

MISSOURI STATE UNIVERSITY

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


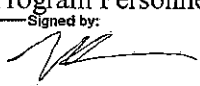
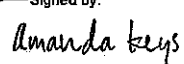
SCHOOL: Mental Health and Behavioral Sciences

COLLEGE: MCHHS

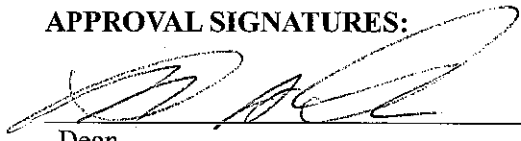
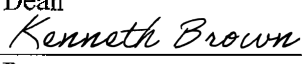
SEMESTER/YEAR OF CURRENT REVIEW: Spring 2025

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Spring 2028

SCHOOL ADOPTION SIGNATURES:

	<u>4/6/2025</u>
Program Personnel Committee Chair Psychology	Date
<small>Signed by:</small> 	<u>4/5/2025</u>
<small>FDA9F85031AC472...</small>	
Program Personnel Committee Chair Counseling	Date
<small>Signed by:</small> 	<u>4/4/2025</u>
<small>6AD28839B517432...</small>	
Program Personnel Committee Chair Social Work	Date

APPROVAL SIGNATURES:

	<u>4/6/2025</u>
Dean	Date
	<u>7/09/2025</u>
Provost	Date

THIS PLAN IS IN EFFECT FROM July 1, 2025 THROUGH June 30, 2028

School of Mental Health and Behavioral Sciences Guidelines for Tenure and Promotion

Consistent with the Missouri State University *Faculty Handbook*, this document details the evaluative processes for faculty in the School of Mental Health and Behavioral Sciences. The School of Mental Health and Behavioral Sciences consists of Programs in Psychology, Social Work, and Counseling. Specific guidelines regarding tenure and promotion for these programs are defined separately by the Psychology Programs, Social Work Programs, and Counseling Programs, and these distinct criteria comprise the tenure and promotion guidelines for the School of Mental Health and Behavioral Sciences. The tenure and promotion guidelines for:

- Psychology Programs are reviewed, revised, and approved by the Psychology faculty,
- Social Work Programs are reviewed, revised, and approved by the Social Work faculty,
- Counseling Programs are reviewed, revised, and approved by the Counseling faculty.

These program criteria can be revised at the level of the Programs and that new document will simply replace the pre-existing criteria within the School document without requiring a School vote. Any changes to the overall structure of the School document must be approved at the School level. At a minimum, the School document and the distinct Program guidelines must be reviewed every three years

PSYCHOLOGY PROGRAMS EVALUATION PLAN

Consistent with the Missouri State University *Faculty Handbook*, this document details the five evaluative processes required in the Psychology Program. These evaluative processes are 1) annual performance review, 2) annual reappointment for untenured faculty members, 3) pre-tenure review, 4) tenure application review, and 5) promotion application review. Procedures associated with each of these evaluations are described in the *Faculty Handbook*, but further descriptions are provided in this document. If an inconsistency is found, the *Faculty Handbook* will take precedence.

The philosophy of the Psychology Program evaluation procedures is based on three concepts. First, evaluations are intended to help achieve University, College, and Program goals, as described in their respective Long-Range Plans. Specifically, we seek to provide the best possible education for Missouri State students in general, our College, and our majors and graduate students. Second, evaluative criteria are derived from roles negotiated between the School Director and individual faculty members. This means that performance expectations are clear and individualized, within the boundaries set forth by this document. Third, the Psychology Program embraces a developmental approach to performance evaluation. Although important decisions about the employment contract (such as continuation of employment, promotion, and tenure) are derived ultimately from the evaluation process, the primary purpose of the process is to help faculty members to become the types of scholars, teachers, and citizens that they individually and collectively strive to become.

In addition to individual faculty members, there are two other parties immediately associated with the Psychology evaluation process. The first of these is the School Director, whose responsibilities include 1) negotiating and providing written summaries of program expectations for new faculty members; 2) initiating and conducting annual performance reviews with each faculty member; 3) writing evaluations for the annual reviews and annual reappointments; and 4) writing recommendations for all candidates for tenure, promotion, and pre-tenure review. The second responsible party is the committee elected to evaluate those applying for tenure and promotion. Those committees consist of tenured faculty members elected by the tenured faculty members and take the following actions: 1) write evaluations and recommendations for reappointment and pre-tenure review; and 2) make tenure and promotion recommendations based upon materials provided by the candidate(s) and School Director. The School Director may not be a member of the committee.

This document and the documents upon which it is based are living documents, requiring regular review and change. Pursuant to this, and consistent with the *Faculty Handbook*, the Psychology faculty members will regularly review and vote about any revisions suggested for this document. Psychology faculty members may make changes to this evaluation plan by majority vote and the approval of the MCHHS Dean and Provost.

1. Annual Performance Review

Each faculty member will receive an annual performance review conducted in late spring. This review will consist of individual discussions with the School Director regarding performance during the previous year and objectives for performance during the following year. Discussions of objectives will involve negotiation of faculty roles and associated merit weights for the near term. A written summary will be provided by the School Director for the faculty member. This summary will be placed in the faculty

member's personnel file. A copy of this summary will be available to appropriate personnel committees, as required for their reappointment, tenure, and promotion recommendations.

2. Annual Reappointment for Untenured Faculty Members

In addition to the annual performance review, all untenured, ranked faculty members will receive a review for annual reappointment decisions. This is a review of the performance of each of these faculty members to date while employed at MSU, with special emphasis on performance since the time of appointment or last reappointment review. The main goal of this review is to facilitate the candidate's efforts for eventual tenure.

2.1 General Policy

- 2.1.1. The annual reappointment policy and procedures of the Psychology Program are consistent with those found in the *Faculty Handbook*.
- 2.1.2. The tenure policy and procedures for reappointment decisions will be provided to each new faculty member by the School Director at the time of initial appointment. The tenure policy that is provided to each new faculty member at the time of initial appointment will be the one used when the new faculty member applies for reappointment, unless a new policy is approved and the faculty member chooses to be evaluated using the newer policy.
- 2.1.3. A copy of the policy and procedures will be maintained in the Psychology office and will be available to all faculty members of Psychology.
- 2.1.4. This policy will be reviewed by an elected committee within the Psychology Program upon request of a majority of faculty members.
- 2.1.5. Faculty members applying for reappointment will be evaluated in terms of their teaching effectiveness, research and scholarly activity, service activities to date, and negotiated roles, with emphasis on the most recent year.
 - 2.1.5.1. The evaluation will include recommendations for development toward eventual tenure and a rationale for these recommendations.

3. Reappointment and Tenure/Promotion Committee

- 3.0.1. The Reappointment and Tenure/Promotion Committee (RTPC) will be comprised of five tenured faculty members from the Psychology Program who will serve three-year terms. The School Director will determine who is eligible to serve on the RTPC and distribute a ballot with the names of all eligible members. An initial five-person RTPC committee will be selected by vote from the eligible list on the ballot. The order for rotation off the committee will be based on the number of votes an individual selected for the committee receives. The member with the fewest votes will rotate off the committee after one year, the member with the second fewest votes will rotate off the committee after year two, and the remaining original three members will rotate off after year three. Each year after the formation of the initial committee, a new eligible faculty

member or members will be elected to replace the outgoing member(s). If a committee member who has just completed a three-year term is re-elected to the committee, they have the option to decline to serve on the committee for the next two years. The RTPC will elect its own chair from among its members and can serve more than one term as chair (although a new vote is taken each cycle).

- 3.0.2.** The chair of the committee is responsible for overseeing all committee business. This includes verifying that all applicant submissions contain the minimum required documents/artifacts (communicating with applicants to resubmit materials if needed), ensuring committee members have access to and carefully review applicant materials, soliciting feedback from tenured faculty members and providing that feedback to the committee, and confirming that all committee members have a voice in the process and approve the final submitted report. The chair must uphold confidentiality throughout the process and remind committee members of this obligation.
- 3.0.3.** All tenured faculty members at or above the Associate rank in the Program are eligible for service on the RTPC. The School Director, Dean, and President are not eligible for service on the RTPC.
- 3.0.4.** The RTPC is responsible for 1) gathering performance ratings and comments from tenured faculty members; 2) reviewing applicant materials 3) reviewing tenured faculty ratings, comments and votes; 4) tallying the vote results; 5) summarizing faculty comments; and 6) writing the rationale for the Program recommendation. The RTPC has the responsibility to apply the criteria contained within this document and the *Faculty Handbook* fairly. The RTPC also should be satisfied that each applicant's performance is satisfactory in the areas of teaching effectiveness, research and scholarly activity, and service, and in the applicant's negotiated roles. The RTPC also should provide all pre-tenure applicant with feedback regarding their progress toward tenure, including recommendations for improving or maintaining that progress.

3.1. Procedure for Applying for Reappointment

- 3.1.1.** At the beginning of the fall semester, the Provost Office will publish School, College and University deadlines for application for reappointment to all faculty members in the Program.
- 3.1.2.** The applicants will provide all appropriate forms and supporting documentation of teaching effectiveness, research and scholarly activity, service and adherence to negotiated roles to the Chair of the RTPC before the deadline established by the RTPC and the School Director. Applicants may withdraw their applications at any point in the procedure.
- 3.1.3.** Prior to making a recommendation regarding reappointment, the RTPC will gather performance ratings and comments about the applicant from the tenured faculty. In this rating process, tenured Psychology Program faculty members should review the submitted materials for each applicant, rate and comment on each applicant's performance in teaching effectiveness, research and scholarly activity, and service, and negotiated roles. Each participating tenured faculty member will also vote on whether to recommend for reappointment or not recommend for reappointment. The RTPC will then deliberate upon the application materials, ratings, comments, and votes and make a recommendation whether to reappoint or not to reappoint each applicant based on the criteria outlined in this document and the *Faculty Handbook*. In the event the RTPC has questions

regarding any evidence of teaching effectiveness, research and scholarly activity, service, or fulfillment of negotiated roles, the RTPC may request applicants to provide more information. The RTPC will also give the applicant the opportunity to meet with the RTPC to address any questions that may arise.

- 3.1.3.1** Prior to voting on the committee's recommendations, the faculty members are responsible for reviewing the applicants' files and applying fairly the criteria contained within this document and the *Faculty Handbook*.
- 3.1.4.** The recommendation from the RTPC, including a summary of faculty ratings and votes, will be submitted to the School Director. Opposing faculty views may be submitted as a minority report as provided for in the *Faculty Handbook*.
- 3.1.5.** The School Director will add their recommendation to that of the RTPC and have the candidates undersign the recommendations. The recommendations from the RTPC and School Director will then be forwarded to the Dean.
- 3.1.6.** A copy of the recommendations from all levels of evaluation will be provided to the candidates, with a copy placed in the candidates' files. Evaluations will be made available to future personnel committees for decisions regarding candidates' reappointments, tenure, and promotions.
- 3.1.7.** Applicants are provided two business days to review/approve the recommendations and to write a response if desired.

Recommendations for non-reappointment may be appealed by requesting that the Academic Personnel Review Commission (see *Faculty Handbook*) conduct an informal inquiry into the review and decision process.
- 3.1.8.** In case of disagreement between the RTPC and the School Director, the School Director and the RTPC may share information and perspectives in an effort to resolve differences. If resolution is not possible, the School Director must offer in writing to the RTPC the reasons for not accepting the recommendations of the RTPC.
- 3.1.9.** All reappointment applicants will be furnished with written documentation of the decisions at each level of evaluation. Decisions will be forwarded to the next level of decision for evaluation.
- 3.1.10.** Throughout the reappointment deliberations, confidentiality of information will be maintained. Materials that applicants submit for reappointment consideration are reviewed by various faculty members and administrators. Faculty members and administrators who review information contained in such materials are obligated to maintain confidentiality regarding that information. Applicants' files, committee proceedings, and discussions or decisions made are not to be discussed beyond the members who have direct access to that information in the formal reappointment deliberations.

3.2 Criteria

See section 5.5. for a discussion of tenure and promotion criteria. These are essentially goals to strive for during the probationary period. Evidence of progress toward meeting or surpassing these goals should be provided with the applications for reappointment. Because reappointment is based, in part, on cumulative performance, the applicant should include copies of reappointment reviews from all previous years.

3.3 Amendment

This reappointment policy may be amended by a simple majority vote of the members of the Psychology faculty with approval of the MCHHS Dean and Provost Office.

4. Pre-Tenure Review

Every year during the probationary period the candidate is provided with a performance review and feedback regarding progress toward tenure and promotion, which is shared with the candidate and placed in the candidate's file.

5. Tenure and promotion to Associate rank application review policies and procedures

Faculty members in the Psychology Program at Missouri State will be evaluated according to the criteria contained within this document which was drafted to be consistent with the School, the College, and the University missions.

5.1 General Policy

- 5.1.1.** The tenure and promotion policy and procedures of the Psychology Program will be consistent with those found in the *Faculty Handbook*.
- 5.1.2.** The policy and procedures for tenure and promotion decisions will be provided to each new faculty member by the School Director at the time of initial appointment. The tenure and promotion policy that is used to evaluate the candidate is the one in place at the time of the faculty member's hiring. However, faculty members can choose to be evaluated under newer criteria if they wish.
- 5.1.3** An elected faculty committee will convene to discuss evaluation criteria for ranked faculty members who are hired into positions that deviate from the roles and responsibilities that are typical of psychology faculty members (e.g., endowed positions, positions that require significant administrative duties). That faculty committee shall produce a document that specifies evaluation criteria that deviate from the Psychology Program's Evaluation Plan and that will be used to guide decisions about annual reviews, pre-tenure review, tenure, and promotion. The aforementioned document must be approved by majority vote of the Psychology Faculty and subsequently approved by the School Director, College Dean, and Provost Office. A copy of the amended and approved criteria will be provided to the relevant faculty member by the School Director at the time of their initial appointment.
- 5.1.4.** A copy of the policy and procedures will be maintained in the Psychology office and will be available to all faculty members of the program.

- 5.1.5.** This policy will be reviewed by an elected committee within the Psychology Program upon request of a majority of faculty members.
- 5.1.6.** Years of service at other universities which are to be counted toward tenure and promotion will be negotiated at the time of employment and will be included in the initial letter of appointment.
- 5.1.7.** Faculty members applying for tenure will be evaluated in terms of their teaching effectiveness, research and scholarly activity, service activities, and negotiated roles since employment at Missouri State University.
- 5.2. Procedure for Applying for Tenure and Promotion**
- 5.2.1.** At the beginning of the fall semester, the School Director will publish and distribute a list of School, College and University deadlines for application for tenure and promotion to all faculty members in Psychology.
- 5.2.2.** Eligibility for tenure and/or promotion must be verified prior to submitting materials.
- 5.2.3.** The applicants will provide all appropriate forms and supporting documentation of teaching effectiveness, research and scholarly activity, service, and fulfillment of negotiated roles to the Chair of the RTPC before the deadline established by the School Director and the RTPC. Applicants may withdraw their applications at any point in the procedure.
- 5.2.4.** Prior to making a recommendation regarding tenure and promotion, the RTPC will gather performance ratings and comments about the applicants from the tenured faculty. In this ratings process, tenured faculty members at Associate rank and above should review the submitted materials for each applicant, rate and comment on each applicant's performance in teaching effectiveness, research and scholarly activity, service, and fulfillment of negotiated roles. Each participating tenured faculty member at Associate rank and above will also vote on whether to recommend for tenure and promotion. The RTPC will then deliberate upon the application materials, ratings, comments, and votes and make a recommendation whether to grant tenure and promotion or not to grant tenure and promotion to each applicant based on the criteria outlined in this document and the *Faculty Handbook*. In the event the RTPC has questions regarding any evidence of teaching effectiveness, research and scholarly activity, service, or negotiated roles, the RTPC may request applicants to provide more information. The RTPC will also give applicants the opportunity to meet with the RTPC to address any questions that may arise.
- 5.2.4.1.** Prior to voting on the Committee's recommendation, the faculty members are responsible for reviewing the applicants' files and applying fairly the criteria contained within this document and the *Faculty Handbook*.
- 5.2.5.** The recommendation from the RTPC, including a summary of faculty ratings and votes, will be submitted to the School Director. Opposing faculty views may be submitted as a minority report as provided for in the *Faculty Handbook*.

- 5.2.6. The School Director will add their recommendation to that of the RTPC. The recommendations from the RTPC and School Director will then be forwarded to the Dean. Copies of the recommendations from the RTPC and School Director will be provided to the candidate.
- 5.2.7. A copy of the recommendations from the RTPC and School Director will be placed in the candidate's file and will be made available to future personnel committees for decisions regarding that candidate's reappointment, tenure, and promotion.
- 5.2.8. Applicants may file written exceptions to their recommendations with the request that their letters of exception be attached to all official copies of the relevant documents.
- 5.2.9. In case of disagreement between the RTPC and the School Director, the School Director will meet with the RTPC in an effort to resolve the differences. If resolution is not possible, the School Director must offer in writing to the RTPC and the applicant the reasons for not accepting the recommendation of the RTPC.
- 5.2.10. All tenure and promotion applicants will be furnished with written documentation of the decision at each level of evaluation. Decisions will be forwarded to the next level of decision for evaluation. Supporting material will be forwarded as far as the Dean's office; these will be forwarded beyond the Dean's office at the request of the Provost.

A candidate for tenure and promotion may appeal a negative recommendation made by the Provost by requesting that the Provost's Personnel Committee conduct an informal inquiry of the review process.

- 5.2.11. Throughout the reappointment, tenure and promotion deliberations, confidentiality of information will be maintained. Materials that applicants submit for reappointment, tenure and promotion consideration are reviewed by various faculty members and administrators. Faculty members and administrators who review information contained in such materials are obligated to maintain confidentiality regarding that information. Applicants' files, committee proceedings, and discussions or decisions made are not to be discussed beyond the members who have direct access to that information in the formal tenure and promotion deliberations.

5.4. Procedural Note

According to the *Faculty Handbook*, the recommendations of the RTPC and the School Director will be forwarded to the College Dean for a decision prior to the deadline established in the Annual Academic Work Calendar. The Dean forwards their recommendations to the Provost for a decision. In all cases where the recommendations of the School Director, Dean, Provost, or the President differ from that of the RTPC, the administrator initiating the change will state in writing to the affected faculty member, the RTPC, and other involved administrators, the reasons why they cannot agree with the original recommendations. Similarly, when a minority of the faculty members disagree with the RTPC recommendation, then the minority may file a minority report as outlined in the *Faculty Handbook*. Throughout the procedure, the RTPC and each administrator making a recommendation or decision will provide the individual faculty members with written notice of, and reasons for the recommendation or decisions made concerning their reappointment, tenure and/or promotion.

5.5. Criteria

The evaluation of teaching, research/scholarly activity, service and negotiated roles will be based on multiple criteria. In recognition that individual faculty members may have diverse roles and unique abilities, it is expected that successful applicants will exceed the criteria detailed below in one or more areas. The criteria contained in this document assume a traditional 9-month tenure track appointment and a standard faculty workload as described by the Faculty Workload Policy (i.e., see below). If the candidate's workload deviates from the standard faculty workload, then criteria used to evaluate that candidate should be appropriately adjusted by terms negotiated by the School Director and candidate, documented, and made available to the RTPC Committee.

MSU Workload Policy:

<https://www.missouristate.edu/Provost/FacultyAffairs/FacultyResources/PoliciesAndProcedures/facultyworkload.htm>,

Applicants are advised to organize their supporting materials according to the Evaluation Matrix (found in the appendix) so that evidence toward T&P can easily be compared to the criteria in this document.

Applicants should provide 1) narrative summaries of activities in each of the three areas of evaluation: teaching, research/scholarly activity, and service, 2) updated curriculum vita, 3) Evaluation Matrix, and 4) artifacts to support quality work in the areas of teaching, research/scholarly activity, and service. For teaching, applicants should provide complete and accurate student evaluations as one of several indicators of teaching effectiveness, including both numerical ratings and student comments (please note that this does not indicate that student evaluations of teaching will be weighed heavily in evaluating candidates for tenure and promotion). In the area of research and scholarly work, at a minimum, applicants should provide all category "a" artifacts and any category "b" artifacts used to establish the minimum criteria for tenure and promotion.

