

MISSOURI STATE UNIVERSITY

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

DEPARTMENT:

COLLEGE:

SEMESTER/YEAR OF CURRENT REVIEW:

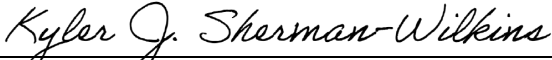
SEMESTER/YEAR OF NEXT REQUIRED REVIEW:

DEPARTMENT ADOPTION SIGNATURES:



Department Personnel Committee Chair

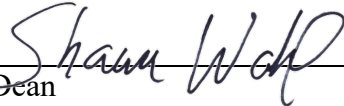
Date



Department Head

Date

APPROVAL SIGNATURES:



Dean

5/13/26

Date



Provost

5/22/2026

Date

THIS PLAN IS IN EFFECT FROM _____, THROUGH _____.

DEPARTMENT OF SOCIOLOGY, ANTHROPOLOGY, AND GERONTOLOGY

Faculty Evaluation Procedures

Revised May 2026

Faculty evaluation guidelines previously consisted of two documents:

1. Reappointment, Tenure and Promotion Criteria and Guidelines

Adopted October 9, 2007
Revised October 30, 2007
Revised April 7, 2008
Revised October 6, 2009
Revised March 22, 2011
Revised April 30, 2014
Revised November 7, 2014
Revised December 2, 2015
Reviewed July 2018

2. Annual Performance Review of Tenured Faculty and Full-time Instructors: Policies and Criteria

Approved September 18, 2007
Revised November 8, 2007
Revised September 30, 2008
Revised March 22, 2011
Revised April 11, 2018
Revised May 10, 2024
Revised May 10, 2024

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I. GENERAL PRINCIPLES

A. Purpose of Document

The purpose of this document is to specify the procedures and criteria used by the Department for reappointment decisions, tenure and promotion recommendations, and annual performance reviews.

B. Guiding Documents

The policies and procedures contained in this document are guided by, and consistent with, relevant aspects of the current [Faculty Handbook](#) and policies distributed by the office of the Dean of the Reynold's College of Arts, Social Sciences, and Humanities and the Missouri State University Provost's office. Sections of this evaluation document that refer to the Faculty Handbook (and are not direct citations) will be noted with an FH and its relevant section number.

C. Revision of Faculty Evaluation Procedures

The policies in this document will be reviewed at least every three years by full-time faculty in the department to assure compliance with the *Faculty Handbook* and other relevant policy statements and to improve the process of faculty evaluation. Changes and amendments require a majority vote of the ranked faculty in the department.

D. Composition of Department Personnel Committee

The Department Personnel Committee (hereafter referred to as DPC):

- Is normally made up of all tenured faculty in the Department, with the exception of the Academic Unit Leader (hereafter referred to as AUL).
- Operates as an autonomous faculty body, and therefore the AUL shall not participate in personnel committee proceedings or make decisions regarding its composition or actions.
- Selects a chair who is responsible for working with the AUL, convening meetings, assuring that processes are carried out with integrity, and writing (or delegating) personnel recommendations based on the deliberations of the committee.
- The role of the DPC is to evaluate faculty for reappointment, tenure, and promotion, and to establish the Departmental policy for such evaluations, and in some situations serve a role in annual performance reviews.
- Each member of the DPC is involved in evaluations only for those faculty members who are at or below their own rank. Thus, only Professors will evaluate the application materials of Associate Professors applying for full Professor status or for Distinguished Professor status.

E. Professional Activities Expected of Faculty at Missouri State University

Faculty at Missouri State University are expected to engage in professional activities that encompass the three areas of Teaching, Research, and Service.

1. Teaching

Teaching is the foremost obligation of faculty at Missouri State and includes such things as advisement and mentoring of students, curricular development, and classroom instruction. Additional examples of teaching activities can be found in the department's Annual Performance Review guidelines.

2. Research

Ranked faculty are expected to engage in scholarly activities related to their discipline and customarily denoted as Research, including the discovery, synthesis or integration, and application of knowledge, which may include instructional material and engaged (or applied) public research (defined in Section III.A.9). Research is expected to produce outcomes that are made public and subjected to critical review by peers, such as grant applications, scholarly publications, and presentations at professional meetings.

3. Service

Service refers to professional contributions by faculty to the affairs of the department, college, university, community, or profession. Every faculty member is obliged to serve their program and department as described in the Annual Performance Review section of this document, and service obligations of an academic unit should not fall disproportionately on any individuals or subset of the faculty (FH 4.2).

F. New Faculty/AUL Procedural Meeting

The AUL will meet with newly hired faculty during their first month of employment and review this document. Both parties will sign off on these guidelines using a form provided on the Provost's webpage; this form shall remain in the faculty member's official personnel file, which consists of:

- Files maintained in the Office of Human Resources (vita, recommendations, transcripts, and records dealing with terms and conditions of employment)
- Additional personnel files (digital or hard copy) kept by the college Dean and the AUL
- Tenure, promotion, reappointment, annual evaluation, and related records digitally stored in Watermark Faculty Success.
- The AUL will make files related to workload, timing, or special circumstances available to the DPC if relevant to the evaluation process.

G. New Faculty Departmental Support

Every faculty hire is an investment in the future of the Department. Therefore, it is in our best interest to assist new faculty in their successful progression to tenure and promotion. The AUL will assist the new faculty member in identifying a tenured faculty member to serve as a mentor by the end of their first semester.

H. Annual Performance Reviews for All Faculty

The performance of all full-time faculty members is evaluated on an annual basis.

1. Annual reviews of probationary faculty (reappointment reviews) are conducted by the DPC to evaluate cumulative progress toward tenure and promotion and to assess yearly performance.
2. Tenured faculty and non-tenure-track faculty undergo an annual performance review by the AUL. Thus, each full-time faculty member is evaluated just once each academic year.

I. Ethical Conduct

The faculty are expected to adhere to standards of ethical conduct in all areas of performance (FH 3.1).

