

MISSOURI STATE UNIVERSITY

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

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THIS PLAN IS IN EFFECT FROM 2022, THROUGH 2025.

**DEPARTMENT OF COMMUNICATION
MISSOURI STATE UNIVERSITY**

**PERSONNEL COMMITTEE PROCEDURE MANUAL
AND EVALUATION GUIDELINES**

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1 THE PERSONNEL COMMITTEE: ITS STRUCTURE, FUNCTIONS, AND 2 MEMBERSHIP

3
4 The Missouri State University [Faculty Handbook](#) specifies that each member of the ranked faculty will be
5 evaluated annually, including tenured faculty. Each department is charged with establishing procedures
6 for accomplishing these things, and the Personnel Committee was created initially for that purpose. See
7 [Faculty Handbook](#) section 4.8.3.
8

9 Detailed information about the university's procedures for annual evaluation of progress toward tenure,
10 tenure and promotion are contained in the [Faculty Handbook](#) section 4.6. In this department, both the
11 procedures used in processing an application for personnel action (i.e., annual evaluation; annual
12 evaluation of progress toward tenure for untenured, tenure-eligible faculty; tenure; and promotion) and
13 the guidelines or criteria used in evaluating such an application shall be those procedures and guidelines
14 stipulated below in this document.
15

16 In addition, probationary faculty (i.e., faculty who are eligible for tenure but are not yet tenured) submit
17 annually a dossier that is more detailed than the Annual Report. The dossier describes in detail the faculty
18 member's activities and outcomes in the areas of teaching, research/scholarly activity, and service. It
19 serves as a cumulative record and provides the foundation for the tenure and promotion dossier submitted,
20 typically, at the beginning of the faculty member's sixth year of service to the university. For each
21 probationary faculty member, the Personnel Committee provides an annual letter evaluating the faculty
22 member's strengths and areas where improvement is needed and assessing his or her progress toward
23 tenure.
24

25 *The Charge of the Personnel Committee*

26
27 The Personnel Committee has two major purposes. First, it makes written recommendations to the
28 Department Head regarding annual evaluation of progress toward tenure, tenure, and promotion for
29 individual faculty members. These written recommendations are given both to the faculty member and the
30 Department Head, where they become part of the formal performance evaluation process. Second, the
31 Personnel Committee establishes and employs departmental policies that take the form of procedures and
32 guidelines relevant to personnel actions and may recommend policy changes to the full faculty for its
33 consideration. Any faculty member may initiate a request for a particular department policy to be created
34 or reviewed by the committee.
35

36 *Membership*

37
38 The Personnel Committee is composed of all the tenured members of the Department of Communication.
39 Tenured members of the department who serve as full- time administrators at the university have
40 generally removed themselves from participation in and voting on matters where they may subsequently
41 have to act in their administrative capacities. For example, although such members have participated in
42 discussions of procedural matters, they have not participated in discussions of substantive matters relating
43 to specific personnel actions, although they do receive information from the committee as a courtesy.
44 From time to time, the committee may ask non-tenured members to attend meetings, provide information,
45 help review policies, work on subcommittees, and so forth. While such "invited" faculty may participate
46 fully and vote on subcommittee matters, they do not participate in or vote on Personnel Committee
47 matters of annual evaluation of progress toward tenure, tenure, or promotion.
48

49 *Leadership*

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Chair

The Personnel Committee is headed by the chair, who is responsible for organizing and conducting meetings, obtaining and circulating information and materials required by the committee, and producing the written recommendations of the committee. The chair serves as a coordinator, and is free to participate and vote on all matters, not just to break voting ties. Normally, the vice-chair succeeds to the position in the following year; otherwise, the chair is elected.

Vice-chair

The vice-chair is responsible for carrying out the duties of the chair during the chair's absence, and generally helps with the organization of the committee. The vice-chair is usually elected at the initial organizational meeting of the academic year, when newly tenured members of the committee have the first opportunity to vote. The vice-chair then becomes chair of the committee during the following academic year.

Recorder

The recorder is responsible for recording actions taken and decisions made by the committee and circulating them to the rest of the committee, usually in the form of minutes. A recorder may be elected, usually at the initial organizational meeting, for the full academic year, or different individuals may volunteer to record decisions at each meeting.

Committee Procedures

Discussion Procedures

The parliamentary authority for the Personnel Committee in all matters not in conflict with the [Faculty Handbook](#) or other applicable department or college policy and procedure statements shall be the most recent edition of *Robert's Rules of Order, Newly Revised*. Unless otherwise required by university or college procedure, the Personnel Committee will conduct its business and make its reports or recommendations in accordance with the parliamentary authority identified above.

Voting Procedures

Absentee Votes

Absentee votes are permitted at Committee meetings when members are required to be absent as a consequence of either academic leave or performing another academic assignment. The Committee chair will accept and count absentee votes on personnel actions prior to discussion. Absentee votes on proposed changes in Committee procedures or guidelines may be counted at the discretion of the chair.

Proxy Votes

Proxy votes are not permitted.

Reporting Procedures

99 Personnel Committee members vote on and correspondingly report or recommend regarding two
100 categories of business: personnel actions and personnel policies (i.e., procedures and evaluation
101 guidelines).
102

103 ***Reporting on Policy Issues***

104
105 Routine matters, such as discussions of procedure or other issues that do not pertain to the evaluation of
106 specific individuals, are recorded in the minutes and circulated to members. In addition, both the minutes
107 of previous meetings and agendas of upcoming meetings are posted in the department office for all
108 faculty members to read.
109

110 ***Reporting Personnel Actions***

111
112 The [Faculty Handbook](#) calls for yearly evaluation of all faculty (section 4.6). In the Department of
113 Communication, the Personnel Committee also provides untenured ranked faculty with its own annual
114 written evaluation during the annual evaluation of progress toward tenure process. In addition, the
115 committee provides written evaluations of faculty who apply for tenure and promotion.
116

117 In these matters of annual evaluation of tenure progress, tenure, and promotion, the committee chair
118 produces a letter that reflects the committee members' assessment of that faculty member's performance,
119 and also includes the results of the committee's assessment. A copy of that letter goes both to the
120 individual faculty member and to the Department Head, and accompanies all subsequent evaluation letters
121 through the chain of command to the president.
122

123 The presumption is that a probationary faculty member's appointment will be continued. However, if the
124 faculty member's performance has evidenced problems that warrant non-renewal, the Personnel
125 Committee, in its annual evaluation, can recommend non-renewal. If a first-year faculty member's
126 appointment is not renewed for the second year, that faculty member must be notified by the Provost by
127 March 1 of the first year. Starting with the second year, a faculty member whose appointment is not
128 renewed must be notified by December 1 of the second year and is given the upcoming year as the
129 terminal year. See Section 4.6.3 of the [Faculty Handbook](#) for information on annual performance reviews
130 for probationary faculty.
131

132 In certain instances, some members of the committee may disagree with the majority's assessment of the
133 individual and may wish to produce a minority report; in that case, a copy of the minority report, signed
134 by the appropriate individuals, is included with the evaluation letter and sent both to the faculty member
135 and to the Department Head. As before, the minority report accompanies the letter through the entire
136 process.
137

138 **Violations of Personnel Procedures**

139
140 A member of the department Personnel Committee may be subject to limitations on voting privileges on
141 all personnel actions before the committee if through a majority vote of the Personnel Committee they
142 have been found to have violated department faculty rights regarding privacy, due process, and a
143 workplace free of sexual harassment.
144

145 **Subcommittee Structure**

146
147 The Personnel Committee operates using an ad hoc committee structure by creating subcommittees as
148 needed to handle specific items.

149
150 In some instances, the subcommittee will report to the Personnel Committee, which is empowered to take
151 final action (for example, consideration of the *Personnel Committee Procedure Manual*). In other
152 instances, the subcommittee will submit its recommendations to the Personnel Committee, which will
153 discuss the subcommittee recommendations and submit, in turn, its own recommendations to the ranked
154 faculty and Department Head for final action.

155 156 **Submitting Items for Committee Consideration**

157
158 The Personnel Committee encourages tenured and non-tenured faculty to submit items to be considered
159 by the committee. Such items should be submitted in writing to the chair of the Personnel Committee for
160 inclusion on the agenda.

161 162 **Amending the Personnel Committee Procedure Manual and Evaluation Guidelines**

163
164 Our department's tenure and promotion document is a living document that will be responsive to MSU
165 organizational change and the changing needs of our department. This policy allows two paths for the
166 amendment of the policy.

167 168 ***Submitting Items for Committee Consideration***

169
170 During a called meeting of the departmental Personnel Committee, any member of the committee may
171 submit amendments, changes, or other modifications to the tenure and promotion document.

172
173 Generally, formal amendments to the tenure and promotion document should be available to Personnel
174 Committee members at least 24 hours before a called meeting. However, this should not be construed to
175 deny suggested changes at any called meeting.

176 177 ***Voting***

178
179 A simple majority of Personnel Committee members must be present at the called meeting. In addition,
180 for a motion to amend the tenure and promotion document to pass, a simple majority of Personnel
181 Committee members present at the called meeting is required for passage.

182 183 ***Email Procedures***

184
185 Any member of the Personnel Committee may submit amendments, changes, or other modifications to
186 the tenure and promotion document by email to all members of the Personnel Committee during the
187 regular school year.

188
189 For an amendment to pass a simple majority of the members of the Personnel Committee is needed. A
190 simple majority needs to form by email to the Personnel Committee chairperson within 5 working days of
191 the notification of the proposed change.

192 193 ***Notification to Members and Revision of Document***

194
195 After a change or amendment to the tenure and promotion document has been made it is the responsibility
196 of the Personnel Committee chair to compile the change, reformat the existing document to accurately
197 reflect those changes and then to share the changed document with the Department of Communication

198 faculty. The document should also be transmitted, as needed and required, to the appropriate university
199 administrative units.

200

201 ***Definition of Terms***

202

203 The university uses a number of terms that pertain to matters of personnel. Those used most often by the
204 Personnel Committee are described as follows. Please refer to the [Faculty Handbook](#), Glossary and
205 Abbreviations section, for more detailed information about these and other categories.

206

207 **Personnel/Appointment Categories**

208

209 ***Renewable Term Appointment***

210

211 An appointment made for a specified maximum period, and renewable each year up to the end of that
212 period, if the individual holding the appointment is reappointed. In our department, several instructors
213 have been hired in the past with renewable term appointments; they may be reappointed annually through
214 a fifth year of service, but their letters of annual appointment have stated that they may not be employed
215 after that year.

216

217 ***Ranked***

218

219 A tenure-track/tenured faculty holding the rank of Assistant Professor, Associate Professor or Professor.

220

221 ***Unranked***

222

223 A faculty member in a non-tenure position. [Instructors employed after January 1, 2007 are unranked
224 faculty.]

225

226 ***Probationary Faculty***

227

228 Faculty appointed for a stated term to a tenure-track position with provisions for review and renewal at
229 the end of the appointment term and designed to lead to a tenure decision at the end of the probationary
230 period.

231

232 ***Tenure Track***

233

234 A faculty member appointed to a tenure-track position that leads to tenure upon successful completion of
235 a probationary period and to faculty who have been awarded tenure. Appointment to a position with
236 academic rank is not synonymous with appointment to a tenure-track position.

237

238 ***Tenured***

239

240 A faculty member who has been granted the status (after a probationary period) that protects him or her
241 from arbitrary dismissal is tenure. Tenure gives the faculty member the contractual right to be reemployed
242 for succeeding academic years until he or she resigns, retires, is dismissed for cause, is separated pursuant
243 to a reduction in force, or is unable to perform the duties of the position or dies, but subject to the terms
244 and conditions of employment that exist in the current [Faculty Handbook](#) and in future editions of the
245 [Faculty Handbook](#) as amended.

