

MISSOURI STATE UNIVERSITY

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

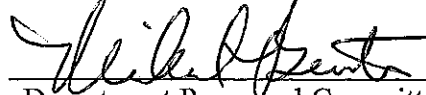
DEPARTMENT: Environmental Plant Science
and Natural Resources

COLLEGE: Agriculture

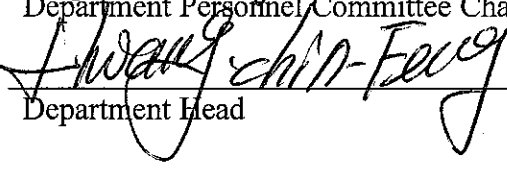
SEMESTER/YEAR OF CURRENT REVIEW: Fall 2018

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Summer 2021

DEPARTMENT ADOPTION SIGNATURES:



Department Personnel Committee Chair

04 Sept 2018
Date

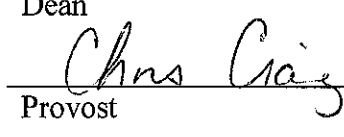

Department Head

09/04/2018
Date

APPROVAL SIGNATURES:


Dean

9/4/18
Date


Provost

9-11-18
Date

THIS PLAN IS IN EFFECT FROM FALL 2018, THROUGH SUMMER 2021.

William H. Darr College of Agriculture

Department of Environmental Plant Science and Natural Resources

Policy for Tenure, Promotion and Annual Appointment

August 2018 (approved by faculty)

Philosophy

This policy explains the procedures, criteria, and standards of the **Environmental Plant Science and Natural Resources Department (EPSNRD)** in the William H. Darr College of Agriculture (**COAG**) for evaluating faculty for tenure, rank promotions, and annual reappointment. This statement complies with the MSU Faculty Handbook and is to supplement, not replace, relevant sections of the Handbook. Faculty in the College of Agriculture seeking reappointment, tenure, or promotion should be familiar with the following university documents: Faculty Handbook requirements for Appointment, Tenure and Promotion of Ranked Faculty; Faculty Duties and Responsibilities; Evaluation of Applications for Tenure or Promotions; Office of Provost Policy; Promotion, Tenure and Annual Appointment Guidelines; and the current Faculty Evaluation Calendar.

Each faculty member in the EPSNRD is expected to participate in teaching, research/scholarly and service activities. All evaluations for annual reappointment, tenure or promotion will be based on faculty performance in these three areas. Activities in each of these areas include, but are not limited to, the following:

Teaching: All activities involving the instruction of undergraduate and graduate students in the classroom; direction of undergraduate and graduate seminars, independent studies, internships, and supervised student teaching; career and academic advisement of students; designing or revising course materials, teaching methods or instructional aids; participation in workshops or seminars designed for improvement of teaching.

Research/Scholarship: Activities directed toward the discovery of new technologies, techniques, or application of knowledge in agriculture; attendance and presentation and participation in workshops, seminars, conferences, and professional meetings promoting agriculture research.

Service: Activities include serving on Department, College and University committees; advisement of student organizations; serving on advisory boards or committees of professional organizations; local, state, and national agricultural committees; advisory boards or committees of agricultural industries or financial organizations; participation in workshops, seminars, and field days.

Faculty in the EPSNRD are expected to have a strong interaction with the agricultural community.

Performance Evaluations

Annual Progress Review for Tenure and/or Promotion

Each year as a part of the regular review of tenure eligible faculty, the College of Agriculture's Reappointment, Tenure, and Promotion Committee would be formulated consisting of two tenured faculty (of equal rank or higher) from the EPSNRD and one tenured faculty (of equal rank or higher) from the other two departments of the COAG. If the prescribed number and ranked faculty are not available from any department, they will be appointed from the remaining departments. These committee members will be selected by the respective Departments. (The three departments are: 1) Agricultural Business, Education and Communications, 2) Animal Science, and 3) Environmental Plant Science and Natural Resources. This committee will evaluate progress toward tenure as (a) commendable, (b) satisfactory, or (c) unsatisfactory, and prepare its recommendations. A copy of the recommendation, identifying areas for improvement and specific suggestions as needed, if reappointment is recommended, will be provided to the faculty member for a signature of it being received.

The Department Head (having the faculty under consideration) will do an independent evaluation using the same format as the Committee for reporting results. The evaluation will be discussed with the applicant and submitted to the Dean of the Darr College of Agriculture.

