

MISSOURI STATE UNIVERSITY

PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT),
TENURE, PROMOTION GUIDELINES

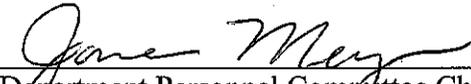
DEPARTMENT: Childhood Education &
Family Studies

COLLEGE: Education

SEMESTER/YEAR OF CURRENT REVIEW: Fall 2017

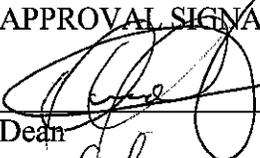
SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Summer 2020

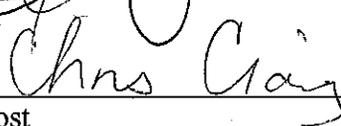
DEPARTMENT ADOPTION SIGNATURES:


Department Personnel Committee Chair 8/7/2017
Date


Department Head 8/2/2017
Date

APPROVAL SIGNATURES:


Dean 8/10/2017
Date


Provost 8/10/17
Date

THIS PLAN IS IN EFFECT FROM 2017, THROUGH 2020.

Childhood Education and Family Studies (CEFS) Evaluation Plan Fall 2017-Spring 2020 *Revised April 21, 2017*

Evaluation of Tenured/Tenure-Track Faculty

The Aim and Goals of your Work as Faculty Members

As noted in the *2016 Missouri State University Faculty Handbook*, faculty performance criteria are based upon the mission of the university. This involves the advancement of “learning, scholarly inquiry, and service” (p. 55) which, the handbook notes, translates into developing educated persons. Further, because the university maintains a public affairs mission, faculty are also expected to promote the ideals of democratic responsibility.

Foundations of Faculty Performance:

- Developing educated persons
- Promoting the ideals of democratic responsibility

In order to support the mission of the university, faculty should focus their work on **measurable growth for greater impact**. The charts and other guidelines within this document provide the means through which faculty can document their measured growth in the three areas of performance: teaching, research, and service. The annual review and the tenure and promotion processes are designed to promote and measure this growth. Efforts toward these ends are evaluated according to two key questions:

- 1) To what degree do the achievements documented demonstrate authentic professional growth?
- 2) To what degree do the achievements documented provide potential for continued growth?

Thus, the aim of the work of a faculty member is continuous growth for the purpose of **impact** in the following areas:

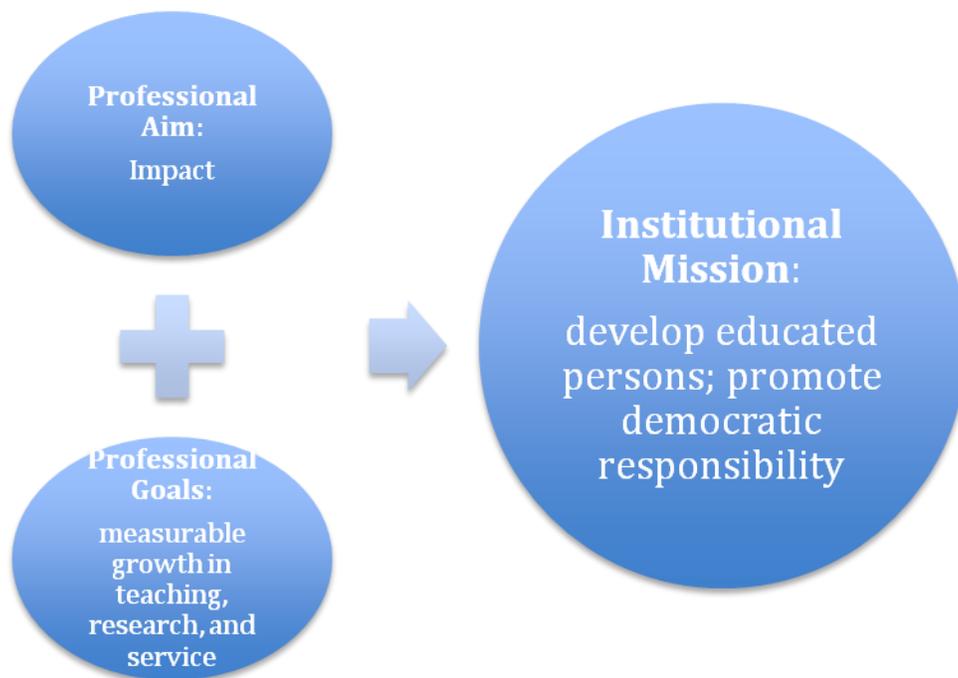
Teaching: To what degree is the faculty member positively impacting the knowledge, skills, and dispositions of his or her students? To what degree are the achievements of K-12 students and the work within hospitals and family agencies influenced by the MSU students who were in the faculty member’s classes?

Research: To what degree does the faculty member’s work impact his or her field? To what degree does the faculty member’s research impact the profession?

Service: To what degree does the faculty member’s work positively impact his or her department, college, and university? To what degree does his or her work impact relevant professional associations? To what degree does his or her work positively impact the community?

Growth is required in order to achieve positive impact. Therefore, it is important that faculty members to focus their professional efforts on growth in each of these three areas and document that growth in their annual reports as well as in their application(s) for tenure and/or promotion. If faculty members have achieved adequate growth towards positive impact as outlined in this document, it is expected that they will achieve tenure and/or promotion.

There are many ways to measure positive impact in teaching, research, and service. The purpose in articulating this aim is to ensure that faculty focus their professional efforts on genuine impact as they describe their work rather than merely listing a series of discrete achievements in each performance area/category of research, teaching and service. Faculty are not obligated to quantify their impact according to narrow quantitative measures such as test scores, etc. Rather, they are strongly encouraged to review and describe their work in terms of their positive impact and to articulate their intentions for continuous improvement in teaching, research, and service with that impact in mind.



If faculty members focus on the status of tenure and promotion instead of continuous improvement and growth for impact, then they are confusing the *professional aim* with the *organizational outcome*. As Dewey noted, they are keeping their eyes on the bulls-eye instead of focusing on their development to become skilled archers¹. Hitting the bulls-eye is the outcome that demonstrates that an archer have achieved his or her aim (of becoming a skilled archer). The bulls-eye is not the aim itself.

Likewise, tenure and promotion are not the aims. They are the *organizational outcomes* for having achieved the professional aim of positive impact. Simply accumulating minimum requirements outlined in this document does not ensure growth for impact. It is important for faculty members to articulate how their efforts in teaching, research and scholarship, and service culminate into professional impact.

Areas of Performance

Faculty members with standard appointments (tenure-track and tenured) are evaluated according to three areas of performance: teaching, research, and service. For each of the areas of performance, this document will introduce the goals as well as outline criteria that indicate the degree to which faculty members meet, do not meet, or exceed expectations for that area of performance.

While faculty members may focus more effort towards specific areas of performance in a given year, they are nevertheless expected to demonstrate a clear trajectory of growth in each of the three areas of performance as they progress toward tenure and/or promotion.

TEACHING

CEFS Philosophy of Teaching

The Childhood Education and Family Studies Department believes the learning process proceeds from simple to complex, occurs at different rates for different individuals, and is a shared responsibility of the learner and educator that requires active involvement of the learner. Therefore, consideration should be given not only to the methods by which information is communicated, but also to the nature of the learner and his or her specific needs.

Evaluation of teaching effectiveness must therefore be based on multiple indicators whenever possible. Teaching effectiveness also varies depending on terms of employment. Because there is a period of initial adjustment to a new position, teaching effectiveness in the first year of employment may not be weighted as heavily as in subsequent years. Other conditions of employment, such as faculty workload, development of new courses, or teaching courses new to the faculty member shall be considered when evaluating teaching effectiveness.

In keeping with the mission of the Childhood Education and Family Studies Department to provide a basis for life-long learning and professional development, the CEFS faculty member shall demonstrate continued growth and learning through professional

¹ John Dewey, *Democracy and Education* (New York: Macmillan, 1916).

development as well as through updating of course materials and course content. Further, the faculty member's record of teaching is expected to demonstrate a gradual increase in responsibility commensurate with rank and tenure. For example, these responsibilities may include program revision and course development.

Responsibilities:

The following responsibilities are included within a faculty member's teaching load. Failure to meet these responsibilities will negatively impact the faculty member's annual review and/or application for tenure and/or promotion:

1. Meeting classes according to scheduled expectations
2. Communicating and reinforcing course and University policies
3. Grading work in a timely manner
4. Maintaining class records
5. Advising and/or mentoring students as needed
6. Maintaining adequate office hours
7. Protecting student records according to FERPA guidelines

Faculty may review additional information regarding teaching responsibilities in the University Faculty Handbook.

Dispositions:

The following dispositions are excerpted from the Educator Preparation Provider (EPP) Dispositions Development Plan for educator candidates, and as such, faculty members must demonstrate them as well. NCATE (2007) defines professional dispositions as the "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities:

1. Ethical behavior/tactful/maintains confidentiality
2. Appropriate attitude
3. Responsible/reliable/dependable
4. Responds appropriately to suggestions
5. Cooperative
6. Self-control/emotional stability
7. Positive role model
8. Honesty/truthfulness
9. Supportive/encouraging
10. Initiative
11. Courteous/Respectful
12. Tolerant/sensitive to individual differences

Criteria for Performance:

The following table outlines criteria against which a faculty member's teaching performance will be evaluated. Faculty members seeking tenure and/or promotion are expected to **meet or exceed all expectations** for teaching.

Both quantitative and qualitative factors enter into assessment of the items below. Teaching will be appraised holistically and over time.

