

MISSOURI STATE UNIVERSITY

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

DEPARTMENT: Mathematics

COLLEGE: CNAS

SEMESTER/YEAR OF CURRENT REVIEW: 2023

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: 2027

DEPARTMENT ADOPTION SIGNATURES:

Songfeng Zhang 2/15/24
Department Personnel Committee Chair Date

Wen O'Leary 2/15/24
Department Head Date

APPROVAL SIGNATURES:

Tameia Jahnke 2/16/24
Dean Date

Ken Brown 02/23/2024
Provost Date

THIS PLAN IS IN EFFECT FROM 2024, THROUGH 2027.

1 **Department of Mathematics**

2 **Promotion, Tenure, Annual Review, and Reappointment Policy Statement**

3 **Revised May 1, 2023**

4 **Table of Contents**

5 Regular Performance Review	Line 23
6 Criteria for Tenure and Reappointment	35
7 Criteria for Promotion to Professor	108
8 Criteria for Promotion to Associate Professor	161
9 Guidelines for Annual Review of Probationary Faculty	220
10 Documentation	311
11 Procedure for Decisions	335
12 Policy for Appointment to Senior Instructor	389

13 This document contains an incomplete list of activities considered meritorious by the
14 Department and is intended to be used to assist each faculty member in the completion of
15 Department Performance Review Worksheet.

16 The faculty shall be provided with a statement of expectations for reappointment, tenure,
17 and promotion, upon employment. Evaluations will be based upon this statement, regular
18 reviews, and documentation presented by the candidate. Furthermore, evaluations are
19 based on performance in accumulated assignments since employment.

20 The criteria and procedures by which new faculty are to be evaluated for promotion and
21 tenure shall be stated in writing as specifically as possible in the initial appointment
22 contract letter (see Faculty Handbook, Section 3.2.2).

23 **Regular Performance Review**

24 Each year in early spring, each tenure-track faculty member will discuss with the
25 department head (1) the results of prior performance as reflected in the annual “Faculty
26 Performance Review” and (2) objectives of the forthcoming performance. Where

27 progressive performance expectations are pertinent, these will be specifically addressed.
28 The results of this meeting will be summarized in writing and placed in the departmental
29 personnel file, with copies provided to the faculty member and to the departmental tenure,
30 promotion, and reappointment committee for use during their deliberations. A copy will
31 also be forwarded to the dean. The Mathematics Department Performance Review
32 Worksheet is referred to throughout this document and is contained in the appendix. This
33 is to be used to maintain an online record through Faculty Success of each faculty
34 member's contributions to teaching, research, and service as specified below.

35 **Criteria for Tenure and Reappointment**

36 While tenure is based on previous performance in the areas of teaching, research, and
37 service, the granting of tenure involves some subjective judgement by the department
38 faculty. Section 3.7.2 of the Faculty Handbook elaborates this point and is quoted here.
39 "Basic competence in itself is not sufficient to justify granting tenure, for such competence
40 is a prerequisite for the initial appointment. The decision to grant tenure is inherently and
41 inescapably judgmental and is a deliberate action indicating the person has been selected
42 as a member of the permanent faculty because of demonstrated high-quality performance
43 and relative merit."

44 **Teaching:**

45 Teaching effectiveness is measured based on several factors, which include, but are not
46 limited to: Student evaluations of teaching, peer observation reports requested by the
47 applicant or by the department head, course materials submitted to the committee or
48 reviewed by a tenured faculty member, developed curriculum materials, and the over-all
49 contributions to the department in teaching. Course materials for review could include but
50 are not limited to syllabi/policy statements, LMS and online materials, as well as
51 assignments, exams, and other course materials authored by the applicant. Student
52 evaluations of teaching shall be collected according to CNAS guidelines. Student
53 evaluations are not meant to be the primary or sole factor in documenting teaching
54 effectiveness. The rest of the teaching evaluation will be based on other contributions in
55 teaching which include, but are not limited to: seminar presentations to students;
56 involvement in special reading courses; use of computers and other needed technology;

57 manuals and textbooks published**; involvement in service learning activities; master's
58 theses directed**; master's seminar papers supervised**; honors components supervised;
59 guidance of students making presentations at meetings and seminars; innovative teaching
60 techniques adopted**; teaching awards received; students advised; new course
61 development**, course materials developed to promote student learning; equipment and
62 teaching grants received**. Items designated with a double asterisk are highly valued
63 teaching activities, and evidence documenting student success is also highly valued. The
64 Departmental Performance Review Worksheet details teaching activities and teaching
65 outcomes relevant to the evaluation of teaching effectiveness, including required or basic
66 expectations. Tenure-track faculty members are expected to participate in several, but not
67 necessarily all, of the above-mentioned activities.