246

247 ***Terminal Year***

248
249 Faculty members who are not granted tenure and faculty members in their second, third, fourth, and fifth
250 years of service who are not reappointed are given the upcoming academic year as the terminal year, or
251 final year of employment at Missouri State University. Faculty members in their second and subsequent
252 years of service are notified by April 30 if the year after (i.e., their third or subsequent year) will be their
253 terminal year. Faculty normally apply for tenure in their sixth year; if not granted, their seventh year is
254 their terminal year. "Terminal" year also refers to the final year of a term appointment.
255

256 **Types of Personnel Actions**

257
258 All the following actions and procedures for accomplishing them are described in detail in the following
259 sections and are merely defined here. In addition, details may be found in the [Faculty Handbook](#), section
260 3.2
261

262 ***Promotion***

263
264 A progression within an appointment series (tenure-track, clinical, research) following fulfillment of
265 criteria and review as specified in departmental promotion documents and the [Faculty Handbook](#).
266

267 ***Annual Appointment***

268
269 The invitation to a faculty member to teach during the following academic year and to apply for annual
270 appointment during that following year, the procedure by which this is accomplished. It is assumed that
271 tenure-eligible, probationary faculty who receive positive annual evaluations of progress toward tenure,
272 will be reappointed.
273

274 ***Tenure***

275
276 The status granted (after a probationary period) to a ranked faculty member protecting him or her from
277 arbitrary dismissal. Tenure gives the faculty member the contractual right to be reemployed for
278 succeeding academic years until he or she resigns, retires, is dismissed for cause, is separated pursuant to
279 a reduction in force, or is unable to perform the duties of the position or dies, but subject to the terms and
280 conditions of employment that exist in the current [Faculty Handbook](#) and in future editions of the [Faculty](#)
281 [Handbook](#) as amended.
282

283 **Types of Materials Used in Decision Making**

284
285 In general, the Personnel Committee may use only material supplied by the faculty member, by that
286 faculty member's supervisor (if applicable), and departmental data in making personnel decisions.
287

288 ***Materials Supplied by the Faculty Member for Personnel Decisions***

289
290 The materials to be supplied by the faculty member are outlined in [Appendix C](#) and the Reynolds College
291 of Arts and Letters [Tenure, Promotion and Annual Evaluation Guidelines](#). The faculty member is urged
292 to prepare his or her materials with care, so that the strongest possible case may be presented. The faculty
293 member's mentor, members of the Personnel Committee, and members of the Faculty Orientation and
294 Materials Preparation Committee are ready to help the faculty member prepare convincing materials.
295

296 ***Departmental Data***

297
298 Certain data about the faculty member are considered departmental data that belong to the department and
299 are readily available to the Personnel Committee for the purpose of making evaluation decisions. There
300 are three categories of departmental data: 1) student evaluations, including numeric student evaluation of
301 teaching summaries and the handwritten comments of students on the student evaluation of teaching, 2)
302 results of departmental peer reviews, and 3) any conditions or contingencies of employment that are
303 relevant to personnel decisions (such as deadline dates by which a dissertation must be completed, and so
304 forth). No other data are automatically available for Personnel Committee perusal. If other information is
305 needed by the committee (such as transcripts), it may be obtained in one of two ways: 1) it may be
306 released by the faculty member for use in the particular personnel decision being made, or 2) the
307 Personnel Committee Chair may request it of the Department Head after the committee has voted to
308 request it. Certain information may be confidential and the Department Head may not have authority to
309 release it; if so, the Personnel Committee is bound by any such additional restrictions.

310

311 *Information Supplied by the Supervisor*

312

313 The faculty member may have a departmental supervisor, other than the Department Head, who has
314 responsibility for evaluating his/her performance. For example, the assistant forensics director is
315 supervised by the forensics director, and many instructors are supervised by the basic course director.
316 Generally, this is relevant to annual appointment decisions. The faculty supervisors are generally asked to
317 make oral reports to the Personnel Committee, although they may also be asked to submit written
318 evaluations as well.

319

320 **Help Available to the Applicant**

321

322 Both formal and informal channels are available to assist the applicant throughout the application process.
323 First, the Personnel Committee Chair and/or the Department Head notify the faculty of the deadline dates
324 for applying and submitting materials. All members of the Personnel Committee are available to help both
325 explain the process and help individual applicants prepare materials, and the applicant's mentor is
326 encouraged to provide whatever assistance is sought by the applicant.

327

328 Applicants are urged to let the Department Head and the Personnel Committee Chair know as early as
329 possible that they plan to apply, so that the help needed may be provided in timely fashion.

330

331 *Materials Preparation*

332

333 Generally, dossiers of all probationary faculty are reviewed by the Personnel Committee in February, with
334 Personnel Committee recommendations due to the Department Head in late March (exact dates are
335 announced during the fall semester). Preparation of a clear, compelling dossier is especially important. In
336 their first year, probationary faculty members will meet with the chair of the Personnel Committee and
337 one other member of the Personnel Committee for advice about how to prepare their first evaluation
338 dossier. At that meeting, information will be provided about annual reviews, dossier materials to be
339 included, and overall preparation. Efforts will be made to provide examples of dossiers submitted
340 previously.

341

342 Probationary faculty are encouraged to regularly consult with members of the Personnel Committee about
343 the content and presentation of the dossier. Generally, dossiers for faculty applying for tenure and/or
344 promotion must be submitted to the Department Head and Personnel Committee by October 1 (the exact
345 dates are announced the previous spring semester). It is strongly recommended that applicants for tenure
346 and/or promotion submit their dossiers no later than September 1 for initial review and feedback by

347 members of the Personnel Committee. It is expected, of course, that applicants use that feedback to
348 improve their dossiers prior to submitting them to the Department Head and full Personnel Committee.
349

350 **COMMITTEE PROCEDURES REGARDING PERSONNEL ACTIONS**

351
352 The following sections describe in detail the major tasks to be undertaken by the Personnel
353 Committee and the procedures that are followed. Additional information about each procedure is
354 available in the [Faculty Handbook](#), section 4.6.2. In all cases, the Personnel Committee makes
355 recommendations to the Department Head, but is not the final decision maker. The Personnel
356 Committee's recommendations are forwarded through the channels along with subsequent
357 recommendations from the Department Head, Dean, and Provost.
358

359 ***Annual Appointment***

360
361 Annual appointment is an invitation to teach during the following academic year. According to the
362 *Faculty Handbook* the department must make an assessment of the faculty member's progress toward
363 tenure annually and each untenured, ranked faculty member must be notified by a specified date of the
364 department's decision not to reappoint him or her. Tenure does not occur de facto. (See [Faculty Handbook](#)
365 section 4.6.1.)
366

367 The Personnel Committee will review every untenured, ranked faculty member for annual evaluation
368 toward tenure; the committee invites each such faculty member to submit information in support of
369 his/her application.
370

371 **Generic Calendar**

372
373 The Personnel Committee's dates for considering faculty members for annual appointment are based on
374 the individual faculty member's current year of appointment and the dates established by the university
375 Provost, as follows:
376

377 ***First Year***

378
379 In the first year, to a second, the faculty member must be notified of non-reappointment by March 1.
380

381 ***Subsequent Years***

382
383 In the second year, the faculty member must be notified by December 15 of non-reappointment to the
384 year following the current year (i.e., to the fourth, fifth, or sixth year).
385

386 For faculty in the third or later year, non-renewal of contracts occurs 12 months before expiration of the
387 appointment. (Consult Section 4.6.3 –*Annual Reviews for Probationary Faculty*– of the [Faculty](#)
388 [Handbook](#).)
389

390 Faculty members are instructed to check the yearly Promotion and Tenure Calendar for a complete list of
391 dates and actions at <https://www.missouristate.edu/Provost/tenureandpromotion.htm>
392

393 **Procedures**

394
395 The Chair of the Personnel Committee, with the help of the Department Head, determines what the
396 specific deadlines are and notifies each faculty member of both the university deadlines and the Personnel

397 Committee date for deliberation. The committee meets at the appointed time, deliberates, and votes by
398 ballot. A copy of the recommendation, including the names of members voting, is given to the faculty
399 member and to the Department Head. This written recommendation, which is a part of the formal
400 evaluation required for all ranked faculty, is included with all subsequent recommendations regarding the
401 candidate for annual evaluation of progress. The Department Head makes his/her own recommendation, a
402 copy of which is provided the candidate, and forwards it to the Dean, who makes his/her own and
403 forwards it to the Provost. The Provost gives his/her recommendation to the President.

404
405 The faculty member is customarily informed of all recommendations, even if they are in agreement with
406 the previous recommendation. In all cases where a recommendation differs from that of the Personnel
407 Committee, the administrator who differs is required to notify in writing the faculty member, the
408 Personnel Committee, and any affected administrators of the reasons for the disagreement. At each step
409 along the way, the faculty member may submit additional information or challenge a recommendation. If
410 the faculty member chooses to submit additional information, s/he must so inform the Personnel
411 Committee.

412 413 **Materials Used**

414
415 Materials used for the annual evaluation of all faculty consist of the Annual Report submitted to the
416 Department Head. In addition, probationary faculty who are tenure eligible but not yet tenured submit a
417 dossier that provides a cumulative record of their accomplishments. Materials used for annual evaluation
418 of progress toward tenure include materials supplied by the faculty member, by the supervisor (if
419 applicable), and departmental data. [See Appendix C.](#)

420 421 **What Happens Next**

422
423 The faculty member has the right to submit additional information on his/her behalf at any step of the
424 annual appointment process and to challenge recommendations made at any level. A formal appeal of an
425 annual appointment recommendation may be made through the university's grievance process, which is
426 described in section 4.6.6.3 of the [Faculty Handbook](#).

427
428 The final decision on annual appointment is made by the Board of Governors. The faculty member
429 receives a letter indicating the result of the board's vote, which is binding.

430 431 ***Tenure***

432
433 Tenure provides continuing employment for the faculty member, until s/he resigns, retires, or is
434 terminated for cause. Only members of the ranked faculty whose appointments are tenure track are
435 eligible to apply for tenure, which attests that a faculty member has achieved a particular standard of
436 performance in teaching, research, and service which is more demanding than the standard for annual
437 appointment. Since tenure represents a lifetime professional commitment to a faculty member, it is based
438 on a thorough evaluation of that faculty member's work over a period of years.

439
440 Generally, a faculty member desiring tenure must apply during the sixth year of service to Missouri State
441 University. The initial letter of appointment specifies the last semester during which the faculty member
442 can apply for tenure. Faculty members who apply during their sixth year but are denied tenure are given a
443 terminal year contract for the following academic year.

444

445 A faculty member desiring tenure must have his/her eligibility certified by the Provost (this process is
446 initiated by the Department Head and Dean), must make formal application for tenure, and must compile
447 a dossier of materials in support of his/her application.
448

449 For details about the tenure procedure, see section 3.7 of the [Faculty Handbook](#). For details about the
450 criteria for tenure, see the pertinent section of this manual.
451

452 **Generic Calendar**

453
454 The Personnel Committee's dates for considering faculty members for tenure are based on the university-
455 established deadlines.
456

457 **Procedures**

458
459 Once the Personnel Committee has established the departmental deadlines, the chair notifies each eligible
460 faculty member of both the university deadlines and the Personnel Committee date for deliberation. The
461 committee meets at the appointed time, deliberates, and votes by ballot. A copy of the recommendation,
462 including the names of members voting, is given to the faculty member and to the Department Head. This
463 written recommendation is forwarded through channels along with all subsequent recommendations. The
464 Department Head makes his/her recommendation and forwards it to the Dean, who makes his/her own
465 and forwards it to the Provost. The Provost gives his/her recommendation to the President. In all cases
466 where a recommendation differs from that of the Personnel Committee, the administrator who differs is
467 required to notify in writing the faculty member, the Personnel Committee, and any affected
468 administrators of the reasons for the disagreement. At each step along the way, the faculty member may
469 submit additional information or challenge a recommendation. If the faculty member chooses to submit
470 additional information, s/he must so inform the Personnel Committee.
471

472 **Materials Used**

473
474 Materials used for tenure include materials supplied by the faculty member and departmental data.
475 Faculty members are required to submit a dossier summarizing their activities in teaching, research, and
476 service, and they should take great care in preparing the dossier. Part of the Personnel Committee's role is
477 to help faculty members submit the best possible dossiers in support of their applications. See [Appendix](#)
478 [C](#) for contents of the dossier.
479

480 **What Happens Next**

481
482 The faculty member has the right to submit additional information on his/her behalf at any step of the
483 tenure process and to challenge recommendations made at any level. A formal appeal of a tenure
484 recommendation may be made through the university's grievance process, which is described in section
485 4.6.6.3 of the [Faculty Handbook](#).
486

487 The final decision on tenure is made by the Board of Governors. The faculty member receives a letter
488 indicating the result of the board's vote, which is binding.
489

490 If the faculty member is not tenured, s/he receives a letter of nonappointment and a terminal year
491 appointment is tendered for the following academic year.
492

493 **Promotion**

494

495 Promotion, as with tenure, attests that a faculty member has achieved a particular standard of performance
496 in teaching, research, and service.

