

MISSOURI STATE UNIVERSITY

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

DEPARTMENT: Biomedical Sciences  
COLLEGE: McQueary College of Health and Human Services  
SEMESTER/YEAR OF CURRENT REVIEW: Spring 2023  
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THIS PLAN IS IN EFFECT FROM Spring 2023 , THROUGH Spring 2026

***Policies for***

***Reappointment, Tenure, and Promotion***

**Department of Biomedical Sciences**

**Missouri State University**

**Revised Edition: November 2022**

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## I. Introduction

With this plan, the Department of Biomedical Sciences intends to ensure that each faculty member within the department who applies for reappointment, tenure, or promotion will be evaluated in a manner consistent with established university-wide policies. Furthermore, given the diversity of the educational philosophies, academic experiences, and scholarly interests of faculty within the department and the distinctive nature of the programs administered by the department, this plan also seeks to establish policies that recognize and address the unique role of each faculty member in the affairs of the Department, College, University, and community at large. Faculty reappointed, tenured, and promoted through the ranks will demonstrate strength in teaching, scholarship, and service.

Specific criteria, identified within the areas of teaching, scholarship, and service and described in the following sections, provide a basis for developing precise goals and evaluating performance. Criteria have been identified with appropriate progression for the reappointment, tenure, and promotion process.

Please refer to Section 4 of the Faculty Handbook for a full description of faculty evaluation.

## II. Definitions

**Editorial function** – Serving as an editor, associate editor, or section editor of a peer-reviewed journal.

**Peer-reviewed (refereed) Publication** – Scholarly manuscript published, in press, or accepted for publication in a peer-reviewed journal, non-predatory. A published abstract is not a publication. Manuscripts reviewed by recognized scholars in the area of the study who are selected by the editorial staff of the journal considering publication of the manuscript. Acceptance or rejection of the manuscript is based on the recommendations of the reviewers.

**Presentation** – Platform or poster presentation at a professional meeting.

**Professional Productivity** -- Professional productivity includes translation of new knowledge into measurable improvements in clinical outcomes through practice and communications with peers, as well as original Research in any of the modes identified in the Faculty Handbook. Professional Productivity advances knowledge and practices in clinical professions, promotes development of clinical faculty, and enhances the quality of clinical education for students. Although there is inevitable overlap with the Clinical Education and Service criteria, Professional Productivity criteria focus on professional outcomes, recognition, and development.

**Review** – Manuscript published, in press, or accepted for publication in a peer-reviewed journal or book summarizing the body of knowledge on a given topic and making recommendations for future research.

**Scholarship** – The process of Scholarship involves developing and communicating new understanding, new knowledge, insights, technologies, materials, and uses. Scholarship of discovery, application, and teaching and learning involve: posing a question whose answer will expand the body of knowledge, designing an experiment, collecting data, analyzing and interpreting the data, and publishing the results in a peer-reviewed journal. Scholarship of integration synthesizes current knowledge in a given area and makes recommendations for future study. Scholarship is the outcome of the process (published manuscript), not the process itself.

**Scholarship of Application** – Investigation whose goal is to advance the daily lives of people or to improve existing processes or products.

**Scholarship of Discovery** – Investigation whose goal is to answer a fundamental question.

**Scholarship of Teaching and Learning** – Investigation whose goal is to advance student learning.

**Technical report** – any peer reviewed publication that is not hypothesis driven or inclusive of data collection, or a report to a company or government agency.

**Predatory journal** - The increase in recent years of Open Access publications has resulted in a number of predatory journals who abuse the peer review process for profit. This practice has led to significant credibility issues for the scientific community. Publication in these journals will not be considered as publication as defined above and will not count as meeting any of the criteria for Reappointment, Tenure, or Promotion outlined in this document. Specifically defining predatory journal is difficult, however NIH does list several suspicious indicators including; aggressive solicitation, difficult to locate or no website, difficult to locate or no About Us information, journal scope is absent or vague, and information to authors and peer review process is unclear or missing. Faculty members should consult with the Department Personnel Committee if they are unsure about the status of a journal prior to submitting a manuscript to that journal.