68 **Research and Scholarly Productivity:**

69 Research and scholarly productivity are expected to be in the faculty member's discipline
70 or to be interdisciplinary work that draws from, or contributes to, the faculty member's
71 discipline. A record of consistent, sustained scholarly activities and productivity will be
72 needed for tenure and reappointment. The minimal expectations for consideration for
73 tenure are 2 major publications of original work or major grants, and submission of at least
74 one external or internal grant proposal. Specific modes of research include Discovery,
75 Application, Synthesis, Criticism, and Creation; see section 4.2.2.1 of the Faculty
76 Handbook.

77 Research achievements may include, but not be limited to, publications in refereed
78 journals**. The relative prestige of each journal, based on recognition by discipline-
79 specific professional organizations, will be considered. Other scholarly activities include
80 research grants funded**; publication of a book**; presentations of scholarly work at
81 professional meetings; and seminars and colloquiums given. In evaluating the grants
82 funded, the source of grants (internal or external) will be taken into consideration. In
83 evaluating the presentations, the relative prestige of the meeting, based on recognition by
84 discipline-specific professional organizations, and the nature of the presentations (whether
85 invited or not), will be taken into consideration. Items designated with a double asterisk
86 are highly valued scholarly activities. The Departmental Performance Review Worksheet

87 details research activities and research outcomes relevant to the evaluation of scholarly
88 productivity, including required or basic expectations.

89 Evidence of original scholarship/research will be expected for reappointment in later years
90 (after three years). The quantity of scholarly productivity may include presentations, but
91 those alone are not sufficient for reappointment in later years. The quantity of scholarly
92 productivity needed for tenure should include external grants or publications (published or
93 accepted) in refereed journals on research beyond the doctoral dissertation. External grants
94 and publications should be consistent with the description of scholarship/research
95 described in section 4.2.2.2 of the Faculty Handbook. For faculty with prior experience, a
96 record of research and scholarly productivity at Missouri State University will be needed
97 for tenure. Positive external reviews of research and scholarly productivity will be one of
98 the factors in tenure consideration.

99 **Service:**

100 Faculty shall at minimum serve on departmental, college, and university committees asked
101 of them, and participate in departmental faculty meetings.

102 Other activities, such as service to professional organizations, participation in Pummill
103 Math Relays, student organizations, consulting, and community service, will be taken into
104 consideration. The Departmental Performance Review Worksheet details service activities
105 and service outcomes relevant to the evaluation of service contributions, including
106 required, or basic expectations.

107

108 **Criteria for Promotion to Professor**

109 For promotion to Professor a faculty member must have a sustained record of teaching
110 effectiveness, of scholarly productivity, and of substantial service.

111 **Teaching:**

112 Teaching effectiveness is measured based on several factors, including student evaluations,
113 course materials submitted to the committee, developed curriculum materials, and the over-
114 all contributions to the department in teaching. Student evaluations of teaching shall be
115 collected according to CNAS guidelines. Student evaluations will be weighted up to a
116 maximum of fifty percent in measuring teaching effectiveness. The rest of the weighting
117 will be based on other contributions in teaching which include, but are not limited to:

118 seminar presentations to students; involvement in special reading courses; use of computers
119 and other needed technology; manuals and textbooks published**; involvement in service
120 learning activities; master's theses directed**; master's seminar papers supervised**;
121 guidance of students making presentations at meetings and seminars; innovative teaching
122 techniques adopted**; teaching awards received; students advised; new course
123 development**, course materials developed to promote student learning; equipment and
124 teaching grants received**. Items designated with a double asterisk are highly valued
125 teaching activities, and evidence documenting student success is also highly valued. The
126 Departmental Performance Review Worksheet details teaching activities and teaching
127 outcomes relevant to the evaluation of teaching effectiveness, including required or basic
128 expectations. For promotion to Professor, faculty members are expected to participate in
129 many, but not necessarily all, of the above-mentioned activities.

130 **Research and Scholarly Productivity:**

131 Research and scholarly productivity are expected to be in the faculty member's discipline
132 or to be interdisciplinary work that draws from, or contributes to, the faculty member's
133 discipline. Consistent, sustained scholarly activities and productivity as an Associate
134 Professor at Missouri State University will be needed for promotion to Professor. The
135 minimal expectations for consideration for promotion to Professor are 2 major publications
136 of original work or major grants as an Associate Professor. Specific modes of research
137 included Discovery, Application, Synthesis, Criticism, and Creation; see section 4.2.2.1 of
138 the Faculty Handbook. Research achievements may include, but not be limited to,
139 publications in refereed journals**. The relative prestige of each journal, based on
140 recognition by discipline-specific professional organizations, will be taken into account.
141 Other scholarly activities include research grants funded**; publication of a book**;
142 presentations of scholarly work at professional meetings; and seminars and colloquiums
143 given. In evaluating the grants funded, the source of grants (internal or external) will be
144 taken into consideration. In evaluating the presentations, the relative prestige of the
145 meeting, based on recognition by discipline-specific professional organizations, and the
146 nature of the presentations (whether invited or not), will be taken into consideration. Items
147 designated with a double asterisk are highly valued scholarly activities. The Departmental
148 Performance Review Worksheet details research activities and research outcomes relevant

149 to the evaluation of scholarly productivity, including required or basic expectations.
150 Positive external reviews of original research and scholarly productivity will be one of the
151 factors in promotion consideration.

