

MISSOURI STATE UNIVERSITY

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

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COLLEGE: CNAS  
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THIS PLAN IS IN EFFECT FROM 3/31/23 , THROUGH 3/31/26.

Guidelines for  
Tenure, Promotion, and Annual Reappointment  
of Ranked Faculty

Department of Biology  
Missouri State University

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## **1. Applicability of the Guidelines**

- 1.1. The guidelines in this document supplement, but do not replace, relevant sections of the MSU Faculty Handbook. Biology faculty seeking reappointment, tenure, or promotion should become thoroughly familiar with chapters 3 and 4 of the most recent edition of the Faculty Handbook or corresponding sections of subsequent revisions. Should any conflict exist between the Faculty Handbook and the guidelines presented in this document, the Faculty Handbook takes precedence.
- 1.2. If amendments are made to this document during the probationary period for an untenured faculty member, and these amendments alter the performance requirements for reappointment, tenure, or promotion to Associate Professor, then the faculty member may choose to be evaluated based on either the amended document or the document that was in effect at the beginning of the probationary period. In such cases, the Departmental Personnel Committee must request a decision from the faculty member at the time of initiation of evaluations.
- 1.3. Applicants for promotion to Full Professor may choose to be evaluated based on any version of this document that was adopted and approved within the preceding five years.

## **2. Departmental Personnel Committee.**

- 2.1. The Departmental Personnel Committee (referred to henceforth as the “committee-at-large”) will consist of all tenured faculty members within the Biology Department (Faculty Handbook, Section 4.8.3). Initial evaluations for reappointment, tenure, and promotion will be conducted by a subcommittee of the committee-at-large. The subcommittee will consist of at least 3 members, one of whom serves as chairperson of both the committee-at-large and the subcommittee, and shall be constituted by a majority vote of the committee-at-large. The Department Head may not serve on the Departmental Personnel Committee and may not participate in any way in its deliberations. Most obligations of the Personnel Committee will be fulfilled by the subcommittee, and hence all subsequent references to the Departmental Personnel Committee (or simply the “Departmental Committee”) will refer to the subcommittee, with the committee-at-large always identified explicitly. The chair of the Departmental Committee will receive all applications for promotion and tenure.
- 2.2. In most years, the Departmental Personnel Committee is not responsible for recommendations regarding compensation other than promotion. Other compensation procedures are described in the Faculty Handbook (5.2, 5.3).
- 2.3. In the event that merit pay is available, a Departmental Personnel Committee will make evaluations of meritorious activities based on departmental procedures that are described in a separate document.

## **3. The Appointment contract letter**

The precise terms of every appointment shall be stated in the initial appointment contract letter. The conditions of appointment may vary in individual situations, but they must

conform to policies stated in the Faculty Handbook and in this document. Specific information that must be included in the contract letter includes:

- (a) Terminal degree status
- (b) Rank
- (c) Salary
- (d) Tenure status
- (e) Length of appointment (if probationary)
- (f) Credit for prior academic service or equivalent experience (if any)
- (g) Length of the probationary period (if applicable)
- (h) Clearly stated position responsibilities and performance expectations.

If the requirements for the achievement of tenure and/or promotion are to differ from those outlined in this document, then these modified requirements must be clearly specified in the initial letter of appointment.

#### **4. Annual Reporting Requirements for all Faculty Members.**

- 4.1. Each faculty member must submit an annual report of activities and achievements (henceforth “annual report”) every spring semester according to the Calendar for Faculty Evaluation posted by the Office of the Provost. The format for this report will be standardized for the entire department. The annual report will be used primarily for performance evaluations and secondarily for compensation decisions (in the event of merit pay). For a probationary faculty member not currently applying for promotion and tenure, the annual report will also be used for the purpose of reappointment and assessing progress toward tenure.
- 4.2. Each faculty member must keep a current curriculum vitae on file in the Departmental office and update Digital Measures at least once annually. CVs that have been updated through the previous calendar year are due in the Departmental office on the same date on which annual reports are due. Each faculty member is also encouraged to maintain a professional portfolio containing any documentation that might be useful in future evaluations.
- 4.3. The annual report is the basis for faculty at or above the level of Associate Professor to maintain research-active status, which impacts faculty loads (see below). Because the promotion requirements are the same for research-active and research-inactive faculty, course loads may affect the ability of faculty to meet the research requirements for promotion. To maintain research-active status:
  - (a) In a 3-year period, faculty should complete a minimum of one item in two of the following categories: Peer-reviewed publications, Conference Presentations, Funded external grants, and Mentoring student research (defined as a completed master’s thesis and/or an undergraduate research project that resulted in publication or internal/external conference presentations by the student or submission of external grant proposals by the student).
  - (b) Quality of performance will be taken into account with respect to whether the “minimum” activities in 4.3.1. are sufficient.
  - (c) A minimum of 1-year’s warning will be given before the faculty member is removed from “research active” status

- (d) The Department Head will consult with the departmental Personnel Committee before making a change in status
- (e) The final decision will be made by the Department Head
- (f) Faculty with particularly heavy duties in lab prep, TA supervision, advising or other extra duties may negotiate with the Department Head for reassigned time to balance these duties. However, some extra duties may be considered as service to the department and would not be eligible for reassigned time.
- (g) Standard course load
  1. Research Active: average of 9 TLE per semester (total of 18/year)
  2. Research Inactive: average of 12-15 TLE per semester (24-30 per year)

**5. Calendar for Annual Performance Evaluations and Decisions Regarding Reappointment, Tenure, and Promotion.**

Steps in the evaluation and decision processes are listed below in chronological order. **Specific deadlines will be posted annually by the Provost's office.**

Spring semester	<ul style="list-style-type: none"> <li>• Ranked faculty members intending to apply for tenure or promotion in the following academic year submit to the Department Head a list of at least 4 possible external referees.</li> <li>• Applicant prepares portfolio of materials to be submitted to external reviewers for evaluation of research.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Department Head distributes research portfolio to external reviewers.</li> </ul>
Fall semester	<ul style="list-style-type: none"> <li>• Submission of completed applications for tenure and/or promotion to the Departmental Committee.</li> <li>• Receipt of external reviews of research.</li> <li>• Performance reviews for second-year probationary faculty members are initiated.</li> </ul>
	<ul style="list-style-type: none"> <li>• Departmental Committee presents its tenure and promotion recommendations to the committee-at-large.</li> </ul>
	<ul style="list-style-type: none"> <li>• Department Head forwards tenure and promotion recommendations to the College Dean.</li> </ul>
	<ul style="list-style-type: none"> <li>• Departmental Committee Chair receives College Dean's recommendations on tenure and promotion and places them in the application file. Copies are forwarded to the Department Head and the applicant.</li> <li>• Second-year probationary faculty members are notified as to whether or not their contract will be renewed for a third year.</li> </ul>
Spring semester	<ul style="list-style-type: none"> <li>• All faculty members submit the annual report of activities and achievements. This is used both for performance evaluations and for salary compensation decisions.</li> <li>• All faculty submit a current CV to the Departmental office.</li> </ul>
	<ul style="list-style-type: none"> <li>• First-year probationary faculty are notified whether or not their contract will be renewed for a second year.</li> </ul>