The Dean of the College of Agriculture will complete an independent evaluation using the same format as the Department Head for reporting results to the faculty under review and will then forward all reports to the Provost.

If the candidate wishes to have a review of the evaluations, he/she may request the **College of Agriculture's Promotion and Tenure Advisory Committee** to review the materials and submit its recommendation to the Provost. The Advisory Committee will be selected by the Dean of the Darr College of Agriculture in consultation with the Department Heads and composed of one tenured Full Professor from each of the three departments who had not served on the initial Reappointment, Tenure and Promotion Committee.

Copies of all recommendations will be placed in the College of Agriculture's personnel file and forwarded to the Provost.

Application for Tenure and Promotion to Associate Professor

The Dean's office sends a list of candidates eligible for tenure and promotion to Associate Professor to the Provost, who certifies the eligibility. If certified as eligible for promotion, the candidate provides documentation of teaching, research, and service performance to the Dean of the College of Agriculture who will provide it to the EPSNR Department Head and to the Chair of the EPSNRD Reappointment, Tenure and Promotion Committee. Five external

reviewers (names submitted by the candidate who have not been a student, coworker, or supervisor) will be sent the candidate's promotion packet for review with a goal of two to four reviews being returned and included in the materials to be used in the committee's deliberation. Specific stipulations are listed below.

The EPSNRD Reappointment, Tenure and Promotion committee, the Department Head, and the Dean will complete independent evaluations and recommendations as described above. At each level of evaluation, the candidate will be informed of the results. The candidate has the right to appeal the final recommendation from the Provost by following the procedures outlined in Section 4.7 of the Faculty Handbook.

Application for Promotion to Professor

Application for promotion to the rank of Professor of tenure-track faculty is initiated by the candidate submitting a memo to the Dean's office to certify eligibility in March of the year preceding the application. If certified as eligible for promotion, the candidate provides documentation of teaching, research, and service performance to the Dean of the College of Agriculture who will provide it to the EPSNRD Department Head and to the Chair of the EPSNRD Reappointment, Tenure and Promotion Committee. Five external reviewers (names submitted by the candidate who have not been a student, coworker, or supervisor) will be sent the candidate's promotion packet for review with a goal of two to four reviews being returned and included in the materials to be used in the committee's deliberation. Specific stipulations are listed below.

The EPSNRD Reappointment, Tenure and Promotion committee, the Department Head, and the Dean will complete independent evaluations and recommendations as described above. At each level of evaluation, the candidate will be informed of the results. The candidate has the right to appeal the final recommendation from the Provost by following the procedures outlined in Section 4.7 of the Faculty Handbook.

External Review Stipulations:

- A. Qualifications of an external reviewer: The individual should possess a terminal degree appropriate for the discipline. Reviewers typically hold academic appointments. Reviewers with academic appointments should be employed in institutions/programs at or above the level of the institution in which the candidate is employed and should hold rank above the level of the candidate. When appropriate, reviewers holding terminal degrees may be drawn from research/creative institutes, foundations, organizations or the private sector.
- B. Conflicts of interest disqualify reviewers: Individuals with whom the candidate has collaborated or studied are generally ineligible. Individuals with whom the individual has a personal relationship are generally ineligible. Candidates should disclose any relationship or association with a potential reviewer prior to their selection, so as to avoid any potential conflict of interest.
- C. Instructions for external reviewers: Standard instructions are to review CV and samples of work in terms of the criteria (also sent) of the candidate's home

institution and department. Information on the candidate's teaching load should be provided to the reviewer. Only work that is eligible for consideration under the terms of appointment should be submitted to reviewers.

- D. Confidentiality of external reviewers:** Reviews are solicited and returned to the department head and included in the dossier.

Scope of review: The reviewer is invited to consider the whole of the candidate's CV, but the primary focus of the external review is on scholarship and research. Faculty within the candidate's own department and institution are expected to be qualified to fairly assess contributions in teaching and service.

Basis for Performance Evaluations:

Each faculty member is expected to participate in teaching, research/scholarship and service activities that promote the mission and goals of the University, the College of Agriculture, and the EPSNRD. The precise terms of employment, stated in the initial appointment contract letter, may vary from one individual to another, but these conditions must conform to the policies in the appropriate Faculty Handbook and be in accordance with performance expectations of other faculty in the College of Agriculture.