In addition, applicants should integrate evidence of commitment and actions taken to demonstrate inclusiveness and cultural competence across teaching, research/ scholarly activities, and service.

5.5.1. Teaching

Evaluation of teaching effectiveness must be based on multiple indicators. The following list of eight teaching domains are used to evaluate teaching effectiveness in the Psychology Program. A partial list of examples for each domain is provided—these examples should help applicants determine appropriate evidence to provide. Additional examples/evidence not explicitly described in this document may also be used. Applicants for tenure and promotion will be required to provide evidence of effectiveness under each of the eight domains, but it is likely that individual faculty members will produce differing amounts of evidence for the various domains, depending on their strengths.

Ethical teaching behavior will be evaluated with respect to guidelines for ethical behavior such as those published by professional organizations (e.g., APA, APS) and as published in the *Faculty Handbook*.

In addition to evidence of teaching effectiveness across the eight domains, applicants should provide the

following documentation: 1) statement of teaching philosophy (including a description of ways that inclusiveness and cultural competence values have been integrated into instructional practices), and 2) complete and accurate student evaluations as one of several indicators of teaching effectiveness, including both numerical ratings and student comments (please note that this does not indicate that student evaluations of teaching will be weighed heavily in evaluating applicants for tenure and promotion).

5.5.1.1. Domain 1: Availability and Accessibility to Students

- a. Responsible adherence to regular class meeting times and office hours
- b. Flexibility and responsiveness in opportunities to interact with students (e.g., after class, appointments, office hours, e-mail, zoom, phone)

5.5.1.2. Domain 2: Assessment of Student Learning

- a. Clear communication of performance standards
- b. Clear, pre-determined assessment policies (e.g., make-up policies, attendance, and grading)
- c. Learning and performance experiences that allow students to use/develop different skills (e.g. writing, presenting, analyzing, creating, applying, practicing, use of formative assessment to improve student learning, working in teams)
- d. Tests and assignments reflect course content and changes to course content

5.5.1.3. Domain 3: Engagement/Learning Experience

- a. Incorporation of instruction using evidence-based practices to promote student learning
- b. Creating assignments, strategies to engage student in the learning process
- c. Techniques that solicit student participation, involvement, critique, and exploration
- d. Providing timely and quality feedback
- e. Demonstrating reasonable consideration of individual student needs

5.5.1.4. Domain 4: Quality of Course Content

- a. Course reflects current scholarship/practices/issues in the field
- b. Textbook and course materials aligned well to purpose and content of the field
- c. Breadth of content coverage adequate given the topic of the course
- d. If relevant, course content reflects cultural deviations in theory and research findings

5.5.1.5. Domain 5: Development of Teaching

- a. Attending training events to improve instruction, advisement, student engagement, etc. offered or financially supported by the university (the Psychology Program does not require faculty to participate in conferences/events that are not fully financially supported by the university)

- b. Evidence of self-reflection that results in implementing new instruction strategies
- c. Using colleagues' input, feedback, and experience to enhance instruction
- d. Using observations of teaching by colleagues to further development
- e. Reading teaching-related scholarly work

5.5.1.6. Domain 6: Effective Integration of Technology

- a. Evaluating possible applications of new technologies to learning and problem-solving processes to enhance student learning
 - b. Effective use of available technology resources (e.g., LMS, library resources).
 - c. Advancing skills in the use of technology relevant to classroom instruction (e.g., presentation technology, LMS, statistical software, etc.)
 - d. Establishing internal or external support to expand technology resources, knowledge, or capacities for instruction (e.g., curriculum grant funding).

5.5.1.7. Domain 7: Teaching Through Research

- a. Involving students in research/applied endeavors
- b. Supervising directed readings, directed research, honors projects, practicum
- c. Serving on thesis and seminar paper committees.

5.5.1.8. Domain 8: Advising

- a. Participating in training/opportunities to improve advisement (e.g., maintaining Master Advisor status, attending advising workshops/trainings)
- b. Adequate availability to advisees
- c. Providing accurate, timely, and updated advisement; consistently submitting accurate advisement notes
- d. Mentoring students broadly (e.g., acclimating to MSU/major, finding/pursuing career interests, applying to graduate/professional programs, finding clubs & organizations of interest, accessing university resources)

5.5.1.9 Early Tenure/Promotion

Evidence of teaching effectiveness must significantly exceed the normal expectations for tenure. Examples of work that demonstrates "exceptional records of accomplishment" include:

- a. Strong evidence of development of teaching across multiple classes (e.g., Development of Teaching theme)
- b. Receiving teaching award (s)

- c. Initiating or participating in course development/redesign
- d. Presentation(s) at teaching conference(s)
- e. Publishing work in the area of scholarship of teaching and learning with direct evidence of application in instruction
- f. Advisement awards
- g. Significant mentorship of students in research (e.g., large number of students mentored and/or inclusion of students in presentations and publications)

5.5.2. Research and Scholarly Activity

5.5.2.1. The basis of the Psychology Program's research evaluation plan is to assign *research credit* (i.e., quality indicator) to the generation and application of scholarship that impacts an academic discipline, the public, and/or Missouri State University. The degree of research credit assigned to particular scholarly work is to be commensurate to the size, scope, and impact of the product. This standard applies to all modes of research identified in the *Faculty Handbook*, which are: discovery, application, synthesis, criticism, and creation (p. 29).

Ethical behavior in the area of research and scholarly activity will be evaluated with respect to guidelines for ethical behavior such as those published by professional organizations (e.g., APA, APS) and as published in the *Faculty Handbook*.

A key function of the RTPC is to review the scholarly work by tenure and promotion applicants and ensure equitable research credit for the scholarly work they produce. The below list provides a general guide for determining research credit for the various forms of scholarly activity produced by an applicant for tenure and promotion. If the RTPC disagrees with an applicant's categorization of a specific scholarly product, the RTPC may choose to seek further information from the applicant or document why the product does not meet the specifications of the category.

5.5.2.2. Evidence of at least 5 quality indicators is required to meet Psychology Program standards for attaining tenure and promotion. At least two of these indicators must come from category 'a' below, and at least one additional indicator from either category a or b.

5.5.2.3. Applicants cannot submit a single research product or activity as a quality indicator of both research and either teaching or service.

5.5.2.4. Due to the variety of publication outlets in psychology, the following quality indicators will be evaluated in determining the strength of the applicant's research and scholarly activity.

a. Any of the following are to be considered a single quality 'a' indicator. First authorship in a category 'a' indicator will count for an additional half of a quality indicator in category 'a.'

2. An article accepted for publication in a peer-reviewed journal
3. A discipline-related book published or in press of which the applicant was an author
4. A discipline-related chapter published or in press in an edited book
5. Receipt of an external grant of \$5000 or greater to fund research or scholarly activities
6. A technical report available for public consumption with time and effort commensurate with publication of a peer-reviewed journal article
7. Program evaluation/review reports that involve the collection and analysis of data and are produced for public/community good with time and effort commensurate with publication of a peer-reviewed journal article
8. Supervision of a doctoral project or thesis project with a subsequent presentation at a regional/national/international conference will be counted as a .5 category 'a' indicator
9. Impactful scholarly project or program designed, constructed, and put into use for public/community benefit with time and effort commensurate with a publication of a peer-reviewed journal article. Demonstration of impact and time/effort commitment might include products such as reports, treatment manuals, training manuals, media coverage, letters from community partners, etc. Discussion with the reappointment committee to determine eligibility for category 'a' are encouraged.

b. Any combination of two of the following is to be considered a single quality indicator:

1. A presentation at a regional, national, or international convention or conference
2. A round table discussion at a regional, national, or international convention or conference
3. A poster session at a regional, national, or international convention or conference
4. Organizing a symposium for a national-level conference
5. Receipt of an external research grant less than \$5000 (credit is awarded for being either the principal investigator or a co-investigator)
6. Receipt of an internal research grant. Credit is awarded for being either the principal investigator or a co-investigator
7. A technical report
8. A publication in a non-refereed journal or magazine
9. A manuscript submitted for publication in a refereed journal but not yet accepted for publication
10. A published book review in a professional journal
11. One external grant submitted to a peer reviewed funding agency

c. Any combination of three of the following is to be considered a single quality indicator:

1. Publication or acceptance for publication of course materials that are not limited to use with a course offered through Missouri State. This includes publication on the Internet of such course materials.
2. One grant submitted for either internal or external funding
3. Participation in a research-related workshop
4. Participation in a grant-writing workshop
5. Receiving additional formal training in research design or statistics
6. A laboratory study in the process of data collection
7. A manuscript near completion but not yet submitted for publication in a refereed journal
8. Longitudinal research or research requiring time-intensive data collection
9. A book or book chapter in progress
10. A technical report in progress or under review

5.5.2.5. In those cases where the RTPC is uncertain how to interpret a publication effort, the RTPC will meet with the applicant to discuss the publication in an effort to come to an agreement on its value toward tenure.

5.5.2.6. Applicants may ask the RTPC to treat a specific research activity or product as meeting a higher level of quality than is presented in the list, or to include a non-listed activity or product as a quality indicator, when the nature of such activities or products required extensive effort or the quality of the research activity or product is not adequately reflected in the list of quality indicators. In such cases, the RTPC will meet with the applicant to discuss the activity or product in an effort to determine its value toward tenure and promotion to Associate rank.

5.5.2.7. Early Tenure/Promotion: In order to be awarded early tenure and/or promotion (in the fourth or fifth year), evidence of exceptional research/scholarly accomplishments must be presented. Research/scholarly activities or products must significantly exceed the normal expectations for tenure. Examples of work that demonstrate “exceptional records of accomplishment” include:

1. Greatly exceeding the minimum number of category ‘a’ indicators for research/scholarly work
2. High impact of research/scholarly work (e.g., publication in journals with a high impact factor, demonstrating widespread consumption of research/scholarly products)
3. Sole-authorship of a peer-reviewed journal article or book chapter
4. Recipient of significant external funding (e.g., NSF, NIH)
5. Recipient of a significant research or scholarly award (e.g., University research award, early career research award)
6. Authoring or coauthoring a published textbook
7. Scholarly projects with widespread impact (e.g., statewide, regional, national, international)

5.5.3. Service

The MSU Faculty Handbook places service into 4 categories: 1) *University Citizenship*, which includes participation in shared governance and participation in program, college, and university committees and task forces; 2) *Professional Service*, which includes participation in one's professional organizations, involvement in the peer review process of academic manuscripts, and mentoring/advising of students in professional-oriented activities outside of the classroom (e.g., advisor of a student organization); 3) *Public Service*, where faculty apply professional/academic expertise to benefit to public community, state, national, or international constituents; and 4) *Professional Consultation*, which entails the use of skills and expertise to benefit business, schools, community organizations, and other public or private entities (for more detail about service categories, refer to section 4.2.3.2 of the MSU Faculty Handbook).

Ethical behavior in the area of service will be evaluated with respect to guidelines for ethical behavior such as those published by professional organizations (e.g., APA, APS) and as published in the *Faculty Handbook*.

Applicants for tenure and promotion are required to succeed in the category of University Citizenship. During a faculty member's first two years in a tenure track position, faculty are advised against focusing too much on service activities; instead, they should concentrate most efforts on establishing success in the areas of teaching and research. After two years, tenure track faculty are required to engage in service activities such that they assume a *fair share* in the program in the category of *University Citizenship*. Therefore, the category of *University Citizenship* is expected to comprise the preponderance of an applicant's service activities. The role of the RTPC is to review faculty service activities, understand the applicant's time commitments and accomplishments in service, and provide feedback aligned to the *fair share* standard.

In addition to *University Citizenship*, pre-tenure faculty should document service activities in *Professional Service*, *Public Service*, and *Professional Consultation*. Faculty are expected to document success in one or more of these areas to earn tenure and promotion (4.2.3.2, MSU Faculty Handbook). If a pre-tenure faculty member's evaluation of service is designated *questionable* or *unsatisfactory* because of categories 2-4 above, then the Evaluation Committee is to provide feedback and guidance relevant to meeting service standards.

Below is a non-exhaustive list of service activities pertinent to Psychology Faculty.

5.5.3.1. University Citizenship

- a. Serving as a member of a psychology program committee
- b. Serving as a member of a college committee
- c. Serving as a member of a university committee
- d. Serving as an officer or chair of Program, College, and/or University committees
- e. Participation in College or University governance activities
- f. Service to individual faculty members and administrators, including such activities as assisting with the use of technology, statistical analysis, pedagogical decision-making
- g. Maintaining or providing other Psychology Program services, such as maintaining program Web pages, coordinating budget requests, supporting grant writing within the Program, managing a psychology certificate program, etc.

- h. Attendance of official Psychology Program functions
- i. Providing professional development, participating in campus discussions, and expanding opportunities for shaping the learning environment

5.5.3.2. Professional Service

- a. Membership in professional organizations and attendance of meetings of those organizations
- b. Serving as an officer in a professional organization
- c. Serving as a faculty member advisor for a student organization
- d. Organizing a conference for a professional meeting or community organization
- e. Serving as an editor, associate editor, reviewer or editorial board member for an academic journal

5.5.3.3 Public Service

- a. Scholarly presentations at community organizations,
- b. Submitting a grant for community service activities or community organizations
- c. Obtaining a grant for community service activities or community organizations
- d. Community service activities related to the faculty members member's discipline, or extensive community service outside of the discipline
- e. Promoting student involvement in community activities
- f. Supervision of students in community service activities

5.5.3.4 Professional Consultation

- a. Providing professional expertise to business, industry, schools, community organizations, and colleagues in other university programs
- b. Consultation services or clinical services to external constituents with the faculty member's professional expertise

5.6. Amendment

This tenure policy may be amended by a simple majority vote of Psychology faculty members with approval of the MCHHS Dean and Provost Office.

6. Promotion to Professor Application Review Policy and Procedures

Faculty members in Psychology at Missouri State University will be evaluated according to the criteria contained within this document which was drafted to be consistent with the Program mission, the College mission, and the University mission. Because effectiveness in teaching is the primary goal at Missouri State University and because effective teaching must be demonstrated for tenure, effective teaching is required for promotion.

6.1 General Policy

- 6.1.1.** The promotion policy and procedures of the Psychology Program will be consistent with those found in the *Faculty Handbook*.

- 6.1.2.** The policy and procedures for promotion decisions will be provided to each applicant by the School Director at the time of initial appointment. The promotion policy that is provided to each new faculty member at the time of initial appointment will be the one used when the new faculty member applies for promotion.
- 6.1.3.** A copy of these policies and procedures will be maintained in the Psychology office and will be available to all faculty members of the Program.
- 6.1.4.** This policy will be reviewed by an elected committee within the Psychology Program upon request of a majority of faculty members.
- 6.1.5.** Years of service at other universities which are to be counted toward promotion will be negotiated at the time of employment and will be included in the initial letter of appointment.
- 6.1.6.** Faculty members applying for promotion will be evaluated in terms of their teaching effectiveness, research and scholarly activities, service, and fulfillment of negotiated roles in their present rank.

6.2. Promotion Committee

- 6.2.1.** The PC will consist of five Psychology Program faculty members at the rank of Professor. For each year in which applications are submitted for promotion, separate PC committees will be constituted for evaluating applications. The School Director will determine who is eligible to serve on the PC and distribute a ballot with the names of all eligible members. A ballot will be distributed to all Full Professors in Psychology. Each faculty member will choose five committee members from the eligible list on the ballot. Faculty members will have at least one week to vote. Ballots will be returned to the School Director for tabulation. The five faculty members with the most votes will serve on the committee. The PC will elect its own chair from among its members.
- 6.2.2.** All Full Professors in Psychology are eligible to serve on the PC. The School Director and Dean are not eligible for service on the PC. Faculty members who served on the PC in the previous academic year or who have a conflict of interest may choose to withdraw from eligibility.
- 6.2.3.** The Promotion Committee (PC) is responsible for: 1) gathering performance ratings and comments from appropriate faculty members, 2) reviewing applicant materials and faculty members' ratings and comments, 3) making promotion recommendations to the appropriate faculty members for their vote, 4) tallying the vote results, 5) summarizing faculty members' comments, 6) writing the rationale for the Psychology Program recommendation. The PC has the responsibility to apply the criteria contained within this document and the *Faculty Handbook* fairly. It should be satisfied that the applicant has met or exceeded University,

College, and Program standards for performance in the three areas of teaching effectiveness, research and scholarly activity, and service. The PC is responsible for providing a written rationale for its recommendation to the applicant.

6.3. Procedure for Applying for Promotion to Professor

- 6.3.1.** At the beginning of the fall semester, the School Director will publish and distribute a list of Program, College and University deadlines for application for promotion to all faculty members in the Program.
- 6.3.2.** The applicants for promotion are responsible for initiating the process of applying and for supplying all documentation in support of their application, including a current vita, previous performance evaluations, and explanation of negotiated roles. Applicants may withdraw their applications at any point in the procedure.
- 6.3.3.** Eligibility for promotion must be verified prior to submitting materials.
- 6.3.4.** The applicants will provide all appropriate forms, a current vita, and supporting documentation of teaching effectiveness, research and scholarly activity, to the Chair of the PC before the deadline established by the School Director and the PC.
- 6.3.5.** Prior to making a recommendation regarding promotion, the PC will gather performance ratings and comments about the applicant from the tenured Psychology faculty members at and above the rank of Professor. In this rating process, the appropriate faculty members should review the submitted materials for each applicant, rate and comment on each applicant's performance in teaching effectiveness, research and scholarly activity, and service, and/or negotiated roles. Each participating tenured faculty member at and above the rank of Professor will also vote on whether or recommend for promotion or not recommend for promotion. The PC will then deliberate upon the application materials, ratings, comments, and votes and make a recommendation regarding whether to promote or not promote each applicant based on the criteria outlined in this document and the *Faculty Handbook*. In the event the PC has questions regarding any evidence of teaching effectiveness, research and scholarly activity, or service, the PC may request applicants to provide more information. The PC will also give applicants the opportunity to meet with the PC to address any questions that may arise.
 - 6.3.5.1.** Prior to voting on the Committee's recommendation, the faculty members are responsible for reviewing the applicants' files and applying fairly the criteria contained within this document and the *Faculty Handbook*.
- 6.3.6.** The recommendation from the PC, including a summary of faculty ratings and votes, will be submitted to the School Director. Opposing faculty views may be submitted as a minority report as provided for in the *Faculty Handbook*.
- 6.3.7.** The School Director will add their recommendation to that of the PC. The recommendations from the PC and School Director will then be forwarded to the Dean. Copies of the recommendations from the PC and from the School Director will be provided to the candidates.

- 6.3.8.** A copy of the recommendations from the PC and School Director will be placed in candidates' files and will be made available to future personnel committees for decisions regarding those candidates' future promotions.
- 6.3.9.** Applicants may file written exceptions to PC and/or School Director recommendations with the request that their letters of exception be attached to all official copies of the relevant document. Candidates for promotion may appeal negative recommendations by the tenured faculty members of the Program by requesting that the Academic Personnel Review Commission (see *Faculty Handbook*) conduct an informal inquiry and documented vote of all the tenured faculty members.
- 6.3.10.** In case of disagreement between the PC and the School Director, the School Director will meet with the PC in an effort to resolve the differences. If resolution is not possible, the School Director must offer in writing to the PC and the applicant the reasons for not accepting the recommendation of the PC.
- 6.3.11.** All promotion applicants will be furnished with written documentation of the decision at each level of evaluation. Decisions will be forwarded to the next level of decision for evaluation. Supporting material will be forwarded as far as the Dean's office; these will be forwarded beyond the Dean's office at the request of the Provost.
- 6.3.12.** Throughout the promotion deliberations, confidentiality of information will be maintained. Materials that applicants submit for promotion consideration are reviewed by various faculty members and administrators. Faculty members and administrators who review information contained in such materials are obligated to maintain confidentiality with regard to that information. Applicants' files, committee proceedings, and discussion or decisions made are not to be discussed beyond the members who have direct access to that information in the formal promotion deliberations.