Spring semester (continued)	<ul style="list-style-type: none"> <li>• Provost notifies applicant, Departmental Committee Chair, Department Head, and College Dean of tenure and promotion recommendations. Negative recommendations are final and are not reviewed by the Board of Governors. Grounds for appeal and the appeal process are provided in the Faculty Handbook.</li> <li>• The Board of Governors acts on all positive recommendations for tenure and promotion.</li> </ul>
Other timelines	<ul style="list-style-type: none"> <li>• Probationary faculty members in their third or later year of service are notified whether their contract will be terminated 12 months before expiration of the appointment.</li> </ul>

**6. Procedures for Annual Performance Evaluations and Reappointment of Untenured Faculty.**

6.1. Probationary faculty with initial appointments at the rank of Assistant Professor may be reappointed for a maximum of seven years; if tenure has not been granted by the beginning of the seventh full academic year, the appointment is automatically terminated at the end of year seven. Probationary faculty with initial appointments at the rank of Associate Professor may be reappointed for a maximum of five years; if tenure has not been granted by the beginning of the fifth full academic year, the appointment is automatically terminated at the end of year five. These time-tables may be extended only if the Provost grants a temporary stopping of the tenure clock. If the initial appointment begins in the middle of an academic year (January), then the first semester of service to the University (January-May) is not counted for these purposes.

6.2. Approximate dates on which probationary faculty will be notified of a decision not to reappoint for another year, and the subsequent dates of termination of the appointment, are given in the table below. Refer to the Provost’s web site for specific dates for the current academic year.

Academic Year	Date of notification of non-reappointment	Termination of appointment
1	Early March	End of year 1
2	Mid December	End of year 2
2	End of year 2 (May)	End of year 3
3	End of year 3 (May)	End of year 4
4	End of year 4 (May)	End of year 5
5	End of year 5 (May)	End of year 6
6	End of year 6 (May)	End of year 7

6.3. With the exception of probationary faculty who are being considered for reappointment to a second year (see 6.4 below), all decisions to reappoint untenured, ranked faculty for another year will be based on evaluation by the Departmental Committee and Department Head based on research productivity, service activity, and peer review of accomplishments in teaching (including observation of teaching in classrooms and/or labs in one or more years). For probationary faculty in their first year of service to MSU, this review will occur in the spring semester and will be based on all information available to

the Departmental Committee at that time, including the annual faculty report described in section 4.1. In all subsequent years, there will be annual performance reviews in the spring semester.

- 6.4. The decision to reappoint a probationary faculty member for a third year must be made in December of the second year. If serious concerns are raised by either the Department Head or the Departmental Committee prior to this deadline, the Departmental Committee will meet with the probationary faculty member to discuss those concerns before composing and forwarding its recommendation for or against reappointment. Prior to this meeting the Departmental Committee may request from the probationary faculty member a written summary of relevant activities and achievements since the formal review that occurred in the preceding spring semester. The committee shall specify a deadline for receipt of the summary and shall initiate the process sufficiently early to allow for reasonable compliance with all deadlines.
- 6.5. The Departmental Committee will recommend that a probationary faculty member be reappointed if the evidence indicates that he/she has consistently completed the basic job requirements in the areas of teaching, research, and service, as described in Appendix 1.
- 6.6. The Departmental Committee will also indicate whether the probationary faculty member's progress toward tenure is above satisfactory, satisfactory, or below satisfactory. If the committee indicates that progress is below satisfactory, they must identify specific areas in which the faculty member is deficient.
- 6.7. The Departmental Committee may choose to discuss their evaluation with the probationary faculty member prior to drafting their formal recommendation.
- 6.8. After the Departmental Committee drafts its formal recommendation, the probationary faculty member must be provided with a copy and will sign the original to indicate that the copy has been received. The probationary faculty member has the right to prepare a written response to the Committee's recommendation which will be attached to the recommendation and become a permanent part of the recommendation as it passes through subsequent levels of review.
- 6.9. The Departmental Committee's recommendation is forwarded to the Department Head who will complete a separate evaluation, including an assessment of whether progress toward tenure is above satisfactory, satisfactory, or below satisfactory. If the Department Head indicates that progress is below satisfactory, she/he must identify specific areas in which the faculty member is deficient.
- 6.10. The Department Head may choose to discuss his/her evaluation with the probationary faculty member prior to drafting a formal recommendation.
- 6.11. After the Departmental Head drafts a formal recommendation, the probationary faculty member must be provided with a copy and will sign the original to indicate that the copy has been received. The probationary faculty member has the right to prepare a written response to the Department Head's recommendation which will be attached to the



recommendation and become a permanent part of the recommendation as it passes through subsequent levels of review.

- 6.12. The Department Head will forward both the Committee's recommendation and the Department Head's recommendation to the College Dean.

## **7. General Procedures for Tenure and Promotion.**

- 7.1. **Mentoring of New Faculty.** Every new faculty member will be assigned a faculty mentor from within the department. The mentor will provide information, advice, and feedback to the new faculty member so as to facilitate the initiation of activities that will earn tenure and promotion. The process for selecting a faculty mentor and the specific duties of the mentor are described in Appendix 3.
- 7.2. **Progress toward tenure.** Progress toward tenure will be evaluated annually by the Departmental Committee, the Department Head, and the College Dean. These annual performance evaluations are described in section 6 of this document.
- 7.3. **Evidence to be used in Tenure and Promotion Decisions.** Faculty members applying for tenure will be evaluated according to their performance in accumulated assignments since employment at MSU. Faculty applying for promotion will be evaluated according to performance in present rank while at MSU. Each faculty member is responsible for assembling and maintaining a portfolio of evidentiary documentation and for making the case in support of her/his application. The evidence provided to support a tenure or promotion application must include external reviews of research quality and impact; procedures for obtaining external reviews are described in section 13.
- 7.4. **Eligibility for Tenure and Promotion.** An Assistant Professor is minimally eligible for tenure and promotion to the rank of Associate Professor after completing three years of academic service to MSU, regardless of the number of years credited for prior experience at the time of hiring. An application for tenure and promotion to Associate Professor will normally be submitted during the sixth year of probationary status, or the equivalent thereof including credit for prior experience, which is also the last opportunity to apply for tenure unless the Provost grants a temporary stop to the tenure clock. Requests to receive credit for prior experience must be made at the time of initial appointment, and any credit granted must be included in the initial appointment letter. The granting of tenure or promotion to Associate Professor at an earlier date than is normal can occur only under exceptional circumstances, as described in section 10.8. A tenured faculty member is minimally eligible for promotion from Associate Professor to Full Professor after five years of academic service to MSU at the rank of Associate Professor.
- 7.5. **Initiating an Application for Tenure or Promotion.** An application for tenure or promotion is initiated in the spring semester prior to the year in which the applicant desires to be evaluated. The applicant should inform the Department Head of his/her intention to apply, and must submit a list of suggested external research reviewers to the Department Head by no later than March 31, as detailed in section 13 of this document. A portfolio of research materials to be evaluated by the external reviewers, the contents

of which are detailed in section 13, must also be provided. The full application for tenure or promotion must be submitted to the chair of the Departmental Committee by the deadline posted by the Provost's Office. Detailed application guidelines are provided in section 14 of this document.