152 **Service:**

153 For promotion to Professor a faculty member must demonstrate leadership in some area of
154 service. This may include department, college, university, professional, or community
155 service. Expectations of leadership in service include, but are not limited to, chairing at
156 least one major committee, serving as faculty sponsor for a student organization, or taking
157 a leadership role in professional organizations or community service. The Departmental
158 Performance Review Worksheet details service activities and service outcomes relevant to
159 the evaluation of service contributions, including required, or basic expectations.

160

161 **Criteria for Promotion to Associate Professor**

162 For promotion to Associate Professor a faculty member must have a sustained record of
163 teaching effectiveness, of scholarly productivity, and of service.

164 **Teaching:**

165 Teaching effectiveness is measured based on several factors, including student evaluations,
166 course materials submitted to the committee, developed curriculum materials, and the over-
167 all contributions to the department in teaching. Student evaluations of teaching** shall be
168 collected according to CNAS guidelines. Student evaluations will be weighted up to a
169 maximum of fifty percent in measuring teaching effectiveness. The rest of the weighting
170 will be based on other contributions in teaching which include, but are not limited to:
171 seminar presentations to students; involvement in special reading courses; use of computers
172 and other needed technology; manuals and textbooks published**; involvement in service
173 learning activities; master's theses directed**; master's seminar papers supervised**;
174 honors components supervised; guidance of students making presentations at meetings and
175 seminars; innovative teaching techniques adopted**; teaching awards received; students
176 advised; new course development**, course materials developed to promote student
177 learning; equipment and teaching grants received**. Items designated with a double
178 asterisk are highly valued teaching activities, and evidence documenting student success is
179 also highly valued. The Departmental Performance Review Worksheet details teaching

180 activities and teaching outcomes relevant to the evaluation of teaching effectiveness,
181 including required or basic expectations. For promotion to Associate Professor, faculty
182 members are expected to participate in several, but not necessarily all, of the above-
183 mentioned activities.

184

185 **Research and Scholarly Productivity:**

186 Research and scholarly productivity are expected to be in the faculty member's discipline
187 or to be interdisciplinary work that draws from, or contributes to, the faculty member's
188 discipline. A record of consistent, sustained scholarly activities and productivity at
189 Missouri State University will be needed for promotion to Associate Professor. The
190 minimal expectations for promotion to associate professor are 2 major publications of
191 original work or major grants and submission of at least one grant proposal. Specific modes
192 of research included Discovery, Application, Synthesis, Criticism, and Creation; see
193 section 4.2.2.1 of the Faculty Handbook. For promotion to Associate Professor, the faculty
194 member must have demonstrated sustained peer-reviewed scholarly productivity.

195 Research achievements may include, but not be limited to, publications in refereed
196 journals**. The relative prestige of each journal, based on recognition by discipline-
197 specific professional organizations, will be considered. Other scholarly activities include
198 research grants funded**; publication of a book**; presentations of scholarly work at
199 professional meetings; and seminars and colloquiums given. In evaluating the grants
200 funded, the source of grants (internal or external) will be taken into consideration. In
201 evaluating the presentations, the relative prestige of the meeting, based on recognition by
202 discipline-specific professional organizations, and the nature of the presentations (whether
203 invited or not), will be taken into consideration. Items designated with a double asterisk
204 are highly valued scholarly activities. The Departmental Performance Review Worksheet
205 details research activities and research outcomes relevant to the evaluation of scholarly
206 productivity, including required or basic expectations. Positive external reviews of original
207 research and scholarly productivity will be one of the factors in promotion consideration.

208 **Service:**

209 For promotion to Associate Professor, faculty members shall at minimum serve on
210 departmental, college, and university committees asked of them, and participate in

211 departmental faculty meetings. Other activities, such as service to professional
212 organizations, participation in Pummill Math Relays, student organizations, consulting,
213 and community service, will be taken into consideration. Expectations of leadership in
214 service include, but are not limited to, chairing at least one committee, serving as faculty
215 sponsor for a student organization, or taking a leadership role in professional organizations
216 or community service. The Departmental Performance Review Worksheet details service
217 activities and service outcomes relevant to the evaluation of service contributions,
218 including required, or basic expectations.