II. ANNUAL PERFORMANCE REVIEW OF TENURED FACULTY AND FULL TIME INSTRUCTORS

A. Policies and Procedures

1. The purpose of this section of the document is to specify the Department of Sociology, Anthropology, and Gerontology's policies for the annual performance review of tenured faculty and full-time instructors in teaching, research, and service. These policies apply to annual evaluations conducted by the AUL, prior to the forwarding of those evaluations to the Dean of the College of Arts, Social Sciences, and Humanities (RCASH).
2. Full-time Instructors as well as Associate Professors and Professors receive an annual performance review by the AUL in accordance with criteria referred to in the Annual Performance Review section of this document and according to the Faculty Handbook (4.6.6.1). In addition, "Any faculty member may request review by the personnel committee in addition to the AUL review. Such requests must occur by the annual submission deadline set by the Provost Office."
3. Performance evaluations for per course faculty, as stated in the Faculty Handbook (4.6.6.2), "must be completed after each teaching session (i.e., semester or summer session). The evaluation shall be the responsibility of the AUL and should be based on the per course faculty member's reliability and effectiveness in completing Teaching assignments. Evaluations should be based on meeting appointment requirements and on the academic unit's criteria for Teaching evaluation. Academic units must have a plan in place for providing feedback to per course faculty within established timelines."
4. The annual evaluation process is conducted in accordance with deadlines established by the Provost and published in the [Faculty Evaluation Calendar](#). The AUL is responsible for notifying faculty of these deadlines and any related Department deadlines by email at least 60 days prior to the first relevant deadline.
5. Tenured faculty and full-time instructors are bound by the annual evaluation criteria in effect during the year under review (i.e., the previous year). If the department revised the annual evaluation criteria during the year under review, each faculty member has the option of being evaluated according to the criteria in effect at the start or those in effect at the end of the year under review.
6. The annual evaluation of tenured faculty and full-time instructors uses two rating systems: the College (RCASH) rating system and the Department rating system. In conducting annual evaluations, the AUL assigns each faculty member a Department system rating and the corresponding College system rating for performance in each of the three areas: Teaching, Research, and Service.
 - a. The College (RCASH) rating system is comparatively general and standardizes the annual performance review rating system across departments within the college. This rating system has three ranked categories: exceeds expectations, meets expectations, and does not meet expectations.

- b. The Department rating system facilitates the use of annual performance reviews for informing tenure, promotion, and Instructor reappointment decisions. The Department system meets the Faculty Handbook requirement that “Departmental rating systems should recognize both outstanding and unsatisfactory performances as well as those appraised as degrees of good or satisfactory” (4.6.6.1). The Department rating system has five ranked categories: Exceptional, Commendable, Competent, Development Needed, and Unsatisfactory.

College Rating System	Department Rating System	Rating Description
Exceeds Expectations	Exceptional	Performance consistently exceeds competent levels. A high degree of proficiency is shown in most aspects of performance.
	Commendable	Performance frequently exceeds competent levels. A high degree of proficiency is shown in certain aspects of performance.
Meets Expectations	Competent	Performance is consistently at expected levels. Meets job requirements. Some minor performance deficiencies exist and improvements may be recommended.
Does Not Meet Expectations	Development Needed	Some performance deficiencies exist. Performance improvement plan is to be established and improvement is required.
	Unsatisfactory	Performance is consistently below acceptable levels. Performance improvement plan is to be established and immediate improvement is required.

7. Faculty are responsible for providing the AUL with information and documentation regarding performance during the period under review. Specifically, faculty are responsible for:
- a. updating information about their teaching, research, and service through the system (i.e., digital platform) currently used for that purpose by the university.

- b. submitting materials demonstrating their performance during the preceding calendar year.
- c. explaining how their work meets the criteria for a specific rating in each sphere (e.g., specifying how their accomplishments meet the criteria for “commendable” teaching, “competent” research, and “exceptional” service).
- d. submitting information and documents according to deadlines specified in the Faculty Evaluation Calendar.
- e. following a process for any “other” research activities (as noted in B.2.c, d, and e) the faculty member wishes to be deemed equivalent to specific research criteria noted in the annual performance review guidelines for the purpose of:
 - i. Establishing “research active” status, or
 - ii. Qualifying for a higher rating in their annual performance review

The faculty member must submit their work and accompanying rationale to the AUL by the end of the fall semester. The AUL must respond to the faculty member in writing (e.g., an email) by the end of the first week of the spring semester. Using the same timeline, the faculty member may also choose to submit these items to the DPC via the Chair, who will communicate with the committee and share the committee recommendation in writing (e.g., via email) with the faculty member and the AUL by the end of the first week of the spring semester.

- 8. Access to some evidentiary materials such as student teaching evaluations is, in some cases, beyond faculty control. When a faculty member does not have the institutional authority to access evidentiary materials, the AUL will make an effort to obtain the materials for the faculty member.
- 9. As required by the faculty handbook, the AUL evaluates faculty performance in teaching, research, and service for the preceding calendar year after having received the required and relevant information. In this process, the AUL reviews the relevant information, writes a brief narrative that includes the assigned department rating, justification for that rating, and the corresponding College rating for faculty performance in each area (teaching, research, and service) for the year under review. Per the Faculty Handbook, a faculty member may request review by the DPC of their annual evaluation materials in addition to the AUL’s review.
- 10. At each step of the evaluation process, the faculty member must be informed on the results of the evaluation, including an explanation for each rating. A faculty member who is dissatisfied with an evaluation may append a written response to the evaluation before it is forwarded to the next evaluator” (FH 4.6.1).
- 11. If a faculty member receives a department rating of “development needed” or “unsatisfactory,” and correspondingly, a college rating of “does not meet expectations,”

the AUL in consultation with the faculty member will establish a written development plan.

12. Each Spring Semester, the AUL will meet with each faculty member to discuss the annual performance review and the faculty member's goals and support needed for the following year.
13. According to the Faculty Handbook, faculty have the right to appeal performance evaluations.
 - a. A faculty member who is dissatisfied with an evaluation may append a written response to the evaluation before it is forwarded to the Dean. Faculty members wishing to appeal category performance ratings may request a review by the unit Personnel Committee. A subsequent appeal may be made to the Dean of the College, whose evaluation is final. (4.6.6.1)
 - b. In the event misapplication of unit policies in evaluating faculty performance is detected, a faculty member may file a grievance through the Academic Personnel Grievance Process (APGP) (see Section 12 of Faculty Handbook for process). Any faculty member who believes that they have been discriminated against for any reason not related to job performance may consult the Office for Institutional Compliance. (4.6.6.3)

B. Criteria

Any given product or activity may count as a criterion for one area only: teaching, research, or service.