All faculty are encouraged to construct and maintain a professional portfolio of their activities. The portfolio or similar documentation will be required for application of annual reappointment, tenure, or promotion. The portfolio should contain the following:

A. General

- Personal Statement summarizing the application in one or two pages
- Letters of annual reappointment for probationary period
- Results of annual performance reviews
- Results of special review (if applicable)

B. Teaching Activities (see Evaluation of Teaching)

C. Research and Scholarly Activities (see Evaluation of Research)

D. Service Activities (see Evaluation of Service)

Evaluation of Teaching:

Teaching effectiveness is essential in the development of "educated persons." Achievement in this area is of critical importance in the College's evaluation of faculty members for annual reappointment, tenure, and/or promotion. Indicators of Teaching performance may include (but not be limited to) the following:

- A. Classroom Teaching:** Statements of teaching philosophy; number of courses and course contact hours per semester; self-evaluations of teaching effectiveness; results of student evaluations of courses taught; peer evaluations concerning preparedness and effectiveness in teaching; teaching awards; student enrollment data; professional teaching; meetings attended. Documented evidence of student success, i.e. grade distributions and pass-fail ratios that are typically within the College's ranges for

courses of the same level and type should be included.

- B. Instructional Development:** Course syllabi; outlines of courses; development of new courses; improvement of existing courses; development of laboratory exercises; conferences, workshops or courses taken to enhance teaching skills; innovations in instructional methods or resources to promote student learning; grants or awards for teaching improvement. Syllabi should follow faculty handbook and any accreditation requirements, and clearly state course objectives which are appropriate for the level and type of courses being taught. Courses should neither contain too much nor too little rigor for the credit hour and level of instruction as established by the Instructor, Department Head, and Dean.
- C. Availability to students outside of the classroom:** Academic advisement including regular documentation of advising through Advisement Notes; availability during scheduled office hours; supervision of internships, independent studies or supervised student teaching; career advisement; advisement of student clubs, organizations or activities promoting faculty-student interactions.
- D. Other Contributions:** Recruitment activities with numbers of students addressed is an achievement that is an expectation within the annual reports.

Expectation: Candidates for annual reappointment, tenure, or promotion must adequately demonstrate a high quality of teaching with the expected/assigned quantity of teaching, plus be adequately available for meaningful advisement of assigned student advisees. Documented Advisement Notes are expected as a routine component of all advisement. Faculty promoted to rank of full professor are expected to demonstrate a greater role in mentoring graduate students and advising undergraduate students.

Evaluation of Research and Scholarly Activity:

The Environmental Plant Science and Natural Resources Department of the William H. Darr College of Agriculture endorses a broad definition of scholarly work, including but not limited to the scholarship of discovery (traditional academic research leading to published articles and books). Other recognized forms of scholarship include the integration and synthesis of existing research (including work of an interdisciplinary nature), and the creation of new plant varieties, patents, national and international awards for wine, dissemination of scholarly work to industry and trade groups, the scholarship of teaching, and the mentoring of future scientists and educators through supervision of undergraduate and graduate research.

The candidate for tenure and promotion should maintain a portfolio to document his or her scholarly accomplishments including but not limited to the items listed below. These items (A through K) represent broad assessment measures, the specific promotion criteria to achieve a specific rank are listed separately in sections below.

- A. Scientific Peer-Reviewed Publications:** Articles based on the research work **originated and completed at Missouri State University** published in peer reviewed academic journals¹.
- B. Books and Book Chapters:** Books of scientific nature or educational material (textbooks, lab manuals), and edited or editor-selected chapters in scientific or educational books; educational materials will count as peer-reviewed publications when adopted for use by at least five different institutions or school districts.
- C. Supervision of Completion of M.S. Thesis:** Serving as major advisor to a student who has completed a M.S. thesis; serving as major advisor to three students who completed a M.S. non-thesis; serving as major advisor to the ongoing work on a reasonable and productive timeline of one or more thesis, or three or more non-thesis, M.S. students will count as one scholarly activity.
- D. Grants/Funding:** External grants received; MSU (internal) grants received; external and internal grants written but not funded; public/private donations for research purposes.
- E. Trade Publications:** Articles written for commodity-specific trade journals or producer-audience extension type materials that have undergone an internal review process at Missouri State University will be weighted so that 3 publications of this type will equate to one scientific peer-reviewed publication, with the exception of the required minimum number of scientific peer-reviewed publications needed in Category 1 below for tenure and promotion.
- F. Popular Publications:** Articles written for news media, popular magazines, blogs, consumer-audience extension-type materials.
- G. Citations, Photo and Video Credits:** When research articles are cited, or photos/videos used in technical publications or websites of other institutions or agencies (with the exception of citing one's own work in subsequent publication); multiple citations of the same work do not count as multiple scholarly activities.
- H. Presentations:** Invited presentations; refereed presentations; scientific meeting presentations of current research; workshop or field day presentations of current research.
- I. Attendance at Regional, National, or International Scientific Meetings:** In the field of candidate's scholarly work or related to courses taught (this item cannot be counted more than once).
- J. Research Projects:** Number and scope of current research projects or research activities.
- K. Discipline-Related Appropriate Scholarly Works:** Juried awards for wine and related beverages; receipt of patents for work initiated while at Missouri State University, release of plant cultivars from work initiated while at Missouri State University.