6.5. Procedural Note

According to the *Faculty Handbook*, the recommendations of the PC and the School Director will be forwarded to the College Dean for a decision prior to the deadline established in the Annual Academic Work Calendar. The Deans forwards their recommendations to the Provost for a decision. Discussions and/or negotiations will occur in those cases where the recommendations are not acceptable to the higher level administrator. In all cases where the recommendations of the School Director, Dean, Provost, or the President differ from that of the PC, the administrator initiating the change will state in writing to the affected faculty member, the PC, and other involved administrators, the reasons why they cannot agree with the original recommendations. Similarly, when a minority of the faculty members disagrees with the PC recommendation, then the minority may file a minority report as outlined in the *Faculty Handbook*. Throughout the procedure, the PC and each administrator making a recommendation or decision will provide the individual faculty member with written notice of and reasons for the recommendation or decisions made concerning his or her promotion.

6.6. Criteria for Promotion to Professor

The evaluation of teaching, research/scholarly activity, service and negotiated roles will be based on multiple criteria. In recognition that individual Psychology faculty may have diverse roles and unique abilities, it is expected that successful applicants will exceed the criteria detailed below in one or more areas.

Applicants are advised to organize their supporting materials according to the Evaluation Matrix (found in the appendix) so that their evidence can easily be compared to the criteria in this document.

Applicants should provide 1) narrative summaries of activities in each of the three areas of evaluation: teaching, research/scholarly activity, and service, 2) updated curriculum vita, 3) Evaluation Matrix, and 4) artifacts to support quality work in the areas of teaching, research/scholarly activity, and service. For teaching, applicants should provide complete and accurate student evaluations as one of several indicators of teaching effectiveness, including both numerical ratings and student comments (please note that this does not indicate that student evaluations of teaching will be weighed heavily in evaluating candidates for tenure and promotion). In the area of research and scholarly work, at a minimum, applicants should provide all category “a” artifacts and any category “b” artifacts used to establish the minimum criteria for promotion.

In addition, applicants should integrate evidence of commitment and actions taken to demonstrate inclusiveness and cultural competence across teaching, research/ scholarly activities, and service.

6.6.1. Teaching

Evaluation of teaching effectiveness must be based on multiple indicators. The following list of eight teaching domains are used to evaluate teaching effectiveness in the Psychology Program. A partial list of examples for each domain is provided—these examples should help applicants determine appropriate evidence to provide. Additional examples/evidence not explicitly described in this document may also be used. Applicants for tenure and promotion will be required to provide evidence of effectiveness under each of the eight domains, but it is likely that individual faculty members will produce differing amounts of evidence for the various domains, depending on their strengths.

Ethical teaching behavior will be evaluated with respect to guidelines for ethical behavior such as those published by professional organizations (e.g., APA, APS) and as published in the *Faculty Handbook*.

In addition to evidence of teaching effectiveness across the eight domains, applicants should provide the following documentation: 1) statement of teaching philosophy (including a description of ways that inclusiveness and cultural competence values have been integrated into instructional practices), and 2) complete and accurate student evaluations as one of several indicators of teaching effectiveness, including both numerical ratings and student comments

(please note that this does not indicate that student evaluations of teaching will be weighed heavily in evaluating applicants for tenure and promotion).

6.6.1.1. Domain 1: Availability and Accessibility to Students

- a. Responsible adherence to regular class meeting times and office hours
- b. Flexibility and responsiveness in opportunities to interact with students (e.g., after class, appointments, office hours, e-mail, zoom, phone)

6.6.1.2. Domain 2: Assessment of Student Learning

- a. Clear communication of performance standards
- b. Clear, pre-determined assessment policies (e.g., make-up policies, attendance, and grading)
- c. Learning and performance experiences that allow students to use/develop different skills (e.g., writing, presenting, analyzing, creating, applying, practicing, use of formative assessment to improve student learning, working in teams)
- d. Tests and assignments reflect course content and changes to course content

6.6.1.3. Domain 3: Engagement/Learning Experience

- a. Incorporation of instruction using evidence-based practices to promote student learning
- b. Creating assignments, strategies to engage student in the learning process
- c. Techniques that solicit student participation, involvement, critique, and exploration
- d. Providing timely and quality feedback
- e. Demonstrating reasonable consideration of individual student needs

6.6.1.4. Domain 4: Quality of Course Content

- a. Course reflects current scholarship/practices/issues in the field
- b. Textbook and course materials aligned well to purpose and content of the field
- c. Breadth of content coverage adequate given the topic of the course
- d. If relevant, course content reflects cultural deviations in theory and research findings

6.6.1.5. Domain 5: Development of Teaching

- a. Attending training events to improve instruction, advisement, student engagement, etc. offered or financially supported by the university (the

Psychology Program does not require faculty to participate in conferences/events that are not fully financially supported by the university)

- b. Evidence of self-reflection that results in implementing new instruction strategies
- c. Using colleagues' input, feedback, and experience to enhance instruction
- d. Using observations of teaching by colleagues to further development
- e. Reading teaching-related scholarly work

6.6.1.6. Domain 6: Effective Integration of Technology

- a. Evaluating possible applications of new technologies to learning and problem-solving processes to enhance student learning
- b. Effective use of available technology resources (e.g., LMS, library resources)
- c. Advancing skills in the use of technology relevant to classroom instruction (e.g., presentation technology, LMS, statistical software, etc.)
- d. Establishing internal or external support to expand technology resources, knowledge, or capacities for instruction (e.g., curriculum grant funding)

6.6.1.7. Domain 7: Teaching Through Research

- a. Involving students in research/applied endeavors
- b. Supervising directed readings, directed research, honors projects, practicum
- c. Serving on thesis and seminar paper committees

6.6.1.8. Domain 8: Advising

- a. Participating in training/opportunities to improve advisement (e.g., maintaining Master Advisor status, attending advising workshops/trainings)
- b. Adequate availability to advisees
- c. Providing accurate, timely, and updated advisement;
- d. consistently submitting accurate advisement notes
- e. Mentoring students broadly (e.g., acclimating to MSU/major,
- f. finding/pursuing career interests, applying to graduate/professional programs, finding clubs & organizations of interest, accessing university resources)

6.6.1.9 Early Promotion

Evidence of teaching effectiveness must significantly exceed the normal expectations for

promotion. Examples of work that demonstrates “exceptional records of accomplishment” include:

- a. Strong evidence of development of teaching across
- b. multiple classes (e.g., Development of Teaching theme)
- c. Receiving teaching award (s)
- d. Initiating or participating in course
- e. development/redesign
- f. Presentation(s) at teaching conference(s)
- g. Publishing work in the area of scholarship of teaching
- h. and learning with direct evidence of application in
- i. instruction
- j. Advisement awards
- k. Significant mentorship of students in research (e.g., large
- l. number of students mentored and/or inclusion of
- m. students in presentations and publications)

6.6.2. Research and Scholarly Activity

6.6.2.1. The basis of the Psychology Program’s research/scholarly activity evaluation plan is to assign *research credit* (i.e., quality indicator) to the generation and application of scholarship that impacts an academic discipline, the public, and/or Missouri State University. The degree of research credit assigned to particular scholarly work is to be commensurate to the size, scope, and impact of the product. This standard applies to all modes of research identified in the *Faculty Handbook*, which are: discovery, application, synthesis, criticism, and creation (p. 29).

Ethical behavior in research and scholarly activity will be evaluated with respect to guidelines for ethical behavior such as those published by professional organizations (e.g., APA, APS) and as published in the *Faculty Handbook*.

A key function of the PC is to review the scholarly work by promotion applicants and ensure equitable research credit for the scholarly work they produce. The below list provides a general guide for determining research credit for the various forms of scholarly activity produced by an applicant for promotion. If the PC disagrees with an applicant’s categorization of a specific scholarly product, the PC may choose to seek further information from the applicant or document why the product does not meet the specifications of the category.

6.6.2.2. Evidence of at least 8 quality indicators is required to meet Psychology standards for attaining promotion to full professor. At least 4 of these indicators must come from category ‘a’ below, and at least one additional indicator either ‘a’ or ‘b.’

6.6.2.3. Applicants cannot submit a single research product or activity as a quality indicator of both research and either teaching or service.

6.6.2.4. Due to the variety of publication outlets in psychology, the following quality indicators will be evaluated in determining the strength of the applicant's research and scholarly activity.

- a.** Any of the following are to be considered quality 'a' indicators. First authorship in a category 'a' indicator will count for an additional half of a quality indicator in category 'a.'
 - 1. An article accepted for publication in a peer-reviewed journal
 - 2. A discipline-related book published or in press of which the applicant was an author
 - 3. A discipline-related chapter published or in press in an edited book
 - 4. Receipt of an external grant of \$5000 or greater to fund research or scholarly activities
 - 5. A technical report available for public consumption with time and effort commensurate with publication of a peer-reviewed journal article
 - 6. Program evaluation/review reports that involve the collection and analysis of data and are produced for public/community good with time and effort commensurate with publication of a peer-reviewed journal article
 - 7. Supervision of a doctoral project or thesis project with a subsequent presentation at a regional/national/international conference will be counted as a .5 category 'a' indicator
 - 8. Impactful scholarly project or program designed, constructed, and put into use for public/community benefit with time and effort commensurate with a publication of a peer-reviewed journal article. Demonstration of impact and time/effort commitment might include products such as reports, treatment manuals, training manuals, media coverage, letters from community partners, etc. Discussion with the reappointment committee to determine eligibility for category 'a' are encouraged.
- b.** Any combination of two of the following is to be considered a single quality indicator:
 - 1. A presentation at a regional, national, or international convention or conference
 - 2. A round table discussion at a regional, national, or international convention or conference
 - 3. A poster session at a regional, national, or international convention or conference
 - 4. Organizing a symposium for a national-level conference
 - 5. Receipt of an external research grant less than \$5000 (credit is awarded for being either the principal investigator or a co-investigator)
 - 6. Receipt of an internal research grant. Credit is awarded for being either the principal investigator or a co-investigator
 - 7. A technical report
 - 8. A publication in a non-refereed journal or magazine
 - 9. A manuscript submitted for publication in a refereed journal but not yet accepted for publication
 - 10. A published book review in a professional journal
 - 11. One external grant submitted to a peer reviewed funding agency
- c.** Any combination of three of the following is to be considered a single quality indicator:
 - 1. Publication or acceptance for publication of course materials that are not limited to use

with a course offered through Missouri State. This includes publication on the Internet of such course materials.

2. One grant submitted for either internal or external funding
3. Participation in a research-related workshop
4. Participation in a grant-writing workshop
5. Receiving additional formal training in research design or statistics
6. A laboratory study in the process of data collection
7. A manuscript near completion but not yet submitted for publication in a refereed journal
8. Longitudinal research or research requiring time-intensive data collection
9. A book or book chapter in progress
10. A technical report in progress or under review

6.6.2.5. In those cases where the PC is uncertain how to interpret a publication effort, the PC will meet with the applicant to discuss the publication in an effort to come to an agreement on its value toward promotion.

6.6.2.6. Applicants may ask the PC to treat a specific research activity or product as meeting a higher level of quality than is presented in the list, or to include a non-listed activity or product as a quality indicator, when the nature of such activities or products required extensive effort or the quality of the research activity or product is not adequately reflected in the list of quality indicators. In such cases, the PC will meet with the applicant to discuss the activity or product in an effort to determine its value toward tenure and promotion to the rank of Full Professor.

6.6.2.7. Early Promotion to Full Professor: In order to be awarded early promotion, evidence of exceptional research/scholarly accomplishments must be presented. Research/scholarly activities or products must significantly exceed the normal expectations for promotion. Examples of work that demonstrate “exceptional records of accomplishment” include:

- a. Greatly exceeding the minimum number of category ‘a’ indicators for research/scholarly work
- b. High impact of research/scholarly work (e.g., publication in journals with a high impact factor, demonstrating widespread consumption of research/scholarly products)
- c. Sole-authorship of a peer-reviewed journal article or book chapter
- d. Recipient of significant external funding (e.g., NSF, NIH)
- e. Recipient of a significant research or scholarly award (e.g., University research award, early career research award)
- f. Authoring or coauthoring a published textbook
- g. Scholarly projects with widespread impact (e.g., statewide, regional, national, international)

6.6.3. Service

The MSU Faculty Handbook places service into 4 categories: 1) *University Citizenship*, which includes participation in shared governance and participation in program, college, and university committees and task forces; 2) *Professional Service*, which includes participation in one’s professional organizations, involvement in the peer review process of academic manuscripts, and

mentoring/advising of students in professional-oriented activities outside of the classroom (e.g., advisor of a student organization); 3) *Public Service*, where faculty apply professional/academic expertise to benefit to public community, state, national, or international constituents; and 4) *Professional Consultation*, which entails the use of skills and expertise to benefit business, schools, community organizations, and other public or private entities (for more detail about service categories, refer to section 4.2.3.2 of the MSU Faculty Handbook).

Ethical behavior in service activities will be evaluated with respect to guidelines for ethical behavior such as those published by professional organizations (e.g., APA, APS) and as published in the *Faculty Handbook*.

Applicants for promotion are required to succeed in the category of University Citizenship. Faculty are required to engage in service activities such that they assume a *fair share* in the program in the category of *University Citizenship*. Therefore, the category of *University Citizenship* is expected to comprise the preponderance of an applicant's service activities. The role of the PC is to review faculty service activities, understand the applicant's time commitments and accomplishments in service, and provide feedback aligned to the *fair share* standard.

In addition to *University Citizenship*, faculty applying for promotion should document service activities in *Professional Service*, *Public Service*, and *Professional Consultation*. Faculty are expected to document success in one or more of these areas to earn promotion (4.2.3.2, MSU Faculty Handbook).

Below is a non-exhaustive list of service activities pertinent to Psychology Faculty.

6.6.3.1. University Citizenship

- a. Serving as a member of a psychology program committee
- b. Serving as a member of a college committee
- c. Serving as a member of a university committee
- d. Serving as an officer or chair of Program, College, and/or University committees
- e. Participation in College or University governance activities
- f. Service to individual faculty members and administrators, including such activities as assisting with the use of technology, statistical analysis, pedagogical decision-making
- g. Maintaining or providing other Program services, such as maintaining program Web pages, coordinating budget requests, supporting grant writing within the Program, managing a psychology certificate program, etc.
- h. Attendance of official Psychology Program functions
- i. Providing professional development, participating in campus discussions, and expanding opportunities for shaping the learning environment

6.6.3.2. Professional Service

- a. Membership in professional organizations and attendance of meetings of those organizations
- b. Serving as an officer in a professional organization

- c. Serving as a faculty member advisor for a student organization
- d. Organizing a conference for a professional meeting or community organization
- e. Serving as a reviewer for an academic journal

6.6.3.3 Public Service

- a. Scholarly presentations at community organizations,
- b. Submitting a grant for community service activities or community organizations

6.7. Amendment

This promotion policy may be amended by a simple majority vote of the members of the Psychology Program with the approval of the MCHHS Dean and Provost Office.

7. Promotion to Senior Instructor Rank Application Review Policy and Procedures

Faculty members in the Psychology Program at Missouri State will be evaluated according to the criteria contained within this document which was drafted to be consistent with the Program, the College, and the University missions.

Assuming a 12-hours per semester teaching load, promotion to the Senior Instructor rank will be based on the criteria of teaching (Section 5.5.1) and service (Section 5.5.3) that are applicable for promotion to Associate Professor. If the teaching load of an Instructor varies from the typical 12-hour teaching load, then the School Director and Instructor will negotiate criteria that will be used for annual reviews and promotion. In such cases, negotiated criteria are to be documented, filed, and made available for the relevant Promotion Committee members.

Social Work Programs' Guidelines for Tenure and Promotion

Social Work

McQueary College of Health and Human Service

Missouri State University

2024

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School of Mental Health and Behavioral Sciences Guidelines for Tenure and Promotion

Consistent with the Missouri State University *Faculty Handbook*, this document details the evaluative processes for faculty in the School of Mental Health and Behavioral Sciences. The School of Mental Health and Behavioral Sciences consists of Programs in Psychology, Social Work, and Counseling. Specific guidelines regarding tenure and promotion for these programs are defined separately by the Psychology Programs, Social Work Programs, and Counseling Programs, and these distinct criteria comprise the tenure and promotion guidelines for the School of Mental Health and Behavioral Sciences.

The tenure and promotion guidelines 1) for Psychology Programs are reviewed, revised, and approved by the Psychology faculty, 2) for Social Work Programs are reviewed, revised, and approved by the Social Work faculty, and 3) for Counseling Programs are reviewed, revised, and approved by the Counseling faculty. These program criteria can be revised at the level of the Programs and that new document will simply replace the pre-existing criteria within the School document without requiring a School vote. Any changes to the overall structure of the School document must be approved at the School level. At a minimum, the School document and the distinct Program guidelines must be reviewed every three years.

This document's principal purpose is to assist faculty members within Social Work Programs to achieve tenure and/or promotion. Sections on this topic include the responsibilities of the Personnel Committee (PC) and standards and criteria within the areas of scholarship, teaching, and service. Members of the PC are available to assist faculty in discussing this policy and achieving its standards. Procedures associated with each of these evaluations are described in

the *Faculty Handbook*. The University's annual *Academic Work Calendar* also describes these procedures with due dates for materials.

Responsibilities of the Personnel Committee

Full-time faculty submit a dossier in Watermark to the School of Mental Health and Behavioral Sciences Director each year with a personal summary statement and documentation of how they addressed the review, tenure, and/or promotion guidelines in that calendar year. Consistent with the Missouri State University *Faculty Handbook*, the Social Work Programs personnel committee (in conjunction with the Director) engages in two evaluative processes with faculty toward promotion. These include evaluations of progress toward tenure and/or promotion and the evaluation of the application for tenure and/or promotion.

The PC Committee consists of all tenured faculty. If there are fewer than five tenured faculty in the Social Work program, additional faculty from the School or College may serve on the committee. Such decisions will be made in consultation with the School Director and Dean's Office. The chair of the PC is the tenured faculty with the highest rank. If there are multiple faculty of the same rank, each tenured faculty will agree to be the PC Chair for a minimum of three years. After the three-year term, the PC Committee will meet to decide if there is someone else willing to assume the role for three years. If no one agrees, with the full agreement of the PC Committee, the current PC Chair can serve additional time, as agreed upon annually by the PC Committee.

In Social Work Programs, a Personnel Subcommittee (PSC) that consists of clinical faculty with a ranking of Clinical Associate Professor or higher is developed, when needed. The PC Chair provides oversight to the Personnel Subcommittee. The PC Chair works with the PCS Chair to ensure policies are consistent for clinical faculty. The purpose of the PCS is to support

clinical faculty during their promotion process. The highest-ranked clinical faculty will be appointed as the PSC Chair. In situations where multiple people of the same rank, each clinical faculty will agree to be the PSC chair for a minimum of three years. After the three-year term, the PSC Committee will meet to decide if there is someone else willing to assume the role for three years. If no one agrees with the full agreement of the PSC, the current PSC Chair can serve additional time, as agreed upon annually by the PSC and Personnel Committee. The PSC Chair, with the support of the PSC, will make recommendations to the PC regarding the promotion of Clinical Faculty in Social Work Programs.

In the Social Work Programs, the PC Chair or the PSC Chair (depending on the faculty's track) will annually meet with all faculty Assistant level or lower regarding tenure and/or promotion evaluations. During the first semester of employment, the PC Chair will orientate Tenure-Track faculty and the PSC Chair will orientate Clinical-Track faculty to the most recent Social Work Programs' Guidelines for Tenure and Promotion. The PC reviews the dossier annually of all non-tenured research faculty. The PSC reviews the dossiers annually of clinical faculty at the ranks of Clinical Instructor and Clinical Assistant for the first three years of employment. After the first three years, Clinical Faculty reviews only take place during promotion cycles, or upon faculty request. The PSC submits its reviews to the PC to make a formal recommendation to the Director. After tenure-track reach the Associate level, the dossiers will only be reviewed by the committee in the year of a faculty's promotion application, or by request at other times.