- 7.6. **Rights of Access to Relevant Evidence.** The Departmental Committee shall have access to all relevant documentation, including information normally held in the Departmental office. The candidate shall have direct access to all materials submitted by the Departmental Committee to the Department Head, excluding the names of external reviewers and their written reviews. Applicants are asked to respect the confidentiality of external reviewers. However, it is the applicant's legal right to view all contents of his/her personnel file, including letters from external reviewers. An applicant will be shown the external reviews only if he/she so requests, and such requests are strongly discouraged.
- 7.7. **Rights of an Applicant to Respond to Criticism.** After evaluating and discussing a completed application for tenure or promotion, but before formulating a recommendation, the Departmental Committee will summarize in writing all concerns and criticisms expressed by any individuals involved in the evaluation process, including both internal and external reviewers. So as to maintain complete confidentiality, the summary must not identify sources, and comments must be appropriately paraphrased. The preparation of this summary of external reviews is not a formal step in the application process as described in the faculty manual, but it will be a step in the process as it is carried out within the Biology Department.
- 7.8. **Amending an Application for Tenure or Promotion.** Amendments to an application for tenure or promotion that are submitted after the formal application deadline may be accepted at the discretion of the chair of the Departmental Committee. No amendments may be made after the committee-at-large has met to vote on the application. If an application is discovered to contain factual errors, then these should be corrected regardless of the stage to which the review process has progressed. However, no committee or individual involved in the review process is obligated to reconsider their decision because of factual errors that are the fault of the applicant, nor shall the existence of such factual errors be grounds for appeal of the tenure or promotion decision.
- 7.9. **Decision Process for Tenure and Promotion Applications.**
- (a) After evaluating applications for tenure and promotion, the Departmental Committee will make recommendations to all tenured biology faculty members (excluding the Department Head) who will serve as a committee-at-large. Members of the committee-at-large must be given an opportunity to review all application materials before a meeting is convened or a vote is taken.
  - (b) Tenure recommendations will be voted on by all tenured faculty members except for the Department Head. Promotion recommendations will be voted on by all tenured faculty members who hold rank equal to or above the rank for which the candidate is applying, excluding the Department Head. The Department Head may not be involved in any of these deliberations.
  - (c) If any voting members of the committee-at-large dissent from the majority

recommendation that will be forwarded by this committee, then the dissenting members must prepare a written report which will then become a part of the documentation which is forwarded.

- (d) The recommendation of the Departmental Personnel Committee (the committee-at-large), a written summary of the reasons for their recommendation, the vote of the committee-at-large, and the report from dissenting faculty members (if any) will be forwarded to the Department Head.
- (e) The Department Head will then forward her/his recommendation, the recommendation of the Departmental committee-at-large, the report from dissenting faculty members (if any), and required application materials (as described in sections 14.1.8, 14.2.9 or 14.3.9) to the College Personnel Committee (if empowered by the Dean to make personnel recommendations) or else directly to the College Dean. In instances of disagreement between the majority recommendations of the departmental committee-at-large and the Department Head, the Department Head must offer in writing compelling reasons for a failure to accept the committee's recommendation.
- (f) Every formal recommendation in the chain of events described above (Departmental Personnel Committee, Department Head, College Personnel Committee, College Dean) will be shown to the applicant and must be signed by the applicant. At each step the applicant has the right to submit a written response within two days which will become part of the application package that is passed to the next level of administrative evaluation.
- (g) The College office, the Provost's office, and the Faculty Handbook should be consulted for information on procedures after the application materials have been forwarded to the College Dean.

- 7.10. As a courtesy, the Department Head or the chair of the Departmental Committee ordinarily will notify a tenure-track faculty member who is in their final year of eligibility for tenure. However, failure to receive this courtesy notification shall not be grounds for appealing a decision to deny tenure or terminate employment. Under no circumstances shall tenure be granted *de facto*, nor shall the probationary period be extended unless the Provost has agreed to a temporary suspension of the tenure clock.

## **8. Publication Requirements for Tenure and Promotion**

- 8.1. **Peer-reviewed publication.** Tenure and promotion at MSU are contingent upon the production and dissemination of original, peer-reviewed, scholarly products (Faculty Handbook, Section 4.2.2) for all positions except promotion to Senior Instructor, where research may or may not be required. In the Biology Department these products include:
- (a) Articles in peer-reviewed professional journals.
  - (b) Professional books and monographs that are peer-reviewed.
  - (c) Articles in edited volumes that are peer-reviewed.

Critical peer-review must occur prior to dissemination of research results, and peer certification must be a condition for the dissemination of research results. For the purpose of assessing a faculty member's record of peer-reviewed publications, an article will be counted if it has been accepted for publication, and a book, monograph, or invited article will be counted if it is in press.

- 8.2. **Research initiated elsewhere.** Publications resulting from research initiated before employment as a tenure-track faculty member at MSU will not be counted when determining whether a faculty member has achieved the minimum number of publications required to be considered for tenure or promotion as described in sections 10-12 of this document. However, effort devoted to the achievement of such publications that was expended subsequent to employment by MSU as a tenure-track faculty member (e.g., data collection, data analysis, manuscript preparation) will be indicative of a research effort during the first one or two probationary years and will be taken into consideration when evaluating the total research effort over the probationary period.
- 8.3. **Expected Research Productivity.** In contrast to the areas of teaching and service, a faculty member's primary duty in the area of research is completion of the process, not simply participation in the process. Consequently, achievement in this area (i.e., the extent of the publication record) will depend on the length of service to MSU as well as the average teaching load that is stipulated in the original contract letter and subsequent renegotiations. The requirements for tenure and promotion specified in sections 10 and 11 below shall apply to a faculty member hired with no credit toward tenure or promotion and an average teaching load of 9 contact hours per semester during the regular academic year. The Biology Department Head may establish different requirements for a faculty member hired with one or more years of credit and/or with a teaching load other than 9 contact hours per semester. In particular, a faculty member who receives a teaching load reduction for the purpose of research will be expected to be more productive in the area of research (e.g., submission of large grant proposals and/or manuscripts with the faculty member as first or senior author). If the requirements for research productivity are to be different from those established in sections 10.7 and 12.4, then those requirements must be specified by the Department Head in writing at the time of hiring or promotion. The requirements for research productivity may also be changed at other times if, for example, teaching loads are changed or special service duties are assigned. Such changes in research expectations must be prorated appropriately so as to be fair and consistent, and they must be specified in a letter of agreement that is signed by both the faculty member and the Department Head, a copy of which will be placed in the faculty member's permanent file. In all cases, special requirements established by the Department Head must be commensurate with the requirements set forth in sections 10.7 and 12.4. It is expected that the majority of the research for inclusion in the two required peer-reviewed publications will have been conducted at Missouri State University. Student involvement in projects is strongly encouraged and will be considered.
- 8.4. **Evaluating the Publication Record.** The evaluation of research productivity must consider the highly variable level of effort required to produce a publication and the highly variable criteria used by different journals to judge the acceptability of a manuscript. Therefore, when evaluating a faculty member's publication record, the number of publications generated will not be used as the primary criterion. The quality of the contributions and the effort represented are to be given greater weight.
- (a) In general, the effort represented by a research project will be apparent from a reading of the resulting publication. The preparation of grant proposals to fund the research should be considered when assessing this effort. The applicant should also provide an explanation of the effort that he/she contributed to the research represented by each publication and should provide supporting evidence whenever

possible. The applicant's explanation of effort will be particularly important for publications with multiple authors.