Expectation: Candidates for tenure and promotion must show evidence of active participation in publishing, grant writing, and presentations.

Teaching Loads and Research:

"Standard workload" is 24 equated hours across an academic year (Fall and Spring) with the exception of Instructors or Clinical Instructors with varied teaching, research and service

¹ Peer reviewed journals must be reputable, subject the manuscript to blind review by qualified scientists within the candidate's discipline who do not serve on the journal's editorial board, and permanently archive the published article. External reviewers, the departmental RPT committee, department head and dean will assess journal and manuscript quality.

responsibilities based on their job descriptions. The conceptual framework for this standard workload is a total workload of 30 equated hours with six equated hours being allocated for maintaining currency in one's field, advising duties, and normal Department, College, and University service activities. The reference to standard workload in this policy is only applicable to nine-month academic appointments.

"Overload" is determined by evaluating the workload assigned to a faculty member in relation to the standard workload as configured for that faculty member. Thus, if a faculty member with a typical nine-hour semester teaching load is asked to teach additional coursework during a semester, then that faculty member's workload might be considered overloaded. However, even within a department all courses are not automatically equal. Overload status of an academic year should be determined by the Department Head and Dean prior to the courses being taught.

Research active faculty in the EPSNRD are expected to have a nine-hour teaching load and must complete at least four of the research activities, (items A through K above) from at least two different categories each year. Tenure-track, but non-tenured faculty will be considered to be research active during their pre-tenure period as they work toward completing the eight main scholarly activities required for tenure and promotion as listed in the section titled "Promotion to Associate Professor", without the specific annual requirements as described here.

Normally faculty who have less than nine hours of teaching per semester are those who were hired for unique research and service roles. While a greater number of scholarly and service products is expected of these individuals than those having nine or more hours of teaching, to place a linear increase in scholarly products to reflect a linear decrease in teaching would disregard the many factors of the conditions of their employment. The guideline of having at least twice the expectations in the total body of scholarly and service achievements would be a guide for achieving tenure or promotion.

One credit hour of a lecture course taught shall equal one hour of teaching load. For courses with combined lecture and lab hours, each lecture hour shall count as one hour of teaching load and each two hours of laboratory shall count as one hour of teaching load. For lab-only courses, each hour shall count as one hour of teaching load for the first section, but for additional laboratory sections, two contact hours shall be counted as one credit hour teaching load, or as appropriated by the Department Head.

For supervision of students enrolled in AGR 796, 798 and 799 (or similar courses), each five hours of credit taken by students shall be equal to one full time teaching equivalent. For example, three students enrolled in two hours of AGR 798 (total six hours) would equal 1.2 credit hours of teaching load. Teaching loads for special topics such as AGE 618, 628, 718, AGP 730 and AGS 712 (or similar courses) will be calculated in a similar fashion. As another example, students enrolled in a three-hour AGS 712 course (nine credit hours generated) equals 1.8 credit hours of teaching load. Graduate special topics courses taught simultaneously with undergraduate courses shall not be considered for calculation of additional teaching loads.

For supervision of undergraduate students in special topics, special problems and internship such as AGB 494, AGE 498, AGP 496, AGN 495, AGS 492 and AGR 499 with less than 15 students

per section, the teaching load shall be calculated at a rate of 15 credit hours generated per hour of teaching load. For example, five students in one hour of AGS 492 each (total five credit hours) is equal to 0.3 hours of teaching load. Special topics which are repeatedly taught should be converted to a regular course number.

