MISSOURI STATE UNIVERSITY

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

DEPARTMENT: World Languages and Cultures

COLLEGE: RCOAL

SEMESTER/YEAR OF CURRENT REVIEW: _____

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: _____

DEPARTMENT ADOPTION SIGNATURES:

Judith C. Martin   9.19.22
Department Personnel Committee Chair   Date

[signature]   9.19.22
Department Head   Date

APPROVAL SIGNATURES:

[signature]   9.19.22
Dean   Date

Chris Craig   21 Sep 2022
Provost   Date

THIS PLAN IS IN EFFECT FROM ~~03/04/4~~ 2019**, THROUGH** ~~03/04/2~~ 2022**.**

DEPARTMENT of MODERN and CLASSICAL LANGUAGES

Personnel Guidelines and Governance Document

Adopted - December 2008
Revised - September 2009, May 2010, December 2013, January 2017
Latest Revision - March 2019

I. Philosophy

The Department of Modern and Classical Languages (MCL) is committed to the equitable evaluation of each candidate for reappointment, promotion and tenure, and/or merit pay, consistent with the highest professional standards of faculty activities. Every application will be accorded due attention to its merits, both general and discipline-appropriate. Since MCL regards the nurturing and development of faculty to be among its highest priorities, mentoring assistance is offered to all MCL faculty members.

The Department recognizes that while its overall profile must present a balanced picture of teaching, scholarship, and service, MCL faculty members may play different roles to ensure the fulfillment of the departmental mission, and their roles are likely to change over time. Administrative duties and other special assignments are therefore valid activities for which due credit should be given in the adjudication of tenure, promotion, and annual reappointment applications.

Structure and procedures established in the *College of Arts and Letters Promotion and Tenure Guidelines* and consistent with criteria affirmed by the Missouri State University *Faculty Handbook* assure that faculty seeking tenure, promotion, or annual reappointment will understand what they must do and when they must do it in order to be recommended by their colleagues for the personnel action they seek. Moreover, the structures and procedures assure that decisions will be based on appropriate, properly documented criteria judged not just for quantity but for quality according to standards established and applied within their disciplines. These criteria will be communicated to the applicants and to all parties responsible for making recommendations regarding the application.

The guidelines contained in this document pertain only to MCL full-time ranked faculty, instructors, senior instructors, and administrators. For policies relating to other faculty categories (per-course, visiting, emeritus, etc.), see *Faculty Handbook* 3.5.3-3.6.3.

For all purposes outlined in these guidelines, the definitions of the terms Teaching, Research, and Service are intended to be consistent with those provided in *Faculty Handbook* 4.2.1, 4.2.2, and 4.2.3, respectively.

II. The MCL Personnel Committee

The MCL Personnel Committee consists of all tenured faculty members in the department, except for the Department Head (see *Faculty Handbook* 4.8.3). The Personnel Committee Chair is elected to a three-year term by a majority vote of the Personnel Committee, and may be re-elected to consecutive terms. The Personnel Committee evaluates and makes recommendations to the Department Head on reappointment, tenure, and promotion applications submitted by faculty members.

Meetings of the Personnel Committee are called by the Personnel Committee Chair. Attendance at, and participation in, Personnel Committee meetings is an important faculty duty. The Personnel Committee Chair also has the option (in cases such as emeritus status decisions or sixth-year reappointments, where unanimous approval seems likely) of holding a vote via Email. If, however, any member of the Personnel Committee expresses a preference for a formal meeting, the Personnel Committee Chair will schedule a meeting at once. In special cases (such as family emergency or for medical reasons) proxy ballots, accompanied by probative reason therefor, may be accepted.