219

220 **Guidelines for Annual Review of Probationary Faculty**

221 A review of probationary faculty will take place annually. The possible outcomes of this
222 review will be one of the following.

223 **(i) Progress toward Tenure is Satisfactory.**

224 This is possible if a satisfactory level of performance has been achieved in at least the areas
225 of both teaching and research, as described below.

226 ***Satisfactory Teaching:***

227 In the area of teaching, less weight will be attached to the first-year teaching evaluations;
228 however, consistently good teaching evaluations (no consistent problems indicated by the
229 teaching evaluations) or evidence of significantly improved teaching effectiveness is
230 necessary. Also, it is expected that there be substantial involvement in other teaching
231 activities such as: seminar presentations to students; involvement in special reading
232 courses; use of computers and other needed technology; manuals and textbooks
233 published**; involvement in service learning activities; master's theses directed**;
234 master's seminar papers supervised**; honors components supervised; guidance of
235 students making presentations at meetings and seminars; innovative teaching techniques
236 adopted**; teaching awards received; students advised; new course development**, course
237 materials developed to promote student learning; equipment and teaching grants
238 received**. Items designated with a double asterisk are highly valued teaching activities.
239 See the Departmental Performance Review Worksheet for details regarding the evaluation
240 of teaching.

241

242 ***Satisfactory Research and Scholarly Productivity:***

243 In the area of research and scholarly productivity, a significant record of articles published
244 or accepted for publication in refereed journals, and research grants funded will be
245 considered evidence of satisfactory research. Other scholarly activities that will be
246 considered favorably include grant proposals submitted; presentations of scholarly work at
247 professional meetings; seminars and colloquiums given, and work in progress for
248 publishable research beyond the dissertation. See the Departmental Performance Review
249 Worksheet for details regarding the evaluation of research.

250 ***Satisfactory Service:***

251 Faculty shall have a significant record of service that includes departmental, college, and/or
252 university committees. Other activities such as service to professional organizations,
253 participation in Pummill Math Relays, student organizations, consulting and community
254 service will be taken into consideration. See the Departmental Performance Review
255 Worksheet for details regarding the evaluation of service.

256 **(ii) Progress toward Tenure is Questionable.**

257 This is possible if a questionable level of performance has been achieved in at least two of
258 the areas of teaching, research, and service, as described below.

259 ***Questionable Teaching:***

260 In the area of teaching, less weight will be attached to the first-year teaching evaluations;
261 however, consistently satisfactory teaching evaluations (no consistent problems indicated
262 by the teaching evaluations) or evidence of improved teaching effectiveness is necessary.
263 Also, favorable consideration will be given for involvement in other teaching activities
264 such as: seminar presentations to students; involvement in special reading courses; use of
265 computers and other needed technology; manuals and textbooks published**; involvement
266 in service learning activities; master's theses directed**; master's seminar papers
267 supervised**; honors components supervised; guidance of students making presentations
268 at meetings and seminars; innovative teaching techniques adopted**; teaching awards
269 received; students advised; new course development**, course materials developed to
270 promote student learning; equipment and teaching grants received**. Items designated
271 with a double asterisk are highly valued teaching activities. See the Departmental
272 Performance Review Worksheet for details regarding the evaluation of teaching.

273 ***Questionable Research and Scholarly Productivity:***

274 In the area of research and scholarly productivity, articles published or accepted for
275 publication in refereed journals, and research grants funded will be considered sufficient
276 evidence of satisfactory research. Other scholarly activities that will be considered
277 favorably include grant proposals submitted; presentations of scholarly work at
278 professional meetings; seminars and colloquiums given; and work in progress for
279 publishable research beyond the dissertation. See the Departmental Performance Review
280 Worksheet for details regarding the evaluation of research.

281 ***Questionable Service:***

282 In the area of service, faculty shall at minimum serve on the departmental, college, and
283 university committees asked of them, and participate in departmental faculty meetings.
284 Other activities such as service to professional organizations, participation in Pummill
285 Math Relays, student organizations, consulting and community service will be taken into
286 consideration. See the Departmental Performance Review Worksheet for details regarding
287 the evaluation of service.

288 **(iii) Progress Toward Tenure is Unsatisfactory.**

289 This is possible if an unsatisfactory level of performance has been achieved in at least two
290 of the areas of teaching, research, and service, as described below.

291 ***Unsatisfactory Teaching:***

292 Teaching is unsatisfactory if the faculty member is receiving consistently poor teaching
293 evaluations and there is little or no evidence of improved teaching effectiveness through
294 measures as peer review reports, peer mentor feedback or other external measures of
295 teaching effectiveness. See the Departmental Performance Review Worksheet for details
296 regarding the evaluation of teaching.

