

1 MODERN and CLASSICAL LANGUAGES DEPARTMENT  
2 Personnel Guidelines and Governance Document

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4 Revised May 2010  
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8 VI. Evaluation Criteria for All MCL Faculty  
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10 MCL Performance Criteria: Definitions

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

- 26 (a) The applicant for performance pay is responsible for clearly but succinctly documenting his/her  
27 achievements. There is an understandable temptation to include everything remotely pertinent and  
28 let the evaluators sort out what is or is not meritorious. While this may save time for the applicant, it  
29 greatly complicates the evaluation process by forcing all of the evaluators to work that much harder.  
30 Less is often more.
- 31 (b) However, there are many possible instances in which artifacts (“before” and “after” syllabi, for  
32 instance, or a referee’s report on an article) or even narrative (a brief explanation on how a paper or  
33 article builds on the applicant’s previous work) can greatly strengthen a case for performance pay.  
34 The same is true of cases in which an applicant wishes to document progress on a long-term teaching,  
35 research, or service project.
- 36 (c) The applicant is encouraged to include his or her self-ratings along with the application. While self-  
37 rating is not mandatory, the University Compensation Committee recommends that it will allow for  
38 more accurate evaluation (see <http://www.missouristate.edu/provost/59379.htm>).
- 39 (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  
40 scores is not mandatory, the University Compensation Committee recommends that it will allow for  
41 more accurate evaluation (see <http://www.missouristate.edu/provost/59379.htm>).  
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43 Evaluation Subcommittee Guidelines

- 44 (a) One standard for higher credit is ‘reach’ or the size of the target audience: thus in teaching it is only  
45 fair to give some preference to colleagues who serve more students, with more credit hours (as such  
46 measures are quantifiable); an article in a prestigious international journal counts more than one in a  
47 little-known regional publication because it will reach a wider audience; and service to the university  
48 or to a national organization will often deserve special credit as it affects a larger community.
- 49 (b) No less important, however, is the value attached to the intensive work we do with small groups,  
50 work that is essential to the role of this department in the university mission. These include teaching  
51 the advanced courses essential for majors and graduate students; preparing BS Ed students for a  
52 teaching career; working with service-learning; directing or assisting with a thesis. The same principle  
53 applies to service: some departmental committees are as demanding as any and absolutely essential  
54 to our success.
- 55 (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  
56 scores is not mandatory, the University Compensation Committee recommends that it will allow for  
57 more accurate evaluation (see <http://www.missouristate.edu/provost/59379.htm>).  
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59 **MCL Performance Criteria for Teaching (in descending order of value toward merit pay)**

60 **Level 5:**

- 61 • New course development or distance learning class development
- 62 • Major revisions in existing course content or improvement of existing instructional methods
- 63 • Incorporating technology applications into new and/or existing courses
- 64 • Evidence of excellent teaching (student and peer evaluations)
- 65 • University teaching award

66 **Level 4:**

- 67 • Supervising BS.Ed students
- 68 • Directing student language clubs and activities (including film festivals and reading groups)
- 69 • Organizing and overseeing a language program abroad
- 70 • Evidence of superior teaching (student evaluations)

71 **Level 3:**

- 72 • Advising graduate or undergraduate students
- 73 • Directing independent studies, Service Learning components, or internships
- 74 • Participation in programs offered through the Academic Development Center
- 75 • Writing and submitting grant proposals

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

78 **Level 5:**

- 79 • Editing a journal
- 80 • Publication of an original, peer-reviewed scholarly book
- 81 • Publication of more than one original, peer-reviewed scholarly article
- 82 • University research award

83 **Level 4:**

- 84 • Editing collections of scholarly work
- 85 • Publication of an original, peer-reviewed scholarly article
- 86 • Publication of a chapter in a peer-reviewed book, anthology of articles, or other scholarly resource
- 87 • Published translations from English to a modern language or *vice versa*
- 88 • Presentation of an original peer-reviewed scholarly paper at a national or international convention

89 **Level 3:**

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

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

97 **Level 5:**

- 98 • Leadership role on responsible college or university committees
- 99 • University service award

100 **Level 4:**

- 101 • Serving the department, college, or university in an administrative function or position
- 102 • Providing language training to groups and/or organizations
- 103 • Leadership role on responsible department committee
- 104 • Leadership role in a local, state, regional, national, or international group
- 105 • Leadership role in a community group

106 **Level 3:**

- 107 • Sponsoring a student organization or activity not related to the discipline
- 108 • Service on a responsible department committee
- 109 • Service within a community group
- 110 • Presentations to the community

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112 **VII. Mentoring Policy for All MCL Faculty**

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114 All MCL faculty, regardless of rank and/or tenure status, have the right to receive mentoring as they work  
115 toward achieving their professional goals. The mentoring of candidates for tenure and/or promotion is of  
116 particular importance, but more established faculty may well benefit from mentoring in fields such as (strictly  
117 for example) curriculum development, instructional technology, or acquiring a new scholarly specialty.  
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119 As long experience clearly indicates, no single mentoring procedure or format can adequately serve a diverse  
120 group of faculty members. Therefore, each new faculty member will meet, early in his or her first semester of  
121 employment, with the Department Head and the Personnel Committee Chair to develop and begin implementing  
122 an appropriate, individualized mentoring program. The new faculty member may also request that a member  
123 from his or her language section be involved in developing the mentoring program. It is expected that such a  
124 program will involve both group-based (for example, Showcase on Teaching and various University/College  
125 workshops) and individual (for example, face-to-face discussion with departmental colleagues) mentoring  
126 opportunities.  
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128 Other faculty members interested in receiving formal mentoring for any purpose at any time are welcome to  
129 initiate this process with the Department Head, the Personnel Committee Chair, or both.  
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### 131 **VIII. Departmental Governance**

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133 This section of the document supersedes all previous stand-alone “Departmental Governance” documents.  
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#### 135 **Department Head**

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

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