497
498 A faculty member desiring promotion must have his/her eligibility certified by the Provost, must make
499 formal application for promotion, and must compile a dossier of materials in support of his/her
500 application.

501
502 For details about the promotion procedure, [see “Procedures”](#) See also the pertinent section of this manual
503 for information about the categories and kinds of evidence that may be submitted in support of a
504 promotion application.

505 506 **Generic Calendar**

507
508 The Personnel Committee's dates for considering faculty members for promotion are the same as those for
509 tenure and are based on the university-established deadlines. Consult the complete updated Promotion and
510 Tenure and Yearly Performance Review Calendar published by the Provost at
511 <https://www.missouristate.edu/Provost/tenureandpromotion.htm>

512 513 **Procedures**

514
515 Procedures for promotion are nearly identical to tenure procedures. Once the Personnel Committee
516 establishes the departmental deadlines, the chair notifies each eligible faculty member of both the
517 university deadlines and the Personnel Committee date for deliberation. The committee meets at the
518 appointed time, deliberates, and votes by ballot.

519
520 A copy of the recommendation, including the names of members voting, is given to the faculty member
521 and to the Department Head. This written recommendation is included with all subsequent
522 recommendations through all the channels. The Department Head makes his/her recommendation and
523 forwards it to the Dean, who makes his/her own and forwards it to the Provost. The Provost gives his/her
524 recommendation to the President.

525
526 In all cases where a recommendation differs from that of the Personnel Committee, the administrator who
527 differs is required to notify in writing the faculty member, the Personnel Committee, and any affected
528 administrators of the reasons for the disagreement. At each step along the way, the faculty member may
529 submit additional information or challenge a recommendation. If the faculty member chooses to submit
530 additional information, s/he must so inform the Personnel Committee.

531 532 **Materials Used**

533
534 Materials used for promotion include materials supplied by the faculty member and departmental data.
535 Faculty members are required to submit a dossier summarizing their activities in teaching, research, and
536 service, and they should take great care in preparing the dossier. Part of the Personnel Committee's role is
537 to help faculty members submit the best possible dossiers in support of their applications. See [Appendix](#)
538 [C](#) as well as and the Reynolds College of Arts and Letters [Tenure, Promotion and Annual Evaluation](#)
539 [Guidelines](#) for contents of the dossier.

540 541 **What Happens Next**

542
543 The faculty member has the right to submit additional information on his/her behalf at any step of the
544 promotion process and to challenge recommendations made at any level. A formal appeal of a promotion

545 recommendation may be made through the university's grievance process, which is described in section
546 4.6.6.3 of the [Faculty Handbook](#).

547
548 The final decision on promotion is made by the Board of Governors. The faculty member receives a letter
549 indicating the result of the board's vote, which is binding. Faculty members who are not promoted may
550 apply in subsequent years.

551
552 **GUIDELINES FOR FACULTY EVALUATION: ANNUAL**
553 **APPOINTMENT, TENURE, PROMOTION, AND PRE-TENURE REVIEW**

554
555 ***General Philosophy***

556
557 **Introduction**

558
559 The general policy of the Department of Communication is that faculty performance evaluation is guided
560 by two overriding standards: academic achievement and professionalism.

561
562 In keeping with the [Faculty Handbook](#) (see section 1.1.3.2), the college affirms the value of a variety of
563 types of scholarship.

564
565 **Academic Achievement**

566
567 Like all members of the faculty at Missouri State University, the Communication faculty is charged with
568 demonstrating academic achievement in teaching, scholarship/creativity and service. However, given the
569 nature and mission of the university and this department, demonstrating academic achievement in these
570 areas is differentially significant.

571
572 ***Teaching***

573
574 Demonstrating competence in teaching is primary. Because the first mission of the Communication
575 Department is to provide an excellent educational experience for its major and non-major undergraduate
576 students as well as to graduate students, faculty contributions to this goal carry the greatest significance.

577
578 ***Research***

579
580 Research is central to teaching excellence. Department faculty are members of a larger intellectual and
581 artistic community. In this respect, their contributions in basic and applied research are important, and
582 central to performing as genuine teacher/scholars.

583
584 ***Service***

585
586 Because Communication faculty are members of an academic department within a publicly supported
587 state institution, their contributions in the service of university governance, community relations, and the
588 goals of professional associations in the field are also important. Communication faculty members belong
589 to an academic department in a publicly-assisted state university with a statewide mission in Public
590 Affairs. Because of the university's emphasis on citizenship, social responsibility, and public
591 involvement, as well as student learning, inclusive excellence, and institutional impact, service activities
592 to the department, college, university, profession, and public communities take on special significance.

593 Because of the overriding educational mission of the department, those service activities which are
594 intertwined with instruction and scholarship are especially valued.

595

596 **Professionalism**

597

598 Achieving the goals of the department depends both on the academic competence of its faculty and the
599 professionalism exhibited by its members. Like all faculty members at Missouri State University, the
600 Communication faculty is a body of professional colleagues and co-workers. The contributions members
601 of this department make both in maintaining high standards of professional behavior and sustaining
602 working relationships which support the educational, scholarly/artistic and service effectiveness of the
603 department are valued. Professionalism is, after demonstrated academic achievement, an important
604 determinant in annual appointment, tenure, promotion, and pre-tenure review decisions. Positive acts of
605 professionalism can be reported under the [evaluative categories described in this document](#).

606

607 ***Policies and Standards for Annual Evaluation of Tenure Progress, Tenure, and*** 608 ***Promotion***

609

610 **Introduction**

611

612 This section describes the guidelines that apply to annual evaluation of tenure progress, tenure, and
613 promotion in the Department of Communication. It also stipulates the standards important to these
614 personnel actions. The criteria used in assessing the achievement of these standards are listed under
615 [“Procedures and Criteria for Annual Evaluation, Tenure, and Promotion.”](#)

616

617 **Faculty Annual Evaluation of Progress toward Tenure**

618

619 ***Policies on Annual Evaluation***

620

621 Guidelines on annual evaluation differ for ranked and unranked faculty members.

622

623 ***Ranked Faculty***

624

625 All untenured, ranked members of this department are evaluated for appointment purposes on an annual
626 basis ([Faculty Handbook](#), section 4.6.3). Repeated notice of appointment does not assure tenure or
627 promotion; the standards for tenure or promotion differ from those for annual appointment. Conditions of
628 appointment may be established at the time of initial appointment ([Faculty Handbook](#), section 3.2.2).

629

630 ***Unranked Faculty***

631

632 Members of the department who serve as instructors, visiting professors, and adjunct or per course faculty
633 are given term contracts which automatically conclude after a semester or a year. Instructors may be
634 reappointed upon successful performance. Their work will be reviewed each spring by the Director of the
635 Basic Course or other appropriate faculty members who will make a recommendation for appointment to
636 the Department Head.

637

638 ***Policies on Non-Appointment***

639

640 The policies and conditions associated with the non-appointment of ranked faculty are described in the
641 [Faculty Handbook](#) (section 3.10).

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Standards for Annual Evaluation of Progress

The minimum university requirements are stipulated in the [Faculty Handbook](#) for the ranks of instructor (section 3.5.1), Assistant Professor (section 3.3.1), Associate Professor (section 3.3.2), Professor (section 3.3.3). However, the primary determinant for annual appointment in the Department of Communication is demonstrated effectiveness as a teacher. Beyond that, the faculty member should exhibit: activity in research, on-going service participation, and conduct becoming a professional, responsible colleague. For annual appointment purposes, evaluation of performance in teaching, research, and service is based on the procedures and criteria stipulated in this document under [“Procedures and Criteria for Annual Evaluation, Tenure, and Promotion.”](#)

Tenure

Policies on Tenure

Communication faculty members who wish tenure in the department must make an application. The [Faculty Handbook](#) states the university guidelines which govern tenure (section 3.7), evaluation (section 4.2), teaching (section 4.2.1), research (section 4.2.2), service (section 4.2.3) and appeal of tenure decision (section 4.7.2). These policies apply to ranked members of the Communication faculty.

Standards for Tenure

The general criteria described in the [Faculty Handbook](#) (3.7.2) apply to tenure decisions in this department. More specifically, however, the following standards apply to tenure applications in Communication and in the following ranks:

Assistant Professor

The application of Communication faculty who are eligible for tenure at the rank of Assistant Professor ([Faculty Handbook](#), section 3.3.1) will be assessed by the following standards: a strong record of teaching effectiveness, the completion of peer-reviewed research, work in progress which promises significant future achievements in research, service contributions of significance, and demonstrated professionalism. The applicant’s record in teaching, research, and service will be evaluated by the criteria stipulated in the section [“Procedures and Criteria for Annual Evaluation, Tenure, and Promotion.”](#)

Associate Professor

The applications of Communication faculty who are eligible for tenure at the rank of Associate Professor ([Faculty Handbook](#), 3.3.2) will be assessed in the following way: The standards employed in awarding tenure are the same as those for promotion to the rank of associate. The applicant’s record in teaching, research, and service will be evaluated as per the criteria stipulated under [“Procedures and Criteria for Annual Evaluation, Tenure, and Promotion.”](#)

Professor

The application of Communication faculty who are eligible for tenure at the rank of Professor ([Faculty Handbook](#), section 3.3.3) will be assessed in the following way: The standards employed in awarding tenure are the same as those for promotion to the rank of Professor. The applicant’s record in teaching,

691 research, and service will be evaluated by the criteria stipulated under [“Procedures and Criteria for](#)
692 [Annual Evaluation, Tenure, and Promotion.”](#)

693

694 ***Standards for Early Tenure***

695

696 A faculty member may apply for early Tenure and Promotion upon securing approval from the
697 Department Personnel Committee Chair and the Department Head. Early tenure is reserved for those rare
698 cases when a faculty member meets departmental service criteria for tenure and demonstrates exceptional
699 achievement in both research and teaching. Simply meeting the departmental requirements necessary for
700 tenure in each category in a shorter period of time is insufficient to justify early tenure. Early tenure is
701 atypical, rare and reserved for those faculty who are extraordinary researchers and teachers. Exceptional
702 teaching accomplishments beyond the minimum criteria for early tenure and promotion include some
703 combination of evidence of sustained excellence in teaching: student numerical evaluations that place the
704 faculty member in the top 5% of all faculty in the department for at least four semesters; teaching awards
705 at the college or university level; external recognitions of teaching accomplishments from state, regional,
706 or national organizations; a significant contribution to the graduate program; or major curricular
707 initiatives (e.g. successful new program proposals). Exceptional research accomplishments beyond the
708 minimum criteria for early tenure and promotion include publishing a scholarly monograph or publishing
709 an additional peer-reviewed article or book chapter, bringing the total to at least six publications (at least
710 three of which are sole-authored and at least two of which appear in one of the national journals
711 sponsored by the National Communication Association). Anyone applying for early tenure who is denied
712 early tenure may apply for tenure without prejudice.

713

714 *Early Promotion to Professor:* Associate Professors are eligible to apply for promotion after five
715 years of academic service to Missouri State University in the rank of Associate Professor.
716 Individuals with exceptional records of accomplishments may be granted early promotion. If
717 early promotion is denied, the individual may apply for promotion to Professor without
718 prejudice.

719

720 **Promotion**

721

722 ***Policies on Promotion***

723

724 Members of the Communication faculty who wish promotion must make an application. The [Faculty](#)
725 [Handbook](#) provides the university guidelines that govern promotion (section 3.8), evaluation (section
726 4.2), teaching (section 4.2.1), research (section 4.2.2), service (section 4.2.3) and appeal of tenure
727 decision (section 4.7.2). These policies apply to applications for promotions in Communication faculty.

728

729 Tenured faculty members may request a pre-promotion review one or two years prior to application for
730 promotion. This review is optional. (See [Faculty Handbook](#), section 4.6.5)

731

732 ***Standards for Promotion***

733

734 The general criteria presented in the [Faculty Handbook](#) (section 4.2) apply to promotion decisions in this
735 department. More specifically, the following standards apply to applications for promotion in
736 Communication to the following ranks:

737

738 *Senior Instructor*

739

740 For eligible members of the Communication faculty (*Faculty Handbook*, section 3.5.2), promotion to the
741 rank of Senior Instructor requires a demonstrated excellence in teaching and service at Missouri State
742 University for at least five years (see Reynolds College of Arts and Letters [Tenure, Promotion and](#)
743 [Annual Evaluation Guidelines](#)). The applicant’s record in teaching and service will be evaluated by the
744 criteria stipulated in section 3.5.2.