Preparing for Tenure and/or Promotion

The Provost will publish in the annual *Academic Work Calendar* a university-wide timetable for all academic personnel decisions. All reviews occur according to this schedule. This

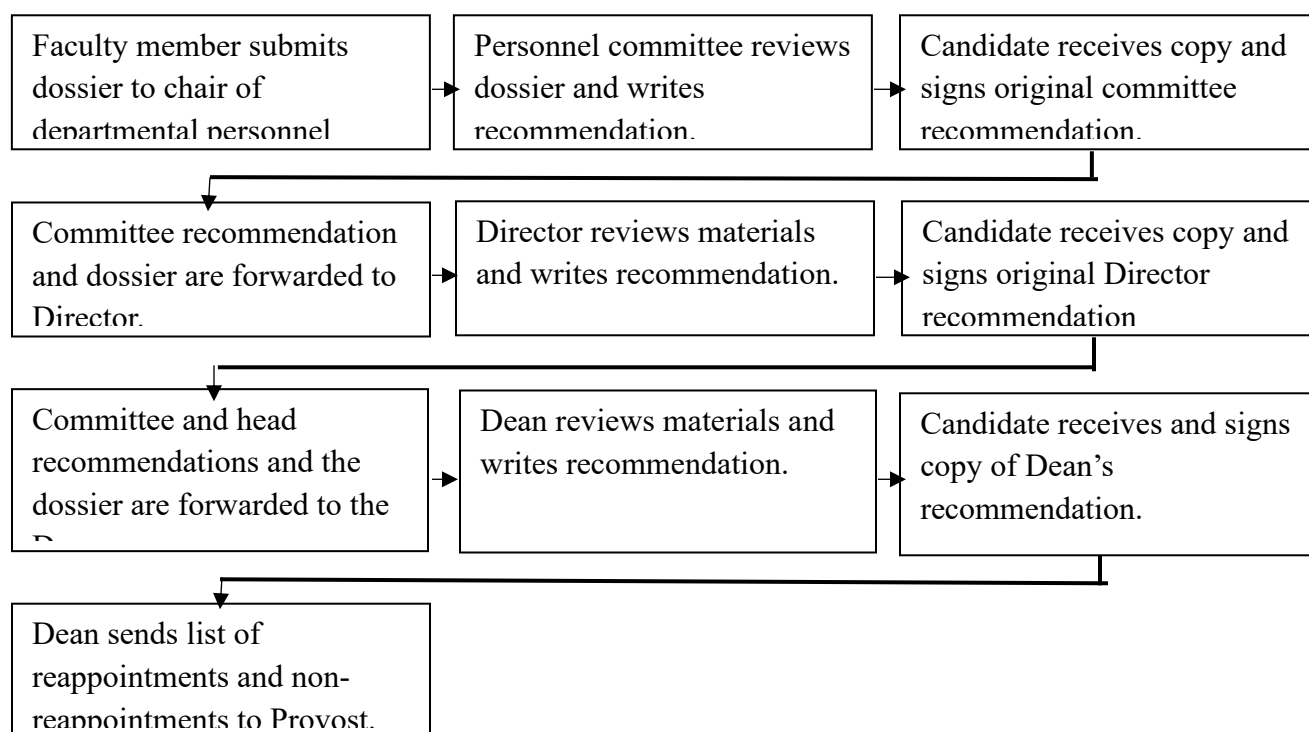
calendar will include a timeline for submission of materials and subsequent review at all levels.

The diagram below, taken from the *Faculty Handbook*, illustrates the submission and review process. For the purpose of this document tenure-track will be defined as faculty holding the rank of Assistant Professor and Associate Professor.

Social Work Programs' criteria for tenure and/or promotion have been approved by the Dean and the Provost to align with the criteria in the Missouri State University *Faculty Handbook*. The required information and order of the documents are available on the Provost's website. Figure 1 below illustrates this process.

Figure 1

Required Information and Documents for Tenure and/or Promotion



Specific Guidelines for Clinical Track Evaluation and Promotion

The Missouri State University's *Faculty Handbook* provides for the classification and ranking of Clinical Faculty. Clinical Faculty are members of the faculty whose primary

responsibilities are clinical education and service. Clinical Faculty participate in research and other scholarly or creative activities as a secondary responsibility for annual review and are necessary for promotion. Clinical Faculty must be qualified as defined by professional/discipline standards, have practical experience appropriate for the responsibilities assigned, and must maintain appropriate professional credentials. Appointment is to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.

Clinical Faculty are not eligible for tenure but have the same right to academic freedom accorded tenure-track faculty. A Clinical Faculty member wishing to move to a tenure-track regular faculty position must apply for a vacant position for which recruitment has been authorized. If a Clinical Faculty member applies for and is appointed to a Tenure-Track faculty position, the time spent as a Clinical Faculty member at Missouri State University will not count toward the probationary period for tenure and promotion. Clinical Faculty members may be appointed to 9-month or 12-month contracts. Table 1 below illustrates the minimum criteria for initial appointment and promotion for Clinical Faculty developed by MCHHS.

Table 1

McQueary College of Health and Human Services Minimum Criteria for Initial Appointment and Eligibility for Promotion for Clinical Faculty Ranks

INITIAL APPOINTMENT		
Clinical Instructor		
Education	Credentials	Experience/Service
Master's or doctorate; degree in progress may be considered	Licensure in or eligibility in Missouri or appropriate certification for the discipline	1-year professional experience obtained after the entry-level degree
Clinical Assistant Professor		
Education	Credentials	Experience/Service
Master's or doctorate; degree in progress may be considered	Licensure in or eligibility in Missouri or appropriate certification for the discipline	3 years of professional experience obtained after the entry-level degree
Clinical Associate Professor		

Education	Credentials	Experience/Service
Master's or doctorate	Licensure in or eligibility in Missouri or appropriate certification for the discipline	6 years of professional experience obtained after the entry-level degree including teaching or supervision in higher education; regional recognition
Clinical Professor		
Education	Credentials	Experience/Service
Doctorate or master's specialization on or advanced certification	Licensure in or eligibility in Missouri or appropriate certification for the discipline	11 years of professional experience obtained after the entry-level degree including teaching or supervision in higher education; regional recognition
ELIBILITY FOR PROMOTION		
Promotion to Clinical Assistant Professor		
Education	Credentials	Experience/Service
Master's or doctorate	Licensure in or eligibility in Missouri or appropriate certification for the discipline	3 years in the rank of Clinical Instructor at MSU**
Must meet department's criteria for teaching, professional productivity/research, and service		
Promotion to Clinical Associate Professor		
Education	Credentials	Experience/Service
Master's or doctorate	Licensure in or eligibility in Missouri or appropriate certification for the discipline	6 years of service as Clinical Assistant Professor or a combination of 3 years as Clinical Instructor and 3 years as Clinical Assistant Professor
Must meet department's criteria for teaching, professional productivity/research, and service		
Promotion to Clinical Professor*		
Education	Credentials	Experience/Service
Doctorate or master's specialization on or advanced certification	Licensure in Missouri or appropriate certification on; specialization or advanced certification	5 years of service as Clinical Associate Professor at MSU**; regional*** or national recognition
Must meet department's criteria for teaching, professional productivity/research, and service		

*Clinical Professor is currently the highest rank available in the Clinical Faculty track.

**Faculty member may apply for promotion while completing the final year of eligibility.

***Defined by Department

MCHHS Clinical Faculty 8.22.16 approved by MCHHS Administrative Council

Tenure-Track Guidelines for Tenure and Promotion

General Standards for Effective Tenure-Track Teaching

Per the *Faculty Handbook*, Social Work maintains that teaching is the most important responsibility of its faculty members. Therefore, faculty members must demonstrate effective teaching to be successfully considered for tenure and/or promotion. Faculty members must demonstrate two things: a sustained record of effectiveness and a cumulative record of effectiveness.

A sustained record of effectiveness means that the candidate has consistently, across time, increased teaching effectiveness or has maintained high levels of teaching effectiveness. A cumulative record of teaching effectiveness indicates that the candidate has accumulated various forms of evidence, widely dispersed across the criteria for teaching. This means that the successful candidate will demonstrate, through the submission of supporting evidence and documentation, ongoing efforts to improve teaching and will demonstrate a commitment to the pursuit of teaching excellence through various means.

There are many ways to be a good teacher. Teaching effectiveness is never a singular construct. Consequently, evaluation of teaching effectiveness must be based on multiple indicators. While it is the responsibility of the faculty members to build a case for teaching effectiveness using multiple indicators, the specific indicators used will vary widely. However, it is acknowledged that some of the common sources of these indicators, such as teaching awards,

peer reviews, student ratings, and advising are likely to be necessary for establishing a case for tenure and/or promotion.

Teaching effectiveness varies depending on the 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 so heavily as in subsequent years. However, satisfactory teaching in the first year is critical for reappointment. 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. The following list will be used to evaluate the overall teaching effectiveness of faculty. All items listed below must include evidence of the activity for EACH of the items. All required items must be completed for tenure and/or promotion. The encouraged items will be used to support an early-promotion application. A minimum of three additional encouraged items must be completed to support an early-promotion application.

Required Teaching Requirements

- Average annual evaluation score of ≥ 3.5 . (Evidence: Annual evaluations for all classes)
- Peer evaluations for the first three years. For additional promotions, faculty must have a minimum of two peer-reviewed evaluations. (Evidence: Peer Evaluation Form completed by faculty member)
- Responsible adherence to office hours. (Evidence: Syllabus or email/announcement sent to students in class, a student comment in a course evaluation, etc.)
- Flexibility and responsiveness in opportunities to interact with students. (e.g., After class, appointments, office hours, email, zoom, phone). (Evidence: Emails, class

announcements, personal letters from students, a student comment in a course evaluation, etc.)

- Clear, pre-determined assessment policies. (e.g., Makeup policies, attendance, and grading). (Evidence: Class syllabus)
- Providing timely and quality feedback to students on assignments. (Evidence: Screenshot of when feedback was submitted, student comment on course evaluations, email, etc.)
- Syllabus and LMS are updated and sent to Coordinators for review by the deadline provided each semester. (Evidence: Email)
- Learning and performance experiences that allow students to use/develop different skills. (e.g., Writing, presenting, analyzing, creating, applying, practicing, group projects, videos, etc.). (Evidence: Class syllabus)
- The course has been updated in the last five years to reflect current/scholarship/practices/issues in the field. (Evidence: Class Syllabus, updated course videos, and/or PowerPoints, etc.)
- Adequate availability to advisees. (Evidence: Email sent to advisees regarding availability)
- Providing accurate, timely, and updated advisement notes. (Evidence: Screenshot of advisement note)
- Master Advisement Certification. (Evidence: Certificate)

Encouraged Teaching Requirements

- Participating in training/opportunities to improve advisement. (e.g., Maintaining Master Advisor status, attending advising workshops/trainings). (Evidence: Email, certificate, item from training, etc.)

- Receiving teaching award(s). (Evidence: Email, certificate, etc.)
- Initiating or participating in course development/redesign. (Evidence: Syllabus)
- Presentation(s) at a teaching conference. (Evidence: Acceptance letter, PowerPoint, etc.)
- Advisement award(s). (Evidence: Email, certificate, etc.)
- Mentoring students broadly. (e.g., Acclimating to MSU/applying to graduate programs, finding clubs and organizations or interest, accessing university resources). (Evidence: Email, advisement notes, card from student, etc.)
- Reading teaching-related scholarly work through a book club or class. (Evidence: Email or certificate of attendance)
- Demonstrating reasonable consideration of individual student needs. (Evidence: Email, advisement notes, student comment in course evaluation, etc.)
- Advancing skills in the use of technology relevant to classroom instruction. (e.g., Presentation technology, LMS, statistical software, etc.). (Evidence: Copy of presentation, syllabus, announcement, email, etc.)

Tenure-Track Research

General Standards for Effective Tenure-Track Research

Following the *Faculty Handbook*, Social Work maintains that the creative process is an integral and indispensable part of the University as an educational institution. Consequently, scholarship and creative activities should be considered in all annual reviews, progress, tenure, and promotion decisions. In works with multiple authors, the candidate should provide evidence of their contribution through the pre-writing agreement obtained in consultation regarding

publication credit or according to the American Psychological Association (APA) standards for assigning contributions. Details of specific contributions are required.

Candidates may ask the PC to treat a specific scholarship/productivity item as meeting a required indicator when the nature of such activity or product required extensive effort or the quality of the scholarship activity or product is not adequately reflected in the list of encouraged indicators. In such cases, the PC shall meet with the candidate to discuss the activity or product to determine if it can be counted towards a required indicator for tenure and/or promotion. The PC will make the final decision as to the product or effort's contribution.

The following list will be used to evaluate the overall research effectiveness of faculty. All items listed below must include evidence of the activity for EACH of the items. A minimum of one required item must be completed for tenure and/or promotion. A minimum of five encouraged items must be completed for tenure and/or promotion. Two out of the five encouraged items must not be the same. For early promotion, an additional 1 required item and 3 encouraged items must be completed to support an early promotion application.

Required Research Requirements

- Peer-reviewed publication. (Evidence: Copy of the publication, acceptance letter, link to publication).
- External research grant of over 50,000 dollars. (Evidence: Copy of grant, acceptance letter)
- Published dissertation. (Evidence: Copy of publication)
- Author of a non-self-published textbook in behavioral sciences. (Evidence: Copy of book cover, email from the editor, link to publication)

Encouraged Research Requirements

- Internal research grant. (Evidence: Copy of grant or acceptance letter)
- External research grant of less than 49,999 dollars. (Evidence: Copy of grant or acceptance letter)
- Peer-reviewed presentation at a conference. (Evidence: Copy of presentation or acceptance letter)
- Poster presentation at a conference. (Evidence: Copy of presentation or acceptance letter).
- A manuscript submitted for publication but has not yet been accepted for publication. (Evidence: Copy of Submission)
- A grant that has been submitted but has not yet been accepted. (Evidence: Copy of Submission)
- Author or co-author (s) of a book chapter. (Evidence: Copy of book chapter)
- Editor of a book (Evidence: Copy of book cover).
- A technical report that is available for public consumption. (Evidence: Copy of the technical report)
- CSWE Self-Study or substantive change proposal. (Evidence: Copy of the Self-Study or proposal)
- Participation in a research-related workshop. (Evidence: Copy of presentation or registration email)
- Participation in a grant-writing workshop. (Evidence: Copy of presentation or registration email)
- Longitudinal research. (Evidence: Copy of IRB)

- Receiving additional formal training in research design or statistics. (Evidence: Copy of presentation or registration email)
- Evidence-based clinical supervision (Evidence: Email notification from professional review board)
- A grant or publication submitted but not accepted. (Evidence: Copy of denial letter)
- Organizing a symposium for a national-level conference (Evidence: Conference brochure or email)
- Scholarly presentations at a community organization. (Evidence: Presentation or email)

Research Criteria for Promotion from Assistant Professor to Associate Professor

The following criteria outline the scholarship requirements for tenure and promotion to Associate Professor:

1. Candidates must complete six (6) indicators to meet Social Work standards.
2. At least one of the six indicators must be a required indicator.
3. The remainder of the indicators can be gained through combinations of encouraged indicators. At least two of the encouraged indicators must be different.

Research Criteria for Promotion from Associate Professor to Full Professor

To achieve promotion from Associate to Full Professor, in addition to what the candidate completed for previous promotion and tenure decisions, the following criteria outline the scholarship requirements for promotion to Full Professor:

1. Candidates must complete six (6) indicators to meet Social Work standards.
2. At least one of the six indicators must be a required indicator.

3. The remainder of the indicators can be gained through combinations of encouraged indicators. At least two encouraged indicators must be different.

Process for External Reviews (Needed for Promotion to Associate and Full-Professor)

The tenure/promotion dossier will include external reviews. For tenure-track actions, external reviews, based on criteria provided in Social Work guidelines will be solicited by the Director to aid in decisions. The faculty member will propose four names and the Director of the School of Mental Health and Behavioral Sciences, in consultation with the PC, will propose four names to create the pool of potential reviewers. The Dean will approve that those institutions are comparable and that potential reviewer backgrounds meet the needed expertise. The faculty member, Director, Dean, and PC shall work collaboratively to identify four external reviewers, two from each list.

The list of reviewers will be submitted to the Dean who will certify that the selection process has followed guidelines. The Director is responsible for obtaining enough reviewers. Reviewers shall be identified social workers who have expertise in the candidate's primary scholarly activity. The absence of a review will not be allowed to prejudice the tenure or promotion candidacy of the faculty member. The materials sent to the external reviewers should include the following information: Personal Statement including a research overview, Curriculum Vita, samples of research, information on teaching assignments by year, and a copy of the Social Work Programs' Guidelines for Tenure and Promotion that the faculty is using for evaluation.

Tenure-Track Service

General Standards for Effective Tenure-Track Service

According to the *Faculty Handbook*, faculty members are expected to make professional contributions through service to the School, the College, the University, the community, and to their discipline as one of the requirements for promotion and/or tenure. Additionally, the *NASW Code of Ethics* (2021) dictates that professional social workers donate their time and expertise to the social work practice community to enhance service to vulnerable populations served by the profession. While Social Work's PC respects service of all types, service activities that support the public affairs mission of the University as well as the mission of the social work program are most highly valued and weighted.

The following list will be used to evaluate the overall service effectiveness of faculty. All items listed below must include evidence of the activity for EACH of the items. A minimum of two required indicators must be completed for tenure and/or promotion. A minimum of five encouraged items must be completed for tenure and/or promotion. Two out of the five encouraged items must not be the same. For early promotion, an additional 1 required item and 3 encouraged items must be completed to support an early promotion application.

Required Service Requirements

- Chair of a Program, College, or University Committee. (Evidence: Email or document discussed in meeting)
- Serving as a faculty member for a student organization. (Evidence: Email or document discussed in meeting)
- Serving as a member of a College or University Committee. (Evidence: Email or document discussed in meeting)

- Substantially maintaining or providing other Social Work Programs' services, such as maintaining the Programs' social media pages. (Evidence: Email or copy of something submitted to social media).

Encouraged Service Requirements

- Serving as a member of a Program Committee. (Evidence: Email or document discussed in meeting)
- Search committee member on the Program, College, or University level. (Evidence: Email)
- Consultation or clinical services to external constituents using the the faculty member's professional expertise. (Evidence: Email)
- Member of a professional organization. (Evidence: Membership email)
- Community service activities related to the faculty member's discipline. (Evidence: Email or documentation of activity)
- Conducting and writing peer reviews for faculty colleagues. (Evidence: Peer Evaluation Form)
- Attending activity that promotes student involvement in the community. (Evidence: Email or documentation of the event)

Service Criteria for Promotion from Assistant Professor to Professor

To achieve promotion from Assistant to Associate, successful candidates must complete seven (7) indicators to meet the Social Work Programs' standards. At least two (2) of the indicators of service activity and achievement must be a required activity. The other five indicators may come from the encouraged activities list. A minimum of three of the five (5) encouraged activities must be different. In all instances, it is incumbent upon the candidate to

provide evidence that she or he has provided substantial leadership and involvement in the service activity.

Service Criteria for Promotion from Associate Professor to Professor

To achieve promotion from Associate to Professor, successful candidates must complete seven (7) indicators to meet the Social Work Programs' standards. At least two (2) of the indicators of service activity and achievement must be a required activity. The other five (5) indicators may come from the encouraged activities list. A minimum of three of the five encouraged activities must be different. In all instances, it is incumbent upon the candidate to provide evidence that she or he has provided substantial leadership and involvement in the service activity.

Process for Early Tenure/Promotion

To be awarded early tenure and/or promotion (in the fourth or fifth year), evidence of exceptional teaching, research, and service must be presented. At a minimum, the following items must be completed in each category above and beyond the requirements:

1. Teaching: Five additional encouraged items.
2. Research: An additional two required items and 3 encouraged items.
3. Service: An additional 2 required items and 3 encouraged items.

