

MISSOURI STATE UNIVERSITY

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

DEPARTMENT:

School of Earth, Environment,
and Sustainability

COLLEGE:

College of Natural and Applied
Sciences

SEMESTER/YEAR OF CURRENT REVIEW:

Spring 2024

SEMESTER/YEAR OF NEXT REQUIRED REVIEW:

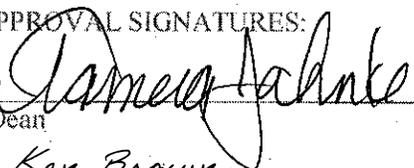
Spring 2027

DEPARTMENT ADOPTION SIGNATURES:


Department Personnel Committee Chair 2/16/2024
Date


Department Head 2/15/2024
Date

APPROVAL SIGNATURES:


Dean 2/16/2024
Date


Provost 02/23/2024
Date

THIS PLAN IS IN EFFECT FROM 2024, THROUGH 2027.

Missouri State University

Policy for Reappointment, Tenure and Promotion

February 15, 2024

I. Introduction

The School of Earth, Environment, and Sustainability (SEES) explains by means of this policy statement the procedures, criteria, and standards that it will use in the evaluation of:

- Instructors for promotion to Senior Instructor
- Probationary faculty for annual reappointment
- Probationary faculty for tenure
- Ranked faculty for promotion

Procedures used for annual performance review of faculty are explained in the SEES Annual Faculty Evaluation Plan.

Conditions for employment will be stated in writing in the initial appointment contract letter (Faculty Handbook, Section 3.2.2). This policy statement further explains the procedures, criteria, and standards that the department will use in the evaluations listed above and it complies with the current Faculty Handbook (August 1, 2022). The faculty of the department, in accordance with department policies, have approved this statement. Copies of this document and of the SEES Annual Faculty Evaluation Plan are provided to all faculty in the department upon joining the department and thereafter upon request. A copy is maintained in the department office.

II. Philosophy

Teaching, research/scholarship, and service are the primary means by which faculty support the Missouri State University's (MSU) mission. This policy statement is organized according to these three areas of faculty accomplishments.

We recognize that scholarship is not confined to basic research. The Faculty Handbook (section 4.2.2.1) defines scholarship broadly encompassing all three fundamental areas of faculty responsibility: teaching, research, and service. Research in SEES encompasses physical and social science, quantitative and qualitative methodologies, and theoretical and applied purposes. We recognize the importance of student involvement, community outreach, and educational benefits to research programs. Thus, scholarly contributions can be made across a wide range of research areas and goals in SEES.

Furthermore, we recognize that collegiality is an important dimension in a faculty member's contribution to the department and the University. However, we do not evaluate collegiality separately. Rather, we follow the Faculty Handbook (section 1.1.3.4) and the suggestion of the American Association of Academic Professors (AAUP) in considering that collegiality will manifest itself in the successful performance of teaching, research, and service activities.

SEES recognizes that, while the departmental profile must present a balance of achievement in each of the three roles of the university (teaching, research, and service), faculty members may at different times in their careers play varying roles in support of the department, college, and university missions. In judgments concerning personnel recommendations for annual reappointment, tenure, and promotion, the department will weigh the accumulation of professional assignments undertaken by a faculty member and the contribution of those assignments to the mission of the department, the college, and the university. These judgments shall be based mainly on the following documents: (1) portfolio presented by the applicant; (2) records of annual consultations with the Department Head including results of the annual faculty evaluation; and (3) in the case of ranked faculty, comments of external reviewers. Nevertheless, to be promoted in SEES, faculty members must meet the required level of competency and record of accomplishments in research, teaching, and service and be able to justify the success of their research program by providing examples of tangible outcomes.

III. Procedures

The procedures for annual reappointment, tenure, promotion, and annual review are spelled out in chapter 4 of the Faculty Handbook and in the SEES Annual Faculty Evaluation Plan (a separate departmentally approved policy). Deadlines relevant to these procedures are provided in the annual Academic Work Calendar posted on the website of the Office of the Provost. This document focuses on how the procedures are implemented at the department level. While this document and the others mentioned above describe the *processes* for evaluation and *expectations* for tenure/promotion, Section 3.3 of the Faculty Handbook defines *eligibility* for tenure and promotion.

All new SEES faculty members are required to construct and maintain a professional portfolio of their activities. The portfolio should be initiated immediately upon employment and maintained in a timely fashion. It is a required component of all applications for annual reappointment, tenure, and promotion as documentation of professional activities for the time period under consideration. For annual reappointment, this is the preceding year; for tenure, the probationary period; and for promotion, the time at current rank. The portfolio may contain documentation of accomplishments prior to MSU appointment, but evaluations will emphasize accomplishments while at MSU (as described in Section XIV). In general, the portfolio should consist of the following:

- Curriculum Vita
- Teaching Activities as described in Sections VI, VII, and VIII
- Research and Scholarly Activities as described in Sections IX and X
- Service Activities as described in Sections XI and XII

A. Department Personnel Committee

The composition of the departmental Personnel Committee will vary depending on the decision under consideration. For decisions concerning tenure and for decisions concerning promotion to Senior Instructor, the departmental Personnel Committee will consist of all tenured faculty members in the department. For decisions concerning promotion to Associate Professor, the departmental Personnel Committee will consist of all faculty members in the department holding the rank of Associate Professor or higher. For decisions concerning promotion to Full Professor or Distinguished Professor, the departmental Personnel Committee will consist of all faculty members in the department holding the rank of Full Professor or higher.