FACULTY EVALUATION PLAN FOR TEACHING

Teaching: Tenured/tenure-track faculty will provide documentation for listed items			
Criteria	Below Expectations	Meets Expectation	Exceeds Expectation
1. Evidence of excellence in teaching from student evaluations (no more than 50%)	On a 5 point scale the average student evaluation is 3.50-5.00 where 1 is the highest ²	On a 5 point scale the average student evaluation is between 2.00 and 3.49 where 1 is the highest	On a 5 point scale the average student evaluation is less than 2.00 where 1 is the highest
2. Evidence of excellence in teaching e.g. formal teaching awards, honors, letters of commendation, peer evaluation, etc.	No evidence of excellence in teaching e.g. formal teaching awards, honors, letters of commendation, peer evaluation, etc.	One to three examples of recognition for excellence in teaching e.g. formal teaching awards, honors, letters of commendation, peer evaluation, etc.	More than three examples of excellence in teaching e.g. formal teaching awards, honors, letters of commendation, peer evaluation, etc.
3. Evidence of improvement in curriculum, instruction, and/or assessments	No examples of continuous improvement in curriculum, instruction, and/or assessments	One to three examples of continuous improvement in curriculum, instruction, and/or assessments	More than three examples of evidence of continuous, strategic improvement in curriculum, instruction, and/or assessments based on assessment data; tries new research-based approaches
4. Evidence of active involvement in professional development related to teaching	Participates in no professional development activities related to teaching	Participates in at least one to three high quality professional development activities related to teaching	Participates in more than three high quality professional development activities related to teaching
5. Evidence that course syllabi and other materials are updated each time the course is	Little or no evidence that theory &/or research base, bibliography,	Evidence that courses are updated according to university policies and program and	Evidence that courses are updated according to university policies, program and discipline standards, and

² For on-line courses, the rating system is reversed. Below expectations would be 2.00 or less. Meets would remain the same, and Exceeds would be 3.50 to 5.00.

taught	university policies, course outline, and alignment with standards has been updated for courses taught over multiple semesters.	discipline standards for courses that are taught over multiple semester.	innovations in research and theory for course taught over multiple semesters.
6. Evidence of applying theory to practice	Little or no authentic and/or realistic applications inherent to the specific discipline	Authentic and realistic applications inherent to the specific discipline	Assesses student application of authentic and realistic applications inherent to the specific discipline
7. Evidence of course goals/objectives and corresponding outcomes	Vaguely written goals/objectives and/ or not tied to course competencies; or missing from syllabi.	Most objectives are written clearly and tied to course competencies and found in syllabi.	All objectives are clearly written and tied to course competencies and easily found in syllabi.
8. Professional teaching responsibilities are fulfilled (as stated on p.4 of this document)	Some professional teaching responsibilities are consistently not fulfilled.	Most professional teaching responsibilities are consistently fulfilled.	All professional teaching responsibilities are consistently fulfilled.
9. Evidence of contributing, when appropriate, to program review/accreditation or program revision and/or development	Contributes little to nothing to program review/accreditation or program revision and/or development	Actively participates in program review/accreditation and/or program revision and/or development	Serves as a leader in program review/ accreditation and/or program revision and/or development e.g. organizes/carries out data collection/ reporting; may serve as a primary writer
10. Evidence of advisement (As required by program)	Does not always respond or appropriately respond to advisees; not effective in assisting with portfolios, thesis/seminar	Responds positively and promptly in working with advisees, portfolios, thesis/seminar studies, and special projects when assigned.	Responds positively and promptly in working with advisees, portfolios, thesis/ seminar studies, and special projects when assigned; volunteers for additional advisee responsibilities when

	studies, and special projects as assigned.		needs arise.
11. Evidence of offering students opportunities to take part in professional development/ service activities outside of course requirements	Little or no evidence of offering opportunities for students to take part in professional development/ service and/or research activities outside of course requirements	Evidence of offering opportunities for students to take part in professional development/ service and/or research activities outside of course requirements	Actively facilitates student involvement in professional development/ service and/or research activities outside of course requirements
12. Evidence of use of technology	Little or no use of technology to assist with duties and responsibilities in instruction/ mentoring/ supervision.	Uses technology to assist with duties and responsibilities in instruction/ mentoring/ supervision.	Consistently uses technology use to carry out duties and responsibilities in instruction/ mentoring/ supervision.

RESEARCH

The Definition of Research

Faculty members are expected to engage in research. The *Missouri State University Faculty Handbook* defines research as “the production and formal communication of creative scholarly works” (p. 43). This work may include the following:

- Discovery
- Synthesis
- Criticism
- Creation

To qualify as research, the work must be subjected to peer review within the broad scholarly community.

CEFS Philosophy of Research

The CEFS Department defines scholarship broadly as activities encompassing original research or creative endeavors (scholarship of discovery), review and integration of prior research (scholarship of integration), applying current knowledge and innovations to practice (scholarship of application), and activities that involve students in the process of inquiry and discovery (scholarship of teaching). Faculty members are expected to be engaged in research activities commensurate with their rank and tenure.

Goals

The university identifies four goals in relation to research. Faculty seeking tenure and promotion to Associate Professor must achieve the first goal. Faculty seeking promotion to Full Professor must achieve the first goal and at least one additional goal:

1. Expand knowledge and/or demonstrate growth in area of expertise
2. Apply research to benefit university constituents
3. Transmit research to an audience beyond peer reviewers within one's field
4. Involve students within the research process

Criteria for Performance

Faculty members seeking tenure and/or promotion are expected to meet or exceed expectations for research. In addition, faculty seeking tenure and/or promotion must produce a substantial body of work as noted in the following:

Faculty members applying for *tenure* must provide documentation of a **minimum** of five (5) of the items from the scholarly research categories. Items submitted must include at least three (3) from items 1-4 with **at least** (1) item 1, specifically.

Faculty members applying for promotion to *Associate Professor* must provide documentation of a **minimum** of five (5) of the items from the scholarly research categories. Items submitted must include at least three (3) from items 1-4 with **at least** (2) item 1, specifically.

Faculty members applying for promotion to *Full Professor* must provide, since promotion to Associate Professor, documentation of a **minimum** of six (6) of the items from the scholarly research categories. Items submitted must include at least **three** (3) from items 1-4, with at least (2) from item 1, specifically.

Both quantitative and qualitative factors enter into assessment of the items below. The body of scholarly work will be appraised holistically and over time.

1. Scholarly/research articles in press in international/national peer-reviewed journals, print-based or electronic media
2. Author or editor of scholarly book(s) or children's literature
3. Principal investigator for grant(s) that have been funded and report(s) or product(s) emanating from such funded project(s) including electronic media (\$50,000+)
4. Professional article (non-research) published in major international/national discipline-based, print-based or electronic media
5. Author or editor of book chapter(s), monograph(s), anthology(ies), published production script(s), either print-based or other electronic media
6. Scholarly/research articles published in regional or state peer-reviewed journals, print-based or electronic media
7. Primary author, editor, project manager or production specialist of published major educational curriculum material including electronic media

8. Grant(s) that have been funded and report(s) or product(s) emanating from such funded project(s) including electronic media or listed key personnel, including local/university grants (\$49,999-\$1500)
9. National/international or regional scholarly peer-reviewed conference presentation(s), paper, or conference proceeding(s).
10. Primary author/chief compiler of program review/accreditation report e.g CAEP, Specialty Program Area (SPA), DESE, EPP, or other Professional Organization
11. State and local peer-reviewed conference presentation(s) or conference proceeding(s)
12. Non-refereed publication(s) and electronic media
13. Book reviews, essays, and abstracts published in refereed journals
14. Student/faculty collaborative research project(s) and formal presentations of findings
15. Completed thesis/dissertation as Chair of thesis/dissertation committee(s)
16. Peer Reviewer for journal
17. Research consultant
18. Peer-reviewed creative endeavors

Other research efforts in support of exceeding the minimum criteria:

1. Honors or awards for research
2. Submissions for publication that have not been accepted for publication and grant proposals not currently funded
3. Scholarly, creative work(s), and electronic presentation(s) other than electronic media as described above
4. Small grants and contract proposal(s) as well as accompanying report(s) emanating from such project (<\$1499)
5. Reprints of articles previously published in edited books or referenced journals
6. Research post-doctoral fellowship, etc.
7. Literature review, data collection, research work in the discovery phase

SERVICE

According to the Faculty Handbook, service at Missouri State University sustains three purposes:

- Support the academic tradition of shared governance
- Support the professional and organizational needs of the discipline
- Bring products of University work to the public for its benefit

CEFS Philosophy of Service

Service is considered an integral part of the faculty role and it helps to assure the maintenance, growth, and well-being of the Department, College, University, and the professional community. Evidence of service involves activities that contribute to the governance and function of the CEFS Department, the College of Education, and Missouri State University. This may include committee work and/or completion of special projects. At the community level, service may involve volunteer work in professional organizations. At the national/international level, service may include committee leadership and work on special projects for professional associations.

Goals:

The University has identified four goals that serve as the basis for evaluating faculty members’ service for tenure and promotion. All faculty members seeking tenure and/or promotion must meet the first goal and at least one of the subsequent goals. Sustained success in the first and at least one subsequent goal is required for any faculty member to be promoted to Full Professor.

1. University Citizenship
2. Professional Service
3. Public Service
4. Professional Consultation

Criteria for Performance:

The following table outlines criteria for a faculty member’s performance in service. Faculty members seeking tenure and/or promotion to the *Associate* level are expected to **meet or exceed expectations** for service. Faculty seeking promotion to *Full* status are expected to **meet expectations** in all areas and **exceed expectations** in three (3) or more areas of service.

Both quantitative and qualitative factors enter into assessment of the items below. Service will be appraised holistically and over time.

FACULTY EVALUATION PLAN FOR SERVICE

Service: Tenured/tenure-track faculty members will provide documentation for items listed			
Criteria	Below Expectations	Meets Expectation	Exceeds Expectation
1. Evidence of active involvement in furthering the university’s public affairs mission	Little or no evidence of active involvement in public affairs designated activities	Documented evidence of involvement in at least 2 of the pillars of public affairs	Documented evidence of involvement in all 3 of the pillars of public affairs; Professional honors
2. Evidence of active involvement in relevant professional associations at the local, state, regional, national, and/or international levels	Little or no active membership in professional organization	Active participation in relevant professional organization/	Leadership role in professional organizations Chairing or Co-Chairing a conference for a professional organization Participation at professional meetings in the capacity of moderator, reactor, discussant Work performed in a

			<p>professional consultant capacity</p> <p>Special Assignments</p> <p>Professional honors</p> <p>Serve as a reviewer for a publication or professional practice, reviewer of conference program proposals, etc.</p> <p>Or other professional responsibilities</p>
<p>3. Evidence of active involvement in schools, agencies, and organizations at the local, state, regional, national, and/or international levels.</p>	<p>No evidence of active involvement in schools, agencies, and organizations at the local, state, regional, national, and/or international levels.</p>	<p>Is actively involved in schools, agencies, and organizations at the local, state, regional, national, and/or international levels.</p>	<p>Work performed in a professional consultant capacity</p> <p>Professional honors</p> <p>Providing professional development or other professional service activities to school and other agencies</p>
<p>4.Evidence of participation in committees and/or university governance including key roles in accreditation</p>	<p>Does not participate in university governance including key roles in accreditation</p>	<p>Participation in (preparing, attending, reporting) Membership in Department, College, or University Committees or Task Force</p>	<p>Leadership in Department, College, or University Committees or Task Force</p> <p>Professional honors</p> <p>Faculty sponsorship of clubs, organizations, and special events</p> <p>Special University, College, or Department assignments or activities deemed significant such as recruitment events,</p>

			Homecoming, etc.
5. Evidence of continuous service	Service activities are sparse and/or not continually keeping up to date	Service involvement is continually part of the individual workload including all three areas of service (university, community, profession)	Service involvement is continually part of the individual workload and the individual is especially successful in more than one area of service (university, community, profession)
6. Evidence of involvement of students in service/activity	Limited or no provisions for service opportunities to students	Provides service opportunities to students	Constructs/develops service opportunities for/with students

The Evaluation Process

Please see the process for Faculty Performance Evaluation Process found in the Missouri State University Faculty Handbook.

The Department will follow the annual Master Calendar to conduct its reviews and make its decisions. Faculty are expected to submit their review materials according to the master calendar.

The Provost will publish in the annual Master Calendar a university-wide timetable for all academic personnel decisions. All reviews occur according to this schedule. Faculty members shall submit application and/or review materials for annual review, tenure, promotion, and performance review to the department by the department- specified deadline that is based on the Master Calendar.

The CEFS RPT Committee will review applicants' materials according to the Master Calendar. The RPT committee will forward its evaluation and recommendation to the Department Head. The Department Head forwards his or her evaluation and recommendation along with the department committee evaluation and recommendation to the Dean of the College. The Dean makes a recommendation on reviews of progress toward tenure, required performance evaluations, and sends a list of all required actions with appropriate documentation, to the Provost.