Clinical Track Guidelines for Promotion

General Standards for Effective Clinical-Track Teaching

Per the *Faculty Handbook*, Social Work maintains that teaching is the most important responsibility of its faculty members. Therefore, faculty members must demonstrate effective teaching to be successfully considered for tenure and/or promotion. Faculty members must demonstrate two things: a sustained record of effectiveness and a cumulative record of effectiveness.

A sustained record of effectiveness means that the candidate has consistently, across time, increased teaching effectiveness or has maintained high levels of teaching effectiveness. A cumulative record of teaching effectiveness indicates that the candidate has accumulated various forms of evidence, widely dispersed across the criteria for teaching. This means that the successful candidate will demonstrate, through the submission of supporting evidence and documentation, ongoing efforts to improve teaching and will demonstrate a commitment to the pursuit of teaching excellence through various means.

There are many ways to be a good teacher. Teaching effectiveness is never a singular construct. Consequently, evaluation of teaching effectiveness must be based on multiple indicators. While it is the responsibility of the faculty members to build a case for teaching effectiveness using multiple indicators, the specific indicators used will vary widely. However, it is acknowledged that some of the common sources of these indicators, such as teaching awards, peer reviews, student ratings, and advising are likely to be necessary for establishing a case for tenure and/or promotion.

Teaching effectiveness varies depending on the 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 so heavily as in subsequent years. However, satisfactory teaching in the first year is critical for reappointment. 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. The following list will be used to evaluate the overall teaching effectiveness of faculty. All items listed below must include evidence of the activity for EACH of the items. All required items must be completed for promotion.

Required Teaching Requirements

- Average annual evaluation score of ≥ 3.5 . (Evidence: Annual evaluations for all classes)
- Peer evaluations for the first three years. For additional promotions, faculty must have a minimum of two peer-reviewed evaluations. (Evidence: Peer Evaluation Form completed by faculty member)
- Responsible adherence to office hours. (Evidence: Syllabus or email/announcement sent to students in class, a student comment in a course evaluation, etc.)
- Flexibility and responsiveness in opportunities to interact with students. (e.g., After class, appointments, office hours, email, zoom, phone). (Evidence: Emails, class announcements, personal letters from students, a student comment comment in a course evaluation, etc.)
- Clear, pre-determined assessment policies. (e.g., Makeup policies, attendance, and grading). (Evidence: Class syllabus)
- Providing timely and quality feedback to students on assignments. (Evidence: Screenshot of when feedback was submitted, student comment on course evaluations, email, etc.)

- Syllabus and LMS are updated and sent to Coordinators for review by the deadline provided each semester. (Evidence: Email)
- Learning and performance experiences that allow students to use/develop different skills (e.g., Writing, presenting, analyzing, creating, applying, practicing, group projects, videos, etc.). (Evidence: Class syllabus)
- The course has been updated in the last five years to reflect current/scholarship/practices/issues in the field. (Evidence: Class Syllabus, updated course videos, and/or PowerPoints, etc.)
- Adequate availability to advisees. (Evidence: Email sent to advisees regarding availability)
- Providing accurate, timely, and updated advisement notes. (Evidence: Screenshot of advisement note)
- Master Advisement Certification. (Evidence: Certificate)

Encouraged Teaching Requirements

- Participating in training/opportunities to improve advisement (e.g., maintaining Master Advisor status, attending advising workshops/trainings). (Evidence: Email, certificate, item from training, etc.)
- Receiving teaching award(s). (Evidence: Email, certificate, etc.)
- Initiating or participating in course development/redesign. (Evidence: Syllabus)
- Presentation(s) at a teaching conference. (Evidence: Acceptance letter, PowerPoint, etc.)
- Advisement award(s). (Evidence: Email, certificate, etc.)

- Mentoring students broadly (e.g., acclimating to MSU/applying to graduate programs, finding clubs and organizations or interest, accessing university resources). (Evidence: Email, advisement notes, card from student, etc.)
- Reading teaching-related scholarly work through a book club or class. (Evidence: Email or certificate of attendance)
- Demonstrating reasonable consideration of individual student needs (Evidence: Email, advisement notes, student comment in course evaluation, etc.)
- Advancing skills in the use of technology relevant to classroom instruction (e.g., presentation technology, LMS, statistical software, etc.). (Evidence: Copy of presentation, syllabus, announcement, email, etc.)

Clinical-Track Research

General Standards for Effective Clinical-Track Research

Following the *Faculty Handbook*, Social Work maintains that the creative process is an integral and indispensable part of the University as an educational institution. Consequently, scholarship and creative activities should be considered in all annual reviews, progress, and promotion decisions. In works with multiple authors, the candidate should provide evidence of their contribution through the pre-writing agreement obtained in consultation regarding publication credit or according to the American Psychological Association (APA) standards for assigning contributions. Details of specific contributions are required.

Candidates may ask the PC to treat a specific scholarship/productivity item as meeting a required indicator when the nature of such activity or product required extensive effort or the quality of the scholarship activity or product is not adequately reflected in the list of encouraged

indicators. In such cases, the PC shall meet with the candidate to discuss the activity or product to determine its contribution toward tenure and/or promotion. The PC will make the final decision as to the product or effort's contribution.

The following list will be used to evaluate the overall research effectiveness of faculty. All items listed below must include evidence of the activity for EACH of the items. For promotion to Clinical Assistant, you must have one (1) encouraged research indicator. For promotion to Clinical Associate, you must have an additional one (1) research indicator. For promotion to Clinical Professor, you must have an additional two (2) research indicators. It should be noted that Clinical Faculty can repeat indicators as long as it is a different episode or event. For example, if you did a peer-reviewed presentation in 2024 and a different peer-reviewed presentation in 2025 you can count this as two indicators.

Encouraged Research Requirements

- Peer-reviewed publication. (Evidence: Copy of the publication, acceptance letter, link to publication).
- External research grant of over 50,000 dollars. (Evidence: Copy of grant, acceptance letter)
- Published dissertation. (Evidence: Copy of publication)
- Author of a non-self-published textbook in behavioral sciences. (Evidence: Copy of book cover, email from editor, link to publication)
- Internal research grant. (Evidence: Copy of grant or acceptance letter)
- External research grant of less than 49,999 dollars. (Evidence: Copy of grant or acceptance letter)

- Peer-reviewed presentation at a conference. (Evidence: Copy of presentation or acceptance letter)
- Poster presentation at a conference. (Evidence: Copy of presentation or acceptance letter).
- A manuscript submitted for publication but has not yet been accepted for publication. (Evidence: Copy of Submission)
- A grant that has been submitted but has not yet been accepted. (Evidence: Copy of Submission)
- Author or co-author (s) of a book chapter. (Evidence: Copy of book chapter)
- Editor of a book. (Evidence: Copy of book cover).
- A technical report that is available for public consumption. (Evidence: Copy of the technical report)
- CSWE Self-Study or substantive change proposal. (Evidence: Copy of the Self-Study)
- Participation in a research-related workshop. (Evidence: Copy of presentation or registration email)
- Participation in a grant-writing workshop. (Evidence: Copy of presentation or registration email)
- Longitudinal research. (Evidence: Copy of IRB)
- Receiving additional formal training in research design or statistics. (Evidence: Copy of presentation or registration email)
- Evidence-based clinical supervision. (Evidence: Email notification from Division of Professional Registration)
- A grant or publication submitted but not accepted. (Evidence: Copy of denial letter)

- Organizing a symposium for a national-level conference. (Evidence: Conference brochure or email)
- Scholarly presentations at a community organization. (Evidence: Presentation or email)

Research Criteria for Promotion from Clinical Instructor to Clinical Assistant

The following criteria outline the scholarship requirements for tenure and promotion to Clinical Assistant Professor:

1. Candidates must complete one indicator to meet Social Work standards.

Research Criteria for Promotion from Clinical Assistant to Clinical Associate

To achieve promotion from Clinical Assistant to Clinical Associate, in addition to what the candidate completed for previous promotion decision, the following criteria outline the scholarship requirements for promotion to Clinical Associate:

1. Candidates must complete one indicator to meet Social Work standards.

Research Criteria for Promotion from Clinical Associate to Clinical Full

To achieve promotion from Clinical Associate to Clinical Full, in addition to what the candidate completed for previous promotion decision, the following criteria outline the scholarship requirements for promotion to Clinical Full:

1. Candidates must complete two indicators to meet Social Work standards.

Clinical-Track Service

General Standards for Effective Clinical-Track Service

According to the *Faculty Handbook*, faculty members are expected to make professional contributions through service to the School, the College, the University, the community, and to their discipline as one of the requirements for promotion and/or tenure. Additionally, the *NASW Code of Ethics* (2021) dictates that professional social workers donate their time and expertise to the social work practice community to enhance service to vulnerable populations served by the profession. While Social Work's PC respects service of all types, service activities that support the public affairs mission of the University as well as the mission of the social work program are most highly valued and weighted.

The following list will be used to evaluate the overall service effectiveness of faculty. All items listed below must include evidence of the activity for EACH of the items. A minimum of three (3) indicators are needed to be promoted to a Clinical Assistant. One must be a required service activity. A minimum of four (4) indicators are needed to be promoted to a Clinical Associate. One must be a required service activity. A minimum of seven (7) indicators are needed to be promoted to a Clinical Professor. One must be a required service activity. It should be noted that indicators can be used more than once as long as it is a different activity.

Required Service Requirements

- Chair of a Program, College, or University Committee. (Evidence: Email or document discussed in meeting)
- Serving as a faculty member for a student organization. (Evidence: Email or document discussed in meeting)

- Serving as a member of a College or University Committee. (Evidence: Email or document discussed in meeting)
- Substantially maintaining or providing other Social Work Programs' services, such as maintaining the Programs' social media pages. (Evidence: Email or copy of something submitted to social media).

Encouraged Service Requirements

- Serving as a member of a Program Committee. (Evidence: Email or document discussed in meeting)
- Search committee member on the Program, College, or University level. (Evidence: Email)
- Consultation or clinical services to external constituents using the faculty member's professional expertise. (Evidence: Email)
- Member of a professional organization. (Evidence: Membership email or Certificate)
- Community service activities related to the faculty member's discipline. (Evidence: Email or documentation of activity)
- Conducting and writing peer reviews for faculty colleagues. (Evidence: Peer Evaluation Form)
- Attending activity that promotes student involvement in the community. (Evidence: Email or documentation of the event)

Service Criteria for Promotion from Clinical Instructor to Clinical Assistant

To achieve promotion from Clinical Instructor to Clinical Assistant, successful candidates must complete three (3) indicators to meet the Social Work Programs' standards. At least one (1)

of the indicators of service activity and achievement must be a required activity. The other two indicators may come from the encouraged activities list. The same type of activity can be used to meet these indicators. However, they must be on different dates. In all instances, it is incumbent upon the candidate to provide evidence that she or he has provided substantial leadership and involvement in the service activity.

Service Criteria for Promotion from Clinical Assistant to Clinical Associate

To achieve promotion from Clinical Assistant to Clinical Associate, successful candidates must complete four (4) indicators to meet the Social Work Programs' standards. At least one (1) of the indicators of service activity and achievement must be a required activity. The other three indicators may come from the encouraged activities list. The same type of activity can be used to meet these indicators. However, they must be on different dates. In all instances, it is incumbent upon the candidate to provide evidence that she or he has provided substantial leadership and involvement in the service activity.

Service Criteria for Promotion from Clinical Associate to Clinical Full

To achieve promotion from Clinical Associate to Clinical Full, successful candidates must complete seven (7) indicators to meet the Social Work Programs' standards. At least one (1) of the indicators of service activity and achievement must be a required activity. The other six (6) indicators may come from the encouraged activities list. The same type of activity can be used to meet these indicators. However, they must be on different dates. In all instances, it is incumbent upon the candidate to provide evidence that she or he has provided substantial leadership and involvement in the service activity.

Tenure-Track and Clinical-Track Dossier Overview

Dossiers will be submitted annually in Watermark for all Tenure-Track and Clinical Faculty in the process of tenure and/or promotion. Dossiers may include an up to date Curriculum Vitae, a copy of the Social Work Programs' Guidelines for Tenure and Promotion that the faculty is to be reviewed under, updated Matrices, and a personal summary statement for teaching, research, and service. Additionally, each item discussed in the matrices should be supported by evidence uploaded into Watermark. The Director will annually review dossiers. The PC will review Tenure-Track faculty annually until tenure is attained and Clinical Faculty (ranked instructor or assistant) for the first three years of employment. After Tenure has been granted, the PC committee will only review dossiers when promotion applications are submitted, or at the request of a faculty member.

Additionally, Clinical Faculty may also request reviews outside of promotion applications and after the first three years. All dossiers must include personal statements that provide an overview of the faculty's achievements in teaching, research, and service. Below are examples of items that you can include in each statement.

Personal Statement of Teaching for Dossier

An essential measure of teaching effectiveness is the individual faculty member's critical review of their teaching and advisement approaches. All faculty must annually submit the Teaching Matrix in Appendix A. Additionally, all faculty must write a personal statement that includes a self-evaluation of their teaching and advising. Items in the self-evaluation may include but are not limited to, the following:

- Teaching and Advisement Philosophy: Discuss your teaching and advising philosophy.

- **Advisement Effectiveness:** Discuss evidence of your advisement effectiveness (i.e., your annual number of advisees, advisee evaluations, and comments from advisees).
- **Teaching Effectiveness:** Discuss evidence on your teaching effectiveness (i.e., courses taught, modality taught courses, student evaluations, peer reviews, and comments made by students and peers).
- **Teaching and Advising Professional Development:** Discuss professional development (i.e., workshops, seminars, classes, presentations, etc.) you have completed that supports your role as a teacher and/or advisor.
- **Administrative Activities:** If appropriate, discuss any allocated time for administrative activities related to teaching (i.e., Program Coordinator) and evaluate your effectiveness in this role.
- **Self-Evaluation of Teaching and Advising Effectiveness:** Finally, carefully consider evaluation data and discuss your strengths and areas of growth. Discuss how you will modify future teaching and advisement strategies to continue to grow.

Personal Statement of Research for Dossier

An essential measure of research effectiveness is the individual faculty member's critical review of their activities and products that are innovative, meet the needs of the practice community, advance the interest of the social work profession, and/or are disseminated to the broader society. Faculty must annually fill out the Research Matrix found in Appendix A. All scholarly items should be in APA format on the matrix. All faculty must write a personal statement that includes a self-evaluation of their research. Items included in the self-evaluation, include but are not limited to, the following:

1. Your accomplishments fulfilling your research area(s) (i.e., where was the information disseminated? etc.).
2. Your contributions within collaborations (i.e., what was your part in the research?).
3. Discuss involvement with writing the self-study for accreditation only if you are a program coordinator.
4. Discuss your future research agenda.

Personal Statement of Service for Dossier

An essential measure of service effectiveness is the individual faculty member's critical review of their service activities. Faculty are required to annually fill out the Service Matrix found in Appendix A. Additionally, faculty must write a personal statement that includes a self-evaluation of their service. Items included in the self-evaluation, include but are not limited to, the following:

- Service Philosophy: Discuss your philosophy of service.
- Service Effectiveness: Discuss your service effectiveness including describing any impact of your service activities on your students, colleagues, community, and/or professional organizations.

Appendix A

Teaching Matrix for Clinical and Tenure Track Faculty

****It should be noted that these are ALL of the examples of required and encouraged activities for clinical and tenure track faculty. Please see the above document to know how many required and encouraged activities you need for each promotion cycle****

Teaching Indicator	Required or Encouraged	Date and Activity Used to Fulfill Teaching Indicator
Average annual evaluation score of ≥ 3.5 . (Evidence: Annual evaluations for all classes)	Required for Tenure and Clinical Faculty	
Peer evaluations for the first three years. For additional promotions, faculty must have a minimum of two peer-reviewed evaluations. (Evidence: Peer Evaluation Form completed by faculty member)	Required for Tenure and Clinical Faculty	
Responsible adherence to office hours. (Evidence: Syllabus or email/announcement sent to students in class, a student comment in a course evaluation, etc.)	Required for Tenure and Clinical Faculty	
Flexibility and responsiveness in opportunities to interact with students (e.g., after class, appointments, office hours, email, zoom, phone). (Evidence: Emails, class announcements, personal letters from students, a student comment in a course evaluation, etc.)	Required for Tenure and Clinical Faculty	
Clear, pre-determined assessment policies (e.g., make-up policies, attendance, and grading). (Evidence: Class syllabus)	Required for Tenure and Clinical Faculty	
Providing timely and quality feedback to students on assignments. (Evidence: Screenshot of when feedback was submitted, student comment on course evaluations, email, etc.)	Required for Tenure and Clinical Faculty	

Syllabus and LMS are updated and sent to Coordinators for review by the deadline provided each semester. (Evidence: Email)	Required for Tenure and Clinical Faculty	
Learning and performance experiences that allow students to use/develop different skills (e.g., Writing, presenting, analyzing, creating, applying, practicing, group projects, videos, etc.). (Evidence: Class syllabus)	Required for Tenure and Clinical Faculty	
The course has been updated in the last five years to reflect current/scholarship/practices/issues in the field. (Evidence: Class Syllabus and Updated Course Video)	Required for Tenure and Clinical Faculty	
Adequate availability to advisees. (Evidence: Email sent to advisees regarding availability)	Required for Tenure and Clinical Faculty	
Providing accurate, timely, and updated advisement notes. (Evidence: Screenshot of advisement note)	Required for Tenure and Clinical Faculty	
Master Advisement Certification. (Evidence: Certificate)	Required for Tenure and Clinical Faculty	
Participating in training/opportunities to improve advisement (e.g., maintaining Master Advisor status, attending advising workshops/trainings). (Evidence: Email, certificate, item from training, etc.)	Encouraged for Tenure and Clinical Faculty	
Receiving teaching award(s). (Evidence: Email, certificate, etc.)	Encouraged for Tenure and Clinical Faculty	
Initiating or participating in course development/redesign. (Evidence: Syllabus)	Encouraged for Tenure and Clinical Faculty	

Presentation(s) at a teaching conference. (Evidence: Acceptance letter, PowerPoint, etc.)	Encouraged for Tenure and Clinical Faculty	
Advisement award(s). (Evidence: Email, certificate, etc.)	Encouraged for Tenure and Clinical Faculty	
Mentoring students broadly (e.g., acclimating to MSU/applying to graduate programs, finding clubs and organizations or interest, accessing university resources). (Evidence: Email, advisement notes, card from student, etc.)	Encouraged for Tenure and Clinical Faculty	
Reading teaching-related scholarly work through a book club or class. (Evidence: Email or certificate of attendance)	Encouraged for Tenure and Clinical Faculty	
Demonstrating reasonable consideration of individual student needs. (Evidence: Email, advisement notes, student comment in course evaluation, etc.)	Encouraged for Tenure and Clinical Faculty	
Advancing skills in the use of technology relevant to classroom instruction (e.g., presentation technology, LMS, statistical software, etc.). (Evidence: Copy of presentation, syllabus, announcement, email, etc.)	Encouraged for Tenure and Clinical Faculty	

Research Matrix for Clinical and Tenure Track Faculty

****It should be noted that these are ALL of the examples of required and encouraged activities for clinical and tenure track faculty. Please see the above document to know how many required and encouraged activities you need for each promotion cycle****

Research Indicator	Required or Encouraged	Date and Activity Used to Fulfill Research Indicator
Peer-reviewed publication. (Evidence: Copy of the publication, acceptance letter, link to publication).	Required for Tenure Track and Encouraged for Clinical Faculty	
External research grant of over 50,000 dollars. (Evidence: Copy of grant, acceptance letter)	Required for Tenure Track and Encouraged for Clinical Faculty	
Published dissertation. (Evidence: Copy of publication)	Required for Tenure Track and Encouraged for Clinical Faculty	
Author of a non-self-published textbook in behavioral sciences. (Evidence: Copy of book cover, email from the editor, link to publication)	Required for Tenure Track and Encouraged for Clinical Faculty	
Internal research grant. (Evidence: Copy of grant or acceptance letter)	Encouraged for Tenure Track and Clinical Faculty	
External research grant of less than 49,999 dollars. (Evidence: Copy of grant or acceptance letter)	Encouraged for Tenure Track and	