### **III. Criteria for Reappointment, Tenure and Promotion**

#### **A. Teaching Indicators**

##### **1. Primary effort indicators include the following:**

- a. Completing teaching workload negotiated with and assigned by the department head. This teaching activity assumes adequate performance in the following areas:
  - (1) Communicating and applying clearly defined standards of performance in learning activities through well-articulated policies.
  - (2) Evaluating student performance appropriate to course objectives.
  - (3) Updating learning materials, tests, assignments, and teaching methods appropriate to changing standards in the field, technological advances, past student performance, and class size.
  - (4) Maintaining academic integrity and high-performance expectations appropriate for the course level.

- (5) Coordinating and supervising teaching assistants (if applicable).
- b. Actively engaging in advisement (deidentified advising note examples, sample informative materials provided to students, advising syllabi, etc.).
- c. Demonstrate your teaching effectiveness:
  - (1) Peer evaluation (average rating of 3 or above on a 5 point scale)
  - (2) Include student teaching evaluations and address the response to these evaluations over time and how they have been used to improve pedagogical practices.
- d. Attaining and maintaining Master Advisor status.
- e. Incorporating appropriate instructional technology (i.e. Blackboard) into courses.
- f. Providing supplemental course materials and information via a course website for the benefit of students.
- g. Demonstrate inclusive teaching in the areas of academic belonging and transparency (peer evaluation, sample course material, etc.).

**2. Secondary effort indicators include the following:**

- a. Directing and supervising undergraduate scholarship activities. (Activity in this category may count as either teaching or scholarship, but not both.)
- b. Having students under one's mentorship give oral or poster presentations at professional meetings or local symposia. (Activity in this category may count as either teaching or scholarship, but not both.)
- c. Use of other pedagogical techniques to improve learning such as class demonstrations, hands-on practice, or peer group activities.
- d. Learning assessment such as pre/post evaluations to demonstrate an increase in knowledge and skills taught in the specific content area.
- e. Compiling/disseminating custom texts, lab guides, and other pedagogical materials.
- f. Participating in seminars and/or workshops to enhance teaching effectiveness or skills.
- g. Receiving recognition or an award for teaching.
- h. Curriculum Advancement (these indicators may be used multiple times):

- i. Teaching a course for the first time.
  - ii. Developing and/or teaching a course that is new to the BMS or related MCHHS department curriculum
  - iii. Significantly revising a course that you have previously taught (e.g. adoption of new topics/material, adding laboratories, etc.).
  - iv. Changing the modality by which a course is offered, if not remunerated.
- i. Teaching a contact-hour annual overload without supplemental remuneration.
  - j. Presenting guest lectures for courses in the BMS department or other departments. (Activity in this category may count as either teaching or service, but not both.)
  - k. Serving on graduate student committee (Activity in this category may count as either teaching or scholarship, but not both.)
  - l. Mentoring undergraduate learning assistants.
  - m. Course syllabi is accessible and inclusive. For example, is accessible to screen readers, defines terms that may not be known to disadvantaged students, etc.
  - n. The list of secondary effort indicators above is not exhaustive. Applicants may make a case for the inclusion of additional secondary effort indicators that are not on this list

## **B. Teaching Criteria**

### **1. Clarifications**

- a. For promotion only, secondary effort indicators may be repeated once, unless otherwise indicated.
- b. Unless indicated otherwise, an applicant cannot submit an effort indicator in one area (e.g. Teaching) and have that item counted as supporting evidence simultaneously in another area (e.g. Service).

## **C. Service Indicators**

### **1. Primary effort indicators include the following:**

- a. Completing assigned duties as chair or member of departmental, college, or university committees or councils.
- b. Active membership in discipline-related professional organizations.
- c. Actively participating in undergraduate and graduate student recruitment (e.g. Majors Fair, Campus-wide recruitment events, campus visits, etc.).
- d. Actively participating in other non-committee departmental assignments that are not remunerated (e.g., organization of departmental/program events, equipment inventory and maintenance, serving as mentor in the department faculty mentoring program, maintaining departmental/program social media, etc.).
- e. Demonstrate actions that support or improve resources for under-represented or minoritized students, faculty, or staff (attending DEI training, institute new programs, facilitating academic outreach, etc.).