297 ***Unsatisfactory Research and Scholarly Productivity:***

298 Progress toward tenure is unsatisfactory if there is limited or no evidence of research. See
299 the Departmental Performance Review Worksheet for details regarding the evaluation of
300 research.

301 ***Unsatisfactory Service:*** Service is unsatisfactory if the faculty member has limited or no
302 involvement in departmental activities. See the Departmental Performance Review
303 Worksheet for details regarding the evaluation of service.

304 **Early Tenure and Promotion:**

305 Except under extraordinary circumstances, early tenure and promotion will not be
306 considered. For example, a faculty member may be considered for early tenure if, while at
307 Missouri State University, multiple highly-valued teaching activities and outcomes have
308 been documented, three papers in refereed journals were published, an external grant was
309 awarded, and leadership roles for internal and external service activities are documented.

310

311 **Documentation**

312 The faculty member and the department head shall maintain complete documentation for
313 all aspects of that faculty member's annual reappointment, tenure and promotion. This
314 requirement shall begin at the date of employment. This documentation is a professional
315 portfolio which shall include, but not be limited to: letters of understanding at the time of
316 hire; annual reports from the departmental evaluation committee; annual performance
317 evaluation letters from the department head; all prior recommendations made by the
318 departmental Tenure, Promotion and Reappointment Committee; all prior
319 recommendations made by the department head; summaries of all student evaluations;
320 copies of publications in refereed journals and other scholarly activities; copies of
321 proposals submitted and grants received; list of committee assignments; and participation
322 in faculty developmental activities. All of these data will be maintained via Faculty
323 Success.

324 At the time of annual review, tenure, or promotion consideration, the faculty member
325 should refer to the Provost's website for procedures and details regarding required
326 supporting documentation. The department head may request additional supporting
327 materials be submitted.

328 For tenure and/or promotion consideration, external reviews of research and scholarly
329 productivity will be solicited and conform to the guidelines from the Office of the Provost.

330 The external reviewer will be instructed to review the curriculum vitae and samples of
331 work. Information on the candidate's teaching load should be provided to the reviewer.

332 Only work that is eligible for consideration under the terms of appointment should be
333 submitted to reviewers.

334

335 **Procedure for Tenure, Promotion, Annual Review, and Reappointment Decisions**

336 The entire body of tenured faculty shall serve as the committee on tenure and
337 reappointment. For a promotion to a given rank, the tenured faculty at that rank or higher
338 shall serve as the committee on promotion to that rank.

339 In accordance with the Faculty Handbook, Section 4.8.3, “Tenured faculty members who
340 have administrative assignments that require them to participate in personnel review at a
341 higher level shall not participate in personnel decisions within his or her home department.

342 A faculty member with a potential conflict of interest (usually evaluating a spouse) should
343 not participate in the evaluation process for annual appointment, tenure, or promotion.

344 Inappropriate actions by individuals on the committee should be addressed by the
345 committee chair and/or members of the personnel committee.”

346 As soon as feasible after the beginning of the fall semester, the department head shall call
347 a meeting of the tenured faculty to elect its chairperson. At the meeting, the tenured faculty
348 committee shall elect a person from the tenured Professors to serve as the chairperson of
349 departmental committee on tenure, promotion, and reappointment for the current academic
350 year.

351 As soon as possible, the chair of the committee will distribute copies of the current
352 procedures and the relevant portion of the Academic Work Calendar to all faculty.

353 All votes concerning tenure, promotion, reappointment, or annual review decisions shall
354 be conducted by secret ballot, and the department head shall not vote. Numbered ballots
355 shall be used, which the faculty will draw at random, and the ballots shall be returned to a
356 designated place or box within the time period designated by the committee chairperson.

357 The ballots will be counted at a meeting of the committee. Each committee member shall
358 have the right to participate in the voting.

359 For tenure, promotion, or reappointment each ballot will offer two options: YES or NO.
360 Ballots not returned shall simply be reported as “not returned.” The number of YES votes
361 must exceed the number of NO votes for an affirmative recommendation to be reported;
362 otherwise, a negative recommendation will be reported.

363 For annual review of probationary faculty, there will be three options on the ballot: progress
364 toward tenure is satisfactory, progress toward tenure is questionable, and progress toward
365 tenure is unsatisfactory. To be classified into the outcome “progress toward tenure is

366 satisfactory”, at least two-thirds of the votes should be in that group; if more than fifty
367 percent of the votes are in favor of “unsatisfactory”, the faculty member will be classified
368 into the group “progress toward tenure is unsatisfactory”; otherwise, the outcome will be
369 classified as “progress toward tenure is questionable”.

370 All available committee members shall sign the report. Faculty members are free to file
371 minority reports.

372 The committee shall, when possible, meet at least three weeks prior to the deadline for
373 forwarding the recommendations to the department head. Copies of all reviews will be
374 provided to the faculty member and the department head. The department head will
375 forward a copy to the dean along with the department head’s review.