III. Reappointment, Promotion, and Tenure Procedures for Tenured and Tenure-Track Faculty

56 The following constitute the general application and review for all MCL faculty applying for reappointment, tenure,
57 and promotion:
58
59 • The MCL Personnel Committee Chair, in consultation with the MCL Department Head, specifies deadline
60 dates for submission of reappointment (Progress toward Tenure and Promotion), tenure, and promotion
61 dossiers to the MCL Personnel Committee consistent with the University's Academic Work Calendar (see
62 *Faculty Handbook* 4.6).
63
64 • The applicant submits a dossier in the format specified by the Office of the Provost and the *College of Arts*
65 *and Letters Promotion and Tenure Guidelines*.
66
67 • The MCL Personnel Committee review the dossier and forwards its recommendations regarding
68 reappointment, tenure, and promotion to the Department Head at a deadline date specified by the
69 Department Head. Applications for promotion will be assessed, discussed, and voted on only by Personnel
70 Committee members of (or superior to) the rank to which the candidate is applying. If the Personnel
71 Committee's vote is not unanimous, those who dissent may offer a minority report (see *Faculty Handbook*
72 4.8.3).
73
74 • The Department Head reviews the dossier and makes an independent evaluation and forwards his/her
75 recommendation, along with that of the Personnel Committee, to the Dean by the specified University
76 Deadline. In cases where the Department Head's recommendation differs from that of the Personnel
77 Committee, s/he will provide the Personnel Committee and the faculty member affected with a letter
78 explaining his/her compelling reasons for disagreeing.
79
80 • Each level of review has access to the dossiers and the written recommendations made at prior levels and
81 in previous years at the University. The faculty member receives the written recommendations produced at
82 each level of review. A negative recommendation from the Personnel Committee and/or the Department
83 Head and/or the College Dean does not oblige the faculty member to withdraw his/her application.
84
85 **Dossier Guidelines and Requirements**
86
87 Whether applying for reappointment, tenure, or promotion, applicants must prepare their dossiers in accordance
88 with the format specified by the Office of the Provost and the *College of Arts and Letters Promotion and Tenure*
89 *Guidelines*.
90
91 MCL faculty members cannot assume that individuals or groups evaluating their dossiers are familiar with the
92 traditions of the discipline from which they come. After the dossier leaves the MCL department, those who review
93 the applications may know nothing about the faculty member's particular discipline. Therefore, it is important that
94 faculty members make it easy for others to review their dossiers and to understand the relevance of the materials
95 included within them. Materials do not speak for themselves; MCL faculty members are expected to interpret their
96 materials and make clear arguments describing the relevance and the significance of the materials. The dossiers
97 for personnel decisions must be thoughtful compilations of materials that clearly reflect sufficient output of high
98 quality work in the appropriate areas of professional evaluation. They should not be laundry lists of
99 accomplishments, with fillers included simply to take up space.
100
101 Each applicant for tenure and promotion must provide at least two (three are preferred) external letters of
102 evaluation. "External" means "external to Missouri State University," not "external to MCL." Consistent with the
103 procedure stipulated in the *College of Arts and Letters Promotion and Tenure Guidelines*, the MCL Department
104 Head, in consultation with the MCL Personnel Committee and the candidate, selects the potential external
105 reviewers and request the letters. These external letters of evaluation will not make a recommendation about
106 whether the dossier merits tenure or promotion at their institutions; instead, they provide assessments of the
107 applicant's scholarship.
108
109 Although tenure and promotion are decided separately, the same dossier may be submitted in support of each
110 action. A single letter of application will suffice for both actions; however, the letter should state clearly the
111 action(s) for which the faculty member is applying.
112
113 **IV. Reappointment, Promotion, and Tenure Criteria for Tenure-Track and Tenured Faculty**
114

Annual Reappointment: Criteria and Expectations

Probationary faculty (faculty members under consideration for tenure and/or promotion to Associate Professor) are responsible for demonstrating sustained proficiency in teaching, research and service. Throughout the probationary period, the tenure-track faculty member is expected to demonstrate consistent and marked progress toward meeting the requirements for tenure and promotion to Associate Professor. Absence of satisfactory progress can be grounds for non-renewal. For details, see also *Faculty Handbook* 4.6.1 and 4.6.3.

Probationary faculty are subject to "annual review," as described in *Faculty Handbook* 4.6.1. At the same time as the Annual Performance Review (see Section VI) occurs, probationary faculty will also submit to the Personnel Committee Chair a Progress toward Tenure dossier containing an up-to-date curriculum vitae, copies of all previous personnel letters, an updated progress toward tenure matrix (indexed to departmental criteria for tenure and promotion), and any relevant artifacts demonstrating how the candidate continues to make progress toward tenure. The entire Personnel Committee reviews this dossier and provides a summary assessment in a Cumulative Progress Report, which is forwarded to the Department Head. The Department Head also reviews each probationary faculty member's Progress toward Tenure dossier and drafts a Cumulative Progress Report. Both reports are added to the candidate's dossier, which is forwarded to the dean of the College of Arts and Letters.