**2. Secondary effort indicators include the following:**

- a. Serving in an editorial function for a professional refereed journal.
- b. Serving as a grant reviewer for a funding agency.
- c. Serving as a manuscript reviewer for a professional refereed journal.
- d. Serving as a chair for paper sessions at professional meetings.
- e. Presenting information in a community or professional workshop.
- f. Serving as a sponsor or co-sponsor for a recognized student organization.
- g. Participating actively in the development and execution of a state, regional, or national scientific meeting.
- h. Serving community organizations without remuneration in the spirit of the Public Affairs mission of the university.
- i. Receiving a recognition or award for service.
- j. Presenting guest lectures for courses in the BMS department or other departments. (Activity in this category may count either as service or as teaching, but not both.)
- k. Writing letters of recommendation for students.



- l. Serve on University, or college committee devoted to DEI support
- m. Connecting with community partners to provided learning opportunities, community access or representation to minority or underserved communities.
- n. Provide BMS students opportunities to interact with the community in the spirit of the Public Affairs Mission of the university.
- o. Maintaining professional credentials (registration and licensure), as appropriate.
- p. The list of secondary effort indicators above is not intended to be exhaustive. Applicants may make a case for the inclusion of additional secondary effort indicators.

## **D. Service Criteria**

### **1. Clarifications**

- a. For promotion only, secondary effort indicators may be repeated once. (For example, regardless of the number of workshops presented, a maximum of two secondary effort indicators will be counted.)
- b. Unless indicated otherwise, an applicant cannot submit an effort indicator in one area (e.g. Teaching) and have that item counted as supporting evidence simultaneously in another area (e.g. Service).

## **E. Scholarship Indicators**

### **1. Primary effort indicators include the following:**

- a. Publishing, as author or co-author, scholarship of discovery, application, or teaching and learning in refereed journals while in this position.
- b. Writing or contributing a chapter or chapters to a discipline-related book published for external dissemination.
- c. Publishing review articles of discipline-related research in refereed journals.
- d. Publishing a peer-reviewed technical report.
- e. Obtaining funding, as the principal or co-principal investigator, for an externally funded grant.

f. The list of primary effort indicators above is not exhaustive. Applicants may make a case for the inclusion of additional appropriate primary effort indicators that are not on this list.

**2. Secondary effort indicators include the following:**

a. Directing and supervising undergraduate scholarship activities. (Activity in this category may count as either teaching or scholarship, but not both.)

b. Having students under one's mentorship give oral or poster presentations at professional meetings or local symposia. (Activity in this category may count as either teaching or scholarship, but not both.)

c. Serving on graduate student committee (Activity in this category may count as either teaching or scholarship, but not both.)

d. Writing ancillary text materials (study guides, test banks, etc.) to accompany published textbooks for external dissemination.

e. Obtaining funding for intramural grants, or projects as principal or co-principal investigator.

f. Submitting application, as the principal or co-principal investigator, for an externally funded grant.

g. Obtaining funding as principal or co-principal investigator through a contract.

h. Presenting or mentoring original peer-reviewed data at national or international meetings.

i. Demonstrating a scholarly manuscript under revision, but not yet accepted for publication in a refereed journal.

j. Providing documentation of a donation as a source of external funding.

k. Presentations related to DEI at national or international meetings.

l. Promote ally behaviors to retain and support research students through mentorship.

m. Publication in peer-reviewed undergraduate intramural journals (LOGOS, Journal of Public Affairs, etc.).

n. The list of secondary effort indicators above is not exhaustive. Applicants may make a case for the inclusion of additional appropriate secondary effort indicators that are not on this list.