376 When external reviews of research and scholarly productivity are solicited, the department
377 will follow the guidelines posted on the provost’s website:

378 <http://www.missouristate.edu/provost/extreviewerguidelines.htm>

379 Specifically, following the guidelines regarding qualifications of reviews given at the
380 above site, the faculty candidate submits a list of four names of potential reviewers and the
381 Department Head in consultation with the Department Personnel Committee submits a list
382 of four names. Together, the faculty candidate, Department Head, and Personnel
383 Committee select two names from each list and reviews will be solicited from these four
384 individuals by the Department Head.

385 A file will be established for each candidate. The file will contain all materials submitted
386 by the candidate, and the materials collected by the department head for this purpose. The
387 file will be available for inspection in the department head’s office by all eligible voters.

388

389 **Policy for Appointment to Senior Instructor**

390 The following process outlines the steps which lead to the appointment to Senior Instructor
391 as presented in the revised *Faculty Handbook* (see relevant section below):

392 Instructors are eligible to apply for appointment to Senior Instructor in the fall
393 semester of their 5th year of continuous employment with the university. Number
394 of years is not an entitlement for this promotion and judgments will be made at all
395 levels based on the standards for excellence in teaching as measured by
396 departmental criteria developed in accord with the faculty handbook and

397
398
399
400
401
402
403
404
405
406
407
408
409
410
411
412
413
414
415
416
417
418
419
420
421
422
423
424
425
426
427

university parameters.

1. The criteria for reviewing applications for promotion to the rank of Senior Instructor must include three elements: (1) evidence of successful student learning outcomes; (2) use of effective modalities (active learning, inquiry learning, collaborative learning, etc.); and (3) leadership in curriculum development, advising, and/or other areas of service.
2. The teaching portfolio will be submitted to the departmental personnel committee for review in accord with the dates specified in the tenure and promotion calendar. The portfolio should include supporting documentation of sustained excellence in teaching. The evidence may include, but not be limited to, student course evaluations, peer evaluations, artifacts of curricular development, student learning outcomes, and other supporting documentation included as part of the written summary detailing rationale for the appointment in accord with departmental criteria. External review is not a requirement of this application process.
3. The departmental personnel committee will submit recommendations to the Department Head in accord with the timelines specified in the Tenure and Promotion Calendar. The Department Head will review all relevant information and make a recommendation to the Dean, who will also conduct a review and forward recommendations to the provost. The provost will notify the candidate for the appointment to Senior Instructor in writing of approval or non-approval of the appointment.

(Excerpt from the *Faculty Handbook*, Section 3.5.2 Senior Instructor:

An instructor who has demonstrated excellence in teaching and service at Missouri State University for at least five years may be appointed as a Senior Instructor. Senior Instructors are expected to provide leadership in teaching, contribute to course and curriculum development and provide appropriate university service. Senior Instructors may participate in research or creative activities. A Senior Instructor shall be appointed to a specific term not to exceed five years and may be reappointed to one or more additional terms, contingent upon satisfactory performance reviews, educational needs and continued funding. If a

428 Senior Instructor applies for and is appointed to a tenure-track faculty position, the time
429 spent as Senior Instructor at Missouri State University will not count toward the
430 probationary period for tenure and promotion. Senior Instructors on 9-month appointments
431 will receive benefits for 12-months.)

432 **Procedure for Annual Review of this Document**

433 As soon as feasible after a chair is elected, the tenured faculty will elect a standing
434 committee of three tenured faculty members. This committee will propose amendments to
435 the policy statement and report to the tenured faculty before the end of the Spring Semester
436 of each year.

Name:

RTP Appendix: Performance Review Worksheet- Mathematics

Criteria for meeting basic expectations are asterisked*. Highly valued activities and outcomes are doubly asterisked.**