1. Teaching

a. Evaluating teaching necessarily involves aspects that may be difficult to quantify, and the Department recognizes that student evaluations may be shaped by biases. The criteria listed below are designed to guide evaluations of faculty in the area of Teaching. Some factors that affect teaching outcomes (in particular, results of student evaluations) may be beyond a teacher's control. Thus, when evaluating teaching, the AUL should consider contextual constraints including, but not limited to:

- Class size and level: an upper division elective with fewer students versus a large general education or introductory class.
- Course topic: a required class (e.g., statistics) versus an elective.
- Longevity of courses: new preparations versus long-standing courses for that instructor.
- Other factors beyond the instructor's control (e.g., university adoption of a new LMS).

b. Student evaluations comprise 40% of a faculty member's performance rating in teaching and peer evaluation comprises the remaining 60%. Based on both the student evaluation and peer evaluation, the AUL determines a faculty member's overall performance ratings for teaching. An advising component will be included in peer evaluation.

c. The AUL uses the following criteria for the student evaluation aspect of the teaching performance rating for interpreting scores on the RCASH Teaching Evaluation instrument:

- For "exceptional" performance, an overall mean score of 4.5 or greater.
- For "commendable" performance, an overall mean score from 4.0 to 4.49.
- For "competent" performance, an overall mean score from 3.5 to 3.99.
- For a "development needed" rating, an overall mean score from 3.0 to 3.49.
- For an "unsatisfactory" rating, an overall mean score below 3.0.

In the judgment of the AUL, these rating criteria might be altered after considering qualitative student evaluation comments and contextual constraints described in section b above.

d. Performance ratings for peer evaluation of teaching

- i. To demonstrate "competent" performance in peer evaluation of teaching, a faculty member is expected to accomplish all of the following:
 - Provide syllabi with course policy statements, clear grading criteria, and a systematic course outline with topics covered and dates for exams and other assessments.

- Provide students with access to course materials on the university Learning Management System as required by the Provost.
 - Give exams, quizzes, and/ or other assessments covering material presented in class and consistent with course topics.
 - Proctor final exams or offer other academic experience during the scheduled final exam period.
 - Give exams, collect assignments, and/or complete other assessments according to dates on the syllabuses or provide reasonable notice of any changes.
 - Utilize multiple media and delivery mechanisms for covering course topics and enhancing student learning.
 - Keep posted office hours.
 - Update existing courses in assigned course load.
 - Use up-to-date textbooks and/or other relevant resource materials (current statistics, new research in the discipline, etc.).
 - Foster student interaction by using engagement strategies.
 - Incorporate multiple cultural perspectives into course content.
 - Maintain contact with advisees and document advising meetings through Advising Notes.
- ii. To demonstrate “commendable” performance in peer evaluation of teaching a faculty member is expected to accomplish all of the criteria for “competent” outlined above plus two of the following:
- Provide leadership in new curricular developments such as innovative courses, programs, and/or pedagogical approaches not previously offered or utilized in the Department or program.
 - Develop and teach a new course to meet program needs.
 - Develop and teach an existing course in a new modality to meet program needs.
 - Serve as a member of a committee for a graduate student research project (e.g., thesis).
 - Attend one or more professional workshops focused on pedagogy.
 - Maintain master advisor status.
 - Teach three to five credits of supervised independent study (internship, directed reading, directed research, or service learning).
 - Serve as an instructor in area of expertise in a teaching or advising workshop.
 - Provide five to nine reference letters for either different students or for different purposes (scholarship vs. graduate school vs. job).
 - Other documented activities deemed as equal value by the AUL, in consultation with the DPC. The faculty member provides a narrative as part of their annual performance review materials; in that narrative, the faculty member must include

an argument explaining how these other documented activities qualify as “commendable.” For example, an argument may be made for including classes that are unusually labor-intensive.

- iii. To demonstrate “exceptional” performance in peer evaluation of teaching, a faculty member is expected to accomplish all of the criteria for competent, two of the criteria for “commendable,” and to provide evidence of additional high impact contributions, such as two or more of the following:
 - Receive department, college, university, student recognition or professional organization recognition, teaching awards, advising awards, awards for excellence in participation in student academic life, or curricular grants for the creation of innovative classroom materials.
 - Publication of an academic textbook or other instructional materials deemed by the AUL, in consultation with the DPC, to represent a similar level of effort and outcome (a faculty member can select to include this accomplishment under either, but not both, teaching or research).
 - Teach six or more credits of independent study (internship, directed reading, directed research, or service learning).
 - Provide 10 or more reference letters for either different students or for different purposes (scholarship vs. graduate school vs. job).
 - Other documented activities deemed as equal value by the AUL, in consultation with the DPC. The faculty member provides a narrative as part of their annual performance review materials; in that narrative, the faculty member must include an argument explaining how these other documented activities qualify as “exceptional.” For example, an argument may be made for including classes that are unusually labor-intensive.
- iv. To be rated as “development needed” in peer evaluation of teaching, a faculty member demonstrates performance deficiencies in the criteria listed for “competent” above.
- v. A faculty member receives a rating of “unsatisfactory” in peer evaluation of teaching if the basic criteria for “competent” are absent.

