

MISSOURI STATE UNIVERSITY

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

DEPARTMENT:

Greenwood

COLLEGE:

COE

SEMESTER/YEAR OF CURRENT REVIEW:

Fall 2016

SEMESTER/YEAR OF NEXT REQUIRED REVIEW:

Summer 2019

DEPARTMENT ADOPTION SIGNATURES:

Kathy Itler

Department Personnel Committee Chair

6/8/16

Date

Janice Sumner

Department Head

6/8/16

Date

APPROVAL SIGNATURES:

[Signature]

Dean

6/17/16

Date

Chris Craig

Provost

6/21/16

Date

THIS PLAN IS IN EFFECT FROM 2016, THROUGH 2019.

Greenwood Laboratory School Tenure, Promotion and Annual Appointment

Revised & Approved January, 2016

Aim and Goals of work as a Faculty Member

As noted in the *2014 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. 33) 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. In addition Greenwood has a unique mission of supporting MSU as a laboratory of best practice in teaching.

Foundations of Faculty Performance:

- Developing educated persons
- Developing knowledgeable, caring and engaged citizens
- Promoting the ideas of democratic responsibility

In order to support the mission of the university, faculty should focus their work on **measurable professional growth**. 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 first two areas with participation/activities optional in the area of research:

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 influenced by the faculty member’s classes? To what degree is the faculty member positively impacting the knowledge skills, and dispositions of college students and pre-service teachers?

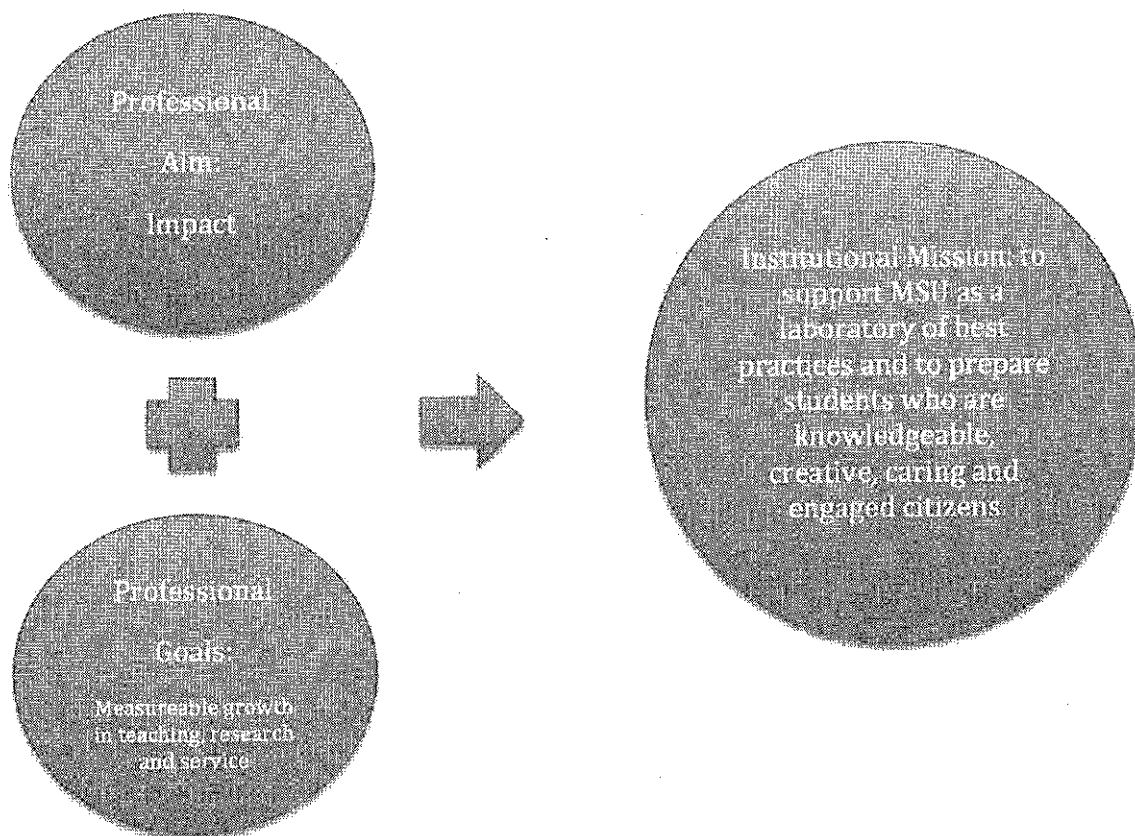
Service: To what degree does the faculty member’s work positively impact his or her department, college, and university? To what degree does his or her work impact relevant professional associations? To what degree does his or her work positively impact the community?

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?

Growth is required in order to achieve positive impact. Therefore, it is important that faculty members focus their professional efforts on growth in each of the required 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. 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 each performance area/category.

Faculty members should focus on continued growth and improvement as a member of the Greenwood learning community. Teachers are expected to be lifelong learners as they inspire and lead students toward the university goal of educated citizens by example and high expectations.



Evaluation of Instructors

University Definition of an Instructor and a Senior Instructor

3.5.1 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. (Faculty Handbook, Sec. 3.5.1) Greenwood instructors may apply for tenure to the Greenwood department. An Instructor who has demonstrated excellence in teaching and service at Missouri State University for at least five years (not necessarily consecutive) may apply for tenure and promotion to Senior Instructor. Instructors on 9-month contracts will receive salary compensation and benefits for 12 months.