Teaching Activities	
*	1. Classroom teaching; meeting classes reliably
*	2. Adhere to university policy
*	3. Provide fair and timely feedback to students.
*	4. Competently communicated appropriate material to classes.
	5. Teaching large number of students and contact hours.
	6. Teaching courses requiring intensive grading of student work.
	7. Supervision of teaching assistants.
	8. Supervision of pre-service teachers.
	9. Academic advising of undergraduate students, including pre-engineering advising.
*	10. Maintaining office hours.
	11. Supervision of a graduate student.
	12. Member of an MSU graduate student thesis or seminar committee, or as an external member of a graduate student thesis or seminar committee, particularly when the faculty member provides significant guidance to the graduate student. This activity may alternately be included under service (University service for an MSU student, Service to professional peers for an external student).
**	13. Development of a new course, including special readings courses with extensive development requirements.
	14. Taught courses not taught previously.
	15. Gave special readings courses.
	16. Supervision of independent study.
	17. Preparation or revision of educational materials such as textbooks, lab manuals, class handouts, educational software, and educational websites, and related efforts such as preparation of a grant or contract proposal to support these activities. These activities may alternately be considered as research activities if they involve a significant research component.
	18. Improvement in course/curriculum content, including significant revisions to a course's content.
**	19. Incorporation of innovative pedagogical techniques or technologies.
	20. Faculty development in the area of teaching (participation in workshops, seminars, institutes, or meetings to develop teaching or advising skills).
	21. Supervision of undergraduate research.
	22. Guest lecturing in classes that are not your official responsibility, including substituting.
	23. Made seminar presentations to students.
	24. Incorporation of additional topics or exercises for an honors section, for students in a regular section taking the course for honors credit, or for graduate students in a combined undergraduate level-graduate level class.
	25. Providing help/tutorial sessions outside of scheduled contact hours.

	26. Administration or supervision of service learning or cooperative education opportunities, and supervision of interns.	
	27. Organizing and/or conducting educational field trips for students, especially for the first time.	
	28. Presentation at a workshop or conference on teaching.	
	29. Preparation and submission of a grant proposal to support or enhance teaching or academic advising.	
	30. Administration of a grant received for the support or enhancement of teaching or academic advising.	
	31. Development of assessment tools to support teaching effectiveness (e.g., placement exams).	
	32. Prepared students for math contests.	
	33. Other (must justify recognition as a teaching activity).	
	Teaching Outcomes	
*	1. Course policy statements and outlines.	
**	2. Receipt of excellent student evaluation scores.	
**	3. Completion of a graduate thesis or seminar paper under your supervision.	
**	4. <u>Textbooks</u> , <u>text chapters</u> , <u>lab manuals</u> , and class handouts. Publication of a textbook may alternately be considered under research if the preparation of the text involved a significant research component, and especially if the text could also serve as a professional reference.	
	5. Receipt of a grant to support textbook or lab manual. This may alternately be included under Research if the text or lab manual itself would be evaluated under research.	
	6. Educational software or websites prepared.	
	7. Receipt of a teaching award (as a classroom teacher or thesis advisor).	
	8. Receipt of an award for academic advising.	
**	9. Receipt of a grant to support or enhance teaching or academic advising.	
	10. Presentation by a student (graduate or undergraduate) mentored by you.	
	11. Publication by a student (graduate or undergraduate) mentored by you, on which you are not an author.	
	12. Recognition or award received by a student for whom you provided significant mentoring (thesis award, etc.).	
	13. Other (must justify relevance as an indicator of teaching effectiveness).	
	Research Activities	
*	1. Scholarly activity that has the potential to lead to critical peer review or evaluation by the scholarly community.	
	2. Faculty development in the area of research:	
	· Participation in workshops, seminars, colloquia, professional meetings, etc. for the purpose of enhancing research skills, refining research questions, or improving research knowledge base.	
	· Internship, apprenticeship, or collaborative work with other professional researchers (at MSU or	

	elsewhere) for the purpose of learning new research skills. The new skills and their value must be described.	
	· Maintenance or acquisition of expertise in areas of professional research interest by reading professional journals and monographs.	
	3. Preparation of a grant or contract proposal for funding to support research (including teaching research) or other scholarly activity.	
	4. Administration of a grant or contract received for research (including teaching research) or other scholarly activity.	
	5. Evidence of research activity (including teaching research or research related to supervising master theses or seminar papers), including evidence of research in progress, or preparation or submission of a manuscript for the publication of research results.	
	6. Preparation of a new text, or revision of a previously published text, and related activities such as preparation of a grant or contract proposal to support those activities, where that activity involves a significant research component.	
	7. Submitted articles to conferences and/or journals for publication.	
	8. Participated in professional development of others as part of research activity.	
	9. Other research activities (must justify).	
	Research Outcomes	
**	1. Publication of original results, or a survey or expository work, as author or coauthor, in a peer-reviewed professional journal, conference proceedings, or report.	
**	2. Publication of original results, or a survey or expository work, as author or coauthor, in a peer-reviewed book or monograph intended for a professional audience.	
	3. Publication of original results, or a survey or expository work, as author or coauthor, by invitation in an edited professional volume.	
	4. Book review or letter to the editor that contributes original research results or synthesis of results. The novel research component must be explained and justified.	
	5. Invited presentation of research results at a professional meeting.	
	6. Presentation of original results at a professional meeting, either orally or by poster.	
	7. Co-authorship on a presentation of original results at a professional meeting. If peer-reviewed, the nature of the review process must be described.	
	8. Research presentation (seminar) at an academic or research institution.	
	9. Citations to your research in scholarly publications by persons other than yourself and co-authors.	
	10. Research (including teaching research) grant or contract proposal submitted to a local, state, regional, national, or international funding agency or organization.	