- (b) The quality and impact of a publication will be assessed from the identity of the journal in which it is published and the comments of external and internal reviewers. The applicant should also provide an assessment of the quality and impact of each of his/her publications and should provide supporting evidence whenever possible. The applicant may wish to provide evidence beyond that listed above, such as citations to the work, copies of reviewers' comments, awards received from journals or societies, published commentaries, comments in other papers, inclusion in textbooks, etc.

## **9. Specific Requirements for Promotion to Senior Instructor**

- 9.1. Completion of at least five full years of service to MSU as an Instructor. Normally, application is made in the spring semester of the fifth year of employment with the university.
- 9.2. Successful completion of all basic job requirements in the areas of teaching and service during the five previous years, as described in Appendix 1; in some cases, research during all or part of that time period may be required.
- 9.3. Clear evidence of teaching effectiveness. A strong case for teaching effectiveness must be made by the applicant using both instructor inputs and student outputs of the sort listed in Appendix 2 (see also Section 4.2.1.3 of the Faculty Handbook). Applicants are encouraged to provide a variety of indicators of teaching effectiveness, and under no circumstance may student evaluations provide more than 50% of the evidence. See 10.4 below for examples of evidence of teaching excellence.
- 9.4. In the unusual case of an Instructor whose contract letter of appointment specifies a research component to their duties, an application for promotion to Senior Instructor must include clear evidence of significant research as reflected by peer-reviewed publication and one or more of the impact indicators identified in section 10.5.
- 9.5. Clear evidence of excellent service work in the department, the college, the university, the public, and/or the profession. See section 10.6 below for examples of meritorious public and professional service.

## **10. Specific Requirements for Tenure.**

- 10.1. Completion of at least three full years of service to MSU as a probationary faculty member. Normally, application is made in the sixth year, i.e., after five full years of service, or the equivalent thereof after accounting for credit granted at the time of hiring for prior years of equivalent service. Conditions under which early tenure may be granted are described in section 10.8.
- 10.2. Successful completion of all basic job requirements in the areas of teaching, research, and service during the probationary period, as described in Appendix 1.

- 10.3. Clear evidence of teaching effectiveness. A strong case for teaching effectiveness must be made by the applicant using both instructor inputs and student outputs of the sort listed in Appendix 2 (see also Section 4.2.1.3 of the Faculty Handbook). Applicants are encouraged to provide a variety of indicators of teaching effectiveness, and under no circumstance may student evaluations provide more than 50% of the evidence.
- 10.4. Clear evidence for one or more of the following (Faculty Handbook, Section 4.2.1.2.):
- (a) **Excellent performance as a classroom teacher.** Evidence may include assessments by students, peers, administrators, or colleagues with appropriate expertise; external recognition for outstanding preparation of students; or evidence for noteworthy student achievements. Teaching competence and effectiveness will also be evaluated by examining exams, quizzes, syllabi, and student evaluations and by peer evaluation of classroom teaching.
  - (b) **Supervision of successful and substantial research by undergraduate and/or graduate students.**
  - (c) **Noteworthy work in student advisement.**
  - (d) **Obtaining internal or external grants to support innovative teaching.**
  - (e) **The inclusion of a service learning components to courses, or evidence for other structured activities that apply the course material to broader social issues or problems.**
  - (f) **Significant involvement of students in experiential learning.** Examples would include research-based laboratory exercises and field trips.
  - (g) **Efforts to make education accessible to a broader audience than the students in a traditional classroom setting.** This includes participation in distance learning, online courses, continuing education courses, public lectures and workshops, presentations to public schools, and the development of educational materials that address accessibility.
  - (h) **Special efforts to bring diversity to students' educational experience.** Examples would be invited speakers with diverse viewpoints and field trips to unfamiliar environments.
- 10.5. Clear evidence for one or more of the following (Faculty Handbook, Section 4.2.2.2):
- (a) **Significant participation in research.** Examples include basic or applied research in the areas of health, biological conservation, resource management, and education.
  - (b) **Communication of research results beyond what is required for peer review.** This includes modes of communication to a professional audience that are not peer-reviewed (presentations at professional meetings, invited seminars) as well as communication to a broader audience (popular articles, popular books).
  - (c) **Significant involvement of students (undergraduate or graduate) in research.**
- 10.6. Clear evidence for one or more of the following (Faculty Handbook, Section 4.2.3.2):
- (a) **Professional service.** This includes service as a reviewer of manuscripts or grant proposals; service as an editor of a professional journal or symposium volume; service as an officer or committee member for a professional organization; mentoring or advising professional colleagues; and sponsoring student organizations.
  - (b) **Public service.** This includes interviews and editorials in broadcast or print

media, and participation in panel discussions and debates, to the extent that you express your professional opinions.

- (c) **Professional consultation.** This includes all instances in which you provide your professional expertise, either compensated or uncompensated, to business, industry, schools, community organizations, and colleagues, to help them achieve a specific goal or render a decision. For faculty members engaged in basic or applied research under contract to an external organization or agency, contract reports would constitute professional consultation.

10.7. A record of peer-reviewed research publications during the probationary period that is both significant and commensurate with the opportunity for research that is provided at MSU. Research productivity will be evaluated according to the principles set forth in section 8 of this document. Specifically, to qualify for tenure a probationary faculty member must meet the following standards:

- (a) Unless alternative research requirements are negotiated with the Department Head (see section 8), a candidate for tenure must be an author or co-author on no fewer than **two** peer-reviewed original research publications (as defined in section 8.1) resulting from work carried out during the probationary period at MSU. . It is expected that the majority of the research for inclusion in the two required peer-reviewed publications will have been conducted at Missouri State University. Student involvement in projects is strongly encouraged and will be considered. An applicant who does not meet this minimum requirement cannot receive tenure. However, satisfying this minimum requirement does not guarantee tenure, as is explained below in section 10.7(b).
- (b) The total creative effort expended during the probationary period, as represented by the applicant's record of peer-reviewed publications, must be substantial. If the applicant has only two qualifying publication as set forth above in section 10.7(a), then those publications must represent a significant effort in terms of data collection, data analysis, and/or conceptual analysis, and must represent a significant contribution to the applicant's field of study. Research representing less effort or of more limited impact can be offset by a greater number of publications, provided that the total creative effort is comparable. For this reason, it is particularly important that the nature and extent of the candidate's contributions to co-authored publications be carefully described and documented.
- (c) A probationary faculty member who has received a teaching-load reduction (an average of less than 9 contact hours per semester during the regular academic year) for the purpose of research will be held to a proportionately higher standard when research productivity is evaluated (see section 8.3). This shall be the case even if the Department Head fails to modify the candidate's letter of contract to so indicate.