### **3. Tertiary effort indicators include the following:**

- a. Publishing articles in non-refereed journals or popular magazines related to professional interest area.
  - b. Writing book reviews published on a regular basis in refereed journals.
  - c. Presenting scholarly activities in seminars within the department, student organizations (such as CMB society), college, university, or local community.
  - d. Submitting applications for intramural grants or projects as principal investigator.
  - e. Attending scholarly or scientific state, regional, or national programs, conferences, or conventions.
  - f. Receiving recognition or award for excellence in research and scholarly activity.
  - g. Presenting original data at state or regional meetings.
  - h. Receiving additional formal training in a new research methodology, technique, or design.
  - i. Giving a guest presentation in BMS 701/730 or similar graduate settings.
  - j. Providing documentation of research in progress including ongoing collaborations.
  - k. Presentations related to DEI at local or regional level.
- l. The list of tertiary effort indicators above is not exhaustive. Applicants may make a case for the inclusion of additional appropriate tertiary effort indicators that are not on this list.

## **F. Scholarship Criteria**

### **1. Clarifications**

- a. For the purposes of evaluation in this category, the following effort indicator equivalents will apply. Any combination of two secondary effort indicators will equal one primary effort indicator. Any combination of three tertiary effort indicators will equal one primary effort indicator.

b. It is the sole responsibility of the applicant to demonstrate that publications exhibit appropriate quality. Evidence may be given by having external reviews solicited by the applicant, providing information about the journals (e.g., journal impact factor rating, manuscript acceptance rate, circulation numbers, citation indices, etc.).

c. Unless indicated otherwise, an applicant cannot submit an effort indicator in one area (e.g. Teaching) and have that item counted as supporting evidence simultaneously in another area (e.g. Service).

## **G. Professional Productivity Indicators**

### **1. Primary effort indicators include the following:**

a. Publishing, as author or co-author, manuscripts translating new knowledge in the discipline into measurable improvements in clinical practice or translating clinical practice into new knowledge.

b. Presenting new knowledge in the discipline demonstrating measurable improvements in clinical practice or translating clinical practice into new knowledge at regional, national or international meetings.

c. Obtaining funding, as the principal or co-principal investigator, for an externally or internally funded grant or contract.

d. Applying clinical expertise to provide expert service to the local and professional community.

e. Evidence of student's involvement in the clinical research process.

f. Evidence of communication of outcomes or new knowledge to peers through conference presentations, publications, workshops, or preparation of documentation related to program accreditation.

### **2. Secondary effort indicators include the following:**

a. Writing ancillary text materials (study guides, test banks, etc.) to accompany published textbooks for external dissemination.

b. Submitting application, as the principal or co-principal investigator, for an internally or externally funded grant or contract.

c. Performing clinical coordinator duties as assigned.

d. Demonstrating a scholarly manuscript under revision, but not yet accepted for publication in a refereed journal.

e. Collaboration on research in clinical settings (including evidence of involvement in research projects).

f. The list of secondary effort indicators above is not exhaustive. Applicants may make a case for the inclusion of additional appropriate secondary effort indicators that are not on this list.

### **3. Tertiary effort indicators include the following:**

a. Publishing articles in non-refereed journals or popular magazines related to professional interest area.

b. Participation on a thesis committee.

c. Attending a grant writing workshop or writing skills workshop to encourage development of skills that enhance scholarship.

d. Development of clinical protocol(s), quality assurance parameters, evaluation of effective outcome criteria or any other clinical evaluation parameters.

e. The list of tertiary effort indicators above is not exhaustive. Applicants may make a case for the inclusion of additional appropriate secondary effort indicators that are not on this list.

## **H. Professional Productivity Criteria**

### **1. Clarifications**

a. For the purposes of evaluation in this category, the following effort indicator equivalents will apply. Any combination of two secondary effort indicators will equal one primary effort indicator. Any combination of three tertiary effort indicators will equal one primary effort indicator.

b. It is the sole responsibility of the applicant to demonstrate that publications exhibit appropriate quality. Evidence may be given by having external reviews solicited by the applicant, providing information about the journals (e.g., journal impact factor rating, manuscript acceptance rate, circulation numbers, citation indices, etc.).

c. Unless indicated otherwise, an applicant cannot submit an effort indicator in one area (e.g. Teaching) and have that item counted as supporting evidence simultaneously in another area (e.g. Service).