3.5.2 Senior Instructor: An Instructor who has demonstrated excellence in teaching and service at Missouri State University for at least five years may be promoted to Senior Instructor and receive tenure to Greenwood. 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. Senior Instructors on 9-month appointments will receive benefits for 12-month.s (Faculty Handbook, Sec. 3.5.2)

Areas of Performance

University Faculty members are evaluated according to three areas of performance: teaching, research, and service. **Instructors at Greenwood are evaluated in the areas of teaching and service, and may elect to include the area of research.** 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 two main areas of performance as they progress toward tenure and/or promotion.

Teaching

Greenwood Laboratory School Philosophy of Teaching

The Greenwood Laboratory School, a department of the College of Education, believes the learning process proceeds from simple to complex and occurs at different rates for different individuals. Learning 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 and curriculum, or teaching courses new to the faculty member shall be considered when evaluating teaching effectiveness.

In keeping with the mission of Greenwood Laboratory School Department to provide a basis for lifelong learning and professional development, the GLS faculty member shall demonstrate continued growth and learning through professional development as well as through updating of course materials, curriculum 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 curriculum and course revision and development.

Responsibilities:

The following responsibilities are included within a faculty member's teaching load, which is negotiated with the department head at the time of annual review. 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 policies
3. Grading work in a timely manner
4. Maintaining class records
5. Advising students
6. Conferencing with parents and students
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 EPP Dispositions Development Plan for educator candidates, and as such, faculty members should model them as well. CAEP (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 of Teaching Rubric

Teaching: Tenured/tenure-track faculty will provide documentation for listed items

Criteria	Below Expectations	Meets Expectations	Exceeds Expectations
1. 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.
2. 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
3. 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
4. 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	Evidence that courses are updated according to university policies and program and discipline standards for courses that are taught over multiple semesters	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

	taught over multiple semesters.		
5. 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/content area
6. Evidence of course goals/objectives and corresponding outcomes	Vaguely written goals/objectives and/or not tied to course competencies; or missing from syllabus	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
7. 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
8. Professional teaching dispositions are modeled (as stated on p. 5 of this document)	Professional teaching dispositions are lacking in some situations	Consistently models professional teaching dispositions	Explicitly uses opportunities to model dispositions as opportunities to teach these professional behaviors to students
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 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	Does not always respond or appropriately respond to students or parents	Responds positively and promptly in working with students and parents	Responds positively and promptly in working with students and parents; volunteers for additional advisory

			responsibilities when needs arise
11. Evidence of offering students extra-curricular educational opportunities	Little to no evidence of offering opportunities for students to take part in extra-curricular educational opportunities	Evidence of offering opportunities for students to take part in extra-curricular educational opportunities	Actively facilitates student involvement in extra-curricular educational opportunities
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 to carry out duties and responsibilities in instruction, mentoring, supervision
13. Evidence of Excellence in Teaching from departmental reviews	Little or no evidence of excellence in teaching with low scores in all areas of departmental reviews	Evidence of strong teaching with most scores on departmental reviews being highly rated	Evidence of excellence in teaching with scores on departmental reviews highly rated in all areas
14. Evidence of positive interaction or collaboration with college students and faculty	Little or no evidence of interaction or collaboration with college students and faculty	Evidence of positive interactions or collaboration with college students and faculty	Evidence of strong and numerous interactions with college students and faculty

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

GLS 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 GLS 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 regional/state/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.

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 **Senior Instructor** level are expected to **meet or exceed expectations** for service in two of the four areas. Faculty seeking promotion to **Assistant Professor** status are expected to **exceed expectations in two of the four areas** of service.

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

Service Evaluation Rubric

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	Document 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 organizations	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 professional consultant capacity

			<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 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>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	Service involvement is continually part of the individual	Service involvement is continually part of the individual

	up to date	workload including all three areas of service (university, community, profession)	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	Constructs/develops service opportunities for/with students

Research

The Definition of Research

Tenure track Instructors at Greenwood have a higher teaching load than faculty in other University departments. Tenure track faculty members may engage in research activities but it is not expected. It is expected of GLS faculty members applying for promotion beyond Senior Instructor to have engaged in research activities. The *Missouri State University Faculty Handbook* defines research as “the production and formal communication of creative scholarly works” (p. 2). This work may include the following:

- Discovery
- Application
- Synthesis
- Criticism
- Creation

To qualify as research, the work must be disseminated publicly and subjected to appropriate critical review.

GLS Philosophy of Research

The GLS 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. GLS Faculty seeking tenure and promotion to Senior Instructor must achieve the first goal. Faculty seeking promotion to Assistant 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

GLS Faculty members seeking promotion to Assistant Professor rank 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 and promotion to Senior Instructor do not need to provide evidence of research activities, but will focus on evidence of Teaching and Service. They may include research activities.

Faculty members applying for promotion to Assistant Professor must provide, since promotion to Senior Instructor, 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.

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, PEC, 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

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 GLS 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 **GLS RPT Committee** includes all tenured faculty within the GLS department and shall operate under Robert's Rules of Order. If the number of tenured GLS 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, 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 of 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 GLS 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

- External Reviews are not required for Instructors seeking Tenure or for promotion to Senior Instructor. For promotion to Assistant Professor, external reviews are expected to be included in the applicant's dossier. 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 comparable degrees. They typically hold academic appointments. They should be employed in institutions/programs at or above the level of Greenwood Laboratory School 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 GLS 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, and service (research may be included when applicable). 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 two main areas.

Role of the Candidate

Regarding Annual Review:

- The candidate must provide appropriate materials, including his or her annual assignment
- 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 (when appropriate).
- 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 GLS 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 4.6.2]

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.

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 *2015 Faculty Handbook* are not applicable.