10.8. Early tenure is defined as tenure granted after at least three full years of academic service to MSU but earlier than would be normal after accounting for any years of credit granted for prior experience. Early tenure will be granted only under extraordinary circumstances. An application for early tenure will be considered if the applicant has met all requirements for tenure itemized above in sections 10.1-10.7, and in addition has:

- (a) Achieved a record of peer-reviewed research publications well beyond the requirements set forth in section 10.7, as reflected either by the number of substantive

publications or their impact within the applicant's field of study, and  
(b) Demonstrated exceptional achievement in either teaching or service to the University, using the following criteria.

(1) Exceptional achievement in teaching is demonstrated by providing clear evidence for:

- Outstanding performance and effectiveness as a classroom teacher (section 10.4(a)).
- A substantial effort dedicated to three or more of the special modes of pedagogy itemized in section 10.4(b)-10.4(h).

(2) Exceptional achievement in service to the University is demonstrated by providing clear evidence for:

- Leadership within committees or organizations of the University with substantial responsibilities, to an extent that is well beyond what is typical for probationary faculty.
- Effectiveness in leadership positions.
- A total time commitment to University service that well exceeds what is typical for probationary faculty.

## **11. Specific Requirements for Promotion to Associate Professor.**

The requirements for promotion to Associate Professor are identical to the requirements for tenure as described in section 10, except that the period of review is the period of time during which the applicant held the rank of Assistant Professor at MSU. The circumstances under which early promotion may be granted are same as those under which early tenure may be granted, as stipulated in section 10.8 above.

## **12. Specific Requirements for Promotion to Full Professor.**

- 12.1. A minimum of five years of service to MSU at the rank of Associate Professor, or equivalent service at another institution for which the applicant is given credit in the initial letter of contract.
- 12.2. Successful completion of all basic job requirements in the areas of teaching, research, and service while at the rank of Associate Professor at MSU, as described in Appendix 1.
- 12.3. Sustained success in the areas of teaching, research, and service that satisfies the minimum requirements for tenure as enumerated in sections 10.3—10.6 of this document (Faculty Handbook sections 4.2.1.2, 4.2.2.2, 4.2.3.2).
- 12.4. A record of peer-reviewed research publications while at the rank of Associate Professor that is both significant and commensurate with the opportunity for research that is provided at MSU. Research productivity will be evaluated according to the principles set forth in section 8 of this document. Specifically, to qualify for promotion to Full Professor, a faculty member holding the rank of Associate Professor in the Biology Department must meet the following standards:
  - (a) Unless alternative research requirements are negotiated with the Department Head



(see section 8), a candidate for promotion to Full Professor must have authored or co-authored on no fewer than **three** peer-reviewed original research publications (as defined in section 8.1) while holding the rank of Associate Professor. All such publications must be the result of work carried out while employed as a tenure-track faculty member at MSU. Publications that were used to support an application for tenure or promotion to Associate Professor cannot also be used to support an application for promotion to Full Professor. An applicant who does not meet this minimum requirement cannot be promoted to Full Professor. However, satisfying this minimum requirement does not guarantee promotion, as is explained below in section 12.4(b).

- (b) The total creative effort expended while holding the rank of Associate Professor, as represented by the applicant's record of peer-reviewed publications, must be substantial. If the applicant has only three qualifying publication as set forth above in section 12.4(a), then those publications must represent a significant effort in terms of data collection, data analysis, and/or conceptual analysis, and must represent a significant contribution to the applicant's field of study. Research representing less effort or of more limited impact can be offset by a greater number of publications, provided that the total creative effort is comparable. For this reason, it is particularly important that the nature and extent of the candidate's contributions to co-authored publications be carefully described and documented.
- (c) An Associate Professor who has received a teaching-load reduction (an average of less than 9 contact hours per semester during the regular academic year) for the purpose of research will be held to a proportionately higher standard when research productivity is evaluated (see section 8.3). This shall be the case even if the Department Head fails to modify the candidate's letter of contract to so indicate.

12.5. Clear evidence of a high level of commitment to excellence in at least two of the areas of teaching, research, and service during employment at the rank of Associate Professor, or else clear evidence of an exceptional level of commitment to excellence in one of these areas.

- (a) A commitment to excellence in research is indicated by a level of productivity (as defined in section 8.4) that is clearly above the minimum expectations established in section 12.4 above.
- (b) A commitment to excellence in teaching is indicated by a level of effort or effectiveness that is clearly above the minimum expectations for tenure as described in sections 10.3 and 10.4. It is expected that a faculty member who is committed to excellence in teaching will clearly demonstrate effectiveness as a teacher and will satisfy two or more of the criteria listed in section 10.4.
- (c) A commitment to excellence in service is indicated by a level of effort or effectiveness that is clearly above the minimum expectations for tenure as described in sections 10.2 and 10.6. Excellence may be documented in one of the three areas identified in section 10.6. Alternatively, excellence may be indicated by the acceptance of significant leadership roles in MSU self-governance at the level of the Department, College, or University.

### **13. Procedures for the External Review of Research**

- 13.1. External reviews of research quality and impact will be solicited for all tenure and promotion applications for ranked faculty. The Department Head (not the Departmental Committee) is responsible for obtaining the reviews (faculty handbook section 4.8.2.2).
- 13.2. The applicant must submit the names of at least four potential referees to the Department Head no later than March 31 of the calendar year in which the application will be submitted (i.e., in the spring semester prior to the academic year in which the application will be submitted). The list of potential referees may not include any person with a clear potential for conflict of interest, such as the applicant's graduate advisor, a person with whom the applicant has coauthored a publication, or a person with whom the applicant has had a personal relationship. The applicant may request assistance from the Departmental Committee in selecting appropriate referees. The final decision about any potential conflict of interest rests with the Department Head.
- 13.3. The Department Head will select at least four additional persons as potential external referees. The Department Head is obliged to select individuals who appear clearly qualified to assess research in the area of specialization of the candidate and may solicit assistance from the Departmental Committee. The candidate may petition the Department Head to remove names from the list, but any such petition must include a compelling argument for either a conflict of interest or a lack of expertise on the part of the potential referee. Disagreements between the applicant and the Department Head will be resolved by the Departmental Committee.
- 13.4. The list of reviewers will be submitted to the CNAS Dean who will certify that the selection process has followed guidelines.
- 13.5. The Department Head will attempt to solicit letters of review from four individuals, two of whom should come from the applicant's list and two of whom should come from the Department Head's list. However, if fewer than two individuals from one of the lists agree to serve as referees, the Department Head will attempt to solicit the remaining letters from persons on the other list. It is the obligation of the Department Head to ascertain that each referee is willing to act in this capacity and agrees to return their review by the specified deadline.
- 13.6. Referees will be sent a packet that includes the following:
  - (a) A current vita.
  - (b) Departmental criteria for tenure and/or promotion (sections 8—12 of this document).
  - (c) Sections of the faculty handbook describing university requirements for tenure and/or promotion.
  - (d) A list of courses taught and total contact hours for each semester during the period of review.
  - (e) Copies of all peer-reviewed publications from the period of review. Optionally, the candidate may select a subset of such publications that represent her/his most significant work, provided that the number of publications selected is no fewer than two (in the case of applications for tenure and/or promotion to Associate Professor) or no fewer than three (in the case of applications for promotion to Full Professor).
  - (f) A personal statement indicating why the applicant believes his/her research activities

and productivity have met the standards for promotion and/or tenure as described in this document. This statement should also provide the general context and goals of the research program as a whole.