## **I. Reappointment, Tenure, and Promotion**

### **1. Instructors**

#### **a. Reappointment for Instructor and Promotion to Senior Instructor**

##### **i. Teaching Criteria**

- a. Achievement of all primary effort indicators.
- b. Demonstration of activity in six secondary effort indicator categories during the period as Instructor.

##### **ii. Service Criteria**

- a. Achievement of all primary effort indicators.
- b. Demonstration of activity in three secondary effort indicator categories during the period of Instructor.

### **2. Ranked Faculty**

#### **a. Requirements for Tenure and Promotion from Assistant to Associate Professor:**

##### **i. Teaching Criteria**

- a. Achievement of all primary effort indicators while in the rank of Assistant Professor.
- b. Demonstration of activity in six secondary effort indicator categories during the period as Assistant Professor.

##### **ii. Scholarship Criteria**

- a. Primary effort indicator E.1.a: Authorship or co-authorship of two publications resulting from work conducted during the probationary period at Missouri State University. The applicant must document the exact contributions to a co-authored publication.

b. Primary effort indicator E.1.a-E.1.d: Authorship or co-authorship of one additional publication resulting from work conducted during the probationary period at Missouri State University. The applicant must document the exact contributions to a co-authored publication.

c. Secondary effort indicator E.2.f: Submitting application, as the principal or co-principal investigator, for an externally funded grant or contract.

d. Secondary effort indicator E.2.h: Presenting or mentoring original peer-reviewed data twice at national or international meetings, at least once as presenter, while an Assistant Professor at Missouri State University.

e. Demonstration of at least three additional primary effort indicators or their equivalents during the period as Assistant Professor. (See section F.1.a.)

f. A sustained level of scholarship demonstrating at least one discrete theme.

### **iii. Service Criteria**

a. Achievement of all primary effort indicators while at the rank of Assistant Professor.

b. Demonstration of activity in three secondary indicator categories during the period as Assistant Professor.

## **b. Requirements for tenure for individuals hired at the Associate or Professor rank:**

### **i. Teaching Criteria**

a. Achievement of all primary effort indicators while in the rank of Assistant Professor.

b. Demonstration of activity in six secondary effort indicator categories during the period as Assistant Professor.

### **ii. Scholarship Criteria**

a. Primary effort indicator E.1.a: Authorship or co-authorship of two publications resulting from work conducted during the probationary period at Missouri State University. The applicant must document the exact contributions to a co-authored publication.

b. Primary effort indicator E.1.a-E.1.d: Authorship or co-authorship of one additional publication resulting from work conducted during the probationary period at Missouri State University. The applicant must document the exact contributions to a co-authored publication.

c. Secondary effort indicator E.2.f: Submitting application, as the principal or co-principal investigator, for an externally funded grant or contract.

d. Secondary effort indicator E.2.h: Presenting or mentoring original peer-reviewed data twice at national or international meetings, at least once as presenter, while an Assistant Professor at Missouri State University.

e. Demonstration of at least three additional primary effort indicators or their equivalents during the period as Assistant Professor. (See section F.1.a.)

f. A sustained level of scholarship demonstrating at least one discrete theme.

### **iii. Service Criteria**

a. Achievement of all primary effort indicators while at the rank of Assistant Professor.

b. Demonstration of activity in three secondary indicator categories during the period as Assistant Professor.

## **c. Requirement for Promotion from Associate to Professor to Full Professor**

### **i. Teaching Criteria**

a. Achievement of all primary effort indicators while in the rank of Associate Professor.

b. Demonstration of activity in six secondary effort indicator categories during the period as Associate Professor.