The complete University policy on faculty loads is reproduced at the end of this EPSNRD policy.

Evaluation of Service

Service activities expand opportunities for learning, shape the learning environment, and are instrumental in fulfilling the "Public Affairs" mission of the University. Each faculty member is expected to assume an appropriate share of the service responsibilities necessary to fulfill the Department and University missions. Note: The expectation is for seven (7) or more of the following activities to be achieved within a year.

- Serving effectively on College and/or University committees.
- Performing effective service to the Agriculture profession in ways such as the following:
 - Providing advice and agricultural-based consulting for homeowners, farmers and agricultural organizations and industries
 - Serving effectively as a sponsor of a student organization
 - Planning, coordinating and running a single-day event (show, conference, seminar, workshop, etc.) for an agriculture-related group or industry
 - Planning, coordinating and running a multi-day event (show, conference, seminar, workshop, etc.) for an agriculture-related group or industry
 - Coordinating or assisting with district, state or national FFA Career Development Events
 - Coordinating or assisting with local, state or national 4-H activities
 - Having significant appearance/commentary in local, regional or national news media
- Refereeing articles for conferences and/or journals.
- Evaluating grant proposals from funding agencies.
- Serving on the organizing board for one or more conferences.
- Serving as an officer in one or more local, regional, state, national or international professional organizations.
- Serving effectively as an officer or committee member in one or more local, regional, state, national or international agriculture industry organizations.
- Serving as chair of one or more local, regional, state, national or international professional organization committees.
- Participating at professional meetings in the capacity of moderator, invited speaker or panel member (list activities not included under research).
- Participating in other recruiting and public relations activities for the College of Agriculture.
- Coordinating, assisting with, or judging at a local or statewide science fair.
- Peer-refereeing manuscripts sent for external review from extramural institutions.
- Serving as an external reviewer in tenure/promotion procedures processed by institutions other than MSU.

- Serving as a member of an editorial board of nationwide or worldwide peer-reviewed scientific journal.
- Participating in public affairs/community/social service, not necessarily related to one's technical expertise.

Expectation: Candidates for tenure and promotion must show strong evidence of high quality and quantity of active participation in at least seven of the above on an annual basis for both tenure and promotion to associate and full professor. Faculty promoted to rank of full professor are expected to demonstrate greater participation and/or leadership in service and outreach activities. In addition, tenured assistant and associate professors are expected to serve as mentors to tenure track and lower-ranked faculty. The candidate must provide justification in writing when service participation involves significant time spent with fewer than seven different activities in a given year.

Departmental Support and Professional Practices

Evaluation of departmental support evaluates faculty members for their impact on the department's productivity or reputation through the quality of interaction with other faculty members or other activities. A positive example of such behavior might include providing substantial statistical consultation to colleagues, though not enough to warrant authorship. Negative examples of such a behavior may also occur in that faculty may neglect obligations or engage in activities that undermine the productivity of their colleagues in significant ways. Unprofessional practices will be evaluated with respect to guidelines for professional and ethical behavior such as those published by professional organizations (ASA, ASEV, ASHS, ASPB, ASPP, ESA, CSSA, SSSA, etc.) and as published in the *Faculty Handbook (section 13)*.

Promotion to Associate Professor

Normally, tenure and promotion to the rank of Associate Professor would be granted to candidates (having 18 or more hours of teaching in nine months) who had **eight** scholarly activities. Tenure and promotion may be awarded separately, with promotion based on the candidate having fully-completed all required activities at the time of Department committee consideration of tenure and promotion. The required activities must include all four categories below:

- 1) Being senior author* on a minimum of one peer-reviewed publication of work completed at MSU as described in A above
- 2) Having at a minimum of **one** of the following
 - Being senior author or co-author of a peer-reviewed publication of work completed at MSU as described in A or B above
 - Being senior author or co-author of a peer-reviewed publication of research done at a previous institution, as long as editing and submission occurs after joining Missouri State University
 - Receiving a national or international juried award for a wine vintage or other beverage (multiple awards for one variety/vintage/year count as one award)

- Receiving a grant, as Project Director (PD) or Co-PD, of \$25,000 or more ***OR*** grants totaling at least \$25,000 while at Missouri State University
 - Receiving a patent for a product created from work done at MSU
 - Releasing a new named plant cultivar developed from work done at MSU
- 3) Serving as major advisor and supervising the work of **one** M.S. student thesis project to completion
 - 4) Completing five additional scholarly activities as described in the list of scholarly activities (items A through K) above, with representation from at least three categories expected, unless justified through explanation.

