate this process with the Department Head, the Personnel Committee Chair, or both.

VIII. Departmental Governance

This section of the document supersedes all previous stand-alone “Departmental Governance” documents.

Department Head
The primary duties of the MCL Department head are clearly spelled out in Faculty Handbook 1.5.1.5.6. The Department Head is also responsible for appointing MCL departmental committees and MCL departmental representatives as necessary. The Department Head is also responsible for arranging elections, such as those for Faculty Senate Representative, College Council Representative, and Personnel Committee Chair.

Personnel Committee
The structure and function of the MCL Personnel Committee is treated in Section II of this document. The Personnel Committee will also be charged with reviewing this document at the end of each academic year and recommending to the Department Head any necessary changes.