Promotion from Assistant Professor to Associate Professor and Tenure: Criteria and Expectations

Minimum eligibility to apply is set by *Faculty Handbook* 3.3.1. For details, see also *Faculty Handbook* 4.6.4.

Tenure

Because tenure establishes a long-term mutual commitment between a faculty member and the University, the Personnel Committee's tenure recommendation must be based not only upon professional achievement but on promise of continued development as a teacher, scholar, and servant of the University community. The faculty member must show active and productive engagement in teaching, research, and service over the probationary period, and demonstrate a commitment to continued professional growth through the years to come. For details, see *Faculty Handbook* 3.7.2.

Candidates for promotion from Assistant Professor to Associate Professor and for tenure are evaluated on the basis of the following criteria:

- **Teaching:** In order to document a sustained record of effective teaching, dossiers must include summaries of student evaluations, peer observation letters from at least two-thirds of the department's tenured faculty, and other evidence of effective teaching and involvement in teaching-related professional development. Peer observation from other full-time faculty may also be included. All peer observation letters requested must be included, and two-thirds of such peer observation letters must be positive. Other evidence of effective teaching and involvement in teaching-related professional development may include teaching awards, funded teaching-related grants, presentations at teaching conferences, completion of significant teaching-related trainings or certifications, evidence of student success, and direct involvement in curricular development.

- **Research:** There should be sustained high achievement in the area of research. Candidates must publish at least three (3) original, substantive, peer-reviewed publications (journal articles, book chapters, etc.) during the probationary period to be eligible for Promotion to Associate Professor and Tenure. Publication of an original, substantive, peer-reviewed scholarly monograph or textbook also satisfies the research requirement. A funded external research grant proposal counts as the equivalent of one peer-reviewed article.

- **Service:** Service should demonstrate interest and activity in the affairs and concerns of the university at several levels, i.e. section, department, college, and university. Discipline-related outreach and service to the public or broader community and/or to the profession are also encouraged and recognized. While not all probationary faculty will be able to serve at multiple levels, applicants must document a sustained record of meaningful committee service and other university service involvement. Evidence of service contributions may include statements summarizing the candidate's activities, acknowledgements from