- 13.7. Critical comments from external reviewers will be paraphrased and included in the summary of comments and criticisms that the Departmental Committee will provide to the applicant, as detailed in section 7.7 of this document.
- 13.8. The willingness of external reviewers to provide objective reviews is often contingent on anonymity. Applicants are encouraged to respect the desire of external reviewers to remain anonymous. The applicant's rights to view external reviews are discussed in section 7.6 of this document.

#### **14. Application Guidelines for Tenure and Promotion**

- 14.1. Applications for promotion to Senior Instructor shall include the following:
  1. Application form.
  2. Copy of the appointment contract letter and any subsequent addenda that modify the applicant's duties.
  3. Copies of annual performance reviews for the previous five years of service to MSU.
  4. Current curriculum vitae.
  5. A letter of application that summarizes accomplishments during the previous five years of service to MSU and makes a strong case for promotion. This letter is extremely important and should be carefully crafted and well organized. This letter should include:
    - (a) A summary of evidence for teaching effectiveness (see Appendix 2). Additional teaching efforts from Section 10.4 should also be identified and explained.
    - (b) A summary of research progress during the previous five years if research was included as a part of job duties. This should include an assessment of the effort represented by research publications as well as their quality and impact. Evidence that supports this assessment should be carefully documented. Additional research efforts from Section 10.5 should also be identified and explained.
    - (c) A summary of service to the University community. External service activities from Section 10.6 should also be identified and explained.
    - (d) A table ("matrix") summarizing the evidence supporting the application and indicating where each of the supporting documents can be found in the application file. The template provided in Appendix 4 should be used. The matrix should be appended to the letter of application.
  6. A portfolio of teaching accomplishments during the previous five years, including:
    - (a) A list of all courses taught and their enrollment, by semester.
    - (b) Copies of policy statements, syllabi, and representative exams from each course.
    - (c) Copies or summaries of teaching evaluations by students and peers.
    - (d) The number of undergraduate advisees for each academic year.
    - (e) A list of graduate students supervised, theses completed, and graduate student committees served on.

- (f) Brief summaries of research projects completed by graduate and undergraduate students under your direction if applicable. Copies of completed theses should be available in the Departmental office.
  - (g) Copies of any special materials prepared for classes, such as lab exercises, lab manuals, handouts, etc.
  - (h) Copies of all teaching grant proposals prepared during the probationary period, both funded and unfunded.
  - (i) A summary of any additional activities, awards, or achievements in the area of teaching.
7. A portfolio of research accomplishments during the past five years, if applicable, including:
- (a) A list of all peer-reviewed publications and reports printed or in press during the probationary period.
  - (b) PDF files or links to online copies of the published versions of all publications and reports listed in (a).
  - (c) A list of research presentations given at professional meetings.
  - (d) Digital copies of all research proposals prepared, both funded and unfunded.
  - (e) A summary of any additional activities or achievements in the area of research.
8. A portfolio of service accomplishments during the past five years, including:
- (a) A list of all committees or councils of the department, college, or university of which the applicant was a member or chair during this period.
  - (b) Any special non-classroom and non-committee assignments attended to by the applicant, such as equipment and inventory maintenance, specimen collection, preparation and curation, library development, graduate student coordinator, secondary education coordinator, computer lab network manager, webmaster, etc.
  - (c) A list of significant service to your professional community (manuscripts and grant proposals reviewed, editorial work, meeting organization, service as an officer of a professional organization, etc.)
  - (d) A list of community service activities that draw upon your professional expertise.
  - (e) Copies of any significant documents or reports resulting from your service activities.
9. When the application materials are forwarded to the College Dean, the portfolios (items 6-8 above) should be reduced to the following:
- (a) A summary of student evaluations.
  - (b) At least two pieces of evidence of excellence in teaching (a great syllabus, an outstanding assignment, an original or redesigned laboratory exercise, etc.).
  - (c) If applicable, your best 1-2 publications.
  - (d) Any recognitions or awards for significant service work.
  - (e) Any examples of significant service work.
- 14.2. Applications for tenure and/or promotion to Associate Professor shall include the following:
- 1. Application form.
  - 2. Copy of the appointment contract letter and any subsequent addenda that modify the applicant's contractual teaching load.
  - 3. Copies of annual performance reviews for the probationary period (three per year,

- one each from the Departmental Committee, the Department Head, and the College Dean).
4. Current curriculum vitae.
  5. A letter of application that summarizes your accomplishments during the probationary period and makes your case for tenure and/or promotion. This letter is extremely important and should be carefully crafted and well organized. This letter should include:
    - (a) A summary of evidence for teaching effectiveness (see Appendix 2). Additional teaching efforts from Section 10.4 that qualify the applicant for tenure should also be identified and explained.
    - (b) A summary of research progress during the probationary period. This should include an assessment of the effort represented by research publications as well as their quality and impact. Evidence that supports this assessment should be carefully documented. Additional research efforts from Section 11.5 that qualify the applicant for tenure should also be identified and explained.
    - (c) Service efforts from Section 10.6 that qualify the applicant for tenure should be identified and explained.
    - (d) A table (“matrix”) summarizing the evidence supporting the application and indicating where each of the supporting documents can be found in the application file. The template provided in Appendix 5 should be used. The matrix should be appended to the letter of application.
  6. A portfolio of teaching accomplishments during the probationary period, including:
    - (a) A list of all courses taught and their enrollment, by semester.
    - (b) Copies of policy statements, syllabi, and representative exams from each course.
    - (c) Copies or summaries of teaching evaluations by students and peers.
    - (d) The number of undergraduate advisees for each academic year.
    - (e) A list of graduate students supervised, theses completed, and graduate student committees served on.
    - (f) Brief summaries of research projects completed by graduate and undergraduate students under your direction. Copies of completed theses should be available in the Departmental office.
    - (g) Copies of any special materials prepared for classes, such as lab exercises, lab manuals, handouts, etc.
    - (h) Copies of all teaching grant proposals prepared during the probationary period, both funded and unfunded.
    - (i) A summary of any additional activities, awards, or achievements in the area of teaching.
  7. A portfolio of research accomplishments during the probationary period, including:
    - (a) A list of all peer-reviewed publications and reports printed or in press during the probationary period.
    - (b) PDF files or links to online copies of the published versions of all publications and reports listed in (a).
    - (c) A list of research presentations given at professional meetings during the probationary period.
    - (d) Digital copies of all research proposals prepared during the probationary period, both funded and unfunded.
    - (e) A summary of any additional activities or achievements in the area of research.
  8. A portfolio of service accomplishments during the probationary period, including:

- (a) A list of all committees or councils of the department, college, or university of which the applicant was a member or chair during the probationary period.
  - (b) Any special non-classroom and non-committee assignments attended to by the applicant, such as equipment and inventory maintenance, specimen collection, preparation and curation, library development, graduate student coordinator, secondary education coordinator, computer lab network manager, webmaster, etc.
  - (c) A list of significant service to your professional community (manuscripts and grant proposals reviewed, editorial work, meeting organization, service as an officer of a professional organization, etc.)
  - (d) A list of community service activities that draw upon your professional expertise.
  - (e) Copies of any significant documents or reports resulting from your service activities.
9. External reviews of research will be added to the dossier by the Department Head.
10. When the application materials are forwarded to the College Dean, the portfolios (items 6-8 above) should be reduced to the following:
- (a) A summary of student evaluations.
  - (b) At least two pieces of evidence of excellence in teaching (a great syllabus, an outstanding assignment, an original or redesigned laboratory exercise, etc.).
  - (c) Your best 1-2 publications.
  - (d) Any recognitions or awards for significant service work.
  - (e) Any examples of significant service work.