Promotion to Full Professor

Normally, promotion to the rank of (Full) Professor would be granted to candidates (having 18 or more hours of teaching in nine months) who had **twelve** scholarly activities since those applied in the promotion to the rank of Associate Professor. The required activities must include all four categories below:

- 1) Being senior author* on a minimum of two peer-reviewed publications of work completed at MSU as described in A or B above (this will count as two scholarly activities)
- 2) Having a minimum of one of the following
 - Being senior author or co-author of a peer-reviewed publication of work completed at MSU as described in A or B above
 - Receiving a national or international juried award for a wine vintage or other beverage (multiple awards for one vintage count as one award)
 - Receiving a grant, as Project Director (PD) or Co-PD, of \$25,000 or more ***OR*** grants totaling at least \$25,000
 - Receiving a patent for a product created from work done at MSU
 - Releasing a new named plant cultivar developed from work done at MSU
- 3) Serving as major advisor and supervising the work of **two** M.S. student thesis projects to completion
- 4) Completing seven additional scholarly activities as described in the list of scholarly activities (items A through K) above, with representation from at least four categories expected, unless justified through explanation

*Senior authorship may constitute first authorship of a publication, second authorship on a graduate student's publication, or being the corresponding author. Explanations will be made in the credentials when **senior authorship is justified for any article where the candidate is not first author.**

Promotion of Instructor to Senior Instructor

An Instructor who has demonstrated excellence in teaching and service at Missouri State University for at least five years may be considered for promotion to 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. Instructors wanting to apply for promotion to senior instructor should prepare a packet as described for tenure and promotion decisions; however, no external review of work is needed. Evaluation for promotion is based primarily on the Instructor's teaching and service activities, under the guidelines provided above for tenure-track faculty. 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.

- A. Classroom Teaching.** Statements of teaching philosophy; number of courses and course contact hours per semester; self-evaluations of teaching effectiveness; results of student evaluations of courses taught; peer evaluations concerning preparedness and effectiveness in teaching; teaching awards; student enrollment data; professional teaching; meetings attended.
- B.** Documented evidence of student success, i.e. grade distributions and pass-fail ratios that are typically within the College's ranges for courses of the same level and type should be included.
- C. Instructional Development.** Course syllabi; outlines of courses; development of new courses; improvement of existing courses; development of laboratory exercises; conferences, workshops or courses taken to enhance teaching skills; innovations in instructional methods or resources to promote student learning; grants or awards for teaching improvement. Syllabi should follow Faculty Handbook and any accreditation requirements, and clearly state course objectives which are appropriate for the level and type of courses being taught. Courses should neither contain too much or too little rigor for the credit hour and level of instruction as established by the Instructor, Department Head, and Dean.
- D. Availability to students outside of the classroom.** Academic advisement including regular documentation of advising through Advisement Notes; availability during scheduled office hours; supervision of internships, independent studies or supervised student teaching; career advisement; advisement of student clubs, organizations or activities promoting faculty-student interactions.

Expectation: Candidates for Senior Instructor must adequately demonstrate a high quality of teaching with the expected/assigned quantity of teaching, plus be adequately available for meaningful advisement of assigned student advisees.

A two-thirds vote of approval by voting, full-time, ranked faculty members of the Department will be necessary to amend these guidelines. Revised plans must be approved by the Dean of the College of Agriculture and the Provost.

Expectations of Non-Tenure, 12 month - Clinical Instructor

A Clinical Instructor must hold at least an earned Master's degree and is expected to maintain continuing technical/scientific/clinical competence as appropriate to the position, and maintain the principles of teaching, research, and service as outlined below. A Clinical 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.

Teaching

Faculty Handbook Guiding Principles: 4.3.2.1 Developing educated persons who are competent clinical professionals; 4.3.2.2 Exceptional Modes or Qualities of Clinical Education.

1. Assumes primary responsibility² for course instruction as agreed upon with the Department Head and Dean.
2. When the opportunity is available, serves as a supervisor for undergraduate studies/internships; committee member for graduate student projects such independent study projects, or thesis.
3. Demonstrates teaching excellence³ through evaluation of teaching abilities by means such as peer, mentor or student evaluations.