745 *Associate Professor*

746 For eligible members of the Communication faculty ([Faculty Handbook](#), section 3.3.2) promotion to the
747 rank of Associate Professor requires the candidate’s academic achievements be exemplary. The faculty
748 member must have a demonstrated record of continued growth and a substantial cumulative record of
749 teaching effectiveness, significant peer-reviewed research, consistently significant service/leadership and
750 a consistently strong record of professional conduct. The applicant’s record in teaching,
751 research/creativity, and service will be evaluated by the criteria stipulated under [“Procedures and Criteria](#)
752 [for Annual Evaluation, Tenure, and Promotion.”](#)

753 *Professor*

754 For eligible members of the Communication faculty ([Faculty Handbook](#), section 3.3.3) promotion to the
755 rank of Professor requires the candidate’s academic achievements be exemplary. The faculty member
756 must be in rank of Associate Professor for a minimum of five years and he/she must have a demonstrated
757 record of continued growth and a substantial cumulative record of teaching effectiveness, significant peer-
758 reviewed research, consistently significant service/leadership and a consistently strong record of
759 professional conduct. The applicant’s record in teaching, research/creativity, and service will be evaluated
760 by the criteria stipulated under [“Procedures and Criteria for Annual Evaluation, Tenure, and Promotion.”](#)

761 ***Procedures and Criteria for Annual Evaluation, Tenure, and Promotion***

762 **Introduction**

763 This section reports the procedures and criteria used for assessing academic achievement (in teaching,
764 scholarship/creativity, service) in annual evaluation of tenure progress, tenure, and promotion.

765 **Procedures**

766 Decision-making and recommendations regarding annual evaluation of tenure progress and applications
767 for tenure or promotion shall be consistent with the procedures stipulated in the [Faculty Handbook](#),
768 section 4. The procedures used to appeal evaluation recommendations are also described by the [Faculty](#)
769 [Handbook](#), sections 4.7.2. Further, the committee personnel include the guidelines below for interpreting
770 yearly evaluations from the committee.

771 ***Evaluation Process for Tenure and Promotion***

772 A yearly evaluation of a faculty member for tenure/promotion is informed by the collection of reviews in
773 teaching, research, and service beginning with the first year. Each year of improvement or decline should
774 be noted and explained as satisfactory progress, questionable progress, or unsatisfactory progress. [These](#)
775 [evaluations](#) are indicators to the faculty member of how they are doing at the time of review and are
776 evaluated within the context of that particular year. A questionable or unsatisfactory rating in one year or
777 one area must be followed with specific suggestions for improvement based on criteria stated RTP
778 guidelines for each area. Those suggestions will also be evaluated in the following review.

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Scoring Process for Tenure and Promotion

It is not necessary to earn a satisfactory rating in all three areas in order to receive a recommendation for reappointment. However, it is anticipated that the faculty member's collective of reviews should progress towards a favorable summative review at the time of tenure/promotion application. In sum, faculty members will receive guidance for improvement in one, two, or three areas as the form indicates. Improvement in these areas should be evaluated in the following year. At the point when promotion or tenure is considered (in the year negotiated by contract upon hire), the cumulative evaluation judgment must be made with the previous years in context to gauge improvement, change, and success in each case.

Summative Evaluation for Tenure and Promotion

One negative review will not negate the possibility of tenure/promotion at the time of review. Furthermore, the review of the candidate for promotion/tenure must be considered in whole and not in part. While unsatisfactory or questionable marks might draw attention, if they have been rectified or remedied as per the instruction given, they should not negate the possibility of tenure or tenure with promotion or promotion.

Criteria

To insure equitable and consistent decision-making in annual evaluation of tenure progress, tenure, and promotion cases, the criteria listed below will serve as indicators of achieving the standards (for annual appointment, tenure, and promotion) stipulated in the section [“Committee Procedures Regarding Personnel Actions.”](#) These indicators may be used by applicants to establish evidence of effectiveness in teaching, scholarship/creativity, and service.

Teaching

Because teaching is by nature an interactive process, it is difficult to assess. Nevertheless, because effective teaching is critical to achieving the department’s primary mission, and because the evaluation of teaching is presumed to be instrumental in sustaining quality instruction, combinations of the following may serve as evidence of teaching effectiveness. According to the [Faculty Handbook](#) section 4.2.1.2.5 student evaluations “should account for no more than 50% of the total evaluation of teaching effectiveness.” Rather student evaluations shall be used in combination with items submitted, such as course materials, peer review of teaching, developed curriculum materials, outcome measures of effectiveness, student learning outcomes, and/or contributions to the department. It is the responsibility of the applicant to make the best case possible to demonstrate excellence in teaching effectiveness. In doing so the applicant must show strong teaching in multiple categories below:

Teaching Evaluations

One measure of teaching excellence are numerical teaching evaluations that are at or above the departmental mean. The department requires each faculty member to administer student course/teacher evaluations for each course/section he or she teaches. The results of these evaluations, including the written comments of students, may be employed as evidence of teaching effectiveness.

Peer and Self-evaluation

The results of peer evaluation and self-evaluation of teaching are required.

840
841 *Unsolicited Letters*
842
843 Unsolicited letters from former students, colleagues in the department, in other university departments,
844 from colleagues at other universities, and other professional associates able to comment objectively on
845 teaching effectiveness.
846
847 *Produced Teaching Resources*
848
849 Textbooks, workbooks, anthologies, and other teaching resources produced for use in courses taught by
850 this department.
851
852 *Course and Curricula Development, Innovation, and Contributions*
853
854 Evidence of new-course development, instructional innovations, and contribution to curricula or program
855 change.
856
857 *Superior Student Work*
858
859 Evidence of effective indirect instruction resulting in superior student work, including such activities as
860 advising student organizations, supervising student organizations or student media, supervising student
861 productions, directing theses and seminar papers, serving on thesis committees, and directing independent
862 study projects.
863
864 *Advisement Activities*
865
866 Descriptions of student advisement activities, of special departmental assignments related to student
867 advisement, of special services to advisees, (petitions, letters of support, etc.), of contributions toward
868 improved advisement.
869
870 *Invited Lectures*
871
872 Descriptions/evaluations of invited lectures in other than assigned departmental courses, in courses
873 offered through other departments.
874
875 *Awards*
876
877 Recognition of teaching effectiveness through awards or other forms professional recognition.
878
879 *Student Learning Outcomes*
880
881 Descriptions of student learning outcomes.
882
883 *Other Evidence*
884
885 Other forms of evidence of teaching effectiveness acceptable to the department as negotiated with an
886 appropriate departmental representative.
887
888 ***Research***

889 Research in the Department of Communication is defined as consistent with the [Faculty Handbook](#)
890 (4.2.2.1). The process of Research is understood as the production and formal communication of original
891 creative, scholarly work, and, while the definitions of “scholarly” and “creative” may differ across
892 academic disciplines, the process is understood to support the university's general mission in all three
893 fundamental areas of faculty responsibility: Teaching, Research, and Service. Research both advances
894 knowledge in a particular specialized academic field and encourages individual faculty development; it
895 enhances the quality of education students receive. It also helps fulfill the university's Service obligation
896 by contributing to the public welfare.

897 The university recognizes a broad spectrum of activities in the area of Research due to the diversity and
898 uniqueness of academic fields. Herein, Research will be defined as the production and formal
899 communication of creative, scholarly works. The nature of Research varies widely among different
900 academic disciplines, but generally refers to the discovery, refinement, evaluation, and synthesis of
901 information, the application of specialized knowledge to the solution of problems, and artistic activity. To
902 qualify as Research, activities must produce outcomes that are disseminated and subjected to critical peer
903 review or evaluation by the scholarly community, and those outcomes should serve the growth of
904 knowledge in a field or be of significant practical use.

905 The Department of Communication recognizes and values scholarship and creative work that reflects a
906 wide array of aims and purposes. In that spirit, we acknowledge the Boyer model of scholarship, which
907 delineates among (1) the scholarship of discovery; (2) the scholarship of integration; (3) the scholarship
908 of application; and (4) the scholarship of teaching and learning. Faculty are encouraged to pursue
909 scholarship that fulfills any of these aims and in any proportion, though they are encouraged to be explicit
910 and reflective about how their individual scholarly works fit into one of these categories.

911 Specific modes of Research include:

- 912 • Discovery: gaining knowledge of or ascertaining the existence of something previously unknown or
913 unrecognized;
- 914 • Application: using established knowledge to solve significant problems;
- 915 • Synthesis: bringing knowledge together from disparate sources to produce a whole work that is
916 greater than the sum of its parts;
- 917 • Criticism: using established values (aesthetic, logical, ethical) to evaluate quality of artifacts (e.g., art,
918 legal decisions, news media);
- 919 • Creation: production of unique forms of expression, generation of new interpretations, theory-
920 building, model-building, and performance.

921 These modes of Research should be considered of equal weight and importance in the faculty evaluation
922 process.

923 *Goals and Criteria for Evaluating Research*

924
925 In the Department of Communication, goals for evaluating research are consistent with the [Faculty](#)
926 [Handbook](#) (4.2.2.2). The following goals and criteria are the basis of evaluating faculty members’
927 Research for tenure and promotion and for required performance reviews. Item 1 below is of paramount
928 importance on this list, and any faculty member, in order to succeed in the area of Research at Missouri
929 State University and attain tenure and promotions, must succeed in item 1. Although items 2, 3, and 4 are
930 not individually prescriptive, they are inclusive of Research and may be considered. Success in one or

931 more of these areas (2 – 4) is required to attain tenure and promotion from Assistant Professor to
932 Associate Professor. Sustained success in one or more of these areas is required for promotion from
933 Associate Professor to Professor.

934

935 1. Expand Knowledge and/ or Demonstrate Growth in Area of Expertise

936

937 Faculty members meet this goal if they have engaged in sufficient quantity and quality of peer-
938 reviewed Research in any of the five modes of scholarship appropriate to their field as defined by the
939 Department of Communication. The scholarship of teaching and learning is included here because
940 any department may have faculty members who either specialize in education within their discipline,
941 or who do Research in this area because it is important to their academic field or part of their
942 assignment by the department. This Research content area should be fully recognized and evaluated
943 according to the standards of one of the five modes of Research.

944

945 2. Application of Research to Benefit University Constituents

946

947 The criterion for this goal refers to the application of Research to solving problems or addressing
948 situations significant to the public that require professional expertise.

949

950 3. Transmission

951

952 The criterion for this goal refers to transmission of Research product beyond that required for peer
953 review in one's field. Faculty members meet this goal if they can document accomplishments in
954 sharing knowledge and creative work with a broader audience.

955

956 4. Involvement of Students

957

958 Research is of added value in the university mission if the work involves students, either
959 undergraduate or graduate, as active participants in the research process.

960

961 *Descriptions of Research*

962

963 The Department of Communication recognizes research as the criteria described in the following list. The
964 defining characteristic of quality scholarship is peer review in a form that is appropriate to the scholarship
965 and publication outlet. In most cases peer review will resemble the traditional model associated with
966 major journals in the discipline of Communication. In other cases, peer review may take a non-traditional
967 approach that is equally relevant and appropriate to a piece of scholarship. In such cases it is incumbent
968 on the applicant to provide sufficient information about the peer review process used to support a positive
969 judgment of the work in question. Additionally, the research must reflect a programmatic focus that is
970 consistent with the author's teaching and research interests and must reflect a sustained effort over time.

971

972 *Primary Research*

973

974 *Journal Publications* - Journal publications may be in any combination of state regional, national and
975 international journals that are appropriate for the subject matter in question and a majority of which are
976 recognized by the communication discipline.