14.3. Applications for promotion to Full Professor shall include the following:

- 1. Application form.
- 2. Copy of the appointment contract letter and any subsequent addenda that modify the applicant's contractual teaching load.
- 3. Copies of annual performance reviews while employed at MSU at the rank of Associate Professor (one per year, prepared by the Department Head).
- 4. Current curriculum vitae.
- 5. A letter of application that summarizes your accomplishments while employed at MSU at the rank of Associate Professor and makes your case for promotion to Full Professor. This letter is extremely important and should be carefully crafted and well organized. This letter should include:
  - (a) A summary of evidence for teaching effectiveness (see Appendix 2). Additional teaching efforts from Section 10.4 that qualify the applicant for promotion should also be identified and explained.
  - (b) A summary of research progress at the rank of Associate Professor. This should include an assessment of the effort represented by research publications as well as their quality and impact. Evidence that supports this assessment should be carefully documented. Additional research efforts from Section 10.5 that qualify the applicant for promotion should also be identified and explained.
  - (c) Service efforts from Section 10.6 that qualify the applicant for promotion should be identified and explained.
  - (d) The letter should identify at least two areas (teaching, research, or service) in which the applicant feels a high level of commitment to excellence has been demonstrated, or one area in which she/he feels that an exceptional level of

commitment to excellence has been demonstrated. The letter should summarize achievements or efforts that support this claim, and all supporting documentation should be included as part of the application.

- (e) A table (“matrix”) summarizing the evidence supporting the application and indicating where each of the supporting documents can be found in the application file. The template provided in Appendix 5 should be used. The matrix should be appended to the letter of application.
- 6. A portfolio of teaching accomplishments at the rank of Associate Professor. This should include all of the items listed in section 14.2.5.
- 7. A portfolio of research accomplishments at the rank of Associate Professor. This should include all of the items listed in section 14.2.6.
- 8. A portfolio of service accomplishments at the rank of Associate Professor. This should include all of the items listed in section 14.2.7.
- 9. External reviews of research will be added to the dossier by the Department Head.
- 10. When the application materials are forwarded to the College Dean, the portfolios (items 6-8 above) should be reduced to the following:
  - (a) A summary of student evaluations.
  - (b) At least two pieces of evidence of excellence in teaching (a great syllabus, an outstanding assignment, an original or redesigned laboratory exercise, etc.).
  - (c) Your best 1-2 publications.
  - (d) Any recognitions or awards for significant service work.
  - (e) Any examples of significant service work.

## **15. Amending This Document**

Substantive amendments to this document require the approval of at least 2/3 (two-thirds) of the tenured Biology faculty, to be given by open ballot in a departmental meeting following discussion by all ranked Biology faculty members in attendance. Relatively minor amendments may be based on vote taken via e-mail.

## 2. Appendix 1. Basic Job Requirements

### A1.1. In the area of **teaching**:

3. Conscientious completion of classroom teaching assignments, including (if relevant) the coordination and supervision of assistants and colleagues. According to the faculty handbook (Section 4.5.1) this includes, but is not limited to:
  - (a) Preparation and distribution of syllabi and policy statements for all assigned courses in a timely manner.
  - (b) Meeting all assigned classes regularly and reliably.
  - (c) Being available to students for at least five office hours per week.
  - (d) Grading and returning assignments and tests to students in a timely manner.
  - (e) Providing for student evaluations for all course sections taught.
4. Undergraduate student advising, as assigned by the Department Head.
5. For ranked faculty, a conscientious effort to recruit and supervise graduate students in appropriate areas of research.
6. Participation on (if asked) and conscientious contribution to graduate student committees.
7. Adherence to all university policies pertaining to teaching as described in the Faculty Handbook.

### A1.2. In the area of **Research**:

1. Active and sustained participation in original, scholarly research during the period of review that has the potential to lead to peer-reviewed publication, as either author or coauthor.

### A1.3. In the area of **service**:

1. Conscientious completion of assigned duties as a member of committees or councils of the department, college, or university.
2. Conscientious completion of other non-classroom and non-committee departmental assignments. Examples include equipment and inventory maintenance, specimen collection, preparation and curation, library development, graduate student coordinator, secondary education coordinator, computer lab network manager, webmaster, etc.



## Appendix 2. Indicators of Teaching Effectiveness

Applications for promotion and tenure must include evidence of teaching effectiveness. Possible indicators of teaching effectiveness include:

1. Development of new courses.
2. Development of new laboratory exercises.
3. Preparation of educational materials such as textbooks, lab manuals, and class handouts.
4. Improvement in course/curriculum content.
5. Incorporation of novel pedagogical techniques or technologies.
6. Participation in workshops, seminars, or institutes to develop teaching skills.
7. Peer evaluations of teaching methods by other faculty members.
8. Positive student evaluations.
9. Receipt of teaching awards.
10. Submission of proposals to fund course enhancements.
11. Receipt of grants for course enhancements.
12. Student (undergraduate or graduate) research presentations.
13. Student (undergraduate or graduate) research publications.
14. Completion of graduate theses or seminar papers.
15. Active participation in research (as evidence that you keep abreast of advances in your field)
16. Editorial work for professional publications (as evidence that you keep abreast of advances in your field).
17. Standard Teaching load for Ranked Faculty with committee/service duties. Faculty with particularly heavy duties in lab prep, TA supervision, advising or other extra duties may negotiate with the Department Head for reassigned time to balance these duties. However, some extra duties may be considered as service to the department and would not be eligible for reassigned time.

## **Appendix 3. Faculty Mentoring Policy.**

### **A3.1. The Identification of Mentors:**

- A. The initial responsibility for the mentoring of a new faculty member falls primarily on the search committee members and the department head, and secondarily on the biology faculty as a whole. As early as possible within the first semester of service, the new faculty member will submit to the department head the name(s) of one or more tenured colleagues as potential mentors. In consultation with these potential mentors, the department head will appoint a primary mentor for the new faculty member. It then becomes the responsibility of the primary mentor to provide or arrange all subsequent mentoring for the new faculty member. The formal duties of the primary mentor will continue through two academic years, but may continue informally by mutual agreement of both parties.
- B. The entire biology faculty will serve as a committee-at-large from which the primary mentor may solicit help, when appropriate, as described below.