For tenure and promotion, the Dean forwards his or her recommendations along with all previous recommendations to the Provost. The Provost makes the final recommendation for tenure and promotion decisions to the President and the Board of Governors.

For additional information regarding the review process, please review the MSU Faculty Handbook. Discussions and/or negotiations will occur in those cases where the recommendations are not acceptable to the higher-level administrator. In instances of disagreement between the personnel committee and the Department Head, there shall be a good faith effort to resolve these differences. In all tenure and promotion cases where the recommendation of the Department Head, Dean, Provost, or the President differs

from that of the departmental personnel committee, the administrator initiating the change shall state in writing to the affected faculty member, the departmental committee, and other involved administrators, compelling reasons why he or she cannot agree with the original recommendation.

Throughout the entire process, confidentiality of information must be maintained. Faculty members at every level of decision-making must assume personal responsibility to ensure confidentiality is not violated.

The RPT Committee

The **CEFS RPT Committee** includes all tenured faculty within the CEFS department and shall operate under Robert's Rules of Order. If the number of tenured CEFS faculty is less than five, then the balance shall be obtained from the pool of tenured faculty within the College of Education or other Colleges. Individuals who vote on promotion decisions should be at or above the rank for which the candidate aspires. Further excluded from serving on the RPT Committee are the following: the Department Head, relatives or spouse of the applicant, faculty members who have been officially notified of non-reappointment for reasons other than retirement, faculty members who are currently under major sanctions as defined in the *Faculty Handbook*, and individuals upon whose application the committee would be acting.

RPT Committee Responsibilities

1. Tenure, promotion, and annual review committees shall elect their own chairperson.
2. The Committee will inspect all items made available by the Department Head and all those provided by the individual being reviewed. The Committee shall assess the performance of the applicant in teaching, scholarship, and service areas. At the request of the Committee, and at the option of the faculty being considered, additional material may be submitted.
3. An attempt should be made to reach consensus, but if that is not possible, a majority vote of the Committee will be used to make the recommendation. If there is a split vote, then the minority may file a report, signed by each member of the minority.

Application Procedure for Tenure, Promotion, and Annual Review

The evaluation of applications for tenure or promotion will be as follows as outlined in the *Faculty Handbook*. Faculty applying for tenure will be evaluated according to their performance in accumulated assignments since employment at Missouri State (unless they negotiated years brought in from another institution). Faculty applying for promotion will be evaluated according to performance in present rank.

Each faculty member making application is responsible for assembling evidentiary documentation, for making the case in support of the application, and for submitted materials according to established deadlines. Faculty are responsible for adhering to documentation guidelines outlined on the Provost's web site. Recommendations at each level will be based upon data supplied by the candidate, as well as department data.

The individual faculty member shall initiate the process for tenure and promotion. When a faculty member submits an application for promotion and tenure, the evaluation of that application shall not preclude the regular yearly performance review. In all cases, the data upon which tenure or promotion decisions will be made will include information provided by the individual faculty member, department data and regular annual reviews. It is the faculty member's responsibility to provide documentation to support their application. Candidates shall submit a complete file to the Chair of the RPT Committee of all supportive materials based on criteria in teaching, scholarship, and service for the time period being evaluated.

In the CEFS Department, the faculty will submit documentation materials for promotion and tenure according to the Provost's calendar. The materials will be submitted as a dossier, organized into areas of teaching, scholarship and service. Documentation of attainment of criteria will be required. The dossier will also contain the following:

- 1) a current curriculum vitae;
- 2) a copy of all RPT evaluation letters from the RPT Committee, Department Head and Dean of the College; and
- 3) a narrative of how the faculty met the criteria in each of the three areas.

This will include copies of supporting materials including such items as published articles, chapters of books with relevant publication information, letters specifying grant awards, etc.

Evaluation for annual review will be based upon the member's goals and plans for achieving tenure. Faculty applying for tenure or annual review will be evaluated according to their cumulative performance since employment at Missouri State University (unless they negotiated years brought in from another institution). Faculty applying for promotion will be evaluated according to performance in their present rank. If credit for prior academic service was granted upon initial appointment, then the evaluation for annual review and promotion will include evidence from that time period.

Documentation of all materials will be in accordance with University and College of Education guidelines, will use the approved forms, and will proceed according to the Academic Work Calendar prepared and distributed by the Office of the Provost.

Faculty who receive recommendations for improvement in teaching, scholarship, and/or service in their evaluations by either the RPT committee and/or the Department Head will receive a written remediation plan developed by the Department Head. That faculty member will meet regularly with the Department Head to evaluate progress towards the goals of the remediation plan and will update the remediation plan as needed. The results of this plan may have an impact on reappointment, promotion, or tenure decisions.

Process for Promotion and Tenure

1. The RPT Committee Chair shall forward to the Department Head the overall voting results and rationale, current vita, and supporting documentation used as a basis for the evaluation. The Department Head shall not participate in voting or deliberations of the Department RPT Committee prior to this forwarding. The Department Head will make an independent evaluation and recommendation (See

- the Faculty Handbook).
2. At the time the recommendation is being forwarded to the Department Head, the RPT Committee Chair shall forward to the candidate its recommendation, overall voting results, and written rationale.
 3. Supporting materials will be forwarded to the Dean of the College of Education; and forwarded beyond the Dean's office only at the request of the Provost.
 4. The candidate may choose to withdraw the application from consideration at any time or stage of the process.
 5. Confidentiality will be maintained by all faculty members at every level throughout the decision making process. This includes discussion of or sharing information about faculty outside the confines of the RPT meetings. Confidentiality does not have a time line; at no time should information about faculty under consideration be shared. The only exceptions to this policy would be in sharing information with the Department Head, Dean, or Provost.

External Reviews

- For full review of policies and procedures regarding external reviews, refer to the Provost's website: <http://www.missouristate.edu/provost/externalreviewers.htm>
- Qualified external reviewers should possess terminal degrees. They typically hold academic appointments. They should be employed in institutions/programs at or above the level of Missouri State University and should hold rank above the level of the candidate. When appropriate, reviewers holding terminal degrees may be drawn from research/creative institutes, foundations, organizations, or the private sector.
- Conflicts of interest disqualify reviewers. This would include individuals with whom the candidate has collaborated or under which the candidate studied. Further, individuals with whom the candidate holds a personal relationship are also disqualified. Candidates should disclose any relationship or association with a potential reviewer prior to their selection in order to avoid any potential conflict of interest.
- To select external reviewers, the candidate submits the names of four potential reviewers. The Department Head collaborates with the RPT committee and submits the names of four additional potential reviewers. The candidate, Department Head, and the RPT committee work together to identify two names from each list, and then the four selected reviewers are contacted for the review.
- External reviewers should be instructed to review the candidate's CV and samples of work in relation to specific MSU and CEFS criteria. Only work that is eligible for consideration under the terms of appointment should be submitted to reviewers.
- Reviewers are solicited and returned to the department head and included in the dossier.
- Each external reviewer is invited to consider the whole of the candidate's CV, but the primary focus of the external review is on scholarship and research. It is expected that faculty in one's own department and institution can fairly assess contributions in teaching and service.

The Dossier

- The Dossier should be organized to demonstrate growth and impact in the areas of teaching, research, and service. There should be a clear alignment between and references within the narrative and the documentation provided.
- A copy of all RPT evaluation letters from the RPT Committee, Department Head and Dean of the College must be included.
- A current CV must be included. The content and format of the CV should meet the highest professional standards in terms of preparation, format, and citations.
- A professional statement must be included. This statement should be clear and it should outline how the candidate has used the feedback from previous years to ensure growth and impact.
- A narrative of how the faculty met the criteria in each of the three areas.

Role of the Candidate

Regarding Annual Review:

- The candidate must provide appropriate materials, including his or her annual assignment (i.e., updated Digital Measures)
- The candidate must work with the Department Head and other members of the faculty, when appropriate, to address the feedback provided in the annual review.
- The candidate must develop an appropriate plan and process for growth with the Department Head.

Regarding Tenure and Promotion

- The candidate will identify four potential external reviewers.
- The candidate will prepare his or her dossier.
- The candidate will prepare a professional statement to include in his or her dossier.
- The candidate will work with the Department Head when and if materials need to be updated.
- The candidate will sign the RPT Committee Recommendation, the Department Head's recommendation before it is forwarded to the Dean of the College of Education.

Role of Faculty and the RPT Committee

1. Departments should carefully review the composition of the RPT committee to ensure the committee composition is consistent with the requirements outlined in this document.
2. Each member of the RPT Committee will individually review each applicant's materials and documentation for reappointment and/or promotion. The RPT Committee will meet as a whole to discuss each candidate's documentation and vote.
3. A tenured faculty member voting on reappointment or promotion should make every effort to be present at the meeting of the committee as a whole, but may submit an absentee ballot and signed written comments along with a letter explaining obligatory professional or personal reasons for the absence to the chair prior to the RPT Committee meeting. In case of an emergency, tenured faculty members should

contact the chair as soon as possible in order to submit absentee ballots and sign the final letters.

4. All voting on personnel matters at the meeting will be by secret written ballot and results will be made available to attending faculty during the meeting.
5. Signed written statements by faculty will be allowed to be read by committee members for the consideration of a candidate's suitability for reappointment or promotion and will become part of the discussion in shaping the written documents. In advance of the committee meeting, a candidate may ask a tenured faculty member to speak on his/her behalf during the meeting.
6. The specific voting count and accompanying document will be reported to both the candidate and the Department Head, with the understanding that this information will be forwarded to the COE Dean and the Provost's Office.
7. Committee Letters
 - A. The chair will write a letter, or designate someone to write a letter, for each candidate summarizing the major, relevant points of discussion (pro and con) as related to the established CEFS criteria for reappointment and/or promotion. In doing so, the chair records suggestions made for written comments about the candidate and asks two other people to record notes to provide "checks and balances" of three "views" or attempts at accuracy and fairness. The understood goal is to provide a picture of the thinking and documentation behind the votes to be given to the candidate, the Department Head, and other academic administrators.
 - B. The chair will show a draft of each letter to the members of the committee who were present at the RPT Committee meeting to seek their sense of whether or not the report is overstated, understated, or if any information is omitted. The chair will edit a final draft and place the final letters in the departmental office so all RPT Committee members who were present for the meeting can read and sign them.
8. Tenured faculty members leaving the meeting early for significant professional or personal obligations will be allowed absentee votes as they leave and may later sign the letter and have their votes included in the official count.
9. The meetings of the RPT Committee are to be held in Executive session, meaning "all said here remains here." The Faculty Handbook states: "Confidentiality must be maintained. Faculty members at every level of decision making must assume personal responsibility to ensure confidentiality is not violated." [Section 2.4.2]
10. The Chair of the RPT Committee should work to ensure that all appropriate tasks of the review are carried out appropriately, in a timely way, and that all candidates receive clear and appropriate feedback and guidance.
11. Department Heads who are associate professors should have a means of receiving feedback from faculty on their progress toward promotion.