173   colleagues, and other forms of documentation. In general, quality of service will take priority over raw
174   quantity of service.
175
176 **Early Tenure and Promotion to Associate Professor**
177
178 Faculty who meet the service criteria and significantly exceed the teaching and research criteria set forth above
179 prior to the sixth year of their probationary period (or the application deadline specified in their initial appointment
180 letter) may, upon securing approval from the Department Personnel Committee Chair and the Department Head,
181 apply for early Tenure and Promotion (see *Faculty Handbook* 3.3.1 and 4.8.5). Examples of exceptional teaching
182 accomplishments beyond the minimum criteria which constitute eligibility for early tenure and promotion include
183 evidence of sustained excellence in teaching; teaching awards at the college or university level; external
184 recognitions of teaching accomplishments from state, regional, or national organizations; or major curricular
185 initiatives (e.g. successful new program proposals). Exceptional research accomplishments beyond the minimum
186 criteria which constitute eligibility for early tenure and promotion include publishing a scholarly monograph or
187 publishing an additional peer-reviewed article or book chapter, bringing the total to at least four publications
188 (including at least one in a top-tier indexed journal).
189
190 **Promotion from Associate Professor to Professor: Criteria and Expectations**
191
192 Minimum eligibility to apply is set by *Faculty Handbook* 3.3.2. For details, see also *Faculty Handbook* 4.6.5. The
193 rank of Professor is awarded in recognition of substantial contribution beyond the standard for Associate Professor
194 in the areas of teaching, research and service. A tenured faculty member may request, one to two years before
195 application for promotion to Professor, a pre-promotion review, as described in *Faculty Handbook* 4.6.5.1.
196
197 Candidates for promotion from Associate Professor to Professor are evaluated on the basis of the following
198 criteria:
199
200   • **Teaching:** In order to document a sustained record of effective teaching, dossiers must include
201   summaries of student evaluations, peer observation letters from at least half of the department's faculty at
202   the full professor rank, and other evidence of effective teaching and involvement in teaching-related
203   professional development. Peer observation letters from other full-time faculty may also be included. All
204   peer observation letters requested must be included, and two-thirds of such peer observation letters must
205   be positive. Other evidence of effective teaching and involvement in teaching-related professional
206   development may include teaching awards, funded teaching-related grants, presentations at teaching
207   conferences, completion of significant teaching-related trainings or certifications, evidence of student
208   success, and direct involvement in curricular development.
209
210   • **Research:** There should be sustained high achievement in the area of research. Candidates must publish
211   at least three (3) original, substantive, peer-reviewed publications (journal articles, book chapters, etc.)
212   after achieving the rank of Associate Professor to be eligible for Promotion to Full Professor. Publication of
213   an original, substantive, peer-reviewed scholarly monograph or textbook also satisfies this research
214   requirement. A funded external research grant proposal counts as the equivalent of one peer-reviewed
215   article.
216
217   • **Service:** Service should demonstrate interest and activity in the affairs and concerns of the university at
218   several levels, i.e. section, department, college, and university, including positions of leadership or
219   significant responsibility. Discipline-related service to the public or broader community and/or to the
220   profession is also expected**.** Applicants must document sustained service commitments and meaningful
221   contributions, including in leadership positions or in other positions of significant responsibility, in various
222   university contexts, as well as involvement in service to the community and/or to the profession. Evidence
223   of such involvement may include statements summarizing the candidate's activities, acknowledgements
224   from colleagues, and other forms of documentation. In general, quality of service will take priority over raw
225   quantity of service.
226
227 **V. Reappointment and Promotion Procedures and Criteria for Non-Tenure Track Faculty (Instructors)**
228
229 **Reappointment**
230

As indicated in *Faculty Handbook* 3.5.1 and 3.5.2, non-tenure track full-time faculty (Instructors and Senior Instructors) are appointed to terms ranging from one to five years and are reappointed at the end of each term. The decision to reappoint non-tenure track faculty is a Department Head prerogative and is generally made on the basis of the annual performance review process describe in Section VI below. In addition to satisfactory performance, reappointment of Instructors and Senior Instructors is contingent upon instructional needs within the department and the availability of funding.

Promotion from Instructor to Senior Instructor: Criteria and Expectations

Although promotion from Instructor to Senior Instructor is distinctly not a contractual promise, eligible non-tenure track faculty members may apply for this promotion. Minimum eligibility to apply is set by *Faculty Handbook* 3.5.2. Each applicant for promotion to Senior Instructor shall submit his or her dossier in the format specified by the Office of the Provost and the *College of Arts and Letters Promotion and Tenure Guidelines*.

Candidates for promotion from Instructor to Senior Instructor are evaluated on the basis of the following criteria:

- **Teaching:** Evidence of effective teaching must be reflected in summaries of student evaluations, at least five peer observation letters from MCL colleagues, and other evidence of effective teaching and involvement in teaching-related professional development. Other evidence of effective teaching and involvement in teaching-related professional development may include teaching awards, funded teaching-related grants, presentations at teaching conferences, completion of significant teaching-related trainings or certifications, evidence of student success, and direct involvement in curricular development.

- **Research:** While not specifically listed, disciplinary research related to the University, College, and/or departmental missions may be counted toward promotion to Senior Instructor.

- **Service:** Service should demonstrate interest and activity in the affairs and concerns of the university at several levels. Curriculum development and advising are two particularly appropriate concerns, but others, including discipline-related service to the community and/or the profession, will be considered**.** In general, quality of service will take priority over raw quantity of service.

VI. Annual Performance Review and Performance Pay Procedures and Criteria

All full-time faculty, tenured and non-tenured alike, participate in an annual performance review (see *Faculty Handbook* 4.6.6). This annual evaluation process is entirely separate from the reappointment/promotion/tenure process described in Sections III and IV of this document. Annual performance review results are also used to determine eligibility for performance pay in those years where a sufficient raise pool has been identified by the University.