2. Research

- a. A manuscript is considered “published” when it appears in print or galley proofs or is accepted unconditionally (with no revisions required). However, faculty may only claim credit once for a given published manuscript.
- b. Faculty with a three-hour or six-hour teaching load due to reassignment for scholarship during one or both semesters are expected to produce at least one additional outcome from the list of stated criteria for ratings of “competent,” “commendable,” or “exceptional” to receive that rating.
- c. Performance ratings for evaluation of research
 - i. To demonstrate “competent” performance in research, a faculty member is expected to accomplish at least two of the following:
 - Poster or podium presentation, or roundtable discussion participant, at a local or regional academic or professional conference.
 - Research presented in other academic or professional setting (e.g., colloquium, lecture series).
 - Published encyclopedia article, book review, critical essay, or comparable work.
 - Receive an internal research grant or fellowship as the principal investigator or a co-investigator.
 - Submit an external research grant up to \$5,000, as either the principal investigator or a co-investigator.
 - Active engagement in the research process, demonstrated through evidence of a developing research pipeline (e.g., undergoing IRB approval process, manuscript in progress, manuscript under review, data collection or analysis, grant proposal in development, etc.).
 - Author or coauthor a brief research report in the realm of engaged research. If not peer-reviewed, evidence of significance must be provided, which may consist of a letter of support from a community organization; citation by others; recognition or awards, or evidence of use by others in the community.
 - Disseminate results of a research project via creation and content development of a public-facing website or other outcome.
 - Other documented activities deemed of equal value by the AUL, in consultation with the DPC. The faculty member provides a narrative as part of their annual performance review materials; in that narrative, the faculty member must include an argument explaining how these other documented activities qualify as “competent.” (For the faculty member to receive advance confirmation on acceptance of these activities as equal value, see description of the process in II.A.7.e.)

- ii. To demonstrate “commendable” performance in research, a faculty member is expected to accomplish at least one of the following:
- Solo or coauthor of a refereed chapter published in a scholarly volume. (If multiple authors, the faculty member must provide a thorough description of their contribution.)
 - Solo or coauthor author of an article published in a refereed journal. If multiple authors, the faculty member must provide a thorough description of their contribution.
 - Submit a competitive external research grant of \$5,000 or greater, as either the principal investigator or a co-investigator.
 - Receive an external research fellowship.
 - Serve as guest editor of a journal volume.
 - Authorship of substantial research report (e.g., for an organization or agency) involving research questions, theoretical components, data collection, and in-depth analysis. Faculty member must describe how the outcome is evaluated by the relevant organization or agency, or academic peers.
 - Poster or podium presentation, or roundtable discussion participant, at a national or international academic or professional conference.
 - Multiple peer-reviewed scholarly projects (e.g., two or more journal articles, or a combination of publications and manuscripts under review or revision), demonstrating an active research pipeline appropriate to the discipline.
 - Receive a research sabbatical.
 - Other activities deemed of equal value by the AUL in consultation with the DPC. The faculty member provides a narrative as part of their annual performance review materials; in that narrative, the faculty member must include an argument explaining how these other documented activities qualify as “commendable.” (For the faculty member to receive advance confirmation on acceptance of these activities as equal value, see description of the process in II.A.7.e.)
 - A criterion for inclusion for a “commendable” rating may be publication in a top tier journal.
 - Meeting more than four criteria under the “competent” category may be justification for a “commendable” rating.
- iii. To demonstrate “exceptional” performance in research, a faculty member is expected to accomplish at least one of the following:
- Solo or coauthor of a published scholarly book. If multiple authors, the faculty member must provide a thorough description of their contribution. (Depending

on factors such as quality, level of peer review, and disciplinary contribution, books/monographs can qualify for being granted an “exceptional” rating for two, three, or four years. The AUL makes this determination, with approval of the Dean.)

- Editor or co-editor of a scholarly volume of contributed works containing original scholarly writing by the faculty member (chapter, introduction, conclusion, etc.); 1st edition only, unless the faculty member makes a convincing argument otherwise for a later edition.
 - Solo or coauthor of a scholarly article published in a major or top-tier refereed journal. If multiple authors, the faculty member must provide a thorough description of their contribution.
 - Solo or coauthor of an academic textbook; 1st edition only, unless the faculty member makes a convincing argument otherwise for a later edition. (A faculty member may include this accomplishment under either teaching or scholarship, but not both).
 - Receive a competitive external research grant of \$5,000 or greater, as either the principal investigator or a co-investigator.
 - Authorship of an extensive research report (e.g., for an organization or agency) involving research questions, theoretical components, data collection, and in-depth analysis. Faculty member must describe how the outcome is evaluated by the relevant organization or agency or academic peers, and demonstrate recognition by others such as citations by others of the report, recognition or awards, or evidence of use by others in the community, in the private or public section, or in the discipline.
 - Other activities deemed of equal value by the AUL in consultation with the DPC. The faculty member provides a narrative as part of their annual performance review materials; in that narrative, the faculty member must include an argument explaining how these other documented activities qualify as “exceptional.” (For the faculty member to receive advance confirmation on acceptance of these activities as equal value, see description of the process in II.A.7.e.)
- iv. A faculty member will receive a “development needed” rating in research/scholarship if they accomplish only one of the items listed under “competent” and none of the items listed under “commendable” or “exceptional” above.
- v. A faculty member will receive an “unsatisfactory” rating in research/scholarship if there is no evidence of research or scholarship.

3. Service

- a. The purpose of service is to meet needs and solve problems “of various constituencies both within and beyond the University” (Faculty Handbook 2023:2). This includes accomplishing necessary department tasks and building a sense of community and collegiality in the department.
- b. Performance ratings for evaluation of service
 - i. To demonstrate “competent” performance in service, a faculty member is expected to accomplish all of the following:
 - Regularly attend and contribute to Sociology, Anthropology, and Gerontology Department meetings.
 - Regularly attend and contribute to program committee meetings and to other program committee initiatives and events.
 - If tenured, serve on Personnel Committee.
 - Participate on and contribute to one additional department committee (e.g., Recruitment and Retention Committee, Scholarship Committee, etc.), or serve as department representative on other university committees, or have an individual assignment within the department (e.g., faculty advisor of a student organization, faculty advisor of an honor society, or consistent maintenance of the department display case).
 - ii. To demonstrate “commendable” performance in service, a faculty member is expected to accomplish all criteria reflecting a “competent” performance and at least two of the following:
 - Regularly attend and contribute to a standing or ad hoc committee at the college or university level
 - Participate on and contribute to one additional department committee.
 - Participate on and contribute to a second additional department committee.
 - Represent the department in multiple campus activities (e.g., Majors Fair, Welcome Weeks, Student Life Expo, department receptions, Mary Jean (Price) Walls Resource Center programs, graduation ceremonies, etc.).
 - Provide evidence of significant accomplishments as the coordinator of an undergraduate program (e.g., program changes, enrollment increases, new curricula).
 - Serve as a reviewer of a scholarly journal manuscript prior to its publication.
 - Contributions as a participant in a working group or interest group in an academic association.
 - Consistent contribution to a community service organization (e.g., advisory board, board of directors) that meets regularly.