Role of Department Head

Annual Reviews

- The Department Head will evaluate faculty performance in a professional manner. He or she will clearly communicate evaluation outcomes and provide justification to/for whom it applies.
- The Department Head will work to resolve any conflicts that may arise during the peer review process.
- The Department Head will provide constructive guidance. If remediation is required, the Department Head will develop a remediation plan and review it with the faculty member.
- Based upon the results of annual reviews and reviews for promotion and tenure, the Department Head will engage in a self-evaluation regarding the degree to which he or she is creating and supporting the conditions needed to ensure faculty thrived.

Promotion and Tenure

- The Department Head will not interfere with the function of the RPT Committee. The Department Head will provide his or her feedback separately from (and not influenced by) the assessment provided by the RPT committee.
- The Department Head will evaluate faculty performance in a professional manner. He or she will clearly communicate evaluation outcomes and provide justification to/for whom it applies.
- The Department Head will work to resolve any conflicts that may arise during the peer review process.
- Based upon the results of the review(s) for promotion and tenure, the Department Head will engage in a self-evaluation regarding the degree to which he or she is creating and supporting the conditions needed to ensure faculty thrived.

EVALUATION OF CLINICAL FACULTY

University Definition of Clinical Faculty

As noted in the *2016 Faculty Handbook* (4.3),

Clinical faculty are vital to the success of certain programs in professional fields such as communication sciences and disorders, nursing, physical therapy and physician assistant studies. Their primary purpose is to provide an authentic applied learning environment for students in these disciplines while maintaining their own applied expertise. Clinical faculty translate new knowledge in their discipline into clinical practice and clinical practice into new knowledge. Clinical faculty members have the same service requirements as those with standard appointments (Refer to Section 4.2.3.2). Areas of performance evaluation and evaluation for promotion specific to clinical faculty are clinical education and service.

Clinical Faculty Original Appointment/Promotion, Annual Evaluations, Annual Renewal of Contracts

Faculty may be initially appointed to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Full Professor. Minimal qualifications for initial appointment to each rank are provided in the table below. If Clinical Instructors have five (5) plus years of professional experience in the field, after three (3) years of full time employment at Missouri State holding the rank of Clinical Instructor, and meets other required areas specified in this evaluation plan, the Clinical Instructor can apply to the rank of Clinical Assistant Professor.

Appointment & Promotion Criteria per Clinical Rank	Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Full Professor
Minimum Degree	Master's	Master's + 3 graduate hours in field	Master's + 6 graduate hours in field	Master's + 6+ graduate hours in field
Licensure or certification	Faculty must be qualified as defined by professional or discipline standards, have practical experience appropriate for the responsibilities assigned and must maintain appropriate professional	Same as Clinical Instructor	Same as Clinical Instructor	Same as Clinical Instructor

	credentials.			
Quantity of experience for promotion	Clinical faculty applying for Clinical Assistant Professor must have a minimum of THREE (3) years full time employment at MSU.	Clinical Assistant Professor applying for Clinical Associate Professor must meet a minimum of FIVE (5) years from the previous appointment.	Clinical Associate Professor applying for Clinical Full Professor must meet a minimum of FIVE (5) years from the previous appointment .	
Experience supervising students or others	0-3 years experience	3-6 years experience	6-9 years experience	10+ years experience
Professional Development	Remaining current in reading of relevant research	Minimum of 3 professional development activities	Minimum of 4 professional development activities	Minimum of 5+ professional development activities

Criteria for Evaluation of Clinical Instructors

TEACHING

CEFS Philosophy of Teaching

The Childhood Education and Family Studies Department believes the learning process proceeds from simple to complex, occurs at different rates for different individuals, and is a shared responsibility of the learning and educator that requires active involvement of the learner. Therefore, consideration should be given not only to the methods by which information is communicated, but also to the nature of the learner and his or her specific needs.

Evaluation of teaching effectiveness must therefore be based on multiple indicators whenever possible. Teaching effectiveness also varies depending on terms of employment. Because there is a period of initial adjustment to a new position, teaching effectiveness in the first year of employment may not be weighed as heavily as in subsequent years. Other conditions of employment, such as clinical faculty workload, development of new courses, or teaching courses new to the clinical faculty member shall be considered when evaluating teaching effectiveness.

In keeping with the mission of the Childhood Education and Family Studies Department in providing a basis for life-long learning and professional development, the CEFS clinical faculty member shall demonstrate continued growth and learning through professional development as well as through updating of course materials and course content. Further, the faculty member's record of teaching is expected to demonstrate a gradual increase in responsibility commensurate with rank and tenure.

Goals:**Responsibilities:**

The following responsibilities are included within a faculty member's teaching load. Failure to meet these responsibilities will negatively impact the faculty member's annual review and/or application for tenure and/or promotion:

1. Meeting classes according to scheduled expectations
2. Communicating and reinforcing course and University policies
3. Grading work in a timely manner
4. Maintaining class records
5. Advising and/or mentoring students as needed
6. Maintaining adequate office hours
7. Protecting student records according to FERPA guidelines

Clinical faculty may review additional information regarding teaching responsibilities in the University Faculty Handbook.

http://www.missouristate.edu/assets/policy/FacultyHandbook_2013-06-21.pdf

Dispositions:

The following dispositions are excerpted from the PEU Dispositions Development Plan for educator candidates and are expected to be demonstrated by clinical faculty members. NCATE (2007) defines professional dispositions as the "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities."³

1. Ethical behavior/tactful/maintains confidentiality
2. Appropriate attitude
3. Responsible/reliable/dependable
4. Responds appropriately to suggestions
5. Cooperative
6. Self-control/emotional stability
7. Positive role model
8. Honesty/truthfulness
9. Supportive/encouraging
10. Initiative
11. Courteous/Respectful
12. Tolerant/sensitive to individual differences

Criteria for Performance:

The following table outlines criteria against which a clinical faculty member's teaching performance will be evaluated. Clinical faculty members seeking promotion are expected to meet or exceed expectations for teaching. Clinical faculty may review additional information regarding teaching responsibilities in the University Faculty Handbook.

³ National Council for Accreditation of Teacher Education. (2007). *The NCATE Unit Standards*. Washington, DC: Author Available
<http://www.ncate.org/documents/standards/UnitStandardsMay07.pdf> (These standards are in effect as of Fall 2008.)

Criteria for Performance:

The following table outlines criteria for a clinical faculty member’s performance in service. Clinical faculty members seeking promotion to assistant or associate are expected to **meet** or **exceed** expectations for service. Clinical Faculty seeking promotion to Full status must **exceed** expectations for service.

Both quantitative and qualitative factors enter into assessment of the items below. Service will be appraised holistically and over time.

CLINICAL FACULTY EVALUATION PLAN FOR TEACHING

Teaching: Clinical Instructors will provide documentation for listed items			
Criteria	Below Expectations	Meets Expectation	Exceeds Expectation
1. Evidence of excellence in teaching from student evaluations (no more than 50%)	On a 5 point scale the average student evaluation is 3.50-5.00 where 1 is the highest ⁴	On a 5 point scale the average student evaluation is between 2.00 and 3.49 where 1 is the highest	On a 5 point scale the average student evaluation is less than 2.00 where 1 is the highest
2. Evidence of excellence in teaching e.g. formal teaching awards, honors, letters of commendation, peer evaluation, etc.	No evidence of excellence in teaching e.g. formal teaching awards, honors, letters of commendation, peer evaluation, etc.	One to three examples of recognition for excellence in teaching e.g. formal teaching awards, honors, letters of commendation, peer evaluation, etc.	More than three examples of excellence in teaching e.g. formal teaching awards, honors, letters of commendation, peer evaluation, etc.
3. Evidence of improvement in curriculum, instruction, and/or assessments	No examples of continuous improvement in curriculum, instruction, and/or assessments	One to three examples of continuous improvement in curriculum, instruction, and/or assessments	More than three examples of evidence of continuous, strategic improvement in curriculum, instruction, and/or assessments based on assessment data; tries new research-based approaches
4. Evidence of active involvement in professional	Participates in no professional development activities related to	Participates in at least one to three high quality professional	Participates in more than three high quality professional development activities

⁴ For on-line courses, the rating system is reversed. Below expectations would be 2.00 or less. Meets would remain the same, and Exceeds would be 3.50 to 5.00.

development related to teaching	teaching	development activities related to teaching	related to teaching
5. Evidence that course syllabi and other materials are updated each time the course is taught	Little or no evidence that theory &/or research base, bibliography, university policies, course outline, and alignment with standards has been updated for courses taught over multiple semesters.	Evidence that courses are updated according to university policies and program and discipline standards for courses that are taught over multiple semester.	Evidence that courses are updated according to university policies, program and discipline standards, and innovations in research and theory for course taught over multiple semesters.
6. Evidence of applying theory to practice	Little or no authentic and/or realistic applications inherent to the specific discipline	Authentic and realistic applications inherent to the specific discipline	Assesses student application of authentic and realistic applications inherent to the specific discipline
7. Evidence of course goals/objectives and corresponding outcomes	Vaguely written goals/objectives and/ or not tied to course competencies; or missing from syllabi.	Most objectives are written clearly and tied to course competencies and found in syllabi.	All objectives are clearly written and tied to course competencies and easily found in syllabi.
8. Professional teaching responsibilities are fulfilled (as stated on p.3 of this document)	Some professional teaching responsibilities are consistently not fulfilled.	Most professional teaching responsibilities are consistently fulfilled.	All professional teaching responsibilities are consistently fulfilled.
9. Evidence of contributing, when appropriate, to program review/accreditation or program revision and/or development	Contributes little to nothing to program review/accreditation or program revision and/or development	Actively participates in program review/accreditation and/or program revision and/or development	Serves as a leader in program review/ accreditation and/or program revision and/or development e.g. organizes/carries out data collection/ reporting; may serve as a primary writer
10. Evidence of	Does not always	Responds positively	Responds positively and

advisement (As required by program)	respond or appropriately respond to advisees; not effective in assisting with portfolios, thesis/seminar studies, and special projects as assigned.	and promptly in working with advisees, portfolios, thesis/seminar studies, and special projects when assigned.	promptly in working with advisees, portfolios, thesis/seminar studies, and special projects when assigned; volunteers for additional advisee responsibilities when needs arise.
11. Evidence of offering students opportunities to take part in professional development/ service activities outside of course requirements	Little or no evidence of offering opportunities for students to take part in professional development/ service and/or research activities outside of course requirements	Evidence of offering opportunities for students to take part in professional development/ service and/or research activities outside of course requirements	Actively facilitates student involvement in professional development/ service and/or research activities outside of course requirements
12. Evidence of use of technology	Little or no use of technology to assist with duties and responsibilities in instruction/ mentoring/ supervision.	Uses technology to assist with duties and responsibilities in instruction/ mentoring/supervision.	Consistently uses technology use to carry out duties and responsibilities in instruction/mentoring/ supervision.

SERVICE

According to the Faculty Handbook, service at Missouri State University serves three purposes:

- Support the academic tradition of shared governance
- Support the professional and organizational needs of the discipline
- Bring products of University work to the public for its benefit

CEFS Philosophy of Service

Service is considered an integral part of the clinical faculty role and it helps to assure the maintenance, growth, and well-being of the Department, College, University, and the professional community. Evidence of service involves activities that contribute to the governance and function of the CEFS Department, the College of Education, and Missouri State University. This may include committee work and/or completion of special projects. At the community level, service may involve volunteer work in

professional organizations. At the national/international level, service may include committee leadership and work on special projects for professional associations.