	Clinical Faculty	
Peer-reviewed presentation at a conference. (Evidence: Copy of presentation or acceptance letter)	Encouraged for Tenure Track and Clinical Faculty	
Poster presentation at a conference. (Evidence: Copy of presentation or acceptance letter).	Encouraged for Tenure Track and Clinical Faculty	
A manuscript submitted for publication but has not yet been accepted for publication. (Evidence: Copy of Submission)	Encouraged for Tenure Track and Clinical Faculty	
A grant that has been submitted but has not yet been accepted. (Evidence: Copy of Submission)	Encouraged for Tenure Track and Clinical Faculty	
Author or co-author (s) of a book chapter. (Evidence: Copy of book chapter)	Encouraged for Tenure Track and Clinical Faculty	
Editor of a book. (Evidence: Copy of book cover).	Encouraged for Tenure Track and Clinical Faculty	
A technical report that is available for public consumption. (Evidence: Copy of the technical report)	Encouraged for Tenure Track and Clinical Faculty	
CSWE Self-Study or substantive change proposal. (Evidence: Copy of the Self-Study)	Encouraged for Tenure Track and Clinical Faculty	
Participation in a research-related workshop. (Evidence: Copy of presentation or registration email)	Encouraged for Tenure Track and	

	Clinical Faculty	
Longitudinal research. (Evidence: Copy of IRB)	Encouraged for Tenure Track and Clinical Faculty	
Receiving additional formal training in research design or statistics. (Evidence: Copy of presentation or registration email)	Encouraged for Tenure Track and Clinical Faculty	
Evidence-based clinical supervision. (Evidence: Email notification from the Division of Professional Registry)	Encouraged for Tenure Track and Clinical Faculty	
A grant or publication submitted but not accepted. (Evidence: Copy of denial letter)	Encouraged for Tenure Track and Clinical Faculty	
Organizing a symposium for a national-level conference. (Evidence: Conference brochure or email)	Encouraged for Tenure Track and Clinical Faculty	
Scholarly presentations at a community organization. (Evidence: Presentation or email)	Encouraged for Tenure Track and Clinical Faculty	

Service Matrix for Clinical and Tenure Track Faculty

****It should be noted that these are ALL of the examples of required and encouraged activities for clinical and tenure track faculty. Please see the above document to know how many required and encouraged activities you need for each promotion cycle****

Service Indicator	Required or Encouraged	Date and Activity Used to Fulfill Service Indicator
Chair of a Program, College, or University Committee. (Evidence: Email or document discussed in meeting)	Required for Tenure Track and Clinical Faculty	
Serving as a faculty member for a student organization. (Evidence: Email or document discussed in meeting)	Required for Tenure Track and Clinical Faculty	
Serving as a member of a College or University Committee. (Evidence: Email or document discussed in meeting)	Required for Tenure Track and Clinical Faculty	
Substantially maintaining or providing other Social Work Programs' services, such as maintaining the Programs' social media pages. (Evidence: Email or copy of something submitted to social media).	Required for Tenure Track and Clinical Faculty	
Serving as a member of a Program Committee. (Evidence: Email or document discussed in meeting)	Encouraged for Tenure Track and Clinical Faculty	
Consultation or clinical services to external constituents with the	Encouraged for Tenure	

faculty member's professional expertise. (Evidence: Email)	Track and Clinical Faculty	
Member of a professional organization. (Evidence: Membership email)	Encouraged for Tenure Track and Clinical Faculty	
Community service activities related to the faculty member's discipline. (Evidence: Email or documentation of activity)	Encouraged for Tenure Track and Clinical Faculty	
Conducting and writing peer reviews for faculty colleagues. (Evidence: Peer Evaluation Form)	Encouraged for Tenure Track and Clinical Faculty	
Attending activity that promotes student involvement in the community. (Evidence: Email or documentation of the event)	Encouraged for Tenure Track and Clinical Faculty	

Appendix B

Tables for Performance Evaluation of Key Duties for Social Work Administrative Positions

Table 1

BSW Program Coordinator Duties

<ul style="list-style-type: none"> • Maintaining standards within the Program for continuing CSWE accreditation
<ul style="list-style-type: none"> • Ensuring that curriculum revisions are prepared for approval to the School, College, and University curriculum committees in a timely and appropriate manner
<ul style="list-style-type: none"> • Coordinating with MSW Program Coordinator and Director, Social work program the BSW social work course schedule and teaching assignments for each semester with BSW Program Coordinator and Director, conduct per course faculty orientation
<ul style="list-style-type: none"> • Assist in mentoring BSW per course faculty
<ul style="list-style-type: none"> • Considering requests for exceptions to curricular sequencing or course offerings, in consultation with the Director
<ul style="list-style-type: none"> • Administering the BSW social work admission, retention, and dismissal procedures
<ul style="list-style-type: none"> • Implementing curricular changes
<ul style="list-style-type: none"> • Supervising the advising, registration, and procedures for BSW students, including assignments of academic advisors
<ul style="list-style-type: none"> • Planning and presenting the BSW student orientation
<ul style="list-style-type: none"> • Reviewing and updating the BSW Student Handbook on an annual basis

<ul style="list-style-type: none"> • Attending the College Administrative Council Meetings in the absence of the Director of the Social work program and upon the Director's request
<ul style="list-style-type: none"> • Attending the BSW graduation exercises
<ul style="list-style-type: none"> • Organizing and implementing the Self-Study process for reaffirming of the BSW Program
<ul style="list-style-type: none"> • Maintaining appropriate records and assisting the administrative support staff and the Director in preparing required annual reports to the Council on Social Work Education and to the Dean of the College of Health and Human Services
<ul style="list-style-type: none"> • Explaining the BSW Social work program to students expressing an interest in a social work major: high school, undergraduate, and transfer students
<ul style="list-style-type: none"> • Collaborating with the Field Education Coordinator to ensure that the field education and seminar are consistent with the other curriculum areas
<ul style="list-style-type: none"> • Working closely with the administrative support for the BSW Program to ensure the achievement of Program goals
<ul style="list-style-type: none"> • Participating in BSW appeal and grievance procedures according to University policy and the School's Standards and Essential Functions
<ul style="list-style-type: none"> • Overseeing BSW recruitment activities
<ul style="list-style-type: none"> • Assist in the preparation for Self-Study and Reaffirmation; prepare reports as needed for ongoing CSWE reports, and for assessment
<ul style="list-style-type: none"> • Working with the Director on budgetary items for meeting the BSW Program's goals
<ul style="list-style-type: none"> • Other duties as assigned by Director

Table 2*MSW Program Coordinator—Primary Job Duties*

• Establish MSW calendar for academic year
• Conduct Foundation and Concentration Student Orientations
• Oversee admissions process, including review of applications, and sending appropriate letters to applicants
• Respond to student inquiries and/or meet with them regarding MSW Program issues
• Supervising the advising, registration, and procedures for BSW students, including assignments of academic advisors
• With BSW Program Coordinator and Director, conduct per course faculty orientation
• Assist in mentoring MSW per course faculty
• Chair MSW Committee
• Oversee recruitment of MSW students
• Notify Graduate College of admission decisions
• Oversee the process for MSW scholarships
• Ensure MSW Program functions in accordance with Graduate College guidelines, including approval of Graduate Faculty status for fulltime and per course faculty
• Oversee class scheduling for MSW classes, in coordination with BSW Coordinator
• Assist with the recruitment and hiring of per course faculty for MSW courses
• Attend MSW graduation exercises
• Plan, administer and process comprehensive exams
• Revise MSW Student Handbook
• Participate in any student retention issues, grade appeals, or other appeals, as needed
• Participate in preparations for Self-Study and the Reaffirmation process; prepare ongoing CSWE reports as needed, including assessment reports
• Work with Director on budgetary items for meeting MSW Program's goals
• Other duties as assigned by Director

Table 3*Field Education Program Coordinator*

<ul style="list-style-type: none"> • Overall administrative responsibility for the direction and coordination of the BSW or MSW Field Education Programs
<ul style="list-style-type: none"> • Oversee the development and maintenance of policies and practices for practicum operation (including BSW or MSW Field Manuals)
<ul style="list-style-type: none"> • Recruit, develop, plan, and create placement opportunities
<ul style="list-style-type: none"> • Oversee, supervise, and monitor quality of practica at the agency and student level of performance, including employment-based practica
<ul style="list-style-type: none"> • With other coordinators, organize, develop, and facilitate training for field instructors
<ul style="list-style-type: none"> • Maintain relationships with practicum sites
<ul style="list-style-type: none"> • Intervene if problems arise for students, field instructors, educational supervisors, and field liaisons; consult as necessary with appropriate persons, including the Director
<ul style="list-style-type: none"> • Establish a Field Education calendar for the academic year
<ul style="list-style-type: none"> • Conduct Field Education Student Orientations
<ul style="list-style-type: none"> • Oversee field placement process
<ul style="list-style-type: none"> • Meet with students for Pre-Field Advising
<ul style="list-style-type: none"> • Actively participate in BSW or MSW Committee meetings
<ul style="list-style-type: none"> • Provide support for faculty liaisons
<ul style="list-style-type: none"> • Assist with recruitment of new students (through events and publications)
<ul style="list-style-type: none"> • Monitor the field education social work curriculum and maintain standards within the Program for continuing CSWE accreditation
<ul style="list-style-type: none"> • Review and update the field component of the BSW or MSW Student Handbooks on an annual basis
<ul style="list-style-type: none"> • Maintain appropriate records and assist the administrative support staff with required annual reports to the Council on Social Work Education, including assessment
<ul style="list-style-type: none"> • Assist the Program Coordinator in organizing and implementing the Self-Study process for reaffirmation of the field component of the BSW or MSW Programs
<ul style="list-style-type: none"> • Collaborate with the Field Education Program Coordinators to ensure that the field practica/seminars are consistent with the other curriculum areas
<ul style="list-style-type: none"> • Participate in BSW or MSW appeal and grievance procedures, according to University policy and the School's policies
<ul style="list-style-type: none"> • Work with the Director to manage budgetary needs for meeting the Field Education Program's goals
<ul style="list-style-type: none"> • Other duties as assigned by the Director

Appendix C

Missouri State University

McQueary College of Health and Human Services

Criteria for MCHHS Clinical Faculty Ranks Appointments and Eligibility for Promotion

Supplement to Section 3.5.11 of the Faculty Handbook

Approved September 22, 2016

Explanatory Note:

This document was developed to supplement the policies described in the Missouri State University Faculty Handbook with respect to appointment, reappointment, and promotion of clinical faculty as described on page IV of the Faculty Handbook approved June 10, 2016:

The Faculty Handbook represents University-wide policy and takes precedence over policy promulgated by departments, colleges, or other units within the University. This does not preclude departments, colleges or other units within the University from issuing policy documents separate from the Faculty Handbook; however, while all such documents may amplify, add detail to, and expand upon policies contained in the Faculty Handbook, all policy disputes shall be resolved in favor of those contained in the Faculty Handbook (p. IV).

The 2007 edition of the Missouri State University Faculty Handbook provided for the appointment of Clinical Faculty, but left it to the departments to develop appropriate appointment, promotion, and performance review criteria for each rank. The language in the June 20, 2016 version of the Faculty Handbook is as follows:

3.5.11 Clinical Faculty

Clinical Faculty are members of the faculty whose primary responsibilities are Clinical Education and service. Clinical Faculty may participate in research and other scholarly or creative activities. Clinical Faculty must be qualified as defined by professional/discipline standards, have practical experience appropriate for the responsibilities assigned and must maintain appropriate professional credentials. Appointment is to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Departments desiring to appoint Clinical Faculty shall develop appropriate appointment, promotion and performance review criteria for each rank, which must be approved by the Dean of the College and the Provost. Clinical Faculty may 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 of the department, and continued funding. Clinical Faculty are not eligible for tenure but have the same right to academic freedom accorded tenure-track faculty. If a Clinical Faculty member is appointed to a tenure-track faculty position, the time spent as a Clinical Faculty member at Missouri State University will not count toward the probationary period for tenure and promotion. Clinical Faculty members may be appointed to a 9-month or 12-month contracts. Clinical Faculty on 9-month contracts will receive salary compensation and benefits for 12 months (p. 25).

A majority of the departments in the College of Health and Human Services subsequently incorporated criteria for Clinical Faculty into their Reappointment, Tenure and Promotion documents. Currently, approximately twenty percent of the MCHHS faculty members have clinical faculty appointments, and several have been promoted through the ranks to Professor. After a decade of experience hiring, reappointing and promoting clinical faculty, it is clear the uniform guidelines with the MCHHS are needed to establish definitions of each clinical faculty ranks, requirements for initial appointment, and length of service eligibility requirements for promotion to parallel the criteria for academic faculty described in section 3.3 of the Faculty Handbook. Each department is responsible for the development of specific criteria appropriate to their discipline. The following guidelines are applicable to Clinical Faculty in the College of Health and Human Services.

3.5.11.1 CHSS Requirements for Appointment, Reappointment, and Promotion of Clinical Faculty

3.5.11.1.1 Clinical Instructor

Definition:

And entry-level clinical faculty rank of one who has potential or demonstrated achievement in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

A master's degree or doctorate as determined appropriate by department faculty with the approval of the Dean of the College and the Provost, current Missouri licensure or certification appropriate for the discipline, at least one year of professional expertise obtained after the entry-level degree, and potential for, or demonstrated effectiveness, in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline. Individuals with progress toward the advanced degree may be appointed with the stipulation in the appointment letter that the degree must be completed within a specified period of time.

Eligibility for Promotion:

A minimum of three years of service in the rank of Clinical Instructor, and evidence of effectiveness in Clinical Education, Professional Productivity/Research, and Service. Clinical Instructors may apply for promotion during their third year of service with the effective date of the promotion at the beginning of the fourth year.

Policy in Effect for Promotion:

Clinical Instructors applying for promotion to Clinical Assistant Professor have the option of using either the current version of promotion criteria or the version in effect at the time of initial appointment as a Clinical Instructor, provided that it has been no longer than seven years since it was in effect.

3.5.11.1.2 Clinical Assistant Professor

Definition:

A clinical faculty rank of one who has demonstrated achievement or potential in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

A master's degree or doctorate as determined appropriate by the department faculty with approval of the Dean of the College and the Provost, current Missouri licensure or appropriate credentials for the discipline, a minimum of three years of professional experience obtained after the entry-level degree, and the potential for, or demonstrated effectiveness, in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline. Individuals with progress toward the degree may be appointed with the stipulation in the appointment letter that the degree must be completed within a specified period of time.

Eligibility for Promotion:

Six years of service in the rank of Clinical Assistant Professor at Missouri State University or a combination of three years in the rank of Clinical Instructor and three years in the rank of Clinical Assistant Professor, sustained effectiveness in Clinical Education, Professional Productivity/Research, and Service to the discipline.

Policy in Effect for Promotion:

Clinical Assistant Professors applying for promotion to Clinical Associate Professor have the option of using either the most current version of promotion criteria or an earlier version, provided that it has been no longer than seven years since it was in effect.

3.5.11.1.3 Clinical Associate Professor

Definition:

A clinical faculty rank of one who has demonstrated a sustained record of achievement and effectiveness in Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

(1) Promotion from Assistant Clinical Professor rank, or (2) doctoral degree or master's degree and specialization or advanced certification, Missouri licensure or appropriate certification for the discipline, a minimum of six years of professional experience obtained after the entry-level degree, including teaching or supervision in higher education, and evidence of sustained achievement and excellence in Clinical Education, Professional Productivity/Research and Service, including involvement in the discipline at the regional or national level.

Eligibility for Promotion:

Doctorate degree or master's degree and specialization or advanced certification, a minimum of five years of service in the rank of clinical associate professor at Missouri State University, evidence of leadership at the regional or national level, and a cumulative record of excellence in Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline. Individuals with exceptional records of accomplishments may apply for each promotion.

Policy in Effect for Promotion:

Clinical Associate Professors applying for promotion to Professor have the option of using wither the most current version of promotion criteria or an earlier version of criteria, provided that it has been no longer than seven years since it was in effect.

3.5.11.1.4 Clinical Professor

Definition:

A clinical faculty rank of one who is recognized as a leader in health and human services with a cumulative record of excellence in Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

(1) Promotion from Assistant Clinical Professor rank, or (2) doctoral degree or master's degree and specialization or advanced certification, Missouri licensure or appropriate certification, a minimum of eleven years of professional experience obtained after the entry-level degree, including teaching or supervision in higher education, and a cumulative record of excellence in

Clinical Education, Professional Productivity/Research and Service, including national or regional recognition and leadership in the discipline.

Counseling Program Promotion and Tenure Guidelines

Note: The Counseling Program PT Guidelines for 2024-2027 are represented by the excerpts of Sections IV-VI of the 2019-2022 CLSE Guidelines. Therefore, only sections specifically concerning tenure and promotion relevant for COU are documents. All other processes will default to current School, College, and University policies and procedures.

GUIDELINES FOR TEACHING, SCHOLARSHIP, AND SERVICE: TENURE-TRACK FACULTY

A. Teaching

Teaching is defined as course instruction that is conducted under the auspices of MSU. It includes on- campus and off-campus teaching; research advisement in which instruction is the primary objective (directing Seminar projects, membership on student committees); dissertation committees; preparation of course materials; development of new courses and online courses, procurement and preparation of class and laboratory equipment and supplies; program coordination, advisement, paper or project grading and supervision of practice, fieldwork, and internship experiences.

Quality teaching is characterized by student achievement of course or field placement objectives, mentoring students in research, attention to holistic student development, scholarship of teaching and learning, attentive advising, curricular and co-curricular materials, and fostering high impact student engagement and learning experiences.

Minimum Levels of Performance for Consideration for Tenure and Promotions

Expected Performance—The minimum required to be considered for Tenure is achieved by:

- Meeting all *Faculty Handbook* teaching responsibility criteria of developing educated persons.
- Providing evidence of effective teaching which includes examples of competence and individual student growth in courses.
- Student evaluation ratings (on a 5-pt. scale; 3.01-3.5 where 5 is the highest)

(A candidate may rebut this presumption of unacceptability based on average evaluation, improvements in evaluations, or other facts and/or circumstances particular to his or her teaching experience beyond student evaluations.)

Above Expected Performance—The minimum required to be considered for promotion to Associate is achieved through sustained performance in teaching, as evidenced by documentation of:

- Achieving student evaluations >3.51 on a 5-pt scale, where 5 is highest); and exceeding expected performance in at least three ways, including, but not limited to, the following:

- Peer-reviewed publications/ presentations in scholarship of teaching and learning (SoTL)
- Chairing substantial new program and/or course development activity for their discipline or closely related disciplines in which they teach
- Multiple mentored student research projects, especially beyond course load
- Awards or recognition of extraordinary individual student or student organization advisement
- Coordination of academic program(s)
- Being the primary author on a CAEP or SPA accreditation, or CAS self-study
- Demonstration of students' successful completion of course objectives
- Documented leadership of substantial revisions to or innovations of curricular and/or co-curricular activities
- Fostering high impact student engagement and learning experiences, such as study away or service-learning, cultural competence experiences with diverse populations, or ethical leadership
- Efforts to increase recruitment, accessibility, retention and graduation beyond course assignments
- Completion of specialized training for teaching (e.g., NISL)
- Assessment of teaching (e.g., peer-review of teaching, specialized assessments), including positive outcomes or improvements resulting from those assessments

Excellent Performance—The minimum required to be considered for promotion to Full or Distinguished Full is achieved through leadership in teaching, as evidenced by documentation of:

- Achieving high student evaluations > 4.00 on a 5-pt scale, where 5 is highest); and
- Meeting above expected performance in at least five ways, including, but not limited to those listed above.
- Additional ways are allowed if similar in significance.