- Professional service outside the department to the college, university, profession, or community.
 - Other activities deemed of equal value by the AUL in consultation with the DPC. The faculty member provides a narrative as part of their annual performance review materials; in that narrative, the faculty member must include an argument explaining how these other documented activities qualify as “exceptional.”
- iii. To demonstrate “exceptional” performance in service, a faculty member is expected to accomplish all criteria reflecting a ‘commendable’ performance and at least one of these additional activities:
- Leadership role (i.e., chair, head, or officer) for a department, college, university, professional, or community committee/task force/organization producing significant documented outcomes.
 - Exceptional service contributions to department, college, university, professional, and/or community service committees/task forces/organizations with documented significant outcomes.
 - Serve as a reviewer of a scholarly book manuscript prior to its publication.
 - Extraordinary contributions as the coordinator of an undergraduate program.
 - Other activities deemed of equal value by the AUL in consultation with the DPC. The faculty member provides a narrative as part of their annual performance review materials; in that narrative, the faculty member must include an argument explaining how these other documented activities qualify as “exceptional.”
- iv. Faculty members receive a rating of “development needed” in service if they fail to meet *all* criteria listed for “competent” performance but provide evidence of some service involvement.
- v. Faculty members receive a rating of “unsatisfactory” in service if they fail to meet any criteria listed for “competent” performance and provide no evidence of service involvement.

III. REAPPOINTMENT, TENURE, AND PROMOTION

A. Policies and Procedures

1. The purpose of this section of the document is to specify the Department of Sociology, Anthropology, and Gerontology's policies for the reappointment, tenure, or promotion of ranked faculty.
2. Faculty being reviewed for reappointment, tenure and/or promotion to Associate Professor may choose to be evaluated based upon the guidelines in place when they were hired or a more recent version (FH 3.3.1). Faculty being reviewed for promotion to Professor may choose to be evaluated based upon guidelines in effect at the time of their promotion to Associate if within seven years of the promotion application or more recent guidelines (FH 3.3.2). If hired as an Associate Professor, they can elect to use the guidelines in place at the time of hire or more recent guidelines as long as they have been in effect no longer than seven years. Professors applying for promotion to Distinguished Professor may choose to be evaluated based upon guidelines in effect at the time of their promotion to Professor if within seven years of the promotion application or more recent guidelines (FH 3.3.3).
3. Requirements for tenure and/or promotion will not exclude work completed prior to employment at Missouri State University; however, greater emphasis will be given to accomplishments since time of hire at Missouri State.
4. Individuals having life circumstances (such as accident or serious physical or mental health issues) that significantly interfere with their work, or special duties requiring a significant investment of time that are undertaken to achieve department, college or university goals or objectives (such as teaching overload or program coordination) may seek to negotiate with the AUL for adjustments in the normal expectations for reappointment, tenure, and/or promotion. This negotiation shall take place either at the time of appointment or during the required annual meeting with the AUL. This agreement between the faculty member and AUL must be approved by the Reynold's College of Arts, Social Sciences, and Humanities (RCASH) Dean and the office of the Provost. The AUL shall place a copy of the negotiated agreement, if approved by all parties, in the permanent file of the faculty member. A copy of this agreement should be included with materials submitted to the DPC if relevant for reappointment, tenure, and/or promotion evaluations (unless the agreement includes personal information the faculty member does not wish to disclose, in which case the faculty member and AUL may submit an edited version to the DPC). The Department Personnel Committee and AUL will take this agreement into account during subsequent reappointment, tenure, and/or promotion decisions.
5. For detailed information on timetables, procedures involved after personnel evaluation decisions are made at the department level, and appeals, consult the Faculty Handbook, the Academic Work Calendar, or policies distributed by the RCASH Dean's

Office and the Provost's Office. Department policies and procedures operate within these established guidelines and describe the processes involved in making personnel decisions within our unit that will be forwarded to the Dean's Office.

6. As stated in the Faculty Handbook, the Department Personnel Committee (DPC) is normally made up of all tenured faculty in the Department, with the exception of the AUL (4.8.3). The DPC shall have at minimum five members. In the event of a shortfall, the Dean will appoint qualified faculty from other departments, after consulting with the AUL and the faculty member(s) being evaluated (FH 4.8.3.2). This committee is charged with evaluating applications for reappointment, tenure and promotion. Individuals will recuse themselves from evaluations where they have a conflict of interest. In addition, only Professors shall evaluate applicants for promotion to the rank of Professor and Distinguished Professor.
7. Each faculty member is responsible for assembling evidentiary documentation and submitting materials according to established deadlines available on the Provost's Office website and announced by the AUL at the beginning of each academic year. Material added after announced deadlines may not receive full consideration.
8. Faculty applying for reappointment, tenure and/or promotion must submit an application through the Watermark online system by using the Workflow tab. Each faculty member must update their Faculty Success database at least once a year and also use the system to report new accomplishments as they are completed. The application should reflect the faculty member's entire academic career, with emphasis on time at Missouri State University if applying for tenure and/or promotion to Associate Professor OR time since promotion to Associate Professor if applying for promotion to Professor. Follow instructions in the system to upload the required documents (in PDF format), which will include:
 - a. RCASH Annual Faculty Activity Report.
 - b. A personal statement summarizing accomplishments in teaching, research, and service.
 - c. An up-to-date curriculum vitae.
 - d. Matrix documenting Research, Teaching, and Service activities. Lists for appropriate Research, Teaching, and Service activities are described in the Annual Performance Review section of this document.
 - e. Annual Performance Reviews completed since last promotion including reviews completed in Watermark and any reviews completed in other formats (i.e., prior to the adoption of Watermark).
 - f. Departmental Evaluation Procedures document that includes the personnel guidelines applicable to your application.