**	11. Research (including teaching research) grant or contract received.	
	12. Receipt of a scholarship, fellowship, internship, or endowment to provide research opportunities (sabbatical leave, summer fellowship, endowed professorship, etc.).	
	13. An honorary research award, including election to honorary professional societies.	
	14. Editorials, commentaries, or book reviews featuring your research, that were contributed to professional or popular journals by persons other than yourself, co-authors, or collaborators.	
**	15. Publication of a new text, or publication of a revised text, where the text reflects significant research, especially when the text may serve as a professional reference.	
	16. Receipt of a grant or contract to support publication of a new or revised text, where the text itself would be considered under research.	
	17. Other (must justify relevance as an indicator of research and scholarly productivity).	
	Service Activities	
	Service to the University	
*	1. Perform the service assigned to them by the department head.	
	2. Chairperson of a committee or council of the department, college, or university.	
	3. Member of a committee or council of the department, college, or university.	
	4. Non-classroom and non-committee departmental assignments. Examples include, but are not limited to: graduate student coordinator; secondary education coordinator; monitoring of dual-enrollment courses, late common finals, or comprehensive exams; computer lab network manager; webmaster.	
	5. Member of an MSU graduate student thesis committee. This activity may alternately be evaluated under teaching, particularly when the faculty member provides significant guidance to the graduate student.	
	6. Service as a faculty mentor.	
	7. Sponsorship of student organizations or clubs (KME, MAA, etc.)	
	8. Preparation of grant proposals to support service activities.	
	9. Administration of a grant received to support service activities.	
	10. Faculty development in the area of service (participation in workshops, meetings, symposia, etc. designed to build or enhance service skills).	
	11. Participation in university promotional activities (fund solicitation, etc.).	
	12. Student recruitment activities (Majors fair, recruitment trips to local high schools and colleges, etc.).	
	13. Conduct peer-review of teaching effectiveness for a colleague.	
	14. Contribution toward program or departmental accreditation.	

	15. Other University service activities (must justify).	
	Service to Professional Peers	
	1. Service to professional societies and organizations as an officer, committee member, evaluator, meeting organizer, symposium organizer, meeting host, panel member, organization evaluator etc.	
	2. Editorial work for a professional journal.	
	3. Editorial work on a professional book.	
	4. Peer-reviewing of manuscripts submitted to professional journals or edited volumes.	
	5. Peer-reviewing of grant proposals submitted to external funding agencies.	
	6. External member of graduate student thesis or seminar committee. This activity may alternatively be evaluated under teaching, particularly when the faculty member provides significant guidance to the graduate student.	
	7. Preparation of software or a website that is a useful resource for peers in the areas of service and/or research.	
	8. Member of a site-visit team for the accreditation of an academic program at another institution.	
	9. External reviewer of a promotion and/or tenure application for a faculty member at another institution.	
	10. Organize or lead a scholarly field trip for an external audience.	
	11. Other professional service activities (must justify).	
	Service to the Community	
	1. Service to the public education system beyond MSU, such as: presentations in local schools; organization or presentation of workshops for primary and secondary students; participation in science fairs and math contests such as the Pummill Math Relays, the Missouri Mathematics Competition, the Putnam exams.	
	2. Public speaking engagements related to your professional expertise and duties.	
	3. Service as a board member or officer of a private organization whose mission is complementary to that of the university or the department.	
	4. Participation in television, radio, or print media interviews that relate to professional duties.	
	5. Use professional expertise to serve as a member of a public service board, regulatory agency, planning committee, or professional registration commission of state, regional, national, or international scope.	
	6. Non-compensated professional consultation that is outside of formally assigned committee or advisory duties and is appropriate to the discipline. Examples include fielding phone calls from the general public, providing statistical advice, providing expert testimony, outreach to the public at large regarding mathematical topics, etc.	
	7. Other community service activities (must justify).	
	Service outcomes	

	1. Service awards from the college or university, for service involving professional expertise.	
	2. Awards for meritorious service to external societies or organizations, for service involving professional expertise.	
	3. Written evaluations received that address the quality of, or the effort devoted to, service to the department, college, or university. Such evaluations should come from colleagues who supervised or cooperated in service activities, and may be solicited or unsolicited.	
	4. Popular articles or books directly related to your professional expertise or duties.	
	5. Materials designed to enhance the teaching, service, or research effectiveness of professional peers, such as special collections, computer programs, web sites, and improved technologies, provided that no profit is realized.	
	6. Professional book or monograph for which you are an editor or co-editor.	
	7. Published book review that draws upon your professional expertise.	
	8. Other service outcomes (must justify).	