NOTE: Evidence of High-Quality Teaching

Student evaluations are a required artifact that should be included in candidates' portfolios. If not broadly known within the department or program or not sufficiently documented in the vita, candidates may provide specific evidence/documentation for Expected, Above Expected, and Excellent performance. Evidence is not limited to but might include artifacts to substantiate any of the ways above.

B. Scholarship

Scholarship is defined as research, inquiry, and investigation in the fields appropriate to each program and/or publicly engaged scholarship. The CR and PT

Committees evaluate candidates 'quantity of research in addition to alignment with the qualitative criteria explained in more detail below.

1. Five Specific Modes of Research

- Discovery: gaining knowledge of or ascertaining the existence of something previously unknown or unrecognized
- Application: using established knowledge to solve significant problems
- Synthesis: bringing knowledge together from disparate sources to produce a whole work that is greater than the sum of its parts
- Criticism: using established values (aesthetic, logical, ethical) to evaluate quality of artifacts (e.g., art, legal decisions, news media, etc.)
- Creation: producing unique forms of expression, generating new interpretations, theory-building, and model-building.

2. Using Scientific Principles for Community Engagement and Publicly Engaged Scholarship

Researchers and graduate programs in social science and education fields typically employ qualitative, quantitative and/or mixed methodologies that help advance and mature a field in relation to other domains and lend credibility for advocacy, prediction and planning, and sound policy making. Faculty in the academy “recognize the importance of scientific principles in the generation of sound public policy,” as a goal of community engagement as a part of the public affairs mission of Missouri State University.

The COU faculty recognizes the value of engaged public research and its central role within the university’s Public Affairs mission. According to the Faculty Handbook, public engaged research is subject to critical, academic peer-review and “encompasses different forms of constructing knowledge about, for, and with diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields outcomes of public and intellectual value [and] should involve a partnership with the public and/or private sector that enriches knowledge, addresses and helps solve critical societal issues and contributes to the public good.”

3. Quality of Scholarly Research

In keeping with the mission of the department, the CR and PT Committees evaluate the quality of scholarly research. Evidence of quality rests first upon peer-review, and second upon influence. Peer-review provides a basis for critique, improvement, refinement, and integration within the body of knowledge of a discipline. The CR and PT Committees are part of the peer-review process. Second, quality research may be observed by its influence in a field through dissemination and impact in the form of the distribution of publications, the venue of presentation, citation by other scientists, and adoption by practitioners. To be successful as a researcher, one needs to not only be influenced by but influence other researchers.

A high-quality journal article demonstrates blind peer-review typically by three reviewers, often involving multiple revisions and resubmissions and additional reviewers. It also typically involves influence through a broad distribution or dissemination to established and/or up and coming scholars in a field who are conducting a higher caliber and frequency of scholarship in a

domain. Such articles typically achieve multiple citations and affect the ongoing formation of a knowledge through an iterative process. High-quality journals tend to be associated with national associations in a field (or related fields), have established impact factors or other bibliometrics, lower acceptance rates, and are cited frequently within a field. Lower-level journals may still provide peer-review and can offer influence potential within a niche audience, which in turn can lead to larger influence over time in a broader context. In addition to looking at individual works of scholarship, the CR and PT Committees endeavor to review and offer suggestions and/or support for the overall development of the scholar themselves. Faculty are discouraged from involvement with so called predatory open-access, pay to publish, write-only, or deceptive publishing (such as those in Beall's List), which typically will not count towards tenure and promotion.

Books and funded grants represent additional means of peer-reviewed and influential scholarship. Book publishers and grant organizations carry various status levels and influence within a field. Grants likewise have dollar amounts, which again can serve as one proxy for influence and help bridge the silos of the academy with humanity at large. Book chapters and national association presentations provide other forms of quality scholarship that tend to involve less peer-review (often editorial or peer acceptance) or influence, but provide important developmental, creative, and specific application outlets for scholarship that often proceed or move alongside larger or more refined works characterized by greater peer-review and influence.

1. Research Agendas, Research Breadth, and Interdisciplinary

Work A research agenda may provide clear lens through which to consider new ideas, boundaries to make decisions in one's research life, communication of one's work to other scholars through shared language, and the development of one or more specific forms of expertise. Without a research agenda, a faculty member may be a learned person, but not an expert or have a consistent means to articulate and advance a particular field of study. Similarly, without a research agenda, one does not develop the skills, network, and leadership to become a well-respected member of the larger academic community. Therefore, a research agenda is encouraged for depth, expertise, influence, and efficiency, but some degree of breadth and interdisciplinary research is also encouraged for flexibility in mentoring, teaching, and serving the broader community. The research agenda includes purpose, mission, and description of domain of focus and can be fluid as the candidate evolves throughout their career."

2. Authorship Order, Collaboration and Contribution

Sole or first authorship is a status valued in academia because it shows a level of expertise throughout the conceptualization, data gathering, analysis, writing, leading, and refining process that are necessary for high level scholarship. Collaborative work shows the presence of cooperation and internal peer-review that provides the basis for all shared human endeavors. As such both, ideally with some evidence of both, are valued at Missouri State University. When working in collaboration with others, as a first or subsequent author, or even as a sole author with student or community support, candidates are encouraged to be transparent about the relative contributions in the tasks of research completion of the various parties involved.

3. Works in Press

For annual review purposes, manuscripts which have been accepted by an editor and are considered “in press” may be counted in the category in which they would occur if they were fully published and the faculty member in so listing a work is committing themselves to make whatever final steps are necessary (e.g., reviewing a proof, signing a copyright contract, etc.) to assure the work does come to publication. If the faculty member did not complete the work to publication or the publication did not come out as projected, based not upon the contributions of the faculty member but upon the editors or publisher’s issues, that work cannot be considered for summative purposes, such as a promotion or tenure. If the committee has every indication that an in-press work is nearing publication, then it can be counted, but the committee needs to consider in press works in light of the definition of an Associate Professor, as a rank conveying sustained success in research. For example, a faculty member has obtained a letter from the editor of a national peer-reviewed journal stating that their manuscript has been accepted for publication would qualify as “in press” and therefore be counted as a Category A product upon annual review. However, a faculty member may not count the same work as more than one product in evaluations that are to summarize more than one year’s contributions.

For example, in a three-year, tenure, or promotion review, a product may be counted only once even though it may have been counted in two successive years (the first as in press and the second as published). An assistant professor who has all or several of their works in press at the time of review for promotion would not have evidenced the same sustained success as one who had a publication each year.

Minimum Levels of Performance for Consideration for Tenure and Promotions

Expected Performance—The Minimum required to be considered for Tenure (since coming to Missouri State University or with credit granted toward tenure when hired) is success in scholarship, as evidenced by:

- A minimum of SIX products from Category C or higher; with
- At least TWO products within the candidate’s articulated research agenda; and
- THREE from Category A or higher, with at least ONE product from Category A+.

Above Expected Performance— The Minimum required to be considered for promotion to Associate (since coming to Missouri State University or with credit granted toward tenure when hired) is success in scholarship, as evidenced by:

- A minimum of SEVEN products from Category C or higher; with:
 - At least FOUR products from Category A or higher, including at least TWO products from Category A+; and
 - At least FIVE products from Category B or higher, including ONE as sole or first author and ONE that is multi-authored, and at least THREE within the candidate’s articulated research agenda.

Excellent Performance— The minimum required to be considered for promotion to Full (since promotion to Associate) is success in scholarship, as evidenced by:

- A minimum of SEVEN products from Category C or higher; with:
 - At least THREE products from Category A+; and
 - At least FIVE products from Category B or higher, including TWO as sole or first author and at least THREE within the candidate's articulated research agenda.
 - A minimum of FOURTEEN products across the cumulative record, SEVEN from Category A or higher, NINE from Category B or higher (including TWO as sole or first author and TWO that are multi-authored), and at least SIX within the candidate's articulated research agenda.

Extraordinary Performance— The minimum required to be considered for promotion to Distinguished Full (since promotion to Full) is **an extensive record of scholarship at this or another institution**, as evidenced by:

- A minimum of EIGHTEEN products from Category C or higher, with:
 - At least NINE products from Category A+; and
 - At least TWELVE products from Category B or higher, including FIVE as sole or first author.
 - A minimum of THIRTY-TWO products across the cumulative record, SIXTEEN from Category A or higher, TWENTY from Category B or higher (including SEVEN as sole or first author and FOUR that are multi-authored), and at least FOURTEEN within the candidate's articulated research agenda.

In addition, the candidate must have **original work refereed by credible sources in leading publications/venues at the international/national level** including:

- Scholarly/research articles published in international/national peer-reviewed journals, print-based or electronic media
- Author or editor of scholarly book(s).
- External grant(s) that have been funded (typically >\$50,000)

Candidates must also document scholarship quality which includes a collection (two or more) of the following:

- Awards and distinctions
- Bibliometrics of influence, such as:
 - Published journal or book publisher rankings
 - Acceptance rates
 - Impact factors
 - Citation indexes
- Critical reviews of the candidate's work by other expert scholars
- Evidence of leadership roles in national/international organizations relative to the area of candidates' expertise or pursuant to their accomplishments

4. Categories of Scholarly Work

CATEGORY “A+” works are high-quality scholarly products and have had an impact on the discipline. The candidate documents the significance of their contribution if not sole authored.

- Scholarly/research articles published in international/national peer-reviewed journals
- External grants that have been funded (typically >\$50,000)
- Author or editor of scholarly books with publishers that employ peer-review, not self-publishing

CATEGORY “A” works represent substantial scholarly contribution. The candidate documents the significance of their contribution if not sole authored.

- External grant applications that have not been funded that show significant candidate effort (typically >\$50,000) (Substantially similar grant applications will only be considered as one product.)
- Author or editor of full-length book chapters, monographs, encyclopedia entries, or anthologies

CATEGORY “B+” works represent the potential for higher level scholarship and/or have influence without substantial enduring impact on their own. The candidate documents the significance of their contribution if not sole authored.

- Scholarly peer-reviewed conference presentation(s) or conference proceeding(s) at international or national conferences
- External grants that have been funded (typically >\$10,000)
- Books or book chapters that did not employ peer-review
- National or international awards for research

CATEGORY “B” works represent an academic work with either a full length scope and a lesser degree of peer-review and/or substantial influence with less substantial evidence of a product. The candidate documents the significance of their contribution if not sole authored.

- Scholarly/research articles published in regional or state peer-reviewed journals, print-based or electronic media
- Scholarly peer-reviewed conference presentation(s) or conference proceeding(s) at regional or state conferences
- Articles published in major national discipline-based, print-based or electronic media that are not peer-reviewed
- External grant applications that have not been funded that show significant candidate effort (typically >\$10,000) (Substantially similar grant applications will only be considered as one product.)
- Faculty or student research mentored by faculty members published in state/regional peer-reviewed venue
- Authoring university accreditation or other university self-studies that require substantial faculty effort

- Primary author, editor, project manager or production specialist of published major educational curriculum material including electronic media

CATEGORY “C” works represent the potential for future peer-reviewed, influential scholarship.

- Local/university grants or research contracts that have been funded (typically <\$10,000)
- State and local peer-reviewed conference presentation(s) or conference proceeding(s)
- Submissions for publication under peer-review and/or revision after peer-review that have not been accepted for publication and not been counted in previous years
- Scholarly, creative work(s), publications, and/or electronic presentation(s) other than electronic media as described above
- Manuscripts under preparation
- Student/faculty collaborative research project(s) outside course assignments
- Local honors or awards for research
- Approved IRB applications for research not counted as other product
- Other, as judged by faculty

5. Balancing Quantity and Quality Within Categories

The above guidelines are meant to convey the minimum levels necessary if all works were high-quality within their designated category. If works are of lower quality, then a higher quantity of work through success in more modest works is necessary. Likewise, the committee may consider abundant quantity at the next level lower as potentially satisfying a higher level when it is clear the faculty member is highly engaged and striving for research productivity and development.

6. Evidence of High-Quality Scholarship/Research

Works counting in Categories A+ or A must have an artifact, and the level of contribution explained if not sole authored. If not broadly known within the department or program or not sufficiently documented in the vita, candidates may provide specific further evidence/documentation for any of the categories of scholarship. Evidence is not limited to, but might include the following types of artifacts:

- Published pdfs, proofs, or links to written scholarly works or descriptions of works online
- Conference programs for presentations
- Manuscripts for works under review, revisions, or preparation
- Grant or contract award letters or reports generated from grants or contracts
- Evidence of scholarly footprint from EBSCO, Research Gate Google Scholar, or other sources on the quality of journal or publisher

C. Service

Service includes university (program, department, college, university-wide) and non-university related professional service such as consulting and advocating with community agency and state

offices, participation in professional association leadership, or being an editorial reviewer or editor. This category also includes unpaid service to the community. University service includes department, college, and university committee work; duties of departmental administrative appointments; and membership on special committees and bodies such as the Graduate Council, the Faculty Senate, or the Institutional Review Board. University Service also includes the advisement of student organizations.

As per the Faculty Handbook, University Citizenship is of paramount importance. Any faculty member, to succeed in the area of service at Missouri State University, must succeed in University Citizenship. Success in Professional Service and/or Public Service and Consultation is required for tenure and for promotion to Associate Professor. Sustained success in one or more areas is required for promotion to Full Professor. Attained success in service is indicated by active participation; sustained success is defined as active participation in three or more years of a service area (Professional Service, Public Service, and Professional Consultation).

Demonstrated success, synonymous with attained success, is defined as participating in service process (e.g., attending committee meetings), evidencing contributions (e.g., specifying what was value added to their participation as opposed to anyone's participation), and having tangible outcomes (e.g., products, incremental progress, solutions emerging from the committee) that show service is not just listed but was successful. For university service, the expectation is for two or more defined activities per year, such as service on two or more committees, or equivalent.

An example equivalent activity is regular participation in recruitment activities or advising a student organization. Attained service goes beyond basic participation at the programmatic or department level expected of all faculty, such as assisting with interviews, comprehensive exams, department meetings, or other regular duties necessary for the functioning of a program or department. Attained, or demonstrated success generally refers to an expectation of two committees (or equivalent) per year in addition to four domains in university and two activities per year in one domain outside the university. Committee equivalents include activities such as student organization advising (typically at the university level) or three or more recruitment events in an evaluation year. Other equivalencies may be suggested by the candidate.

Sustained success is defined as maintaining service success in one or more domains across a period of 3 or more years, typically accompanied by leadership and/or documented, enduring accomplishments. This does not necessarily mean service on one committee for 3 years or as a student advisor for 3 years but does involve evidence of an ongoing strand of contribution, such as within curricular processes, mentoring, consistent reviewing activities within a sub-field or an enduring contribution to university-community partnerships or diversity-related activities.

Minimum Levels of Performance for Consideration for Tenure and Promotions

Expected Performance—The minimum required to be considered for Tenure includes:

- Demonstrated success in University Citizenship as evidenced by contributing fairly to the task of shared governance at three or more levels (program, department, college, or university) with an average at or above two committees or equivalent per year, and
- Attained success in one or more additional areas, i.e., Professional Service, Public Service and Consultation.

Above Expected Performance—The minimum required to be considered for promotion to Associate extends beyond expected performance to include:

- Demonstrated success in University Citizenship as evidenced by contributing fairly to the task of shared governance at all levels (program, department, college, or university) with typically two to three committees or equivalent per year, and
- Attained success in one or more areas, i.e., Professional Service, Public Service and Consultation.

Excellent Performance—The minimum required to be considered for promotion to Full or Distinguished Full] extends beyond expected performance to include:

- Demonstrated success in University Citizenship as evidenced by contributing fairly to the task of shared governance at all levels (program, department, college, or university) with typically three to four committees or equivalent per year,
- Recognition as a leader with a both a sustained and broad cumulative record in service to the university, and
- Sustained success in one or more areas outside the university, i.e., Professional Service, Public Service and Consultation.

Service Area	Examples of Service Activities
1. University Citizenship: serving the University organization and contributing fairly to the task of shared-governance by taking a turn and serving on various service activities, by volunteering, or being appointed to serve.	<p>-Program service (e.g., participation on curriculum revision committee; chair or member of program advisory board; chair or member of accreditation committee; academic adviser at undergraduate or graduate level; faculty search chair committee member; thesis chair or thesis committee member, program coordination duties beyond teaching, recruitment activities);</p> <p>-Departmental service (e.g., departmental policy revision committee; space utilization committee; faculty search committee member; department Library representative, recruitment activities);</p> <p>-College service (e.g., member of Dean's faculty advisory committee; chair or member of COE Graduate Program Committee; member of CAEP accreditation committee; faculty, administrator, or staff search committee member)</p> <p>-University service (e.g., chair or member of University committees such as Graduate Council, Library Advisory Committee, University Assessment Committee; administrator or staff search committee member)</p> <p>-Additional service activities (e.g., task force chair or committee member; providing professional development activities; participating in campus discussions, and expanding opportunities for shaping the learning environment); or other service activities as deemed valuable by appropriate program faculty.</p>

<p>2. Professional Service: contributing to professional organizations within the faculty member's field</p>	<ul style="list-style-type: none"> -Chairing or serving as a board member or officer of a professional organization at the local, state, national, and/or international levels; -Serving as an editor or member of an editorial board of a professional journal at the state, national, and/or international levels; -Serving as a reviewer or guest reviewer for a professional journal at the state, national, and/or international levels; -Sponsoring an active student organization; -Providing mentoring or advising to individuals who are not current students; -Providing opportunities for student experiences outside the expectations of teaching - Engaging in development/renewal (e.g., appropriate professional meetings, conventions, workshops, seminars) - Engaging in service and advocacy (e.g., program presentations, workshops, consultations, speeches, direct service) - Other service activities as deemed valuable by appropriate program faculty.
<p>3. Public Service and Consultation: serving community, state, national or international public constituents with expertise or advocacy consistent with the goals of public affairs mission</p>	<ul style="list-style-type: none"> -Writing op-eds or other articles in newspapers or other print media or on television or radio, etc. -Providing presentations to support individuals and groups of individuals in local communities, states, the nation, and other countries -Volunteering for local, community, state, national, and international organizations -Advocating with vulnerable populations, consistent with the professional discipline or the public affairs mission. -Providing professional expertise to business, industry, schools, community organizations, and colleagues in other university programs through collaborative projects, presentations, or specific consultations -Providing consultation services to external constituents within the faculty member's professional expertise - Other service activities as deemed valuable by appropriate program faculty.

Evidence of High-Quality Service

If not broadly known within the department or program or not sufficiently documented in the vita, candidates may provide specific further evidence/ documentation for Expected, Above Expected, and Excellent performance. Evidence is not limited to but might include:

- Professional association, non-profit, or public documents showing leadership or contribution in service
- University documents showing tangible outcomes of service if demonstrating leadership or contribution

Understanding the Role of Final Cumulative (Summative), Annual Cumulative (Formative), and Annual Performance (Annual) Reviews

All faculty members receive an annual performance review (annual review) along the five categories of unsatisfactory, progressing, expected, above expected, or excellent. For pre-tenure faculty, these come from both the PT committee and the School Director . For all other full-time faculty, the review comes only from the School Director , unless merit pay is operative, in which case a CC committee provides an annual performance review for each faculty member, including the pre-tenured faculty. Criteria tables for these annual reviews are provided. For pre-tenured faculty, the PT Committee also provides a cumulative annual review for formative purposes. Benchmarks for these cumulative reviews are provided below. At that time the PT Committee also votes on reappointment for each faculty member. The PT Committee may not vote reappointment for any faculty member receiving a majority of votes for unsatisfactory in 2 or more categories but may vote for reappointment with any other majority vote outcomes. The final cumulative review for summative purposes to determine the tenure and promotion decision occurs only at the final review, which will include consideration of feedback from external reviewers.