CLINICAL FACULTY EVALUATION PLAN FOR SERVICE

Service: Clinical instructors will provide documentation for items listed			
Criteria	Needs Improvement	Meets Expectation	Exceeds Expectation
1. Evidence of application of clinical expertise to provide expert service to the local and professional school community or community agency.	Limited or no contact with assigned school community or community agency.	Actively serves as liaison to assigned school community or community agency.	Actively provides leadership as liaison to assigned school community or community agency.
2. Evidence of involvement of students in service activity	Limited or no provisions for service opportunities to students	Provides service opportunities to students	Constructs/develops service opportunities for/with students
4. Evidence of service to the university in the form of consistent, active service on departmental and college, committees.	Evidence of having little or no membership in Department, College, or University Committees or Task Force	Participation in (preparing, attending, reporting) membership in Department, College, or University Committees or Task Force	Leadership in Department, College, or University Committees or Task Force Professional honors Faculty sponsorship of clubs, organizations, and special events Special University, College, or Department assignments or activities deemed significant such as recruitment events, Homecoming, etc.
5. Evidence of continuous service	Service activities are sparse and/or not continually keeping up to date	Service involvement is continually part of the individual workload including all three areas of service (university, community, profession)	Service involvement is continually part of the individual workload and the individual is especially successful in more than one area of service (university, community, profession)
6. Evidence of involvement of students in service activity	Limited or no provisions for service opportunities to students	Provides service opportunities to students	Constructs/develops service opportunities for/with students

RESEARCH

Clinical faculty may be evaluated on research or special projects for promotion.

Clinical faculty applying for annual review may, but are not required to, provide documentation from the categories listed below describing scholarly criteria. Clinical faculty who wish to participate in extended research activities are required to negotiate load assignment with the Department Head and will be held to the respective research agenda. Reassigned time for both research and service should not exceed three hours per semester.

Both quantitative and qualitative factors enter into assessment of the items below. The body of scholarly work will be appraised holistically and over time.

A clinical faculty who wishes to apply for **Clinical Assistant Professor** status and who has chosen to be evaluated according to research must have at least two scholarly works, and at least one must be from items #1-4 in the list below. In addition, he or she must also have a minimum of six hours beyond a Master's degree in an appropriate discipline.

A clinical faculty who wishes to apply for **Clinical Associate Professor** status and who has chosen to be evaluated according to research must have at least two scholarly works since the last promotion, and at least one must be from items #1-4 in the list below. In addition, he or she must also a terminal degree in an appropriate discipline.

A clinical faculty who wishes to apply for **Clinical Full Professor** status and who has chosen to be evaluated according to research must have at least two scholarly works since the last promotion, and at least one must be from items #1-4 in the list below. In addition, he or she must also a terminal degree in an appropriate discipline.

Both quantitative and qualitative factors enter into assessment of the items below. The body of scholarly work will be appraised holistically and over time.

1. Scholarly/research articles in press in international/national peer-reviewed journals, print-based or electronic media
2. Author or editor of scholarly book(s) or children's literature
3. Principal investigator for grant(s) that have been funded and report(s) or product(s) emanating from such funded project(s) including electronic media (\$50,000+)
4. Professional article (non-research) published in major international/national discipline-based, print-based or electronic media
5. Author or editor of book chapter(s), monograph(s), anthology(ies), published production script(s), either print-based or other electronic media
6. Scholarly/research articles published in regional or state peer-reviewed journals, print-based or electronic media
7. Primary author, editor, project manager or production specialist of published major educational curriculum material including electronic media

8. Grant(s) that have been funded and report(s) or product(s) emanating from such funded project(s) including electronic media or listed key personnel, including local/university grants (\$49,999-\$1500)
9. National/international or regional scholarly peer-reviewed conference presentation(s), paper, or conference proceeding(s).
10. Primary author/chief compiler of program review/accreditation report e.g CAEP, Specialty Program Area (SPA), DESE, EPP, or other Professional Organization
11. State and local peer-reviewed conference presentation(s) or conference proceeding(s)
12. Non-refereed publication(s) and electronic media
13. Book reviews, essays, and abstracts published in referred journals
14. Student/faculty collaborative research project(s) and formal presentations of findings
15. Completed thesis/dissertation as Chair of thesis/dissertation committee(s)
16. Peer Reviewer for journal
17. Research consultant
18. Peer-reviewed creative endeavors

Other research efforts in support of exceeding the minimum criteria:

1. Honors or awards for research
2. Submissions for publication that have not been accepted for publication and grant proposals not currently funded
3. Scholarly, creative work(s), and electronic presentation(s) other than electronic media as described above
4. Small grants and contract proposal(s) as well as accompanying report(s) emanating from such project (<\$1499)
5. Reprints of articles previously published in edited books or referenced journals
6. Research post-doctoral fellowship, etc.
7. Literature review, data collection, research work in the discovery phase

CLINICAL FACULTY EVALUATION PLAN FOR RESEARCH

Appointment & Promotion Criteria per Clinical Rank	Clinical Instructor	Clinical Assistant Instructor	Clinical Associate Instructor	Clinical Full Instructor
Research		2 scholarly works, and at least one must be from items #1-4 in the list above	Must have at least 2 scholarly works since the last promotion, and at least one must be from items #1-4 in	Must have at least 2 scholarly works since the last promotion, and at least one must be from items #1-4 in

			the list above.	the list above.
Special Projects (e.g., create and implement a new course, long-term recruitment – plan, implement, evaluate, university project -)		Actively participating in a special project as designated by university initiatives or COE initiatives. Projects may be ongoing and may continue over a span of time	Actively participating in an additional(since last promotion) special project as designated by university initiatives or COE initiatives. Projects may be ongoing and may continue over a span of time	Actively participating in an additional(since last promotion) special project as designated by university initiatives or COE initiatives. Projects may be ongoing and may continue over a span of time

The Evaluation Process

All full-time clinical faculty members participate in regularly scheduled performance reviews. Annual reviews are completed for the purpose of evaluating appropriate progress toward promotion review, as well as yearly performance review. Ideally, each clinical faculty member should be evaluated no more than once annually.

The Provost will publish in the annual Master Calendar a university-wide timetable for all academic personnel decisions. All reviews occur according to this schedule. Clinical faculty members shall submit application and/or review materials for annual review, promotion, and performance review to the department by the department- specified deadline that is based on the Master Calendar. (Clinical faculty who begin in January will be formally evaluated for the first time in their first full academic year of employment). Each department is expected to have a personnel committee and a published set of personnel guidelines as described in the faculty handbook. Childhood Education and Family Studies is expected to create and use a “paper trail” of annual evaluations, and when appropriate, recommendations, in the tenure/promotion, promotion, and annual review process.

Annual performance reviews and progress toward promotion reviews proceed through a series of formal evaluations and recommendations beginning with the RPT Committee. The RPT committee forwards its evaluation and recommendation to the Department Head. The Department Head forwards his or her evaluation and recommendation along with the department committee evaluation and recommendation to the Dean of the College. The Dean makes a recommendation on reviews of progress toward promotion, required performance evaluations, and sends a list of all required actions with appropriate documentation, to the Provost.

For promotion, the Dean forwards his or her recommendations along with all previous recommendations to the Provost. The Provost makes the final recommendation for promotion decisions to the President and the Board of Governors.

Discussions and/or negotiations will occur in those cases where the recommendations are not acceptable to the higher-level administrator. In instances of disagreement between the personnel committee and the Department Head, there shall be a good faith effort to resolve these differences. In all promotion cases where the recommendation of the Department Head, Dean, Provost, or the President differs from that of the departmental personnel committee, the administrator initiating the change shall state in writing to the affected faculty member, the departmental committee, and other involved administrators, compelling reasons why he or she cannot agree with the original recommendation.

Throughout the entire process, confidentiality of information must be maintained. Faculty members at every level of decision-making must assume personal responsibility to ensure confidentiality is not violated.

Review Process for Promotion

The RPT Committee

The CEFS Reappointment, Promotion, and Tenure Committee (RPT) for all ranks of Clinical faculty shall be comprised of all tenured faculty and shall operate under Robert's Rules of Order. The chair of the CEFS Reappointment, Promotion and Tenure Committee shall also serve as chair of the Reappointment and Promotion committee for all ranks of clinical faculty. If the number of tenured CEFS faculty is less than five, then the balance shall be obtained from the pool of tenured faculty within the College of Education or other Colleges. The Dean will appoint any non-program members of the RPT Committee. All tenured faculty are expected to vote on awarding promotion. The following are excluded from serving on the RPT Committee: the Department Head, relatives or spouse of the applicant, faculty members who have been officially notified of non-reappointment for reasons other than retirement, faculty members who are currently under major sanctions as defined in the Faculty Handbook, and individuals upon whose application the committee would be acting.

RPT Committee Responsibilities

1. Promotion and annual review committees shall elect their own chairperson.
2. The Committee will inspect all items made available by the Department Head and all those provided by the individual being reviewed. The Committee shall assess the performance of the applicant in teaching and service areas. At the request of the Committee, and at the option of the faculty being considered, additional material may be submitted.
3. An attempt should be made to reach consensus, but if that is not possible, a majority vote of the Committee will be used to make the recommendation. If there is a split vote, then the minority may file a report, signed by each member of the minority.

Application Procedure for Promotion and Annual Review

Clinical faculty applying for promotion will be evaluated according to performance in present rank. When the Clinical Instructor has served in that capacity for a minimum of three (3) years, he/she may apply for promotion to Clinical Assistant Professor, a minimum of five (5) years in the rank of Clinical Assistant Professor before applying for Clinical Associate Professor, and a minimum of five (5) years as a Clinical Associate Professor before applying for Clinical Full Professor. When clinical faculty feels that he/she has met the criteria for the rank sought, the clinical faculty member indicates that he/she wishes to be considered for promotion by the deadline established by the University.

Each clinical faculty member making application is responsible for assembling evidentiary documentation for making the case in support of the application, and for submitting materials according to established deadlines. Recommendations at each level will be based upon data supplied by the candidate, as well as department data.

The individual clinical faculty member shall initiate the process for promotion. When a clinical faculty member submits an application for promotion, the evaluation of that application shall not preclude the regular yearly performance review. In all cases, the data upon which promotion decisions will be made will include information provided by the individual clinical faculty member, department data and regular annual reviews. It is the clinical faculty member's responsibility to provide documentation to support their application. Candidates shall submit a complete file to the Chair of the RPT Committee of all supportive materials based on criteria in teaching and service for the time period being evaluated.

In the CEFS Department, the clinical faculty will submit documentation materials for promotion at a date announced by the RPT Committee. The materials will be submitted as a dossier, organized into areas of teaching and service. Documentation of attainment of criteria will be required. The dossier will also contain the following: 1) a current curriculum vitae; 2) a copy of all RPT evaluation letters from the RPT Committee, Department Head and Dean of the College; and 3) a narrative of how the faculty met the criteria in teaching and service. This will include copies of supporting materials including such items as syllabi, course materials, artifacts emanating from service activities, etc.