977

978 *Academic Books* - Academic books written from a framework of communication scholarship and
979 published with a selective and reputable press. Acting as editor of an academic book in a reputable outlet

980 may also count in this category. In some cases, academic books may count as two (2) publications. In
981 such cases it is always incumbent on the applicant to make the best case for how their work should be
982 counted.
983
984 *First Edition Textbooks* - First editions of textbooks written from a framework of communication
985 scholarship and published with a selective and reputable press.
986
987 *Grants* - Substantial external, competitively selected grants. It is incumbent on the applicant to make the
988 best case for the substantiality of their work.
989
990 *Long-form Book Reviews* - Long-form book review essays (6000 words or more) that cover multiple
991 academic books.
992
993 *Invited Publications* - Invited publications in either journals or edited academic books. In such cases it is
994 incumbent upon the applicant to make the case that such scholarship is appropriate, relevant and of
995 sufficient quality to contribute to the record.
996
997 *Additional Forms of Research* - Additional forms of research not included in this list may also be
998 considered as “primary.” When included, it is incumbent on the applicant to make the best case for how
999 their work should be assessed.
1000
1001 *Supporting Research*
1002
1003 Although traditional forms of discipline specific scholarship are sufficient, other forms of scholarship and
1004 non-traditional outlets of publication are valued and can contribute to a record that is judged minimally
1005 sufficient. Supporting research includes such things as:
1006
1007 *Technical Reports* - Technical reports that are reviewed and accepted by representatives of a particular
1008 organization (profit or non-profit).
1009
1010 *Short-form Book Reviews* - Short-form book reviews (under 6000 words) published in reputable peer
1011 reviewed academic journals.
1012
1013 *Encyclopedia Entries* - Editorially selected encyclopedia entries published in academic encyclopedias
1014 (e.g., *The Encyclopedia of International Communication*).
1015
1016 *Critical Reviews* - Published critical reviews of scholarly projects (e.g., reviews of academic essays,
1017 performances, etc.).
1018
1019 *Conference Papers* - Competitively selected papers presented at state, regional, ~~and~~ national and
1020 international academic conferences.
1021
1022 *Subsequent Editions of Textbooks* - Subsequent editions of textbooks written from a framework of
1023 communication scholarship and published with a selective and reputable press.
1024
1025 *Additional Forms of Research* - Additional forms of research not included in this list may also be
1026 considered as “supporting.” It is incumbent on the applicant to make the best case for how their work
1027 should be assessed.
1028
1029 *Engaged Public Scholarship*
1030

1031 In line with the [Faculty Handbook](#) (4.2.2.3), the Department of Communication recognizes that engaged
1032 public scholarship is research and may be included in a faculty member’s tenure and promotion
1033 application. This scholarly activity should involve a partnership with the public and/or private sector that
1034 enriches knowledge, addresses and helps solve critical societal issues, and contributes to the public good.
1035 Engaged public scholarship includes research focused on civic participation in public life, participation by
1036 engaged scholars, and the impact of public scholarship on all constituencies. The Department of
1037 Communication faculty recognize it is as a form of applied communication research and important to
1038 being an engaged scholar. Projects that advance engaged public scholarship must be subjected to critical
1039 academic peer review or should include input from a rigorous review conducted by involved community
1040 partners who collaborated with the public scholar. This input must assess the significance of the project,
1041 the quality of the relationship, and the impact on public good. In order to meet these requirements, the
1042 applicant should be able to produce: evidence of the use of communication scholarship as a focus of the
1043 overall goal, a clear partnership showing evidence of the applicant as a primary individual of the
1044 engagement, a list of included works and resources used to contribute towards goals, a letter of support, or
1045 supporting document, stating the impact of the overall goal to the community. As with other types of
1046 scholarship, it is incumbent upon the applicant to make the best case for how their work should be
1047 assessed.

1048

1049 *Tenure in the Area of Research*

1050

1051 A minimum of five (5) peer reviewed publications while at Missouri State University, one of which must
1052 be solo-authored and another of which must be solo-authored or primary-authored. Acceptable forms of
1053 research that meet these criteria are described in the section [“Primary Research.”](#) Supporting research and
1054 engaged public scholarship may also be considered as part of the applicant’s-record (see the section
1055 [“Supporting Research”](#)). Should supporting research and engaged public scholarship be applied in some
1056 number toward the minimum count of publications, it is incumbent on the applicant to make the best case
1057 for how their work should be assessed.

1058

1059 *Promotion in the Area of Research*

1060

1061 *Associate Professor* - A minimum of five (5) peer reviewed publications while at Missouri State
1062 University, one of which must be solo-authored and another of which must be solo-authored or primary-
1063 authored. Acceptable forms of research that meet these criteria are described in [“Primary Research.”](#) A
1064 maximum of one external grant (as defined in the section [“Grants”](#)) may count as one (1) of the five **peer**
1065 **reviewed** publications. Supporting research and engaged public scholarship may also be considered as
1066 part of the applicant’s-record (see the sections [“Supporting Research”](#) and [“Engaged Public Scholarship”](#)).
1067 The minimum number of publications described above is required for tenure and promotion to associate
1068 professor. An applicant may (also) want to highlight particularly strong supporting research and/or engage
1069 public scholarship to enhance the overall strength of their work and scholarship. It is always incumbent
1070 on the applicant to make the best case for the quality of their work and how it should be accessed.

1071

1072 *Professor* - In the area of scholarship, the faculty member must have an additional five (5) peer reviewed
1073 publications beyond what is required for tenure and promotion to Associate Professor for a minimum of
1074 (10) total publications and may be a combination of solo and co-authored works (see the section [“Primary](#)
1075 [Research”](#)). A maximum of one external grant (as defined in the section [“Grants”](#)) may count as one (1)
1076 of the five **peer reviewed** publications. Supporting research and engaged public scholarship may also be
1077 considered as part of the applicant’s-record (see the sections [“Supporting Research”](#) and [“Engaged Public](#)
1078 [Scholarship”](#)). The minimum number of publications described above is required for tenure and
1079 promotion to professor. An applicant may (also) want to highlight particularly strong supporting research
1080 and/or engage public scholarship to enhance the overall strength of their work and scholarship. It is

1081 always incumbent on the applicant to make the best case for the quality of their work and how it should
1082 be accessed

1083

1084 *Service*

1085

1086 The service activities of department members may take many forms, ranging from holding positions of
1087 leadership in professional associations to participating in professional associations to participating in
1088 university governance to providing student services to advising/consulting institutions or agencies at the
1089 international, national, state, regional, or local level. It is also understood that while some service
1090 activities represent instances of genuine leadership, others produce significant results through joint effort;
1091 some require extensive investments of discretionary time while others are compensated by release from
1092 teaching or other duties. It is the responsibility of the applicant to make the best case possible to
1093 demonstrate excellence in service. In doing so the applicant must show strong service in multiple
1094 categories below:

1095

1096 *Association Roles*

1097

1098 Holding office or performing functions (editor, manuscript referee, pre-publication reviewer, panel critic,
1099 etc.) on behalf of international, national, or regional associations and professional organizations.

1100

1101 *Conference/Colloquia Organizing*

1102

1103 Organizing state or regional professional or research conferences, local or departmental colloquia.

1104

1105 *Chairing Faculty Committees*

1106

1107 Chairing faculty committees at the university, college, or departmental level.

1108

1109 *Serving on Committees*

1110

1111 Serving as an active, productive member of university, college, or departmental committees.

1112

1113 *Outside Consulting*

1114

1115 Serving as a consultant to business, not-for-profit organizations, or other universities.

1116

1117 *Adjudicating Media or Forensic Competitions*

1118

1119 Serving as an adjudicator at media or forensic competition.

1120

1121 *Providing Departmental Administrative Services*

1122

1123 Providing administrative services to the department as Director of Basic Courses, Director of Internships,
1124 Director of Graduate Studies, Director of Forensics, Director of the Center for Dispute Resolution,
1125 Assistant Basic Course Director, Assistant Director of Forensics, or Assistant Department Head.

1126

1127 *Professional Service to Outside Groups*

1128

1129 Delivering invited lectures, conducting developmental workshops, or providing other professional
1130 services to business, institutions, associations, or not-for-profit organizations.

1131
1132 *Other Professional Service*

1133
1134 Providing other professional services deemed significant by the department as negotiated with an
1135 appropriate departmental representative.

1136
1137 ***Professionalism***

1138
1139 As indicated in the section [“General Philosophy,”](#) the evaluation of Communication faculty focuses on
1140 professionalism as well as on evidence of academic achievement in teaching, scholarship/creativity, and
1141 service. It is understood that professionalism is evidenced in at least two important ways:
1142 practicing/maintaining high standards of professional ethics and performing as a responsible member of
1143 the Communication faculty. The following guidelines will govern faculty evaluation with respect to
1144 professionalism:

1145
1146 *Professional Ethics*

1147
1148 The department endorses the standards of professional ethics stipulated in section 3.1.1 of the [Faculty](#)
1149 [Handbook](#).

1150
1151 *Responsible Membership*

1152
1153 As colleagues in an academic department, members of the Communication faculty must never seriously
1154 hamper inquiry or the academic freedom of each other, or their students. They must also strive to be
1155 objective, fair-minded, and open-handed in their assessment of colleagues and in their association with
1156 students. But, members of the Communication faculty are not just academic colleagues; they are also co-
1157 workers in a mutually-dependent endeavor. Hence, they must consistently accept their appropriate share
1158 of responsibilities in student advisement, teaching loads, group decision-making, and departmental
1159 administration; they need to share limited resources, be dependably available to students, and assist one
1160 another in creative or scholarly pursuits. The goals of this department are achieved by dedicated academic
1161 colleagues and responsible co-workers.

1162
1163 *Determination of Professionalism*

1164
1165 Professionalism should be presumed to exist in all ranked faculty until and unless evidence of a violation
1166 of these standards is produced. If and when violations of these standards take place, they must be
1167 supported with evidence. For this reason, applicants for annual appointment, tenure, and promotion need
1168 not submit material to support a claim to professionalism per se. If one wishes to raise a charge of lack of
1169 professionalism and have it considered by the Personnel Committee, the person making the charge will
1170 put it in writing, send it to the Department Head, to the chair of the Personnel Committee (at the
1171 discretion of the Department Head), and to the person being charged.

1172
1173 ***Procedures and Deliberations of the Personnel Committee***

1174
1175 **Introduction**

1176
1177 These guidelines supplement those established by the university and articulated in the [Faculty Handbook](#).
1178 The Department Personnel Committee is charged with recommending to the Department Head on faculty
1179 appointment, tenure, promotion, and pre-tenure review. The Personnel Committee is composed of all
1180 tenured members of the faculty ([Faculty Handbook](#), section 4.8.3).

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Work Calendar

By September 15th of each year, the Personnel Committee will announce to all faculty members the dates on which they should submit material in support of annual appointment action, or in support of applications for tenure, promotion, or pre-tenure review. These dates will be consistent with the Promotion and Tenure and Yearly Performance Review Calendar prepared and distributed by the Provost and published at <https://www.missouristate.edu/provost/tenureandpromotion.htm>. The process of evaluating a probationary faculty member for tenure and/or promotion in January serves as the annual evaluation of that faculty member by the Personnel Committee and the head.

Each faculty member to be considered for annual appointment will be notified individually of the date on which he/she will be considered by the Committee.

Submitted Information

Faculty members under evaluation for annual appointment, tenure, promotion, or pre-tenure review should submit to the Committee information about their work in the areas of teaching, scholarship/creativity, and service. The types of information relevant to annual appointment, tenure, promotion or pre-tenure review are described in the section [“Procedures and Criteria for Annual Evaluation, Tenure, and Promotion.”](#)

Confidentiality

Since they focus on personnel actions, the deliberations of the Committee are necessarily confidential. Material which must remain confidential by law, university regulation, or sound personnel procedure includes that information contained in documents submitted by individuals under evaluation, departmental data (like student/teacher evaluation results), and what is said in Committee meetings about applications for personnel actions. (The full text of a Statement on Confidentiality approved by the Committee is included in these guidelines as [Appendix A](#)).

Applicants Meeting with the Committee

A faculty member under consideration for appointment, tenure, promotion or pre-tenure review may request a meeting with the Committee, or the Committee may request a meeting with the individual. Such meeting shall only be for the purpose of seeking information; they are neither prejudicial to a particular case, nor occasions for adversarial exchange.

Input by Colleagues

In matters of annual appointment, tenure, promotion, and pre-tenure review, the Director of Basic courses and the Director of Forensics will be asked for their evaluation of the demonstrated academic achievement of faculty whom they directly supervise.