Research

Faculty Handbook Guiding Principles: 4.3.4.2.1 Contributes knowledge to discipline; 4.3.4.2.2 Application of clinical expertise to provide expert service to the local and professional community; 4.3.4.2.3 Transmission; 4.3.4.2.4 Involvement of students

1. Assumes primary responsibility for research management and facility maintenance as agreed upon with the Department Head and Dean.
2. Engages in research activities including grantsmanship.
3. Produces on average, one scholarly publication^{4,5} in refereed journals⁶, or three trade publication articles or five popular articles every three years.
4. Makes at least one research/ scholarly presentation⁴ every three years at professional or industry meetings.

Service/Administration

Faculty Handbook Guiding Principles: 4.2.3.2.1 University Citizenship, 4.2.3.2.2; Professional Service; 4.2.3.2.4 Public Service; 4.2.3.2.4 Professional Consultation

² **Primary Responsibility for Course Management:** Plans/organizes the learning experiences for an existing theoretical and/or clinical course and/or coordinates a course in collaboration with other faculty with an awareness of the total curriculum.

³ **Excellence as a Teacher:** Effective functioning in the classroom or clinical setting and in the various aspects of course development and management; student advisement; coordination of courses with the curriculum. Competence is evaluated by students and peers.

⁴ Faculty member should make a major contribution to the publication (as documented).

⁵ **Scholarly presentation/publication:** A presentation/publication based on the scholarship of discovery, the scholarship of integration, or scholarship of application. This may include textbooks, videos, chapters in books, software, poster sessions, etc.

⁶ **Refereed journal:** A refereed journal means, at a minimum, that it is cited in an index appropriate to the discipline and is scholarly in the opinion of the faculty member's peers in the profession. A dissertation will be accepted as a publication.

1. Serves as member on standing Department or University committees as agreed upon with the Department and Dean.
2. Maintains membership in professional organizations and attends professional meetings at the local, state, or national levels.
3. Takes part in providing professional/continuing education programs at local meetings. Routinely mentors field supervisors and experiment station staff for their professional development and the improvement of field, high tunnel and greenhouse operations.
4. Routinely reports meaningful observations to the public through appropriate outlets including social media.
5. Maintains appropriate Certifications (i.e. Pesticide Applicators).

Promotion to Non-Tenure, 12 month - Clinical Instructor to Clinical Assistant Professor

A Clinical Instructor who has demonstrated excellence in teaching, research, and service at Missouri State University for at least five years may be promoted to Clinical Assistant Professor. Clinical Instructors wanting to apply for promotion to Clinical Assistant Professor should prepare a packet as described for tenure and promotion decisions. Evaluation for promotion is based primarily on the Clinical Instructor's demonstration of the Faculty Handbook Guiding Principles for teaching, research, and service as listed above. A Clinical Assistant Professor 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.

Faculty Workload Policy for Springfield and Mountain Grove Campuses

Op3.33-2 Faculty Workload Policy for Springfield and Mountain Grove Campuses

Definitions

The term "Equated Hours" is used to refer both to credit hours of teaching and to time assigned to activities that are equivalent to credit hours of teaching. The work involved in any activity worth three equated hours will have been determined to be equivalent to the work involved in having sole responsibility for instructing a one-semester non-laboratory three-hour undergraduate class with enrollment at typical numbers or with responsibilities that do not significantly increase normal workload.

"Standard Workload" is 24 equated hours across an academic year (Fall and Spring) with the exception of instructors without a service component. The conceptual framework for this standard workload is a total workload of 30 equated hours with six equated hours being allocated for maintaining currency in one's field, advising duties, and normal Department, College, and University service activities. The reference to standard workload in this policy is only applicable to nine-month academic appointments.

For the 12-month clinical instructors who have significant supervisory roles in vineyard or orchard management at off-campus facilities, the management activities will count at least 6

credits in spring, 6 credits in summer and 6 credits in fall.

"Overload" is determined by evaluating the workload assigned to a faculty member in relation to the standard workload as configured for that faculty member. Thus, if a faculty member with a typical nine-hour semester teaching load is asked to teach additional coursework during a semester, then that faculty member's workload might be considered overloaded. **However, even within a Department all courses are not automatically equal.**

Reason or Purpose for the Policy

Missouri State University recognizes and supports the important work that faculty members do in and outside of the classroom to impact academic disciplines, students, the University, and communities. In support of that commitment, the following workplace policy was drafted to guide Department, College, and University decisions related to the fair and prudent allocation of faculty workload.