Cumulative Review Expectations for Satisfactory Ratings for Pre-Tenure Faculty

The guidelines offer minimums for satisfactory ratings and assumes high-quality. Lower quality work should be accompanied by higher quantity, following the guidelines on quality and how to substitute quantity for quality. A questionable rating is warranted when a candidate is close to meeting the minimums. An unsatisfactory rating is warranted when a candidate is not near the minimums. Years granted toward tenure and/or promotion will count at the beginning, meaning that someone entering with two years granted will have their first review in “Year 3” and would be subject to the Year 3 guidelines for satisfactory rating, which may include scholarly products in the previous two years if intended by letter of hire. The following serves as a guide for candidates and the faculty who evaluate them on expected progress toward tenure and promotion to associate professor.

Year 1 review (after first semester) (Minimum Annual Review of Progressing)

- Teaching: Teaching evaluations 3.5 or higher. 1 or more ways
- Service: Service on 1 committee or equivalent, 1 activity outside university
- Research: 2 or more at C or higher, articulated research agenda with 1+ in agenda

Year 1.5 review (after second semester in fall per AAUP) (Minimum Annual Review of Progressing)

- Teaching evaluations 3.5 or higher, 2 or more ways
- Service on 2 committees or equivalent each year, 2 activities outside university each year (2 levels of university citizenship)
- Research: 3 or more at C or higher, 1 or more at B or higher, articulated research agenda with 2+ in agenda

Year 2 review (after third semester) (Minimum Annual Review of Progressing and Above Expected or two years of Expected)

- Teaching evaluations 3.75 or higher. 2 or more ways
- Service (see Year 1.5 review) (2 levels of university citizenship)
- Research: 4 or more at C or higher, 3 or more at B or higher, 2 or more at B+ or higher, 1 or more at A or higher, articulated research agenda with 2+ in agenda

Year 3 review (Minimum Annual Review of Progressing, Above Expected, and Excellent, or Expected, Expected, and Excellent)

- Teaching evaluations 4.0 or higher. 3 or more ways
- Service (see Year 1.5 review) (3 levels of university citizenship)
- Research: 5 or more at C or higher, 3 or more at B or higher, 2 or more at B+ or higher, 1 or more at A+, articulated research agenda with 3+ in agenda

Year 4 review (Minimum Annual Review of Expected, Expected, and Excellent in three of 4 separate years)

- Teaching evaluations 4.0 or higher. 4 or more ways
- Service (see Year 1.5 review) (4 levels of university citizenship)
- Research: 6 or more at C or higher, 4 or more at B or higher, 3 or more at B+ or higher, 2 or more at A or better, 1 or more at A+ or better, articulated research agenda with 3+ in agenda

Year 5 review (Minimum Annual Review of Expected, Above Expected and Excellent in three separate years)

- Teaching evaluations 4.0 or higher. 5 or more ways
- Service (see Year 1.5 review) (4 levels of university citizenship)
- Research: 7 or more at C or higher, 5 or more at B or higher, 4 or more at B+ or higher, 3 or more at A or better, 2 or more at A+ or better, articulated research agenda with 3+ in agenda

NON-TENURE-TRACK ACADEMIC POSITIONS

[As per the *Faculty Handbook*] Persons who hold non-tenure-track positions are given term appointments which automatically terminate upon the expiration of the specified term. Non-tenure track appointments may be given annual or multi-year contracts as determined by the program/department with approval of the Dean and the Provost. No notice of non-reappointment is given, and reemployment of the employee after the conclusion of the contractual term is solely within the discretion of the University. Non-tenure track faculty members are not eligible for tenure, educational leave, or sabbatical leave.

With the exception of visiting Professors, time spent in a non-tenure track position does not count towards tenure eligibility if the individual later applies for and is appointed to a tenure-track faculty position. Non-tenure track faculty must be qualified by academic or practical experiences appropriate for the responsibilities assigned. A master's degree or higher is

preferred. All non-tenure track academic positions have the same right to academic freedom accorded tenure-track faculty.

Instructor

As per the *Faculty Handbook*, an Instructor is normally 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 a 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. 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.

The primary responsibility of an instructor is to teach, which typically involves teaching classes, including any activity described as teaching in departmental, college, or university guidelines. Secondly an instructor provides service that is negotiated with the School Director or specified in the school criteria. Service may include university citizenship or professional and community service relevant to an instructor's discipline or assignment. Typically, programmatic, or departmental service is encouraged or expected.

An instructor may conduct or participate in research or scholarly activity as part of their load, as negotiated with the School Director or as specified in the departmental criteria. However, the primary focus for an instructor remains on teaching and includes service as described above. An instructor who is a full-time faculty member may be promotable to senior instructor with further development and contributions as defined in departmental criteria.

Senior Instructor

As per the *Faculty Handbook*, 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. 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.

Clinical Faculty

As per the *Faculty Handbook*, Clinical Faculty are members of the faculty whose primary responsibilities are clinical education and service. Clinical Faculty may participate in research and other scholarly or creative activities. Clinical Faculty must be qualified as defined by professional/discipline standards, have practical experience appropriate for the responsibilities assigned and must maintain appropriate professional credentials.

Appointment is to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Departments desiring to appoint Clinical Faculty shall develop appropriate appointment, promotion and performance review criteria for each rank, which must be approved by the Dean of the College and the Provost. Clinical Faculty may 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 of the department, and continued funding. Clinical

Faculty are not eligible for tenure but have the same right to academic freedom accorded tenure track faculty. A Clinical Faculty member wishing to move to a tenure-track regular faculty position must apply for a vacant position for which recruitment has been authorized. If a Clinical Faculty member applies for and is appointed to a tenure-track faculty position, the time spent as a Clinical Faculty member at Missouri State University will not count toward the probationary period for tenure and promotion.

Clinical Faculty members may be appointed to 9-month or 12-month contracts. Clinical Faculty on 9-month contracts will receive salary compensation and benefits for 12 months. Section 3.5.11 of the *Faculty Handbook* provides the University's definition of Clinical Faculty. The primary responsibilities of a clinical faculty member are both clinical education and service.

Clinical education encompasses applied educational experiences, including the supervision of field placement such as student teaching, practica, internship, or other direct involvement in the application of learning within an applied setting such as a school, clinic, hospital, non-profit agency, or other similar venue. Primary means that not less than 50% of the load of a clinical faculty member must involve this type of education. Likewise, a clinical faculty member must conduct service in an applied capacity. This service must be beyond the teaching responsibilities (e.g., beyond teaching classes or beyond supervising teachers, counselors, family life or child life specialists, administrators, diagnosticians, or others that comprise the teaching load) and must involve an agency or organization beyond the university classroom (e.g., school, clinic, hospital, non-profit agency, professional organization).

Crucial to clinical faculty is their expertise in the applied setting in which they are providing educational and service functions, including experience, licensure, certification, or other credentialing as appropriate. Clinical faculty conduct or participate in research and have educational attainment and leadership responsibilities consistent with their rank, preferably involving the applied field for which they are employed. Clinical faculty may be at the rank of clinical instructor, clinical assistant professor, clinical associate professor, or clinical professor, and they are eligible for promotion according to departmental guidelines, but not for tenure.

GUIDELINES FOR CLINICAL FACULTY APPOINTMENT, RENEWAL OF CONTRACT (REAPPOINTMENT) AND PROMOTION

A. Evaluation of Faculty with Clinical Appointments (*Faculty Handbook*, 2018)

B. The University recognizes the need to evaluate faculty members with specialized assignments according to the requirements of their appointment letters. Clinical faculty should be so designated in appointment letters. Clinical faculty are vital to the success of certain programs in professional fields. 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. Areas of performance evaluation for renewal of contract are clinical education and service and evaluation for promotion specific to clinical faculty are clinical education and service.

Criteria for Promotion to Senior Instructor

Instructors are eligible to apply for appointment to Senior Instructor in the fall semester of their 5th year of employment with the university (years of employment need not be consecutive). Number of years is not an entitlement for this promotion, and judgments will be made at all levels based on the standards for excellence in teaching as measured by departmental criteria developed in accord with the *Faculty Handbook* (2013) and university criteria. The expectation for promotion at this rank is based on a 12-hour teaching load or its equivalence per semester and at least five years of full-time teaching experience at the university (years of teaching need not be consecutive). The criteria for reviewing applications for promotion to the rank of Senior Instructor must include these general elements and evidence for each.

1. Evidence of student success on learning outcomes

- School Director 's evaluations of applicant's teaching capability and performance
- Student evaluations, both quantitative and qualitative
- Pre- post evaluations to demonstrate an increase in knowledge and skills taught in the specific content area
- Explanation of learning outcomes assignments or portfolios that are connected to course goals
- Peer-reviews documenting student learning outcomes.

2. Demonstration of the use of effective modalities, e.g., experiential learning, collaborative learning, service-learning

- Hands on practice and feedback
- Peer group work and collaborative presentations
- Self- and peer-analysis of writing-intensive projects
- Involvement in research

- Integration of course concepts applied to community service and community interaction
- Use of instructional technologies to present concepts, interact, or provide highly relevant or engaging material and facilitate class discussions in a flipped model

3. Leadership in teaching

- Demonstrate leadership in andragogy, pedagogy and curriculum development
- Mentoring students in research, field placement, or other high impact learning experiences
- Manage or coordinate teaching or student-related grants
- Coordinate academic programs
- Other factors in the area of service/teaching, e.g., evidence of advising to student organizations, organizing relevant community or university student events.

4. Contribution to course and curriculum development

- Development of new courses or major revisions to existing courses
- Launching or making tangible improvements in the use of instructional technology to better meet course goals

5. University, Professional, and Public Service

- Service with program, department, college, or university committees or initiatives.
- Professional Service in discipline relevant, professional and/or teaching organizations
- Public service: University-community engagement, alumni relations, professional networking for MSU

C. Application Process

Instructors seeking to apply to Senior Instructor position shall be provided with opportunities for evaluation in the application process in developing the teaching portfolio and appropriate artifacts. Evaluation shall be available to Instructors during the second semester of their second, third, fourth, and fifth year. The evaluation may be provided by the PT Committee, approved mentors, and/or the School Director. The teaching portfolio, including an artifacts binder, will be submitted to the DPC for review in accordance with the dates specified in the tenure and promotion calendar (typically early October). The DPC will submit recommendations to the School Director in accordance with the timelines specified in the Tenure and Promotion Calendar. The School Director will review all relevant information and make a recommendation to the Dean, who will also conduct a review and forward recommendations to the Provost. The Provost will notify the candidate of approval or non-approval of the appointment to Senior Instructor in writing, with copies to the School Director and Dean. The Academic department will be responsible for initiating the personnel action forms designating the change of appointment and incremental salary increase.

Dossier Requirements for Application to Senior Instructor

Please refer to the Provost's Website for procedures at time of application. This dossier must be submitted by the due date to the School Director and cannot be changed once it is submitted, except for additions to the curriculum vita with the approval of the relevant faculty committee prior to the committee's completion of recommendation, with supporting documentation if requested from the faculty committee. The dossier includes the Provost's binder, with all of its included materials, plus a second collection of materials in digital form (i.e., Blackboard portfolio) or hard copy (i.e., CLSE binders), which includes:

- A profile consisting of candidate's current curriculum vitae and a personal summary statement between 2-5 pages describing the faculty member's research agenda and teaching and service philosophies
- Annual teaching, research/scholarship, and service narratives that include accomplishments, goals, plans, and how feedback from previous years was addressed
- A table summarizing all course evaluation averages by semester
- Matrices for teaching, scholarship/research, and service, which includes the location of relevant evidence
- Evidence/documentation related to teaching, scholarship/research, and service, particularly when not clearly known throughout the program or department
- Summary tables with all past annual and cumulative evaluation ratings of the faculty member by the DPC, School Director, and Dean (see example below)

Year	Reviewer	Date	Overall Assessment	Teaching	Research	Service
2018	CLSE DPC Committee	2/27/2019	Satisfactory	Satisfactory: Excellent (5)	Satisfactory: Above Expected (4)	Satisfactory: Expected (3)
	School Director	3/1/2019	Satisfactory	Satisfactory: Excellent (5)	Satisfactory: Above Expected (4)	Satisfactory: Expected (3)
	Dean	3/5/2019	Satisfactory	Satisfactory: Excellent (5)	Satisfactory: Above Expected (4)	Satisfactory: Expected (3)

- Faculty members being considered for tenure should include all reappointment letters; faculty members being considered for promotion should include all letters of evaluation since their last promotion.
- External review letters (Additional guidelines for external reviewers can be found on the Provost's website.)
- Departmental guidelines to be used for evaluation, which should be those provided to the faculty member at the time of hire for tenure and initial promotion or newer; those within the last five years or newer for additional appointments.
- In exceptional circumstances, the above documents may be supplemented by other sources of evaluative information offered by the faculty member or requested by the CR or PT Committee.
- Evidence of student success, use of effective modalities, course or curricular development, leadership in teaching and service.

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

Criteria for Original Appointment and/or Promotion (COE Guidelines, 2013)

Faculty may be initially appointed to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Minimal qualifications for initial appointment to each rank are provided in the table below.

CLINICAL FACULTY APPOINTMENT AND PROMOTION CRITERIA PER CLINICAL RANK				
Appointment & Promotion Criteria per Clinical Rank	Clinical Instructor	Clinical Assistant Professor	Clinical Associate Professor	Clinical Full Professor
Minimum Degree	Master's	Master's plus 6 graduate credit hours	Master's plus 12 graduate credit hours	Doctoral Degree
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 credentials.	Same as Clinical Instructor	Same as Clinical Instructor	Same as Clinical Instructor
Specific type & quantity of experience	Min-5 years	7 years	9 years	10 plus years
Experience supervising students or others	0-3 yrs experience	3-6 yrs experience	6-9 yrs experience	10 plus yrs experience
Scholarly Work (For initial appointment or promotion to higher ranks)	Remaining current in reading of relevant research	Minimum of one Category A publication or one national, peer-reviewed presentation in appropriate field; OR One externally funded grant of \$2500 minimum	Minimum of two Category A scholarly activities	Minimum of three Category A scholarly activities
Professional Development	Remaining current in outside reading	Minimum of 3 professional	Minimum of 4 professional	5+ professional development activities

	for course assignment	development activities	development activities	
Teaching	<p>Meeting all <i>Faculty Handbook</i> teaching responsibility criteria;</p> <p>Providing evidence of effective teaching;</p> <p>Average student evaluation ratings (on a 5-pt. scale; 3.01-3.5 where 5 is the highest).</p>	<p>Exceeding expected performance in at least three ways, including, but not limited to:</p> <p>Achieving high student evaluations (on a 5-pt scale; >3.51 where 5 is highest);</p> <p>Evidencing engagement in the scholarship of teaching;</p> <p>Course development activity (e.g., alignment with standards/competencies or updating materials);</p> <p>Curriculum development activity;</p> <p>Support of student research efforts;</p> <p>Effective student advisement;</p> <p>Coordination of academic program;</p> <p>Contribution to the public affairs mission;</p> <p>Innovative use of instructional technology;</p> <p>Development of internet courses;</p> <p>Curriculum/instructional efforts related to accreditation;</p> <p>Completion of specialized training for teaching; or</p>	<p>Exceeding expected performance in at least three ways, including, but not limited to:</p> <p>Achieving high student evaluations (on a 5-pt scale; >3.51 where 5 is highest);</p> <p>Evidencing engagement in the scholarship of teaching;</p> <p>Course development activity (e.g., alignment with standards/competencies or updating materials);</p> <p>Curriculum development activity;</p> <p>Support of student research efforts;</p> <p>Effective student advisement;</p> <p>Coordination of academic program;</p> <p>Contribution to the public affairs mission;</p> <p>Innovative use of instructional technology;</p> <p>Development of internet courses;</p> <p>Curriculum/instructional efforts related to accreditation;</p> <p>Completion of specialized training for teaching; or</p>	<p>Exceeding expected performance in at least three ways, including, but not limited to:</p> <p>Achieving high student evaluations (on a 5-pt scale; >4.00 where 5 is highest);</p> <p>Evidencing engagement in the scholarship of teaching;</p> <p>Course development activity (e.g., alignment with standards/competencies or updating materials);</p> <p>Curriculum development activity;</p> <p>Support of student research efforts;</p> <p>Effective student advisement;</p> <p>Coordination of academic program;</p> <p>Contribution to the public affairs mission;</p> <p>Innovative use of instructional technology;</p> <p>Development of internet courses;</p> <p>Curriculum/instructional efforts related to accreditation;</p> <p>Completion of specialized training for teaching; or</p>

		Assessment of teaching (e.g., peer-review of teaching, specialized assessments)	Assessment of teaching (e.g., peer-review of teaching, specialized assessments)	Assessment of teaching (e.g., peer-review of teaching, specialized assessments)
Service	Participates in Program & Department Activities	Documentation of Program, Department and College Service	Documentation of Program, Department, College and University Service	Documentation of Program, Department College, and University Service; PLUS Service to the Profession/Discipline

Annual Evaluations of Clinical Faculty

All clinical faculty members are reviewed annually by the School Director at the date specified in the Provost's Calendar for Faculty Evaluation. Clinical faculty are evaluated in clinical education (teaching) and service, and the annual review will include a discussion of (a) the results of prior performance and (b) objectives for forthcoming performance. When appropriate or requested by the clinical faculty member, discussion at annual evaluations also can address progress toward promotion to the subsequent rank. The annual review will address completion of goals established during prior review.

Evaluation for Renewal of Contract

The duration of contracts for clinical faculty members varies depending on level of initial appointment and time in service. The School Director conducts evaluations for *renewal of contract*, which should be based on the performance of clinical faculty members as reflected in their annual reviews. Renewal of contract is contingent upon positive annual evaluations from the School Director. Faculty must be notified of non-renewal decisions no later than the date provided on the Provost's website.

Promotion Application Process

The professional performance portfolio and artifacts binder will be submitted to the School Director to be given to the DPC for review in accordance with the dates specified in the tenure and promotion calendar (typically early October). The DPC will submit recommendations to the School Director in accordance with the timelines specified in the Tenure and Promotion Calendar. The School Director will review all relevant information and make a recommendation to the Dean, who will also conduct a review and forward recommendations to the Provost. The Provost will notify the candidate of approval or non-approval of the appointment to Senior Instructor in writing, with copies to the School Director and Dean. The Academic department will be responsible for initiating the personnel action forms designating the change of appointment and incremental salary increase. Clinical Instructors seeking to apply to Clinical Assistant Professor, Clinical Associate Professor, or Clinical Full Professor shall be provided

with opportunities for evaluation in the application process in developing the teaching portfolio and appropriate artifacts. Evaluation shall be available to Instructors during the second semester of their second, third, fourth, and fifth year. The evaluation may be provided by the PT Committee, approved mentors, and/or the School Director.

Dossier Requirements for Application to Assistant Clinical Professor, Associate Clinical Professor, or Clinical Full Professor

Please refer to the Provost's Website for procedures at time of application. This dossier must be submitted by the due date to the School Director and cannot be changed once it is submitted, except for additions to the curriculum vita with the approval of the relevant faculty committee prior to the committee's completion of recommendation, with supporting documentation if requested from the faculty committee:

- A profile consisting of candidate's current curriculum vitae and a personal summary statement between 2-5 pages describing the faculty member's research agenda and teaching and service philosophies
- Annual teaching, research/scholarship, and service narratives that include accomplishments, goals, plans, and how feedback from previous years was addressed
- A table summarizing all course evaluation averages by semester
- Matrices for teaching, scholarship/research, and service, which includes the location of relevant evidence
- Evidence/documentation related to teaching, scholarship/research, and service, particularly when not clearly known throughout the program or school
- Summary tables with all past annual and cumulative evaluation ratings of the faculty member by the DPC, School Director, and Dean (see example below)

SUMMARY OF PROMOTION AND TENURE QUALIFICATION

This document reflects the MINIMUM requirements for a faculty member to be eligible for consideration for tenure and/or promotion. As such, it does not provide a guarantee that a faculty member will be granted tenure and/or promotion as that decision is based on an overall evaluation of the time period being considered and the presentation of sufficient evidence. The expectations outlined in this document need to be considered in light of individual workload assignments negotiated between the faculty member and the School Director which may require modified expectations for reappointment, tenure, and promotion. Furthermore, in some cases activities may be counted in multiple areas, such as when a faculty member engages in the scholarship of teaching.