Committee Voting

Members of the Personnel Committee possess the right to vote on matters of appointment, tenure, promotion, and pre-tenure review, irrespective of the extent of their direct participation in Committee deliberations on a particular action. When an applicant is being considered for promotion, only those tenured faculty who hold a rank equal to or above the rank for which the candidate is being considered

1231 shall participate in the decision-making process. Voting on appointment, tenure, promotion, and pre-
1232 tenure review recommendations shall be by ballot. The results of balloting on personnel actions shall be
1233 announced to members voting following tabulation, with the names of those voting for, against or
1234 abstaining included in the announcement. The reasons for individual votes written by individual
1235 Committee members will be preserved and filed with the Chair of the Committee. While the disposition
1236 of Committee voting on annual appointment, tenure, promotion, and pre-tenure review will be reported
1237 only to the Department Head and the individual affected, voting results on non-confidential matters
1238 before the Committee will be reported to the full faculty.
1239

1240 **Committee Reports/Recommendations**

1241
1242 The personnel recommendations of the Committee to the Department Head shall consist of a consensus or
1243 majority report and, when necessary, a minority report. The number of those who voted in the majority
1244 and in the minority shall be included in the recommendation. If a minority report is made, the number of
1245 members who join in the minority report shall be included in the recommendation. As stipulated by the
1246 [Faculty Handbook](#) (section 4.6.2), the Committee will forward its recommendation to the Department
1247 Head, who shall forward his/her recommendation, along with the Committee's recommendation, to the
1248 college Dean. Simultaneous with its recommendation to the Department Head, the Committee will
1249 convey a copy of its recommendation to the faculty member under evaluation. Should an applicant wish
1250 to file comments or objections regarding the Committee's recommendation, he/she may do so with the
1251 Department Head. Minutes of the Personnel Committee will be kept on file with the department office
1252 and can be available upon request. (For further description of appeal procedures, see the [Faculty](#)
1253 [Handbook](#), section 4.7.2).
1254

1255 ***Description of Annual Performance Review Process***

1256
1257 All full-time faculty members participate in annual reviews of performance (see the [Faculty Handbook](#),
1258 section 4.6.1). In the Department of Communication, faculty members complete an annual report of
1259 activity to support their performance in a given year. The report (provided by the Department Head) is
1260 submitted to the Department Head according to the date set forth by the Provost Yearly Performance
1261 Review Calendar (usually early February). This report includes one's yearly activities as well as self-
1262 ratings for performance in each category of teaching, research, and service. The Personnel Committee has
1263 developed a workload proposal to guide faculty and Department Head negotiations of annual performance
1264 ratings. This workload policy defines research active status for ranked faculty and standard teaching load
1265 equivalents for ranked and unranked faculty. This policy shall be used in interpreting faculty annual
1266 performance reports and to guide future work assignment negotiations. [See Appendix B.](#)
1267

1268 The annual report and self-reported ratings are submitted directly to the Department Head. The
1269 Department Head then prepares an annual performance review of that faculty in light of the report and
1270 assessment of that faculty member's work.
1271

1272 ***Criteria for Promotion to Senior Instructor***

1273
1274 The following represent the Department of Communication's standards for promotion to Senior
1275 Instructor. The [Faculty Handbook](#) provides a basic description of this rank. The expectation for
1276 promotion at this rank is typically based on a 12-hour teaching load or equivalent per semester and
1277 requires at least five years' full-time teaching experience.
1278

1279 There are three criteria by which candidates will be evaluated: 1) Evidence of successful student learning
1280 outcomes; 2) Evidence of the use of effective teaching modalities; and 3) Evidence of leadership in

1281 curriculum development, advising, or other appropriate university service. Candidates should provide
1282 evidence of excellence in each category, but candidates do not need to provide evidence for each example
1283 listed within. The following demonstrates possible options an instructor can use to prove excellence in the
1284 three categories for evaluation.

1285
1286 **A.) Evidence of successful student learning outcomes** includes the abilities, knowledge, values and
1287 attitudes students who complete a course or graduate from a program are expected to have.
1288 Evidence of successful learning outcomes requires articulation of what these expectations are as
1289 well as measurement of the extent to which expectations are met.

1290
1291 Required:

1292
1293 A minimum of three different course assignments including assessment criteria or rubrics
1294 and the feedback provided to the students.

- 1295
- 1296 • Provide a minimum of two student examples for each assignment with instructor
1297 feedback
- 1298 • Demonstrate course objectives by providing copies of all course syllabi.
- 1299

1300 Evidence of successful student learning outcomes may also include:

- 1301
- 1302 • Pre-and post-evaluations (if available) of student learning to demonstrate an
1303 increase in knowledge and skills taught in a specific content area
- 1304 • Student awards (department, college, university, etc.) with the assistance of the
1305 faculty member
- 1306 • Other evidence of student success may be included and explained.
- 1307

1308 **B.) Evidence of the use of effective teaching modalities** includes the ability to adapt teaching
1309 methods to the needs of students; incorporating feedback into teaching methods; using
1310 instructional tools and technologies appropriately; addressing multiple learning styles;
1311 incorporating cognitive, behavioral and affective learning goals; and incorporating the public
1312 affairs mission.

1313
1314 Required:

- 1315
- 1316 • There are many ways to evidence of teaching effectiveness. We encourage reflective
1317 practice of teaching, thus student, peer, and self-evaluation are expected.
 - 1318 • Student teaching evaluations which demonstrate excellence in teaching,
1319 generally defined as ones mean scores as being at or above the departmental
1320 means (or those for all online courses).
 - 1321 • A summary of all available student evaluations, semester by semester, for
1322 each semester taught over the prior five or more academic years, indicating
1323 sustained excellence in teaching. This includes summaries of the numerical
1324 and narrative student evaluations. (Candidates will provide all available
1325 student evaluations upon request during the application process.)
 - 1326 • Analysis of evaluation data is required for outliers
- 1327 • Peer evaluations of teaching from at least one member of the Department of
1328 Communication faculty. Peer/colleague evaluation based on class observation and
1329 changes noted in teaching and learning based on that feedback. Self-reflection to
1330 include discussion of all the data points and how adjustments have been made to
1331 courses and practice.

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Evidence can include items from the list below:

- Development of new materials or significant innovation used in course delivery
- The incorporation of service learning or practical projects into courses
- Descriptions and examples of effective instructional technologies used to present concepts and to facilitate class organization, activities, and discussions
- Evidence of successful grant proposals and funding to enhance teaching
- Participation in the development and offering of Study Away programs
- Evidence of involvement with and effectiveness in interdisciplinary courses or approaches to teaching
- Successful implementation of teaching techniques from a variety of sources and development opportunities.
- Presentation(s) at a formal faculty teaching development opportunity (e.g., ADC workshop, Showcase on Teaching, external conference related to teaching)
- Teaching courses online or via distance education
- Evidence of consistent participation and involvement in student development or recruitment events
- Receiving teaching awards or honors (on the local (department/college/university), regional or national level)
- Invitations to teach to external audiences based on reputation or professional expertise
- Evidence of effective training and supervision of teaching and graduate assistants over the course of the evaluation period

C.) Evidence of leadership in curriculum development, advising or other appropriate university service includes the willingness and ability to make significant contributions to one’s courses and to the department, college, university and community. Evidence can include:

- Development of a new course
- Evidence of commitment to official department academic advising duties, including lists of advisees
- Effective management or coordination of programs within the department
- Service to the university in the form of consistent, active participation in departmental, Reynolds College of Arts and Letters, and university committees
- Evidence of effective advising to student organizations
- Evidence of organizing events, conferences, or other activities that contributes to the Missouri State University community
- Participation in community service related to the mission of the university or teaching duties
- Serving as a mentor to a graduate assistant
- Engagement in professional activities at national, regional, and/or state levels (e.g., NCA, review papers for conferences or serve on association committees)
- Holding an office or participate in active service to a professional committee in national, regional, or state organization in the area of expertise
- Receipt of awards or honors based on service to a community or professional organization in an area of professional expertise

Note: Although not required, publication or conference presentation may strengthen a candidate’s application if it is relevant to the instructor’s teaching duties within the department. Instructors are not expected to do research, as they are expected to be

1383 excellent teachers and provide excellent service. However, it is possible that some
1384 instructors choose to engage in research activities, and these activities can serve as
1385 evidence for promotion to Senior Instructor. Consult with a member of the Personnel
1386 Committee for strategies to include research activity in the dossier and refer to the
1387 Reynolds College of Arts and Letters [Promotion Guidelines](#) for Senior Instructors for
1388 detailed instructions on providing such evidence.

APPENDIX A: Statement of Confidentiality

1389

1390

1391 The Personnel Committee will make public as much information about procedures, proceedings and
1392 recommendations as is consistent with university regulations, the rights of individuals, and sound
1393 personnel policy.

1394

1395 Specifically, the Personnel Committee will announce through both written statement and oral report its
1396 procedures for making recommendations. Votes taken on personnel issues are not included in the minutes.
1397 The main elements of these procedures and criteria are published in the [Faculty Handbook](#). Changes or
1398 additions to these policies will be made public as soon as they are agreed to and properly ratified. The
1399 Personnel Committee is also committed to fulfill the requirement imposed upon it to transmit
1400 immediately its recommendations with supporting reasons to the individual faculty members concerned.

1401

1402 Some aspects of the Committee's work must remain confidential. The Committee recognizes that this is
1403 unfortunate for several reasons. Any degree of secrecy contradicts the value of open communication to
1404 which most of us are committed. Secrecy may cause rumor to replace fact, and "grapevine"
1405 communication to become more important than official report. Secrecy denies to many members of the
1406 department an important sense of full knowledge about activities in their place of work. And, the demand
1407 that Committee members keep confidential certain aspects of the Committee's work places those
1408 members under the stress of not being able to discuss and debate controversial decisions with many other
1409 members of the department.

1410

1411 Information which must remain confidential by law, university regulation, or sound personnel procedure
1412 includes information contained in documents submitted by individuals under consideration, student
1413 evaluation results about such individuals, and what is said in committee meetings about those individuals.
1414 Consequently, members of the Personnel Committee should not:

1415

- 1416 • Discuss with a third party an individual's record of professional performance as it relates to
1417 personnel decisions. For example, Professor X, who is on the Personnel Committee, should
1418 not discuss with Professor Y, who is not, the material submitted by Professor Z as part of
1419 his/her appointment, tenure, promotion, or pre-tenure consideration, or X should not discuss
1420 with Y the student evaluations or other departmental data of Z.
- 1421 • Discuss with a nonmember of the Committee what was said during committee meetings. The
1422 recommendations and supporting reasons based on such deliberation will, of course, be
1423 immediately conveyed to the individual under consideration.

1424

1425 Information which either the Personnel Committee received and the substance of Committee deliberations
1426 should be kept confidential in order to:

1427

- 1428 • Protect the privacy of individuals. Faculty members under consideration for annual
1429 appointment, tenure, or promotion may not wish certain documents included among their
1430 supporting materials to be generally known, and they have a right to keep such matters from
1431 public knowledge.
- 1432 • Prevent some individuals not members of the committee from having special information not
1433 given to other non-members. As we know in our discipline, knowledge is power, and
1434 information is especially powerful. Thus, "insider trading" in personnel matters is harmful to
1435 the personnel process as it is to financial markets.
- 1436 • Prevent members of the Committee who adhere to a standard of prudent confidentiality from
1437 being placed at a disadvantage when assertions of fact and opinion which they would
1438 normally want to correct or dispute are circulated by other members who do not respect the

1439 confidentiality of the Committee. Those who respect confidentiality can only murmur “no
1440 comment” while those who violate confidentiality have a much broader range of comment
1441 and influence.

1442

1443 To balance the need for open communication with the need to preserve confidentiality of supporting
1444 documents and committee’s deliberations, the Personnel Committee:

1445

- 1446 • Will make available all non-confidential information (discussed in paragraph two of this
1447 statement) to all department members.
- 1448 • Urges all non-members of the Committee to refuse to participate in discussion based on
1449 information which should be confidential. The Committee realizes that an individual may lose
1450 immediate private advantage from such conduct, but everyone benefits from preserving
1451 individual rights and effective deliberation.
- 1452 • Will take note of verified breaches of confidentiality by its members.

APPENDIX B: Workload Policy

This policy was approved on September 30, 2015 by a vote of the faculty.

Missouri State University has implemented a workload policy, pursuant to which the standard workload for faculty is defined as 24 equated hours per academic year. Under this policy, the term “equated hours” refers “both to credit hours of teaching and to time assigned to activities that are equivalent to credit hours of teaching.” Both the university and the Department of Communication recognize that expected workloads for faculty with standard appointments may involve significant responsibilities for research and service. The university’s workload policy states that “research active faculty members are typically granted a three-hour reassignment per semester to promote scholarly endeavors at the university, resulting in an equated 18-hour instructional workload for an academic year.”

Standard Teaching Load for Instructors

Instructors teach 12 teaching load equivalents (TLE) per semester (24 per year) along with committee/service duties.