### **A3.2. Roles and Responsibilities of the Primary Mentor:**

- A. Teaching assistance, which includes
  - (1) Assistance or advice in the preparation of course outlines, policy statements, and exams.
  - (2) Instruction in the use of computer-graded exams and student evaluation forms.
  - (3) Introduction to teaching support staff and facilities, including the Educational Technology Center, library resources (Media Collections, Reserve Desk, Interlibrary Loan), Computer Services, Printing Services, and the Bookstore.
  - (4) Briefing on the characteristics of the MSU student population, including skill levels and ranges, geographical origins, cultural heritages, etc.
  - (5) Providing information and advice to help the new faculty member become an effective student adviser.
  - (6) Assistance in improving teaching effectiveness. Depending on the expressed interests of the new faculty member, assistance might include:
    - (a) recommendations for books or articles on pedagogical techniques.
    - (b) encouragement and arrangement for the new faculty member to attend classes of senior colleagues.
    - (c) arrangement for one or more skilled teachers to attend classes taught by the new faculty member, for the purpose of providing constructive advice.

B. Research/scholarly assistance, which includes

- (1) Introduction to the staff members of the Office of Sponsored Research and the Graduate College, and an explanation of the services provided by these offices.
- (2) Explanation of the protocol for submitting research proposals to external funding agencies.
- (3) Explanation of internal funding opportunities.
- (4) Introduction to computing facilities within the department and across the campus.
- (5) Introduction to support staff in Electronic Support and the Machine Shop.
- (6) Introduction to key staff members and research facilities in Meyer Library.
- (7) Introduction to the Purchasing Office and explanation of purchasing regulations and protocols.
- (8) Where appropriate, assist in identifying colleagues in other departments or in other institutions within the region with whom collaborative efforts may be possible.
- (9) Review of research proposals or manuscripts. In some cases there may be other individuals in the department who are more qualified than the primary mentor, in which case it is the responsibility of the mentor to help arrange their assistance.
- (10) Provide advice on the overall research plan of the new faculty member in terms of the general expectations of the department, college, and university for the attainment of tenure.

C. Service assistance, which includes

- (1) Advising the new faculty member of important deadlines and meetings for the department, college, university, and professional organizations.
- (2) Answering questions about the political structure of the university and service opportunities at the departmental, college, university, and community level.
- (3) Socialization to the university beyond the department and to the community.
- (4) Helping the new faculty member assess service opportunities and activities relative to expectations for promotion and tenure.

**Appendix 4. Matrix template for Promotion to Senior Instructor**

Criterion	Documentation	Location of Documentation
Required documents	Application form	
	Copies of annual performance reviews	
	Current curriculum vitae	
	Letter of application	
	Matrix summarizing evidence supporting the application (this document)	
	Portfolio of teaching accomplishments	
	Portfolio of research accomplishments (if needed)	
	Portfolio of service accomplishments	
Completion of basic job requirements in teaching	Letter of application	
	Annual performance reviews	
	List of courses taught and contact hour for each semester during the period of evaluation	
	Course syllabi and policy statements	
	Representative exams	
	Number of advisees by academic year	
Completion of basic job requirements in research (if any)	Letter of application	
	Annual performance reviews	
Completion of basic job requirements in service	Letter of application	
	Annual performance reviews	
	List of all committees or councils of the department, college or university of which you were a member or the chair	
	List of all other service to the department, college, or university	
Clear evidence of teaching effectiveness	Copies or summaries of student evaluations	
	List all other indicators of teaching effectiveness from Appendix 2 that are applicable	
	Letter of application	

Clear evidence for outstanding service to one or more of the following constituencies: Department, College, University, Public Community, Professional Community.	Annual performance reviews	
	Service portfolio	
If the applicant's obligations included a research component, at least one peer-reviewed publication must have resulted from research conducted during the period of evaluation.	Pdf reprints or preprints of all peer-reviewed publications resulting from research conducted during the period of evaluation	
If the applicant's obligations included a research component, there must be clear evidence for at least one of the following components to the research effort. See section 10.5 for examples of evidence.	Significant participation in research with beneficial applications.	
	Communication of research results beyond what is required for peer review.	
	Significant involvement of students (undergraduate and/or graduate) in research.	

**Appendix 5. Matrix Template for Tenure and Promotion of Tenure-Track Faculty.**

Criterion	Documentation	Location of Documentation
Required documents	Application form	
	Copies of annual performance reviews	
	Current curriculum vitae	
	Letter of application	
	Matrix summarizing evidence supporting the application (this document)	
	Portfolio of teaching accomplishments	
	Portfolio of research accomplishments	
Completion of basic job requirements in teaching	Portfolio of service accomplishments	
	Letter of application	
	Annual performance reviews	
	List of courses taught and contact hour for each semester during the period of evaluation	
	Course syllabi and policy statements	
	Representative exams	
	Number of advisees by academic year	
	List of graduate students supervised	
List of graduate student committees		
Completion of basic job requirements in research	Letter of application	
	Annual performance reviews	
Completion of basic job requirements in service	Letter of application	
	Annual performance reviews	
	List of all committees or councils of the department, college or university of which you were a member or the chair	
	List of all other service to the department, college, or university	
Clear evidence of teaching effectiveness	Copies or summaries of student evaluations	
	List all other indicators of teaching effectiveness from Appendix 2 that are applicable	

Clear evidence for at least one of the following exceptional modes or qualities of teaching. See section 10.4 for examples of supporting evidence.	Outstanding performance as a classroom teacher	
	Supervision of successful and substantial research by undergraduate and/or graduate students	
	Noteworthy work in student advisement	
	Internal or external grants to support innovative teaching	
	Course activities that connect course content to broader social issues or problems, including service learning components	
	Significant involvement of students in experiential learning	
	Efforts to make education accessible to a broader audience than the students in a traditional classroom setting	
	Special efforts to bring diversity to students' educational experience	
Clear evidence for at least one of the following components to the research effort. See section 10.5 for examples of evidence.	Significant participation in research with beneficial applications.	
	Communication of research results beyond what is required for peer review.	
	Significant involvement of students (undergraduate and/or graduate) in research.	
An absolute minimum of two (for tenure and/or promotion to Associate Professor) or three (for promotion to Full Professor) peer-reviewed publications from research conducted during the period of evaluation.	Pdf reprints or preprints of all peer-reviewed publications resulting from research conducted during the period of evaluation	
These minimum numbers of publications will not be sufficient to earn tenure or promotion if the publications are of low impact to the applicant's field of research. Evidence of impact should be provided for all publications.	For each journal in which a publication appeared, identify the readership (local, regional, national, international) and impact factor	
	Copies of peer reviews	
	Other evidence of impact (itemize)	
Peer-reviewed publications must, collectively, represent a substantial creative effort by the applicant.	Description of the total effort contributed by the applicant to each publication. The specific role of the applicant in multi-authored studies must be described in detail.	

	Digital copies of proposals for grants that supported the published research	
Clear evidence for at least one of the following types of service external to the university. See section 10.6 for examples of evidence.	Professional service	
	Public service	
	Professional consultation	