- g. Documentation in support of Teaching activities that meet the criteria for the reappointment or promotion for which the candidate is applying. This documentation must include quantitative and qualitative teaching evaluations.
If access to evidentiary materials (e.g., student teaching evaluations) is beyond faculty control and the faculty member does not have the institutional authority to access these materials, the AUL will obtain the materials for the faculty member and the DPC.
 - h. Documentation in support of Research activities that meet the criteria for the reappointment or promotion for which the candidate is applying.
 - i. Documentation supporting Service activities that meet the criteria for the reappointment or promotion for which the candidate is applying.
 - j. Documentation of any agreement between the candidate and the AUL and/or Dean that affect timing of tenure or promotion, such as that described in III.A.3. or any exception to the university policy that probationary faculty will apply for tenure and promotion during their sixth year at the university (e.g., an agreement or initial letter of appointment that extends or shortens the tenure clock of the applicant).
9. Candidates for tenure and promotion (except for faculty applying for promotion to the rank of Senior Instructor) have their materials examined by external reviewers following the timelines and guidelines established by the Provost's Office and the Faculty Handbook. The external reviewer focuses primarily on the candidate's research. Written evaluations from external reviewers will be added to the applicant's portfolio by the AUL.

Per the Faculty Handbook (4.8.2.2): "Academic units must, in their policy documents, define the role of the Personnel Committee in this process: the committee's role may range from formal input on the selection process and approval of the reviewer list to availability for advice and consulting at the request of either the AUL or the candidate names of four qualified reviewers."

The candidate will provide a list of four potential external reviewers. The DPC chair, in consultation with the candidate, will select a DPC member(s) with relevant academic and/or administrative experience to collaborate with the AUL on the selection of four additional names. The candidate will then select two people from the overall list of eight and the AUL, together with the DPC representative, will select two. The AUL will contact these four individuals and solicit their participation in the review process. If fewer than three agree, then the applicant, the AUL, and the DPC Chair will rank the remaining names and the AUL will contact them one by one, until there are at least three reviewers.

The AUL will submit external review letters to the Watermark system so the DPC may access them together with all materials submitted by each candidate for tenure and promotion.

10. As stated in the Faculty Handbook (4.2.2.3), “Engaged Public Research includes research relating to civic participation in public life, participation by engaged scholars, and the impact of public scholarship on all constituencies... Public Research is integral to some academic disciplines, and encompasses different forms of constructing knowledge about, for, and with diverse publics and communities. The University recognizes that Engaged Public Research must be in an academic unit’s tenure and promotion policy. This scholarly activity should involve a partnership with professional organizations or public and/or private entities, and enrich knowledge, address and help solve critical societal issues, and contribute to the public good. The academic unit’s governance documents should clarify how such Research will be evaluated.”

Engaged public (or applied) research can be counted toward tenure and promotion as a portion of a candidate's research. In order for engaged research to be considered equivalent to traditional scholarly products such as journal articles and book chapters, candidates must provide a rationale that demonstrates how their engaged public research is of clear and significant public impact. The research must include research questions and analysis of original or secondary data. Additionally, evidence of use by others in the community, the private or public sector, or in the discipline must be demonstrated, as well as any recognition such as citations or awards.

The faculty member must demonstrate a critical review of their work and its impact in one of three ways:

- a. Document any existing review process applied to the research by the relevant public or private entity or entities and identify how the results of the research will be disseminated.

Or, in the absence of such an existing review process, either:

- b. Request that their engaged work be sent to an academic external reviewer with the credentials and professional reputation appropriate to evaluate this research. The candidate may submit names of potential reviewers to the AUL; however, the Department Personnel Committee Chair and the AUL will make the final determination of an appropriate reviewer, and whether to submit the work to more than one reviewer. The AUL will contact the reviewer(s) and arrange for the evaluation process.

Or

- c. Contact qualified representatives who can provide “a rigorous review conducted by involved community partners who collaborated with the public scholar. This input must assess the significance of the project, the quality of the relationship, and the impact on public good” (Faculty Handbook 4.2.2.3). This review is to be

sent directly to the AUL for inclusion with the materials used for the candidate's tenure and/or promotion evaluation.

For an academic external review of engaged research, the candidate must make the request for external review to the AUL early enough for the review to be included with the other promotion and/or tenure materials to be evaluated. Likewise, for a review from a leader of an agency or organization, the candidate must request these letters early enough to be included with their evaluation materials.

In order to secure advance confirmation of the equivalence of engaged work to traditional scholarly products, the candidate must submit their engaged research products with an associated rationale to the DPC (via the Chair) at the same time the materials are sent to the external reviewers. If no external review is conducted, the material should be submitted by August 29th of the year of the tenure and/or promotion evaluation. Following consensus or vote by the DPC members, the Chair will document the decision in writing to the candidate (e.g., via email), with a copy sent to the AUL.

11. For annual reappointment, and tenure and promotion decisions, the Department Personnel Committee evaluates the submitted materials and convene to craft a statement regarding the recommendation for each reappointment, tenure, and promotion decision, using the online evaluation form available to committee members via Watermark. The online evaluation form will be submitted by the DPC Chair according to the deadlines established by the Provost's Office. The Chair will list all committee members in agreement with the evaluation and any dissenting members' names. Each committee member may also add comments, and dissenting members may submit a Minority Report to the Watermark system. The system will generate a copy of this recommendation to the candidate, without information on contributions made by individual committee members (unless a minority report is generated).

A "Reappointment Review" is conducted annually during the probationary period for ranked faculty. This is distinct from the annual performance review undergone by tenured faculty and full-time instructors. The reappointment review marks progress towards tenure and specifies in writing to the probationary faculty member one of the following outcomes, with a written rationale for their recommendation in the areas of Teaching, Research, and Service:

- a. Progress towards tenure is satisfactory.
- b. Progress towards tenure is questionable, identifying areas for improvement and providing specific suggestions.