The MCL Department procedures and criteria for annual performance review and (when applicable) for determining performance pay eligibility are consistent with the guidelines in the *Faculty Handbook* and the *College of Arts and Letters Promotion and Tenure Guidelines.* They are also consistent with the guidelines and criteria specified by the MCL Promotion and Tenure guidelines, as specified in this document.

Submission and Evaluation of Materials

- Using the APR report form provided by the Department Head, each faculty member will submit a brief summary of activities, including a self-assigned ranking of 0 through 5 (with 0 the lowest) for each of the three areas listed below. The self-assigned rankings may include .5 scores (e.g., 5.0, 4.5, 4.0, etc.) and must include a rationale for each self-assigned ranking.

- A complete but succinct report of all relevant activities is usually sufficient. However, faculty members may, at their discretion, supplement the form with narrative explanations and/or artifacts in support of specific accomplishments.

- Accomplishments in Research should be documented in Digital Measures, and a recent Digital Measures report should accompany the form.

Evaluation of APR and Performance Pay Materials

290
291 • The Department Head reviews the APR form and any supporting materials and rates each faculty
292   member's performance in each relevant performance category (Teaching, Research and/or Service). The
293   Department Head's recommendations may include .5 scores (e.g., 5.0, 4.5, 4.0, etc.). These ratings are
294   multiplied by each faculty member's agreed-upon category weights to generate a weighted composite
295   score.
296
297 • Appeal of numerical ratings: If a faculty member wishes to dispute a numerical rating, he or she first
298   appeals directly to the Department Head. If the dispute is not resolved, a panel of three faculty members
299   selected by the Department Head will independently review the faculty member's performance in the
300   disputed category and assess a rating. The higher rating will stand and is not subject to further review.
301
302 • The Department Head writes a performance review letter for each faculty member. Performance review
303   letters reference all numerical ratings and include brief rationales. Letters may also include notes relating
304   to workload considerations for the year under evaluation and following academic or calendar years.
305   (Because they receive Cumulative Progress Reports from the Personnel Committee and Department
306   Head, probationary faculty do not also receive separate performance review letters.)
307
308 • All faculty receive copies of their performance review letters or Cumulative Progress Reports for review
309   and signature. Signatures indicate that faculty have received and read their evaluations; they do not imply
310   agreement.
311
312 • Copies of all evaluations are forwarded to the dean of the College of Arts and Letters.
313
314 • After reviewing their performance reviews, faculty may meet with de Department Head to review their
315   performance and/or to discuss workload considerations. Although these meetings are usually optional for
316   tenured faculty, the Department Head meets annually with tenure-track faculty and may schedule
317   mandatory performance review meetings at his or her discretion.
318
319 **Annual Performance Review and Performance Pay Accomplishments/Evaluation Criteria**
320
321 **Teaching**
322
323 The following are examples of Teaching accomplishments or Teaching performance evaluation criteria (in roughly
324 descending order of value toward merit pay):
325
326 • Prestigious teaching award (granted by university or external body)
327 • Presenting evidence of excellent teaching (student evaluations, peer evaluations)
328 • Teaching large numbers of students (generating substantial credit hour production)
329 • Using of assessment data to improve course design and/or instructional methods
330 • Proposing grants related to improvement of teaching and learning
331 • Making presentations at pedagogy-focused conferences
332 • Participating in professional development conferences, meetings, or training/certification programs
333 • Proposing significant curricular development (new program proposal, major program revisions, etc.)
334 • Supervising teacher certification candidates (student teaching, other pratica)
335 • Organizing and overseeing a language program abroad
336 • Teaching upper-level courses on a regular basis
337 • Directing independent studies, Service Learning components, or internships
338 • Gaining or maintaining Master Advisor status
339 • Advising graduate or undergraduate students
340
341 **Research**
342
343 The following are examples of Research accomplishments or Research performance evaluation criteria (in roughly
344 descending order of value toward merit pay):
345
346 • Prestigious research award (granted by university or external body)
347 • Publication of an original, peer-reviewed scholarly book