### **ii. Scholarship Criteria**

a. Primary effort indicator E.1.a: Authorship or co-authorship of two publications resulting from work initiated while an Associate Professor at Missouri State University. The applicant must document the exact contributions to a co-authored publication.



b. Primary effort indicator E.1.a-E.1.d: Authorship or co-authorship of one additional publication resulting from work conducted while an Associate Professor at Missouri State University. The applicant must document the exact contributions to a co-authored publication.

c. Secondary effort indicator E.2.h: Presenting or mentoring original peer-reviewed data twice at national or international meetings at least one time as presenter, while an Associate Professor at Missouri State.

d. Demonstration of at least three primary effort indicators or their equivalents, attained since promotion to Associate Professor.

### **iii. Service Criteria**

a. Achievement of all primary effort indicators while at the rank of Associate Professor.

b. Demonstration of activity in three secondary effort indicator categories during the period as Associate Professor.

## **3. Clinical Faculty**

### **a. Requirements for Promotion from Clinical Instructor to Clinical Assistant Professor:**

#### **i. Teaching Criteria**

a. Achievement of all primary effort indicators while in the rank of clinical instructor.

b. Demonstration of activity in six secondary effort indicator categories during the period as clinical instructor.

#### **ii. Professional Productivity/Research Criteria**

a. G.1.b. Presenting new knowledge in the discipline demonstrating measurable improvements in clinical practice or translating clinical practice into new knowledge at one workshop or local, regional, national or international meetings.

b. G.1.d. Applying clinical expertise to provide expert service to the local and professional community.

c. Demonstration of one additional primary effort indicator or their equivalents.

**iii. Service Criteria**

- a. Achievement of all primary effort indicators while at the rank of Clinical Instructor.
- b. Demonstration of activity in three secondary indicator categories.

**b. Requirements for Promotion from Clinical Assistant Professor to Clinical Associate Professor:**

**i. Teaching Criteria**

- a. Achievement of all primary effort indicators while in the rank of clinical assistant professor.
- b. Demonstration of activity in six secondary effort indicator categories during the period as clinical assistant professor.

**ii. Professional Productivity/Research Criteria**

- a. Choose one of the following (G.1.a. OR G.1.c.), based on workload policy:

G.1.a. Publishing, as author or co-author, ONE manuscript translating new knowledge in the discipline into measurable improvements in clinical practice or translating clinical practice into new knowledge. \*\*Meeting this indicator is required if clinical faculty has workload release for research, per college faculty handbook workload policy.

OR

G.1.c. Obtaining funding, as the principal or co-principal investigator, for an externally or internally funded grant or contract.

- b. G.1.b. Presenting new knowledge in the discipline demonstrating measurable improvements in clinical practice or translating clinical practice into new knowledge at one workshop or local, regional, national, or international meetings.
- c. G.1.d. Applying clinical expertise to provide expert service to the local and professional community.
- d. Demonstration of one additional primary effort indicator or their equivalents

### **iii. Service Criteria**

- a. Achievement of all primary effort indicators while at the rank of clinical assistant professor.
- b. Demonstration of activity in three secondary indicator categories or additional activity in primary effort categories.

## **c. Requirement for Promotion from Clinical Associate Professor to Clinical Full Professor**

### **i. Teaching Criteria**

- a. Achievement of all primary effort indicators while in the rank of clinical associate professor.
- b. Demonstration of activity in six secondary effort indicator categories.

### **ii. Professional Productivity/Research Criteria**

- a. G.1.a. Publishing, as author or co-author, ONE manuscript translating new knowledge in the discipline into measurable improvements in clinical practice or translating clinical practice into new knowledge. \*\*Meeting this indicator is required if clinical faculty has workload release for research.
- b. G.1.b. Presenting new knowledge in the discipline demonstrating measurable improvements in clinical practice or translating clinical practice into new knowledge at one workshop or local, regional, national or international meetings.
- c. G.1.c. Obtaining funding, as the principal or co-principal investigator, for an externally or internally funded grant or contract.
- d. G.1.d. Applying clinical expertise to provide expert service to the local and professional community.
- e. Demonstration of two additional primary effort indicator or their equivalents.

### **iii. Service Criteria**

- a. Achievement of all primary effort indicators while at the rank of clinical associate professor.
- b. Demonstration of activity in three secondary effort indicator categories.