Evaluation for annual review will be based upon the clinical faculty member's goals and plans for his/her work at MSU. Faculty applying for annual review and or promotion will be evaluated according to performance in their present rank.

Documentation of all materials will be in accordance with University and College of Education guidelines, will use the approved forms, and will proceed according to the Academic Work Calendar prepared and distributed by the Office of the Provost.

Clinical faculty who receive recommendations for improvement in teaching in their evaluations by either the RPT committee and/or the Department Head will receive a written remediation plan developed by the Department Head. That clinical faculty

member will meet regularly with the Department Head to evaluate progress towards the goals of the remediation plan and will update the remediation plan as needed. The results of this plan may have an impact on reappointment, promotion, or tenure decisions.

Process for Promotion

1. The RPT Committee Chair shall forward to the Department Head the overall voting results and rationale, current vita, and supporting documentation used as a basis for the evaluation. The Department Head shall not participate in voting or deliberations of the Department RPT Committee prior to this forwarding. The Department Head will make an independent evaluation and recommendation.
2. At the time the recommendation is being forwarded to the Department Head, the RPT Committee Chair shall forward to the candidate its recommendation, overall voting results, and written rationale.
3. Supporting materials will be forwarded to the Dean of the College of Education; and forwarded beyond the Dean's office only at the request of the Provost.
4. The candidate may choose to withdraw the application from consideration at any time or stage of the process.
5. Confidentiality will be maintained by all faculty members at every level throughout the decision making process. This includes discussion of or sharing information about faculty outside the confines of the RPT meetings. Confidentiality does not have a time line; at no time should information about faculty under consideration be shared. The only exceptions to this policy would be in sharing information with the Department Head, Dean, or Provost.

The Dossier

- The Dossier should be organized to demonstrate growth and impact in the area of teaching. There should be a clear alignment between and references within the narrative and the documentation provided.
- A copy of all RPT evaluation letters from the RPT Committee, Department Head and Dean of the College must be included.
- A current CV must be included. The content and format of the CV should meet the highest professional standards in terms of preparation, format, and citations.
- A professional statement of how the faculty met the criteria for teaching must be included. This statement should be clear and it should outline how the candidate has used the feedback from previous years to ensure growth and impact.

CEFS Procedures Regarding Promotion of Clinical Faculty

Role of the Candidate

Regarding Annual Review:

- The candidate must provide appropriate materials, including his or her annual assignment (i.e., updated Digital Measures)
- The candidate must work with the Department Head and other members of the faculty, when appropriate, to address the feedback provided in the annual review.

- The candidate must develop an appropriate plan and process for growth with the Department Head.

Role of Faculty and the RPT Committee

1. Departments should carefully review the composition of the RPT committee to ensure the committee composition is consistent with the requirements outlined in this document.
2. Each member of the RPT Committee will individually review each applicant's materials and documentation for reappointment and/or promotion. The RPT Committee will meet as a whole to discuss each candidate's documentation and vote.
3. A tenured faculty member voting on reappointment or promotion should make every effort to be present at the meeting of the committee as a whole, but may submit an absentee ballot and signed written comments along with a letter explaining obligatory professional or personal reasons for the absence to the chair prior to the RPT Committee meeting. In case of an emergency, tenured faculty members should contact the chair as soon as possible in order to submit absentee ballots and sign the final letters.
4. All voting on personnel matters at the meeting will be by secret written ballot and results will be made available to attending faculty during the meeting.
5. Signed written statements by faculty will be allowed to be read by committee members for the consideration of a candidate's suitability for reappointment or promotion and will become part of the discussion in shaping the written documents. In advance of the committee meeting, a candidate may ask a tenured faculty member to speak on his/her behalf during the meeting.
6. The specific voting count and accompanying document will be reported to both the candidate and the Department Head, with the understanding that this information will be forwarded to the COE Dean and the Provost's Office.
7. Committee Letters
 - A. The chair will write a letter, or designate someone to write a letter, for each candidate summarizing the major, relevant points of discussion (pro and con) as related to the established CEFS criteria for reappointment and/or promotion. In doing so, the chair records suggestions made for written comments about the candidate and asks two other people to record notes to provide "checks and balances" of three "views" or attempts at accuracy and fairness. The understood goal is to provide a picture of the thinking and documentation behind the votes to be given to the candidate, the Department Head, and other academic administrators.
 - B. The chair will show a draft of each letter to the members of the committee who were present at the RPT Committee meeting to seek their sense of whether or not the report is overstated, understated, or if any information is omitted. The chair will edit a final draft and place the final letters in the

departmental office so all RPT Committee members who were present for the meeting can read and sign them.

8. Tenured faculty members leaving the meeting early for significant professional or personal obligations will be allowed absentee votes as they leave and may later sign the letter and have their votes included in the official count.
9. The meetings of the RPT Committee are to be held in Executive session, meaning “all said here remains here.” The Faculty Handbook states: “Confidentiality must be maintained. Faculty members at every level of decision making must assume personal responsibility to ensure confidentiality is not violated.” [Section 2.4.2]
10. The Chair of the RPT Committee should work to ensure that all appropriate tasks of the review are carried out appropriately, in a timely way, and that all candidates receive clear and appropriate feedback and guidance.

Role of Department Head

Annual Reviews

- The Department Head will evaluate RPT performance in a professional manner. He or she will clearly communicate evaluation outcomes and provide justification to/for whom it applies.
- The Department Head will work to resolve any conflicts that may arise during the peer review process.
- The Department Head will provide constructive guidance. If remediation is required, the Department Head will develop a remediation plan and review it with the clinical faculty member.
- Based upon the results of annual reviews and reviews for promotion the Department Head will engage in a self-evaluation regarding the degree to which he or she is creating and supporting the conditions needed to ensure clinical faculty thrived.

Promotion

- The Department Head will not interfere with the function of the RPT Committee. The Department Head will provide his or her feedback separately from (and not influenced by) the assessment provided by the RPT committee.
- The Department Head will evaluate clinical faculty performance in a professional manner. He or she will clearly communicate evaluation outcomes and provide justification to/for whom it applies.
- The Department Head will work to resolve any conflicts that may arise during the peer review process.
- Based upon the results of the review(s) for promotion, the Department Head will engage in a self-evaluation regarding the degree to which he or she is creating and supporting the conditions needed to ensure clinical faculty thrived.

EVALUATION OF INSTRUCTORS

University Definition of an Instructor and a Senior Instructor

3.61 Instructor. An instructor is appointed to teach full-time and to provide appropriate service, and may participate in research or creative activities. An instructor may be appointed to an annual or to a multi-year term of up to five years. Contingent upon satisfactory performance reviews, educational needs and continued funding. The Instructor appointment is renewable without constraint of term limits. Instructors shall have earned terminal degree or possess the degree required for teaching in specific disciplines, have potential or demonstrated teaching ability, and a willingness to serve the academic unit, college, and University. An Instructor who has demonstrated excellence in teaching and service at Missouri State University for at least five years (not necessarily consecutive) may be appointed as a Senior Instructor. If an Instructor applies for and is appointed to a tenure-track position, the time spent as Instructor at Missouri State University will not count toward the probationary period for tenure and promotion. Instructors on 9-month contracts will receive salary compensation and benefits for 12 months.

3.62 Senior Instructor. An Instructor who has demonstrated excellence in teaching and service at Missouri State University for at least five years may be appointed as a Senior Instructor. Senior Instructors are expected to provide leadership in teaching, contribute to course and curriculum development and provide appropriate university service. Senior Instructors may participate in research or creative activities. A Senior Instructor shall be appointed to a specific term not to exceed five years and may be reappointed to one or more additional terms, contingent upon satisfactory performance reviews, educational needs and continued funding. If a Senior Instructor applies for and is appointed to a tenure-track faculty position, the time spent as Senior Instructor at Missouri State University will not count toward the probationary period for tenure and promotion. Senior Instructors on 9-month appointments will receive benefits for 12-months. (Faculty Handbook, Sec. 3.6.2)

Criteria for Evaluation of Instructors

TEACHING

CEFS Philosophy of Teaching

The Childhood Education and Family Studies Department believes the learning process proceeds from simple to complex, occurs at different rates for different individuals, and is a shared responsibility of the learning and educator that requires active involvement of the learner. Therefore, consideration should be given not only to the methods by which information is communicated, but also to the nature of the learner and his or her specific needs.

Evaluation of teaching effectiveness must therefore be based on multiple indicators whenever possible. Teaching effectiveness also varies depending on terms of employment. Because there is a period of initial adjustment to a new position, teaching

effectiveness in the first year of employment may not be weighed as heavily as in subsequent years. Other conditions of employment, such as instructor workload, development of new courses, or teaching courses new to the instructor shall be considered when evaluating teaching effectiveness.

In keeping with the mission of the Childhood Education and Family Studies Department in providing a basis for life-long learning and professional development, the CEFS instructor shall demonstrate continued growth and learning through professional development as well as through updating of course materials and course content. Further, the instructor's record of teaching is expected to demonstrate a gradual increase in responsibility commensurate with rank.

Responsibilities:

The following responsibilities are included within an instructor's teaching load. Failure to meet these responsibilities will negatively impact the instructor's annual review and/or application for promotion:

1. Meeting classes according to scheduled expectations
2. Communicating and reinforcing course and University policies
3. Grading work in a timely manner
4. Maintaining class records
5. Advising and/or mentoring students
6. Maintaining adequate office hours
7. Protecting student records according to FERPA guidelines

Clinical faculty may review additional information regarding teaching responsibilities in the University Faculty Handbook.

Dispositions:

The following dispositions are excerpted from the EPP Dispositions Development Plan for educator candidates and are expected to be demonstrated by faculty members. NCATE (2007) defines professional dispositions as the "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities."⁵:

1. Ethical behavior/tactful/maintains confidentiality
2. Appropriate attitude
3. Responsible/reliable/dependable
4. Responds appropriately to suggestions
5. Cooperative
6. Self-control/emotional stability
7. Positive role model

⁵ National Council for Accreditation of Teacher Education. (2007). *The NCATE Unit Standards*. Washington, DC: Author Available <http://www.ncate.org/documents/standards/UnitStandardsMay07.pdf> (These standards are in effect as of Fall 2008.)

- 8. Honesty/truthfulness
- 9. Supportive/encouraging
- 10. Initiative
- 11. Courteous/Respectful
- 13. Tolerant/sensitive to individual differences

Criteria for Performance:

The following table outlines criteria against which an instructor’s teaching performance will be evaluated. Instructors seeking promotion are expected to meet or exceed expectations for teaching. Instructors may review additional information regarding teaching responsibilities in the University Faculty Handbook.

Both quantitative and qualitative factors enter into assessment of the items below. Teaching will be appraised holistically and over time.

The following table outlines criteria against which an instructor’s teaching performance will be evaluated. Instructors seeking promotion are expected to **meet or exceed all expectations** for teaching.

Both quantitative and qualitative factors enter into assessment of the items below. Teaching will be appraised holistically and over time.