6

348		•	Publication of a peer-reviewed scholarly anthology (edited volume)
349		•	Publication of more than one original, peer-reviewed scholarly article
350		•	Publication of an original, peer-reviewed scholarly article
351		•	Publication of a chapter in a peer-reviewed book, anthology of articles, or other scholarly resource
352		•	Receiving an external research grant or fellowship
353		•	Publication of a scholarly translation in a peer-reviewed venue
354		•	Publication of a book review and/or film review
355		•	Receiving an internal research grant or fellowship
356		•	Presentation of an original peer-reviewed scholarly paper at a national or international convention
357		•	Presentation of an original peer-reviewed scholarly paper at a regional or state convention

358

Service

360

361 The following are examples of Service accomplishments or Service performance evaluation criteria (in roughly
362 descending order of value toward merit pay):

363

- Prestigious service award (granted by university or external body)
- Editing a scholarly journal or reviewing manuscripts for journals
- Leadership role in professional organization (national, regional, state, or local)
- Serving the department, college, or university in an administrative function or position
- Completion of a report/review for accreditation
- Leadership role on responsible college or university committees
- Leadership role on department committee
- Service on a department committee
- Directing student language clubs and activities (including film festivals and reading groups)
- Sponsoring a student organization/association (related or not to the discipline)
- Making discipline-related presentations to the community

375

VII. Mentoring Policy for All MCL Faculty

377

378 All MCL faculty, regardless of rank and/or tenure status, have the right to receive mentoring as they work toward
379 achieving their professional goals. The mentoring of candidates for tenure and/or promotion is of particular
380 importance, but more established faculty may well benefit from mentoring in fields such as (strictly for example)
381 curriculum development, instructional technology, or acquiring a new scholarly specialty.

382

383 As long experience clearly indicates, no single mentoring procedure or format can adequately serve a diverse
384 group of faculty members. Therefore, each new faculty member will meet, early in his or her first semester of
385 employment, with the Department Head and the Personnel Committee Chair to develop and begin implementing
386 an appropriate, individualized mentoring program. The new faculty member may also request that a member from
387 his or her language section be involved in developing the mentoring program. It is expected that such a program
388 will involve both group-based (for example, Showcase on Teaching and various University/College workshops)
389 and individual (for example, face-to-face discussion with departmental colleagues) mentoring opportunities.

390

391 Other faculty members interested in receiving formal mentoring for any purpose at any time are welcome to initiate
392 this process with the Department Head, the Personnel Committee Chair, or both.

393

VIII. Departmental Governance

395

396 This section of the document supersedes all previous stand-alone "Departmental Governance" documents.

397

Department Head

399

400 The primary duties of the MCL Department Head are clearly spelled out in *Faculty Handbook* 1.4.1.2.6 and Op. 3.1
401 of the Policy Library. The Department Head is also responsible for appointing MCL departmental committees and
402 MCL departmental representatives as necessary. The Department Head is also responsible for arranging
403 elections, such as those for Faculty Senate Representative, College Council Representative, and Personnel
404 Committee Chair.

405

Personnel Committee

The structure and function of the MCL Personnel Committee is treated in Section II of this document. The Personnel Committee will also be charged with reviewing this document at the end of each academic year and recommending to the Department Head any necessary changes.

Section Coordinators

The Department Head designates one senior member of each section (Asian Languages, Classics, French, German, and Spanish) to serve in the role of Section Coordinator. Section Coordinators do not receive additional direct compensation. However, their contributions to departmental leadership are recognized as significant service to the department for purposes relating to faculty evaluation (including tenure and promotion review, as applicable). Consistent with the department's Workload Policy, Section Coordinators may be eligible for course releases or other forms of additional compensation because of an unusually high volume of work in a particular semester or after several semesters of service.

The responsibilities of Section Coordinators include and are generally limited to:

- Assisting the Department Head and the administrative assistant with the scheduling of section teaching assignments
- Hiring per-course instructors to teach courses for their sections
- Calling and presiding over section meetings (to discuss general section business, curricular changes, textbook adoptions, assessment, etc.)
- Providing input on and reviewing policies pertinent to their sections
- Helping with advising issues in special cases
- Helping to disseminate information from the Department Head
- Collecting input/feedback from section members as requested by the Department Head

While Section Coordinators provide an important service to their sections and to the department as a whole in assisting the Department Head in these ways, they are not administrators and do not have authority in excess of their fellow section members. Any concerns that arise between a Section Coordinator and one or more section members (or vice versa) should be communicated to the Department Head, who will work with all parties concerned to resolve the situation.