Standard Teaching Load for Ranked Faculty

Ranked Faculty teach 12 teaching load equivalents (TLE) per semester (24 per year) along with committee/service duties.

Ranked Faculty who are “research-active” teach 9 (TLE) per semester (18 per year) along with committee/service duties.

Research Active Designation

For “research active” status, a faculty member must meet two criteria. First, the faculty member must demonstrate ongoing research by documenting at least one research activity yearly as described in the Communication Department’s Personnel Guidelines. Qualifying activities may include, but are not limited to: planning a research project, receiving an internal grant, collecting data for a planned project, consulting with the grants office, participation in a conference, participation in a research-oriented workshop, a work in revision, publication, etc. Second, the faculty member must demonstrate research activity by documenting, within a period of three consecutive academic years, completion of at least one tangible research product recognized in the Communication Department’s Personnel Guidelines (peer-reviewed book, textbook, refereed journal article, book chapter, external grant, etc.). Research-active status is negotiated annually by the faculty member with the Department Head and approved by the Department Head.

Determining Annual Workload

During the annual performance review process early each calendar year, the Department Head consults with each faculty member to determine the mix of teaching, research, and service that will constitute his or her workload for the next calendar year. The key considerations in the determination of workload are institutional parameters, the needs of the department, and the faculty member’s talents and interests. Although each faculty member should have a full and fair workload, the relative amounts of teaching, research, and service may vary as faculty move through different stages in their careers.

1501 At the same time, the needs of the department may also vary over time. The department retains the right
1502 to call upon faculty members to fulfill teaching and service roles they are qualified to fulfill, if and when a
1503 sufficient need arises. In those situations, any changes to a faculty member's agreed upon workload will
1504 be documented in writing, signed by the faculty member and included in the personnel file.
1505

Administrative Reassigned Time

1506
1507
1508 Faculty who hold significant administrative assignments in the Department of Communication are also
1509 eligible to receive a reduced teaching load. These assignments include: Basic Course Director, CDR
1510 Director, Forensics Director, Graduate Director, etc. The amount of reassigned time is negotiated by the
1511 faculty member with the Department Head and approved by the Department Head for the duration of the
1512 administrative assignment.
1513

Losing Research Active Status

1514
1515
1516 If a faculty member fails to complete a qualifying research product in a three-year period, his or her
1517 research active status may be rescinded only after consultation between the Personnel Committee and the
1518 Department Head. His or her teaching load will revert to 12 equated hours per semester for at least one
1519 academic year or until he or she completes a qualifying research product.
1520

Other Reassigned Time

1521
1522
1523 Faculty may also be eligible to receive reassigned time for reasons other than research or administration at
1524 the discretion of the Department Head. In such instances the reassigned time is negotiated between the
1525 faculty member and the Department Head and is approved by the Department Head.

APPENDIX C: Contents of Application Dossier/Portfolio

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Dossier

Faculty cannot assume that individuals or groups evaluating their dossiers are familiar with the traditions of the discipline from which they come. After the dossier leaves the department, those who review the applications may know nothing about the faculty member’s particular discipline. Therefore, it is important that faculty members make it easy for others to review their dossiers and to understand the relevance of the materials included within them. Materials do not speak for themselves; faculty members are expected to interpret their materials and make clear arguments describing the relevance and the significance of the materials. The dossiers for personnel decisions must be thoughtful compilations of materials that clearly reflect sufficient output of high quality work in the appropriate areas of professional evaluation. They should not be laundry lists of accomplishments, with fillers included simply to take up space.

Overview and Required Materials

- Each ranked faculty member and instructor applying for tenure, and/or promotion must provide all elements of the dossier described as follows, in the order listed below in the Contents of dossier section.
- Each applicant for tenure and promotion to Associate Professor, Professor, or Distinguished Professor must provide at least three external letters of evaluation. (This does not apply for Senior Instructor applications.) “External” means “external to Missouri State University,” not “external to the department.” While each department has its own procedures for nominating and selecting external evaluators, these external reviews must be obtained according to guidelines and procedures issued by the Office of the Provost. External evaluators should possess an appropriate terminal degree and hold a rank at least equal to the rank sought by the applicant. Individuals with potential conflicts of interest, such as those having worked as collaborators or teachers with the applicant or with whom the applicant has personal relationships, typically are not acceptable as evaluators. Candidates should disclose any potential conflicts of interest to their Department Head prior to the selection of evaluators. The external evaluators do not make a recommendation about whether the dossier merits tenure or promotion at their institutions; instead, they evaluate the dossiers and provide assessments of the strengths and weaknesses of the applicant records. External reviews are not required for promotion to Senior Instructor.
- Tenure and promotion are decided separately. Although it is possible to be granted tenure without promotion and, in rare cases (usually when a faculty member is credited for work at another institution), promotion without tenure, it is generally expected that individuals meeting requirements for promotion to Associate Professor will also have met requirements for tenure. The same dossier may be submitted in support of each action.
- Continuing instructors who are evaluated for reappointment should follow the procedures and guidelines developed by their individual departments. Generally, their dossiers will not be required to supply all the elements listed here (although they may choose to include relevant elements from the list below and to follow the order required for ranked faculty).

Contents of Dossier

A complete dossier should include the following, in this order, which is consistent with the Provost’s checklist:

- 1575 • **Original application form**
 1576 Indicate for which action(s) you are applying.
- 1577 • **Table of Contents**
 1578 (Not specified in Provost's checklist but required by RCOAL)
- 1579 • **Matrix** (Table) with departmental tenure and promotion requirements listed in Column 1 and
 1580 related faculty accomplishments in Column 2. Go to [Appendix D](#) for matrix forms to be used.
- 1581 • **Personal summary statement** (Provost allows 2-5 pages; RCOAL prefers 3 pages maximum).
 1582 The applicant should use this opportunity to provide an overview of all aspects of his/her
 1583 professional endeavors, detailing how s/he has integrated teaching, scholarly and service
 1584 activities into a focused effort to support the missions of the department, college and university.
 1585 This statement might also include an assessment of his/her career at the point of application and a
 1586 projection of the future course of that career. The personal statement should highlight the merits
 1587 of the application, conveying why the applicant deserves the desired status.
- 1588 • **Current curriculum vitae** (in standard format):
- 1589 1. Name
 - 1590 2. Education
 - 1591 • Begin with most recent degree or program of study
 - 1592 • Include title of dissertation, if applicable
 - 1593 3. List teaching experience, beginning with most recent, including courses taught.
 - 1594 4. Listing (in chronological order with most recent first) of scholarly and creative activity as
 1595 deemed appropriate by the department (optional for Senior Instructor applications)
 - 1596 • If multiple-authored work, list all author names (do not list “and others”)
 - 1597 • If work has been accepted but not yet published, list it as “in press” (not
 1598 “forthcoming”)
 - 1599 5. List grants funded, honors, awards, etc.
 - 1600 6. List departmental, college and university service assignments.
 - 1601 7. List service in professional organizations. Indicate whether service is local, regional, or
 1602 national.
 - 1603 8. List professional and community activities relevant to the candidate’s discipline or
 1604 research agenda.
 - 1605 9. List other service activities.
- 1606 • **Previous letters of evaluation from Personnel Committee, Department Head, Dean.**
- 1607 ○ If applying for tenure or first promotion, these will be all the annual progress reviews.
 - 1608 ○ If applying for subsequent promotion, these will be the yearly performance reviews since
 1609 the previous promotion.
- 1610 • **External letters of review.** Applicants for tenure and/or promotion to Associate Professor or full
 1611 Professor must supply three external letters. Additional letters (internal and external) should not
 1612 exceed three in number. Applicants for Senior Instructor should consult departmental guidelines
 1613 for any specific requirements regarding letters of recommendation.
- 1614 • **Guidelines at time of hire.** Provide the Departmental Tenure and Promotion Guidelines at time
 1615 of hire for faculty going for tenure and/or first promotion, and at time of most recent promotion
 1616 for faculty going up for further promotion.
 1617 *The previous items are included in the Provost’s checklist (other than the Table of Contents).*
 1618

1619 **The following items are required by RCOAL:**

- 1620 1. **One-page evaluation of teaching effectiveness and student learning outcomes** along with
 1621 appropriate supporting materials. Documentation should not provide an exhaustive compilation of all
 1622 existing materials but rather should be thorough enough only to provide convincing evidence of one’s
 1623 teaching effectiveness. Examples of appropriate materials may include a statement of teaching
 1624 philosophy, examples of one’s use of assessment, examples of curricular development, examples of

1625 the integration of teaching and research, **summaries** of teaching evaluations (see sample numerical
1626 course evaluation summary), sample syllabi, examples of student projects which were successful, and
1627 peer evaluations.

- 1628 2. **One-page evaluation of scholarly and creative accomplishments** along with appropriate
1629 supporting materials. Documentation should not provide an exhaustive compilation of all relevant
1630 materials but rather should be only thorough enough to provide convincing evidence of one's success
1631 in the arena of scholarship and creative activity. Examples of appropriate materials may include
1632 **abstracts** of published works, evidence of curricular development based on research, and reviews of
1633 scholarly and creative activity. This is optional for Senior Instructor applications.
- 1634 3. **One-page evaluation and interpretation of leadership in teaching and professional service**
1635 **activities** along with appropriate supporting materials. Documentation should not provide an
1636 exhaustive compilation of all relevant materials, but rather should be only thorough enough to provide
1637 convincing evidence of the significance and relevance of one's service activities.
- 1638 4. **Discussion of work in progress** supported by relevant materials such as project description; outline;
1639 timetable; work already completed; letters from publishers, editors, meeting coordinators indicating
1640 that, for example, a book contract has been signed, a chapter in an edited compilation has been
1641 assigned, the applicant has agreed to speak on a panel at a national or regional professional meeting,
1642 etc. This is optional for Senior Instructor applications.

1643
1644 In addition to the items required by the college, faculty applying for promotion to **Senior Instructor** in
1645 the Department of Communication are required to include the following:

- 1646
1647 • List of courses taught/enrollments by semester
1648 • Most updated syllabi for all courses taught
1649 • Summary report of all available student evaluations during the past five years or more (student
1650 evaluations should be kept on hand during the evaluation process to be reviewed during the
1651 promotion evaluation process)
1652 • Peer evaluations of teaching from at least one member of the Department of Communication
1653 faculty
1654 • Class handouts and other curricular, advising, or professional development materials to illustrate
1655 excellence as explained in the three categories of consideration.

1656 1657 ***Construction of Dossier***

1658
1659 *At the time of editing the current guidelines for construction of the dossier were in place. These are*
1660 *projected to change to an all electronic submission system in AY 2022-2023. Please consult the Office of*
1661 *the Provost for updates. <https://www.missouristate.edu/Provost/facultyaffairs.htm>*

1662 Please observe the following guidelines in assembling the dossier:

- 1663
1664 • Place materials in a single sturdy three-ring binder no larger than 4" in width.
1665 • A CD or DVD may be used to store media such as artwork, music recordings, or video.
1666 • Tabs should be used to separate and identify sections of the dossier.
1667 • Label the spine and the front of your binder with your name, department, and the purpose of your
1668 application (e.g., tenure and promotion to Associate Professor, promotion to Senior Instructor,
1669 promotion to Professor, etc.)
1670 • Protective page sleeves are optional.

APPENDIX D: Matrices to be used for tenure and promotion dossiers

Matrix, Tenure & Promotion to Senior Instructor Application Department of Communication Personnel Committee Procedure Manual and Evaluation Guidelines (*Revised November 2021*)

Candidates should provide evidence of excellence in each category, but candidates do not need to provide evidence for each example listed within. The following demonstrates possible options an instructor can use to provide evidence of excellence in the three categories of evaluation.

Evidence of successful student learning outcomes

The applicant must show strong teaching in multiple categories below.

<i>Criteria for Promotion</i>	<i>Accomplishments (examples below in italics...to be filled in by applicant)</i>	<i>Artifacts (to be filled in by applicant)</i>
REQUIRED: A minimum of three different course assignments with assessment criteria or rubrics		
REQUIRED: Provide a minimum of two student examples for each assignment with instructor feedback		
REQUIRED: Demonstrate course objectives by providing copies of all course syllabi		
In addition, candidates must provide documentation to support your case from the list below		
Pre-and post-evaluations (if available) of student learning to demonstrate an increase in knowledge and skills taught in a specific content area		
Student awards (department, college, university, etc.) with the assistance of the faculty member		
Other evidence of student success may be included and explained.		