INSTRUCTOR EVALUATION PLAN FOR TEACHING

Teaching: Instructors will provide documentation for listed items			
Criteria	Below Expectations	Meets Expectation	Exceeds Expectation
1. Evidence of excellence in teaching from student evaluations (no more than 50%)	On a 5 point scale the average student evaluation is 3.50-5.00 where 1 is the highest ⁶	On a 5 point scale the average student evaluation is between 2.00 and 3.49 where 1 is the highest	On a 5 point scale the average student evaluation is less than 2.00 where 1 is the highest
2. Evidence of excellence in teaching e.g. formal teaching awards, honors, letters of commendation, peer evaluation, etc.	No evidence of excellence in teaching e.g. formal teaching awards, honors, letters of commendation, peer evaluation, etc.	One to three examples of recognition for excellence in teaching e.g. formal teaching awards, honors, letters of commendation, peer evaluation, etc.	More than three examples of excellence in teaching e.g. formal teaching awards, honors, letters of commendation, peer evaluation, etc.

⁶ For on-line courses, the rating system is reversed. Below expectations would be 2.00 or less. Meets would remain the same, and Exceeds would be 3.50 to 5.00.

3. Evidence of improvement in curriculum, instruction, and/or assessments	No examples of continuous improvement in curriculum, instruction, and/or assessments	One to three examples of continuous improvement in curriculum, instruction, and/or assessments	More than three examples of evidence of continuous, strategic improvement in curriculum, instruction, and/or assessments based on assessment data; tries new research-based approaches
4. Evidence of active involvement in professional development related to teaching	Participates in no professional development activities related to teaching	Participates in at least one to three high quality professional development activities related to teaching	Participates in more than three high quality professional development activities related to teaching
5. Evidence that course syllabi and other materials are updated each time the course is taught	Little or no evidence that theory &/or research base, bibliography, university policies, course outline, and alignment with standards has been updated for courses taught over multiple semesters.	Evidence that courses are updated according to university policies and program and discipline standards for courses that are taught over multiple semester.	Evidence that courses are updated according to university policies, program and discipline standards, and innovations in research and theory for course taught over multiple semesters.
6. Evidence of applying theory to practice	Little or no authentic and/or realistic applications inherent to the specific discipline	Authentic and realistic applications inherent to the specific discipline	Assesses student application of authentic and realistic applications inherent to the specific discipline
7. Evidence of course goals/objectives and corresponding outcomes	Vaguely written goals/objectives and/ or not tied to course competencies; or missing from syllabi.	Most objectives are written clearly and tied to course competencies and found in syllabi.	All objectives are clearly written and tied to course competencies and easily found in syllabi.
8. Professional teaching responsibilities	Some professional teaching responsibilities are	Most professional teaching responsibilities are	All professional teaching responsibilities are consistently fulfilled.

are fulfilled (as stated on p.4 of this document)	consistently not fulfilled.	consistently fulfilled.	
9. Evidence of contributing, when appropriate, to program review/accreditation or program revision and/or development	Contributes little to nothing to program review/accreditation or program revision and/or development	Actively participates in program review/accreditation and/or program revision and/or development	Serves as a leader in program review/ accreditation and/or program revision and/or development e.g. organizes/carries out data collection/ reporting; may serve as a primary writer
10. Evidence of advisement (As required by program)	Does not always respond or appropriately respond to advisees; not effective in assisting with portfolios, thesis/seminar studies, and special projects as assigned.	Responds positively and promptly in working with advisees, portfolios, thesis/seminar studies, and special projects when assigned.	Responds positively and promptly in working with advisees, portfolios, thesis/ seminar studies, and special projects when assigned; volunteers for additional advisee responsibilities when needs arise.
11. Evidence of offering students opportunities to take part in professional development/ service activities outside of course requirements	Little or no evidence of offering opportunities for students to take part in professional development/ service and/or research activities outside of course requirements	Evidence of offering opportunities for students to take part in professional development/ service and/or research activities outside of course requirements	Actively facilitates student involvement in professional development/ service and/or research activities outside of course requirements
12. Evidence of use of technology	Little or no use of technology to assist with duties and responsibilities in instruction/ mentoring/ supervision.	Uses technology to assist with duties and responsibilities in instruction/ mentoring/supervision.	Consistently uses technology use to carry out duties and responsibilities in instruction/mentoring/ supervision.

SERVICE

According to the Faculty Handbook, service at Missouri State University serves three purposes:

- Support the academic tradition of shared governance
- Support the professional and organizational needs of the discipline
- Bring products of University work to the public for its benefit

CEFS Philosophy of Service

Service is considered an integral part of the instructor’s role and it helps to assure the maintenance, growth, and well-being of the Department, College, University, and the professional community. Evidence of service involves activities that contribute to the governance and function of the CEFS Department, the College of Education, and Missouri State University. This may include committee work and/or completion of special projects. At the community level, service may involve volunteer work in professional organizations. At the national/international level, service may include committee leadership and work on special projects for professional associations.

Criteria for Performance:

The following table outlines criteria for an instructor’s performance in service. Instructors seeking promotion are expected to meet or exceed expectations for service.

Both quantitative and qualitative factors enter into assessment of the items below. Service will be appraised holistically and over time.

INSTRUCTOR EVALUATION PLAN FOR SERVICE

Service: Instructors will provide documentation for items listed			
Criteria	Below Expectations	Meets Expectation	Exceeds Expectation
1. Evidence of active involvement in furthering the university’s public affairs mission	Little or no evidence of active involvement in public affairs designated activities	Documented evidence of involvement in at least 2 of the pillars of public affairs	Documented evidence of involvement in all 3 of the pillars of public affairs; Professional honors
2. Evidence of active involvement in relevant professional associations at the local, state, regional, national, and/or international levels	Little or no active membership in professional organization	Active participation in relevant professional organization/	Leadership role in professional organizations Chairing or Co-Chairing a conference for a professional organization Participation at professional meetings in the capacity of moderator, reactor, discussant

			<p>Work performed in a professional consultant capacity</p> <p>Special Assignments</p> <p>Professional honors</p> <p>Serve as a reviewer for a publication or professional practice, reviewer of conference program proposals, etc.</p> <p>Or other professional responsibilities</p>
3. Evidence of active involvement in schools, agencies, and organizations at the local, state, regional, national, and/or international levels.	No evidence of active involvement in schools, agencies, and organizations at the local, state, regional, national, and/or international levels.	Is actively involved in schools, agencies, and organizations at the local, state, regional, national, and/or international levels.	<p>Work performed in a professional consultant capacity</p> <p>Professional honors</p> <p>Providing professional development or other professional service activities to school and other agencies</p>
4. Evidence of participation in committees and/or university governance including key roles in accreditation	Does not participate in university governance including key roles in accreditation	<p>Participation in (preparing, attending, reporting)</p> <p>Membership in Department, College, or University Committees or Task Force</p> <p>Membership in Department, College, or University Committees or Task Force</p>	<p>Leadership in Department, College, or University Committees or Task Force</p> <p>Professional honors</p> <p>Faculty sponsorship of clubs, organizations, and special events</p> <p>Special University, College, or Department assignments or activities deemed significant such as recruitment events, Homecoming, etc.</p>
5. Evidence of continuous service	Service activities are sparse and/or not continually keeping up to date	Service involvement is continually part of the individual workload including all three areas of	Service involvement is continually part of the individual workload and the individual is especially successful in

		service (university, community, profession)	more than one area of service (university, community, profession)
6. Evidence of involvement of students in service activities	Limited or no provisions for service opportunities to students	Provides service opportunities to students	Constructs/develops service opportunities for/with students

The Evaluation Process

Instructors applying for promotion will be evaluated according to performance in present rank. When the Instructor has served in that capacity for a minimum of five years, and when he or she feels that he or she has meet the criteria for the status sought, then the Instructor indicates that he or she wishes to be considered for promotion by the deadline established by the University for declaration.

Each Instructor making application is responsible for assembling evidentiary documentation, for making the case in support of the application, and for submitting materials according to established deadlines. Recommendations at each level will be based upon data supplied by the candidate as well as department data.

The individual Instructor shall initiate the process for promotion. When an Instructor submits an application for promotion, the evaluation of that application shall not preclude the regular yearly performance review. In all cases, the data upon which promotion decisions will be made will include information provided by the individual Instructor, department data and regular annual reviews. It is the Instructor's responsibility to provide documentation to support his or her application. Candidates shall submit a complete file to the Chair of the RPT Committee of all supportive materials based on criteria in teaching and service for the time period being evaluated.

In the CEFS Department, the Instructor will submit documentation materials for promotion according to the Provost's calendar. The materials will be submitted as a dossier, organized into areas of teaching and service. Documentation of attainment of criteria will be required. The dossier will also contain the following:

- 1) a current curriculum vitae;
- 2) copy of all RPT evaluation letters from the RPT Committee, Department Head and Dean of the College; and
- 3) a narrative of how the faculty met the criteria in teaching and service.

This will include copies of supporting materials including such items as syllabi, course materials, artifacts emanating from service activities, etc

Evaluation for annual review will be based upon the Instructor's goals and plans for his/her work at MSU. Faculty applying for annual review and or promotion will be evaluated according to performance in their present rank.

Documentation of all materials will be in accordance with University and College of

Education guidelines, will use the approved forms, and will proceed according to the Academic Work Calendar prepared and distributed by the Office of the Provost.

Instructors who receive recommendations for improvement in teaching in their evaluations by either the RPT committee and/or the Department Head will receive a written remediation plan developed by the Department Head. That Instructor will meet regularly with the Department Head to evaluate progress towards the goals of the remediation plan and will update the remediation plan as needed. The results of this plan may have an impact on reappointment, promotion, or tenure decisions.

All full-time instructors participate in regularly scheduled performance reviews. Annual reviews are completed for the purpose of evaluating appropriate progress toward promotion review, as well as yearly performance review. Ideally, each instructor should be evaluated no more than once annually.

The Provost will publish in the annual Master Calendar a university-wide timetable for all academic personnel decisions. All reviews occur according to this schedule. Instructors shall submit application and/or review materials for annual review, promotion, and performance review to the department by the department- specified deadline that is based on the Master Calendar. (Instructors who begin in January will be formally evaluated for the first time in their first full academic year of employment). The department is expected to create and use a "paper trail" of annual evaluations, and when appropriate, recommendations, in the promotion, and annual review process.

Annual performance reviews and progress toward promotion reviews proceed through a series of formal evaluations and recommendations beginning with RPT Committee. The RPT Committee forwards its evaluation and recommendation to the Department Head. The Department Head forwards his or her evaluation and recommendation along with the department committee evaluation and recommendation to the Dean of the College. The Dean makes a recommendation on reviews of progress toward promotion, required performance evaluations, and sends a list of all required actions with appropriate documentation, to the Provost.

For promotion, the Dean forwards his or her recommendations along with all previous recommendations to the Provost. The Provost makes the final recommendation for promotion decisions to the President and the Board of Governors.

Discussions and/or negotiations will occur in those cases where the recommendations are not acceptable to the higher-level administrator. In instances of disagreement between the personnel committee and the Department Head, there shall be a good faith effort to resolve these differences. In all promotion cases where the recommendation of the Department Head, Dean, Provost, or the President differs from that of the departmental personnel committee, the administrator initiating the change shall state in writing to the affected faculty member, the departmental committee, and other involved administrators, compelling reasons why he or she cannot agree with the original recommendation.