- c. Progress towards tenure is unsatisfactory, providing specific rationale and any recommendations for improvement prior to the next evaluation.
12. After the DPC Chair has submitted the reappointment, tenure, or promotion evaluation through the online system, the AUL will submit their own recommendation, followed by that of the Dean. The AUL will meet with each candidate to discuss their application and inform the candidate of the AUL recommendation to the Dean. Each candidate will also receive a statement generated by the Watermark system from the AUL [and later from the Dean] by the date established by the Provost's Office.
13. According to the Faculty Handbook (4.7.2), appeals based on denial of promotion, tenure, or reappointment must be filed with the Provost's Office no later than 35 business days after notification of the decision.
14. Probationary faculty will receive notice on their reappointment by March 1 in their first year of service, by December 15 in their second, and again 12 months before expiration of their appointment in their second, third, fourth, fifth, and sixth years.
15. An Assistant Professor must apply for tenure and promotion to the rank of Associate Professor no later than their sixth year of employment at the University, or earlier if specified in the initial letter of employment.
16. In rare cases, exceptional records of accomplishments in teaching, research, and service may be demonstrated by an Assistant Professor and they may apply for tenure and promotion to rank of Associate Professor in the fourth or fifth year of employment. This is referred to as "Early Tenure." Faculty contemplating this exception from typical timing are recommended to first consult with the DPC, AUL, and Dean (FH 3.3.1).
17. Instructors are eligible to apply for appointment to Senior Instructor in the Fall Semester of their fifth year of employment as Instructor with the University, after demonstrating excellence in Teaching and Service according to the Department's Annual Performance Review guidelines. The applicant must have been in their current position for at least five years (not necessarily consecutive). A Senior Instructor is appointed to a term not to exceed three years, with the option for reappointment to additional terms after fulfilling satisfactory performance reviews. (FH 3.5.3)
18. An Associate Professor is eligible to apply for promotion to Professor in the fifth year of service in rank.
19. An exceptional record of accomplishments may be used by an Associate Professor as the basis for applying for promotion to Professor in the fourth year in rank. Faculty contemplating this exception from typical timing are recommended to first consult with the DPC, AUL, and Dean (FH 3.3.1).
20. A Professor is eligible for promotion to the rank of Distinguished Professor if they have held the Professor rank for a minimum of five years, with at least three years in the rank at Missouri State University. They must demonstrate extraordinary performance in Research and a sustained record of excellence in Teaching and Service. The candidate

is recommended to consult with the DPC and the AUL prior to submitting application materials for this highest rank.

B. Criteria

1. Reappointment

Decisions for annual reappointment of tenure-track faculty during the probationary period are based on evidence of satisfactory progress toward meeting the necessary criteria for tenure in Teaching, Research, and Service. Successful candidates for reappointment will have documented achievements indicating developing competencies in each of the three areas as appropriate for the point in their career when the review occurs. Each review of probationary faculty by the DPC will include a detailed account of strengths and areas of needed development in the candidate's record.

a) Teaching

Materials submitted for reappointment of tenure-track faculty must include a statement describing teaching activities, successes, and areas of improvement needed for the previous year, together with evidence of these activities including syllabi, samples of relevant course materials, and student course evaluations. Description of teaching activities should include any innovative methods, teaching development efforts, and other related information. While advising duties are a required aspect of teaching, advising loads are expected to be lighter in early years and increase closer to, and after, achievement of tenure. Reappointment materials must include a description and/or demonstration of advising activities and their incremental increase in their share of advisees from year to year. In evaluating the candidate up for reappointment, the DPC will consider such aspects as prior teaching experience, teaching load, class size and level, and the nature of the courses taught.

b) Research

Tenure-track faculty must provide evidence of a scholarly agenda that will lead to recognizable outcomes and demonstrate progress from year to year toward fulfilling their research goals. This progress is demonstrated by presentations at professional conferences and production of scholarly publications or the equivalent.

c) Service

Faculty must demonstrate service contributions through a combination of department, college, university, and professional or community organizations. Typically, service obligations increase over time, with pre-tenure years focused more on teaching and research pursuits that more directly lead to achieving tenure.

2. Tenure

The decision to grant tenure is based on the candidate's cumulative record of effective teaching, a successful research agenda demonstrated by scholarly outcomes, and evidence of service consistent with the missions of the Department, the College, and the University.

a) Teaching

Candidates for tenure must demonstrate effective teaching and continued efforts of improvement and/or teaching-related professional or personal development. Expectations are for tenure candidates to meet: 1) all Teaching criteria listed under the "competent" rating of the Annual Performance Evaluation section of this document each year and 2) at least three different criteria listed under the "commendable" or "exceptional" ratings during the probationary period, and 3) a mean student evaluation score of at least 3.5 for the two years prior to applying for tenure, although exceptions are allowable if improvement is demonstrated or extenuating circumstances negatively impacted student evaluation scores.

Materials submitted with tenure application materials must include a statement describing teaching activities and accomplishments, together with evidence of these activities such as syllabi, samples of relevant course materials, and student course evaluations. Description of teaching activities should include evidence for pedagogical development over time. Increased investment in advising efforts over time at Missouri State should be demonstrated. In evaluating the candidate up for reappointment, the DPC will consider such aspects as prior teaching experience, teaching load, class size and level, and the nature of the courses taught.

b) Research

To achieve tenure, faculty are expected to demonstrate achievements equivalent to four scholarly, peer-reviewed publications, some of which may be in-press or accepted for publication at the time of tenure consideration. Of the four required publications, at least two must be peer-reviewed academic publications, and two may be a community or technical report. The DPC and AUL have the discretion to decide what constitutes the equivalent of four peer-reviewed publications and must support this decision in writing. For coauthored works, if not listed as primary author, the applicant must satisfactorily demonstrate their substantive contribution to the publication.

In the judgment of the DPC and the AUL, an academic book can be considered the equivalent of up to three publications if it was completed and received final

acceptance for publication during the applicant's probationary period at Missouri State.

Faculty may negotiate the inclusion of one recent, peer-reviewed academic publication or one community or technical report (“engaged research” as described in III.A.9.b.) completed prior to employment at Missouri State.