Evidence of the use of effective teaching modalities

The applicant must demonstrate effectiveness in multiple categories below.

<i>Criteria for Promotion</i>	<i>Accomplishments (to be filled in by applicant)</i>	<i>Artifacts (to be filled in by applicant)</i>
REQUIRED: Student teaching evaluations which demonstrate excellence in teaching, generally defined as ones mean scores being at or above the departmental means (or those for all online courses).		

REQUIRED: A summary of all available student evaluations, semester by semester, for each semester taught over the prior five or more academic years, indicating sustained excellence in teaching.		
REQUIRED: Peer evaluations of teaching from at least one member of the Department of Communication faculty, including reflection on feedback provided.		
REQUIRED: Analysis of evaluation data is required for outliers.		
Evidence can be demonstrated using examples from below:		
Development of new materials or significant innovation used in course delivery		
The incorporation of service learning or practical projects into courses		
Descriptions and examples of effective instructional technologies used to present concepts and to facilitate class organization, activities, and discussions		
Evidence of successful grant proposals and funding to enhance teaching		
Participation in Study Away programs		
Evidence of involvement with and effectiveness in interdisciplinary courses or approaches to teaching		
Successful implementation of teaching techniques from a variety of sources and development opportunities.		
Presentation(s) at a formal faculty teaching development opportunity (e.g., ADC workshop, Showcase on Teaching, external conference related to teaching)		
Teaching courses online or via distance education		
Evidence of consistent participation and involvement in student development or recruitment events		
Receiving teaching awards or honors (on the local (department/college/university), regional or national level)		
Invitations to teach to external audiences based on reputation or professional expertise		
Evidence of effective training and supervision of teaching and graduate assistants over the course of the evaluation period		

Evidence of leadership in curriculum development, advising or other appropriate university service

This includes the willingness and ability to make significant contributions to one’s courses and to the department, college, university and community. The applicant must demonstrate effectiveness in multiple categories below.

<i>Criteria for Promotion</i>	<i>Accomplishments (to be filled in by applicant)</i>	<i>Artifacts (to be filled in by applicant)</i>
Development of a new course		
Evidence of commitment to official department academic advising duties, including lists of advisees, Master Advisor status for each year, accomplishments		
Effective management or coordination of programs within the department		
Service to the university in the form of consistent, active participation in departmental, Reynolds College of Arts and Letters, and university committees		
Evidence of effective advising to student organizations		
Evidence of organizing events, conferences, or other activities that contributes to the Missouri State University community		
Participation in community service related to the mission of the university or teaching duties		
Serving as a mentor to a graduate assistant		
Engagement in professional activities at international , national, regional, and/or state levels (e.g., NCA, review papers for conferences or serve on association committees)		
Hold an office or participate in active service to a professional committee in international , national, regional, or state organization in the area of expertise		
Receipt of awards or honors based on service to a community or professional organization in an area of professional expertise		

Matrix, Tenure & Promotion to Associate Professor Application
Following Department of Communication Personnel
Committee Procedure Manual and
Evaluation Guidelines (Revised November 2021)

TEACHING

The applicant must show strong teaching in multiple categories below.

<i>Criteria for Both Tenure & Promotion</i>	<i>Accomplishments (examples below in italics...to be filled in by applicant)</i>	<i>Artifacts (to be filled in by applicant)</i>
First 3 items are required to be completed by the applicant:		
Numerical teaching evaluations are at or above the departmental mean.		
The department requires each faculty member to administer student course/instructor evaluations for each semester he or she teaches. The results of these evaluations, including written comments of students shall be employed as evidence of teaching effectiveness. According to the <i>Faculty Handbook</i> student evaluations “should account for no more than 50% of the total evaluation of teaching effectiveness.” Rather student evaluations shall be used in combination with items submitted.		
The results of peer evaluation and self-evaluation of teaching.		
In addition, candidates must provide documentation to support your case in multiple categories from the list below		
Unsolicited letters from former students, colleagues in the department, in other university departments, from colleagues at other universities, and other professional associates able to comment objectively on teaching effectiveness.		
Textbooks, workbooks, anthologies, and other teaching resources produced for use in courses taught by this department		
Evidence of new-course development, instructional innovations, and contribution to curricula or program change		
Evidence of effective indirect instruction resulting in superior student work, including activities such as advising student organizations, supervising student organizations or student media, supervising student productions, directing theses and seminar papers, serving on thesis committees, and directing independent study projects		
Descriptions of student advisement activities, of special departmental assignments related to student advisement, of special		

services to advisees, (petitions, letters of support, etc.), of contributions toward improved advisement		
Descriptions/evaluations of invited lectures in other than assigned departmental courses, in courses offered through other departments		
Recognition of teaching effectiveness through awards or other forms professional recognition		
Descriptions of student learning outcomes		
Other forms of evidence of teaching effectiveness acceptable to the department as negotiated with an appropriate departmental representative.		

RESEARCH

A record of scholarship that is judged minimally sufficient for tenure in the Department of Communication includes the following.

<i>Criteria for Both Tenure & Promotion</i>	<i>Accomplishments (to be filled in by applicant)</i>	<i>Artifacts (to be filled in by applicant)</i>
A minimum of five (5) peer-reviewed publications while at Missouri State University unless stipulated otherwise by the candidate's appointment letter), one of which must be solo-authored and another of which must be solo-authored or primary-authored. Publications are to be some combination of state, regional, national and/or international journals or other recognized forms of publication.		
Primary research is required as part of one's research portfolio. For a description of primary research and the types of research it includes, see lines 966 to 993 of the <i>Tenure and Promotion</i> document.		
Although traditional forms of discipline specific scholarship are required and sufficient, other forms of scholarship and non-traditional outlets of publication are valued and can contribute to the whole of an individual's portfolio. Supporting research can also contribute to record of research that is judged minimally sufficient. See lines 995 to 1021 of the <i>Tenure and Promotion</i> document for examples of Supporting research .		
Research must reflect a programmatic focus that is consistent with the author's teaching and research interests and reflect a sustained and ongoing effort over time.		

<p>Engaged Public Scholarship: This scholarly activity should involve a partnership with the public and/or private sector that enriches knowledge, addresses and helps solve critical societal issues, and contributes to the public good. Engaged public scholarship is consistent with the University’s Public Affairs mission and includes research focused on civic participation in public life, participation by engaged scholars, and the impact of public scholarship on all constituencies. Engaged public scholarship must be subjected to critical peer review or should include input from a rigorous review by involved community partners. Individuals engaging in public scholarship should document and assess the significance of the project and the impact on the public good.</p>		
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SERVICE

The applicant must show strong service and leadership in multiple categories.

<i>Criteria for Both Tenure & Promotion</i>	<i>Accomplishments (to be filled in by applicant)</i>	<i>Artifacts (to be filled in by applicant)</i>
Holding office or performing functions (editor, manuscript referee, pre-publication reviewer, panel critic, etc.) on behalf of international, national, or regional associations and professional organizations		
Organizing state or regional professional or research conferences, local or departmental colloquia		
Chairing faculty committees at the university, college, or departmental level		
Serving as an active, productive member of university, college, or departmental committees		
Serving as a consultant to business, not-for-profit organizations, or other universities		
Serving as an adjudicator at media or forensic competition		
Providing administrative services to the department as Director of Basic Courses, Director of Internships, Director of Graduate Studies, Director of Forensics, Director of the Center for Dispute Resolution, Assistant Basic Course Director, Assistant Director of Forensics, or Assistant Department Head		
Delivering invited lectures, conducting developmental workshops, or providing other professional services to business, institutions, associations, or not-for-profit organizations		

Providing other professional services deemed significant by the department as negotiated with an appropriate departmental representative		
Providing significant leadership to the department, college, and/or university		

**Matrix, Tenure & Promotion to Professor Application
Following Department of Communication Personnel
Committee Procedure Manual and
Evaluation Guidelines (Revised November 2021)**

TEACHING

The applicant must show strong teaching in multiple categories below.

<i>Criteria for Both Tenure & Promotion</i>	<i>Accomplishments</i>	<i>Artifacts</i>
<i>First 3 items are required to be completed by the applicant:</i>		
Numerical teaching evaluations are at or above the departmental mean.		
Teaching evaluations, written comments of students, may be employed as evidence of teaching effectiveness. The department requires each faculty member to administer student course/instructor evaluations for each semester he or she teaches. The results of these evaluations, including written comments of students shall be employed as evidence of teaching effectiveness. According to the <i>Faculty Handbook</i> section student evaluations “should account for no more than 50% of the total evaluation of teaching effectiveness.” Rather student evaluations shall be used in combination with items submitted.		
The results of peer evaluation and self-evaluation of teaching.		
In addition, candidate must provide documentation to support your case from multiple items below		
Unsolicited letters from former students, colleagues in the department, in other university departments, from colleagues at other universities, and other professional associates able to comment objectively on teaching effectiveness.		
Textbooks, workbooks, anthologies, and other teaching resources produced for use in courses taught by this department		
Evidence of new-course development, instructional innovations, and contribution to curricula or program change		
Evidence of effective indirect instruction resulting in superior student work, including activities such as		

advising student organizations, supervising student organizations or student media, supervising student productions, directing theses and seminar papers, serving on thesis committees, and directing independent study projects		
Descriptions of student advisement activities, of special departmental assignments related to student advisement, of special services to advisees, (petitions, letters of support, etc.), of contributions toward improved advisement		
Descriptions/evaluations of invited lectures in other than assigned departmental courses, in courses offered through other departments		
Recognition of teaching effectiveness through awards or other forms professional recognition		
Descriptions of student learning outcomes		
Other forms of evidence of teaching effectiveness acceptable to the department as negotiated with an appropriate departmental representative.		

RESEARCH

A record of scholarship that is judged minimally sufficient for promotion in the Department of Communication includes the following.

<i>Criteria for Both Tenure & Promotion</i>	<i>Accomplishments</i>	<i>Artifacts</i>
Significant peer-reviewed research and/or creative activity and a minimum of five single or multi-authored publications while at Missouri State University.		
Journal publications may be in any combination of state, regional, national and/or international journals that are appropriate for the subject matter in question and a majority of which are in the communication discipline		
<p>Primary research is required as part of one's research portfolio. For a description of primary research and the types of research it includes, see lines 966 to 993 of the <i>Tenure and Promotion</i> document.</p> <p>Although traditional forms of discipline specific scholarship are required and sufficient, other forms of scholarship and non-traditional outlets of publication are</p>		

<p>valued and can contribute to the whole of an individual's portfolio. Supporting research can also contribute to record of research that is judged minimally sufficient. See lines 995 to 1021 of the <i>Tenure and Promotion</i> document for examples of Supporting research.</p>		
<p>The research must reflect a programmatic focus that is consistent with the author's teaching and research interests and reflect a sustained and ongoing effort over time. In some cases scholarship may not be peer reviewed. In such cases the scholarship may enhance an applicant's overall record.</p>		
<p>Engaged Public Scholarship: This scholarly activity should involve a partnership with the public and/or private sector that enriches knowledge, addresses and helps solve critical societal issues, and contributes to the public good. Engaged public scholarship is consistent with the University's Public Affairs mission and includes research focused on civic participation in public life, participation by engaged scholars, and the impact of public scholarship on all constituencies. Engaged public scholarship must be subjected to critical peer review or should include input from a rigorous review by involved community partners. Individuals engaging in public scholarship should document and assess the significance of the project and the impact on the public good.</p>		

SERVICE

The applicant must show strong service and leadership in multiple categories.

<i>Criteria for Both Tenure & Promotion</i>	<i>Accomplishments</i>	<i>Artifacts</i>
Providing significant leadership to the department, college, and/or university		
Holding office or performing functions (editor, manuscript referee, pre-publication reviewer, panel critic, etc.) on behalf of international, national, or regional associations and professional organizations		
Organizing state or regional professional or research conferences, local or departmental colloquia		
Chairing faculty committees at the university, college, or departmental level		
Serving as an active, productive member of university, college, or departmental committees		
Serving as a consultant to business, not-for-profit organizations, or other universities		
Serving as an adjudicator at media or forensic competition		
Providing administrative services to the department as Director of Basic Courses, Director of Internships, Director of Graduate Studies, Director of Forensics, Library Representative, or Assistant Department Head		
Delivering invited lectures, conducting developmental workshops, or providing other professional services to business, institutions, associations, or not-for-profit organizations		
Providing other professional services deemed significant by the department as negotiated with an appropriate departmental representative		