Policy Statement

All eight of the University's Colleges and the Library are required to create and maintain a workload policy approved by the Provost that defines the appropriate teaching load equivalence of courses and teaching-related activities (including contact hours) and define what constitutes "research active" faculty. In constructing these policies, these College/Units are expected to use selected terms and definitions outlined in this document. Academic departments may develop their own workload policies, but the policies must align with the College/Unit level plan. These terms include "equated hours," "standard workload," and "overload."

"Equated Hours" is used to refer both to credit hours of teaching and to time assigned to activities that are equivalent to credit hours of teaching. The work involved in any activity worth three equated hours will have been determined to be equivalent to the work involved in having sole responsibility for instructing a one semester non-laboratory three-hour undergraduate class with enrollment at typical numbers or with responsibilities that do not significantly increase normal workload. Academic Department policies regarding how equated hours are assigned to particular activities are to receive majority approval in departments, be aligned with the College/Unit plan and approved by the Department Head and the Dean/Director. The process for creating the workload policy should be transparent. Changes made to the College/Unit and/or Academic Department workload policies by any level of academic leadership should be documented, made available, and communicated to the faculty impacted by the change. All College/Unit and/or Academic Department workload policies must be posted on their respective websites upon Provost approval of the College/Unit level plans. Workload policies must be reviewed every three years at both the College/Unit and Academic Department level when applicable.

"Standard Workload" is 24 equated hours across an academic year with the exception of instructors without a service component. The conceptual framework for this standard workload is a total workload of 30 equated hours with six equated hours being allocated for maintaining currency in one's field, advising duties, and normal Department, College, and University service

activities. The Departmentally-approved activities of each faculty member will often vary, and in many cases the standard workloads for individual faculty members will also vary. Research-active faculty members are typically granted a three-hour reassignment per semester to promote scholarly endeavors at the University, resulting in an equated 18-hour instructional workload for an academic year. Research and other agreed upon activities are negotiated between the Department Head and the faculty member, with the approval of the College Dean/Director.

The University supports rigorous curriculum at both the undergraduate and graduate levels and clearly and strongly supports faculty involvement in mentoring student research. Thus, the construction of viable workload policies, equitable both within and between Colleges/Units and/or Departments, requires that workload policies address specific courses and the workload of each, program development, coordination, and supervision, individualized research or readings supervision, thesis supervision, extensive off-campus travel associated with job duties, and other activities valued by the College and/or Department that increase a faculty members workload (i.e., as measured in equated hours).

“Overload” is determined by evaluating the workload assigned to a faculty member in relation to the standard workload as configured for that faculty member. Thus, if a faculty member with a typical nine-hour semester teaching load is asked to teach additional coursework during a semester, then that faculty member’s workload would be considered overloaded. Any faculty member with a workload assignment that exceeds, according to College/Unit and/or Academic Department workload policy, 25 equated hours shall be compensated for being on overload status. It may be reasonable, that as a function of College/Unit and/or Departmental workload policies, a faculty member's standard instructional load may deviate one to two hours above or below nine hours for research active faculty and 12 hours for non-research active faculty. Where a minority of the faculty are performing duties that substantially increase their workload, it is the Department Head's responsibility to ensure the policy is fair and equitable.

Faculty members who are requested to teach overload course assignments have the right to refuse such assignments. If a faculty member chooses to accept an overload assignment, then that faculty member is entitled to overload compensation, to future workload reductions, or to another compensation arrangement mutually acceptable to the faculty member and Department Head. Faculty who receive overload compensation will receive a minimum instructional salary based on a scale of 2½% of a nine-month base salary per credit hour unless otherwise negotiated with the unit's direct academic administrator or College Dean. Faculty who choose to accept an overload assignment will be permitted to renegotiate prior established merit weights for teaching, research, and service if applicable.

If a substantial proportion of faculty disagrees with the content of the College/Unit and/or Department policy or with changes made to the policy by the Department Head or College Dean, they should attempt to resolve differences of opinion with the focal/relevant academic administrator. If a resolution is not possible, then the faculty member may submit a written appeal to the Provost for consideration. Faculty who believe the College/Unit and/or Academic Department policy is not being applied equitably may use the normal appeals process outlined in the Faculty Handbook.