Candidates are also expected to demonstrate a record of at least three research presentations at professional or academic conferences appropriate to their discipline, but the DPC should also consider University budgetary situations that may impact conference participation.

c) Service

Faculty must provide service at three levels: the department, the college or university, and either in their profession or in the community. Expectations are for tenure candidates to meet all Service criteria listed under the “competent” rating of the annual performance evaluation section of this document as well as meeting at least three different criteria listed under the “commendable” or “exceptional” ratings during the probationary period. Service contributions, particularly to the department and college/university, are expected to increase over time at Missouri State, including the undertaking of leadership roles.

3. Early Tenure

As stated in the Faculty Handbook (4.8.5), “individuals with exceptional records of accomplishments in teaching, research, and service” may apply for Early Tenure.

“These criteria must require performance that significantly exceeds the normal expectations for tenure or promotion. Specific examples of exceptional accomplishments should be provided. At a minimum, accomplishments in both Teaching and Research must be exemplary.”

Such exceptional accomplishments must be demonstrated by a record consistent with an “exceptional” rating in Teaching and Research, and at least a “commendable” rating in Service based on the three years prior to application. The candidate is expected to have produced the equivalent of at least six scholarly publications since their arrival at Missouri State at the time of their application.

4. Promotion

a) Instructor to Senior Instructor

Because promotion from Instructor to Senior Instructor is contingent upon excellence in teaching and service, the minimal expectation for this promotion is a record of accomplishments consistent with the criteria listed in the Annual Performance Review section of this document rankings for “commendable” or

“exceptional” teaching and service for the previous three years. Overall teaching evaluation scores should consistently be 3.5 to 3.99. Research obligations are not a requirement, but such accomplishments will add weight to an application for promotion to Senior Instructor.

b) Assistant Professor to Associate Professor

The status of Associate Professor indicates evidence for a sustained record of achievement and effectiveness in Teaching, Research, and Service. A tenure-track faculty member who successfully meets departmental requirements for tenure also meets requirements for promotion to Associate Professor.

c) Early Promotion to Associate Professor

A tenure-track faculty member who successfully meets departmental requirements for Early Tenure also meets requirements for early promotion to Associate Professor.

d) Associate Professor to Professor

The status of Professor indicates a strong and cumulative record of accomplishment and effectiveness in teaching, research, and service. Further, the rank of Professor requires demonstrated leadership in academic endeavors, including the ability to initiate activities and take on responsibilities based on the expertise and wisdom accumulated through sustained academic experience.

(1) Teaching

Promotion to Professor requires a strong and documented record of sustained teaching effectiveness. Candidates are expected to achieve at least “commendable” ratings for teaching in their annual performance reviews for at least 50% of their time in rank. Demonstration of pedagogical development over time, sustained advising efforts appropriate to program needs, and overall teaching evaluations scores with means at 3.5 or above are also expected.

(2) Research

Candidates requesting promotion to Professor must demonstrate a sustained and consistent record of research and publication since their promotion to Associate Professor, or for the four years preceding promotion consideration. The candidate must have a clearly defined research agenda, solid evidence of success accomplishing this agenda over the duration of their career and demonstrated ability to operate as an autonomous or lead scholar. Outcomes equivalent to eight peer-reviewed publications are expected, some of which may be in press at the time of

promotion consideration. Seven of these must have been completed while employed as ranked faculty at Missouri State University (as for tenure, one publication prior to arrival at Missouri State may be counted). At least four must be peer-reviewed publications, while the others may represent engaged research as described in III.A.9. above. In the judgment of the DPC and the AUL, a published book may be considered the equivalent of up to three publications if it was completed and received final acceptance for publication while employed as ranked faculty at MSU. For coauthored works, if not listed as primary author, the applicant must satisfactorily demonstrate their substantive contribution to the publication.

Also expected are at least six research presentations at professional or academic conferences appropriate to their discipline over the course of their career at Missouri State, but the DPC should consider University budgetary situations that may impact conference participation.

(3) Service

Promotion to Professor requires a documented record of sustained service both within and outside of the department. Increasing efforts and contributions to campus service, such as leadership roles, should be demonstrated over the course of the candidate's career. Candidates are expected to achieve at least "commendable" ratings for Service in their annual performance review for at least 60% of their time in rank. Service awards and service-related grants, along with other activities listed in the department's Annual Performance Review guidelines, strengthen this application.

Note: Tenured faculty members may request an optional pre-promotion review facilitated by their academic unit one to two years prior to applying for promotion (FH 4.6.5.1.). This request is made to the Chair of the DPC.

e) Early Promotion from Associate Professor to Professor

As stated in the Faculty Handbook (4.8.5) individuals with "exceptional records of accomplishments in teaching, research, and service may apply for early" promotion to Professor if their performance "significantly exceeds the normal expectations" for promotion. Specific examples of exceptional accomplishments should be provided. At a minimum, accomplishments in both Teaching and Research must be exemplary." The candidate's record should demonstrate "exceptional" ratings in annual performance reviews for Teaching and Research, at least one year of "exceptional" in Service and the others

“commendable” for the duration of their time in rank. The candidate is expected to have produced the equivalent of at least ten scholarly publications (twelve if they achieved early tenure and promotion to Associate) since their arrival at Missouri State at the time of their application.

f) Promotion from Professor to Distinguished Professor

The highest rank at Missouri State University is that of Distinguished Professor. This rank recognizes “extraordinary performance in Research with a national or international reputation” as well as a “sustained record of excellence in both Teaching and Service.” In the area of Research, candidates are expected to exhibit a sustained record of exceptionally high productivity, with demonstrable scholarly contributions to their field. Their ratings should reflect a long and consistent record of “exceptional” annual ratings in Research.

To demonstrate a sustained record of excellence in teaching, the candidate must achieve at least “commendable” each year and “exceptional” for at least four years in rank. The candidate’s teaching record should demonstrate sustained achievement of student evaluation means of at least 4.0.

To demonstrate a sustained record of excellence in service, the candidate must achieve at least “commendable” each year, and “exceptional” for at least four years in rank. Service accomplishments should include a record of active participation in Department and either college or university service that includes leadership roles and evidence of demonstrable outcomes.