Throughout the entire process, confidentiality of information must be maintained. Faculty

members at every level of decision-making must assume personal responsibility to ensure confidentiality is not violated.

Review Process for Promotion

The RPT Committee

The CEFS Reappointment, Promotion and Tenure (RPT) committee for all ranks of instructors shall be comprised of all tenured faculty members and shall operate under Robert's Rules of Order. The chair of the CEFS Reappointment, Tenure and Promotion committee shall also serve as chair of the Reappointment and Promotion committee for all ranks of instructors. If the number of tenured CEFS faculty is less than five, then the balance shall be obtained from the pool of tenured faculty within the College of Education or other Colleges. The Dean will appoint any non-program members of the RPT Committee. All tenured faculty members are expected to vote on awarding promotion. The following are excluded from serving on the RPT Committee: the Department Head, relatives or spouse of the applicant, faculty members who have been officially notified of non-reappointment for reasons other than retirement, and faculty members who are currently under major sanctions as defined in the Faculty Handbook.

RPT Committee Responsibilities

1. Promotion and annual review committees shall elect their own chairperson.
2. The Committee will inspect all items made available by the Department Head and all those provided by the individual being reviewed. The Committee shall assess the performance of the applicant in teaching and service areas. At the request of the Committee, and at the option of the faculty being considered, additional material may be submitted.
3. An attempt should be made to reach consensus, but if that is not possible, a majority vote of the Committee will be used to make the recommendation. If there is a split vote, then the minority may file a report, signed by each member of the minority, which will be forwarded with the majority decision to the Department Head (see *Faculty Handbook*).

Application Procedure for Promotion and Annual Review

Instructors applying for promotion will be evaluated according to performance in **present** rank. When the instructor has served in that capacity for a minimum of five years and when he or she feels that he or she has meet the criteria for the status sought, then the instructor indicates that he or she wishes to be considered for promotion by the deadline established by the University for declaration.

Each instructor making application is responsible for assembling evidentiary documentation, for making the case in support of the application, and for submitted materials according to established deadlines. Recommendations at each level will be based upon data supplied by the candidate, as well as department data.

The individual instructor shall initiate the process for promotion. When an instructor submits an application for promotion, the evaluation of that application shall not preclude the regular yearly performance review. In all cases, the data upon which promotion

decisions will be made will include information provided by the individual instructor, department data and regular annual reviews. It is the instructor's responsibility to provide documentation to support his or her application. Candidates shall submit a complete file to the Chair of the RPT Committee of all supportive materials based on criteria in teaching and service for the time period being evaluated.

In the CEFS Department, the instructor will submit documentation materials for promotion at a date announced by the RPT Committee. The materials will be submitted as a dossier, organized into areas of teaching and service. Documentation of attainment of criteria will be required. The dossier will also contain the following: 1) a current curriculum vitae; 2) all evaluation letters from the RPT Committee, Department Head and Dean of the College; and 3) a narrative of how the faculty met the criteria in teaching and service. This will include copies of supporting materials including such items as syllabi, course materials, artifacts emanating from service activities, etc.

Evaluation for annual review will be based upon the instructor's goals and plans for his/her work at MSU. Faculty applying for annual review and or promotion will be evaluated according to performance in their present rank.

Documentation of all materials will be in accordance with University and College of Education guidelines, will use the approved forms, and will proceed according to the Academic Work Calendar prepared and distributed by the Office of the Provost.

Instructors who receive recommendations for improvement in teaching in their evaluations by either the RPT committee and/or the Department Head will receive a written remediation plan developed by the Department Head. That instructor will meet regularly with the Department Head to evaluate progress towards the goals of the remediation plan and will update the remediation plan as needed. The results of this plan may have an impact on reappointment, promotion, or tenure decisions.

Process for Promotion

1. The RPT Committee Chair shall forward to the Department Head the overall voting results and rationale, current vita, and supporting documentation used as a basis for the evaluation. The Department Head shall not participate in voting or deliberations of the Department RPT Committee prior to this forwarding. The Department Head will make an independent evaluation and recommendation.
2. At the time the recommendation is being forwarded to the Department Head, the RPT Committee Chair shall forward to the candidate its recommendation, overall voting results, and written rationale.
3. Supporting materials will be forwarded to the Dean of the College of Education; and forwarded beyond the Dean's office only at the request of the Provost.
4. The candidate may choose to withdraw the application from consideration at any time or stage of the process.
6. Confidentiality will be maintained by all faculty members at every level throughout the decision making process. This includes discussion of or sharing

information about faculty outside the confines of the RPT meetings. Confidentiality does not have a time line; at no time should information about faculty under consideration be shared. The only exceptions to this policy would be in sharing information with the Department Head, Dean, or Provost.

The Dossier

- The Dossier should be organized to demonstrate growth and impact in the area of teaching. There should be a clear alignment between and references within the narrative and the documentation provided.
- A copy of all evaluation letters from the RPT Committee, Department Head and Dean of the College must be included.
- A current CV must be included. The content and format of the CV should meet the highest professional standards in terms of preparation, format, and citations.
- A professional statement of how the faculty met the criteria for teaching must be included. This statement should be clear and it should outline how the candidate has used the feedback from previous years to ensure growth and impact.

CEFS Procedures Regarding Promotion of Instructors

Role of the Candidate

Regarding Annual Review:

- The candidate must provide appropriate materials, including his or her annual assignment (i.e., updated Digital Measures)
- The candidate must work with the Department Head and other members of the faculty, when appropriate, to address the feedback provided in the annual review.
- The candidate must develop an appropriate plan and process for growth with the Department Head.

Role of Faculty and the RPT Committee

1. Departments should carefully review the composition of the RPT committee to ensure the committee composition is consistent with the requirements outlined in this document.
2. Each member of the RPT Committee will individually review each applicant's materials and documentation for reappointment and/or promotion. The RPT Committee will meet as a whole to discuss each candidate's documentation and vote.
3. A tenured faculty member voting on reappointment or promotion should make every effort to be present at the meeting of the committee as a whole, but may submit an absentee ballot and signed written comments along with a letter explaining obligatory professional or personal reasons for the absence to the chair prior to the RPT Committee meeting. In case of an emergency, tenured faculty members should contact the chair as soon as possible in order to submit absentee ballots and sign the final letters.
4. All voting on personnel matters at the meeting will be by secret written ballot and results will be made available to attending faculty during the meeting.

5. Signed written statements by faculty will be allowed to be read by committee members for the consideration of a candidate's suitability for reappointment or promotion and will become part of the discussion in shaping the written documents. In advance of the committee meeting, a candidate may ask a tenured faculty member to speak on his/her behalf during the meeting.
6. The specific voting count and accompanying document will be reported to both the candidate and the Department Head, with the understanding that this information will be forwarded to the COE Dean and the Provost's Office.
7. Committee Letters
 - A. The chair will write a letter, or designate someone to write a letter, for each candidate summarizing the major, relevant points of discussion (pro and con) as related to the established CEFS criteria for reappointment and/or promotion. In doing so, the chair records suggestions made for written comments about the candidate and asks two other people to record notes to provide "checks and balances" of three "views" or attempts at accuracy and fairness. The understood goal is to provide a picture of the thinking and documentation behind the votes to be given to the candidate, the Department Head, and other academic administrators.
 - B. The chair will show a draft of each letter to the members of the committee who were present at the RPT Committee meeting to seek their sense of whether or not the report is overstated, understated, or if any information is omitted. The chair will edit a final draft and place the final letters in the departmental office so all RPT Committee members who were present for the meeting can read and sign them.
8. Tenured faculty members leaving the meeting early for significant professional or personal obligations will be allowed absentee votes as they leave and may later sign the letter and have their votes included in the official count.
9. The meetings of the RPT Committee are to be held in Executive session, meaning "all said here remains here." The Faculty Handbook states: "Confidentiality must be maintained. Faculty members at every level of decision making must assume personal responsibility to ensure confidentiality is not violated." [Section 2.4.2]
10. The Chair of the RPT Committee should work to ensure that all appropriate tasks of the review are carried out appropriately, in a timely way, and that all candidates receive clear and appropriate feedback and guidance.

Role of Department Head

Annual Reviews

- The Department Head will evaluate RPT performance in a professional manner. He or she will clearly communicate evaluation outcomes and provide justification to/for whom it applies.
- The Department Head will work to resolve any conflicts that may arise during the peer review process.

- The Department Head will provide constructive guidance. If remediation is required, the Department Head will develop a remediation plan and review it with the instructor.
- Based upon the results of annual reviews and reviews for promotion the Department Head will engage in a self-evaluation regarding the degree to which he or she is creating and supporting the conditions needed to ensure instructors thrived.

Promotion

- The Department Head will not interfere with the function of the RPT Committee. The Department Head will provide his or her feedback separately from (and not influenced by) the assessment provided by the RPT committee.
- The Department Head will evaluate instructor performance in a professional manner. He or she will clearly communicate evaluation outcomes and provide justification to/for whom it applies.
- The Department Head will work to resolve any conflicts that may arise during the peer review process.
- Based upon the results of the review(s) for promotion, the Department Head will engage in a self-evaluation regarding the degree to which he or she is creating and supporting the conditions needed to ensure instructor thrived.

Appeal of Annual Evaluation Ratings

Only a faculty member's final composite performance rating may be appealed. Faculty will be provided clear information on the salary implications of the composite ratings prior to the deadline for submitting appeals to the Department Head as specified in the compensation calendar.

A faculty member who is dissatisfied with his/her final performance rating should first request a meeting with the Department Head to discuss the processes and underlying rationales by which the performance rating was determined. After meeting with the Department Head, the faculty member may request a formal review of the rating by submitting a written appeal to the Department Head, stating the reasons for questioning the rating. At the request of the faculty member, the appeal, along with the Department Head's response and other supporting materials, is forwarded to the Dean. The Dean transmits the appeal to the College Personnel Committee (or the College Compensation Committee, if one exists as a separate subcommittee of the Personnel Committee) for consideration. The College Personnel Committee (or Compensation Subcommittee) will consider the appeal. The committee's review should make use of the department performance criteria, the narrative and ratings from the department RPT committee, and the Department Head, the Department Head's annual report of accomplishments, and summary descriptive measures (mean, median, etc.) of the ratings of department faculty. If necessary, additional information may be requested by the committee in the process of their deliberations. The college committee will provide a written summary to the Dean on the recommended disposition of the appeal.

If the Dean makes a decision on the appeal that is different than that recommended by the college committee, then the Dean must provide a written rationale for that decision. The faculty member may continue to appeal to the Provost, who will review all written documents associated with the appeal.

The Provost may, at his/her discretion, meet with the faculty member. The Provost's decision is final. If the Provost's decision is different from the decision recommended by the college committee, the Provost must provide to the faculty member a written rationale for that decision. Only the performance rating itself can be appealed. Individuals who are successful on appeal will receive the salary increase merited by their revised performance rating. The actual percentage salary increase associated with each performance rating is not subject to appeal. This is the only appeal process to be utilized for appeals of the performance rating. Other grievance procedures, as outlined in the *2013 Faculty Handbook* are not applicable.