At the Department Head's discretion, Section Coordinators may serve indefinitely. They may also step down whenever they wish or be replaced by the Department Head at any time.

Graduate Program Director

The Graduate Program Director is appointed by the Department Head and has the following duties:

- Oversees admission process for the MASLA (French and Spanish tracks) and for MCL Graduate Certificates
- Supervises the MCL Graduate Teaching Assistantship applications
- Chairs the MCL Graduate Committee
- Schedules MCL graduate courses
- Updates the MCL Graduate Calendar for spring and fall semesters
- Initiates program and curriculum changes
- Initiates revisions and updates of the MASLA Handbook and other graduate documents and forms
- Handles inquiries from external parties and potential applicants
- Advises faculty and students on policies and procedures
- Writes and grades MASLA comprehensive exams
- Serves as academic advisor for all MCL graduate students
- Coordinates the Graduate Teaching Assistants' non-teaching assignments
- Supervises the MASLA Mentorship Program
- Approves thesis and degree paper proposals
- Supervises IRB applications for MCL MASLA candidates
- Organizes the MCL Graduate Student Orientation and the Graduate Student Welcome Reception

464	• Prepares annual report on MCL graduate programs
465	• Coordinates MCL partnerships with other university graduate programs
466	• Coordinates the evaluation processes and procedures for MCL graduate programs
467	• Defines and executes recruiting campaigns for MCL graduate programs
468	• Represents MCL graduate programs at internal and external events
469	• Attends Graduate Council meetings
470	• Attends Graduate Screening Committee meetings as needed
471	• Attends Graduate College training and Graduate Program Director meetings as required
472	
473	**Teacher Preparation Program Coordinator**
474	
475	The Teacher Preparation Program Coordinator is appointed by the Department Head and has the following duties:
476	
477	• Deals with advising issues on Teacher Education candidates (transfer credits, practica, clearances, etc.)
478	• Approves Transition Points 2-3 in Taskstream
479	• Approves Teacher Education candidates for Student Teaching (in cooperation with Professional Education
480	Services Office)
481	• Reviews and approves Teacher Education candidate placements for MCL professional education courses
482	• Writes narrative for CAEP report and for internal (EPP) program review
483	• Gathers data for appeals with DESE APR when notified of need by COE
484	• Completes content area matrices for DESE
485	• Reviews and approves MAT applicants in World Languages
486	• Reviews background check hits for MCL Teacher Education candidates
487	• Writes Professional Dispositions Development Plans when necessary for MCL Teacher Education
488	candidates
489	• Evaluates completion of said plans by Teacher Education candidates
490	• Reviews Out-of-Area Supervisor applications for Professional Education Services
491	• Advises students on the Teacher Certification process in World Languages (e.g. how to add certification,
492	provisional certificates, etc.)
493	• Reviews DESE webinars
494	• Provides other information as required to Department Head, Dean, Director of Secondary Education, the
495	head of EPP and other administrators
496	• Attends College of Education meetings as required
497	• Handles inquiries from external parties (principals, superintendents) related to Teacher Education
498	candidates
499	• Initiates curricular changes as required by changes at state level in World Language Certification Area
500	requirements
501	• Works with MSU Testing Center and Department Head to define Missouri Content Assessment testing
502	windows
503	
504	**Basic Spanish Program Coordinator**
505	
506	The Basic Spanish Program Coordinator is appointed by the Department Head and has the following duties:
507	
508	• Leads curriculum design and assessment development efforts for the Basic Spanish program
509	• Makes teaching assignments and schedules all Basic Spanish Program classes (101-202)
510	• Ensures consistency and quality in all BSP classes (101-202)
511	• Hires, trains, supervises, and evaluates instructors in the Basic Spanish program
512	• Serves on the Instructional Development and Evaluation Committee