The department conducts an annual evaluation of each faculty member according to the SEES Annual Faculty Evaluation Plan (attached to this document as **XVIII. Appendix – Performance Matrices**). The composition of the SEES Annual Faculty Evaluation Committee varies from year to year as outlined in the SEES Annual Faculty Evaluation Plan document. For tenure and promotion applications, the evaluations of the applicant resulting from the SEES Annual Faculty Evaluation Plan for all relevant years will be forwarded to the departmental Personnel Committee before that committee begins its deliberation.

As required for tenure and promotion decisions, peer review of probationary faculty teaching will be performed by a sub-committee of the departmental Personnel Committee. The Peer Review sub-committee shall be comprised by the department head, the departmental RTP Committee Chair, and one member of the Annual Faculty Evaluation Committee. For instructors the Peer Review sub-committee shall be comprised of the department head, the departmental RTP Committee Chair, and a current senior instructor within the department. If no senior instructors are available from within the department, then a member of the Annual Faculty Evaluation Committee must serve, and an additional external reviewer, as described below, who is a senior instructor in another department, should also be chosen.

The faculty member or the Peer Review sub-committee may additionally request that an external reviewer from another MSU department or the Faculty Center for Teaching and Learning also be included on the review committee. In any case, the Peer Review sub-committee should not include more than four people.

B. Procedures for Promotion to Senior Instructor Rank

The Faculty Handbook (Section 3.5.2) lists the criteria for an Instructor to be promoted to Senior Instructor.

Because appointment at Senior Instructor rank constitutes continuing service at Missouri State University, SEES will treat it as a promotion to be considered by the full Personnel Committee (all tenured faculty members of the department). 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. For promotion to Senior Instructor rank, an Instructor is expected to meet faculty expectations in teaching listed below in this document, or in an earlier version of the policy effective at or after the time of their appointment, so long as the policy used has been in effect within seven years of the application for promotion. It is understood that an

Instructor's teaching may be narrowly focused on introductory and service courses. Furthermore, it is understood that, depending on prevailing workload policies and assignments, an Instructor may have little opportunity to demonstrate excellence in service. If an Instructor's workload has included a formal service component, he or she is expected to meet the faculty expectations for service, listed below.

An Instructor who has demonstrated excellence in teaching and service at MSU for at least five years may be promoted to a Senior Instructor. An Instructor applying for promotion to Senior Instructor rank will submit, to the Personnel Committee, a portfolio including evidence of excellence in teaching and service (if appropriate), any merit evaluations and performance reviews that have been carried out over the previous five years, as well as two satisfactory peer-reviews of teaching. 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. These faculty members are not eligible to apply for tenure, sabbatical leave, or educational leave. If a Senior Instructor applies for and is appointed to a tenure-track faculty position, the time spent as Senior Instructor at MSU will not count toward the probationary period for tenure and promotion. Senior Instructors on 9-month appointments will receive benefits for 12-months (Faculty Handbook, Section 3.5.2).

The appendix to the University Policy for Appointment to Senior Instructor lists material that must be included in the portfolio, as well as suggestions for other materials. The policy requires:

- A list of all courses taught, with their enrollments
- Syllabi for all courses taught
- A statement of teaching philosophy
- A statement of research program success
- Examples of curricular materials (handouts, exams, assignments, etc.)
- Two satisfactory peer-reviews of classroom teaching and instructional materials for all modalities, including online, as described in Section VII (below)
- Evidence of course and curricular development, as professional opportunities allow
- A summary report of student evaluations, as well as copies of all student evaluations

The time spent at the university at the rank of Instructor is not an entitlement for the promotion to Senior Instructor. Judgments for promotion to Senior Instructor will be made based on evidence for excellence in teaching as measured by the following criteria:

1. Successful student learning outcomes as evidenced by some or all of the following:
 - a. Pre- and post- evaluations demonstrate an increase in knowledge and skills taught in the specific content area.
 - b. Student evaluations for each semester taught must indicate sustained excellence in teaching over the prior five or more academic years. The average evaluation score for all classes taught over the five-year period cannot be worse than 3.8 on a scale of 1 to 5 where 5 reflects excellent scores and 1 reflects the possible worst score. If the student evaluation scores are worse than 3.8 then factors such as class size and class type may be taken into consideration.

- c. Explanation of learning outcomes and successful student assignments or portfolios that are connected to the course goals.
 - d. Peer reviews documenting student learning outcomes.
2. Use of effective modalities (experiential learning, collaborative learning, etc.) as demonstrated by some or all of the following:
 - a. Assignments such as hands-on practice with class demonstrations.
 - b. Peer group work.
 - c. Self-analysis of writings and projects in class.
 - d. Lecture and discussion techniques.
 - e. Online course materials and design.
 - f. Use of other instructional technologies to present concepts and to facilitate class organization and discussion.
 3. Leadership in curriculum development, advising, and/or other areas of service, such as:
 - a. Demonstrate leadership in curriculum development.
 - b. Perform advisement duties.
 - c. Manage or coordinate grants or programs.
 - d. Service to the university in the form of consistent, active service on department, college, university committees, and demonstration of community engagement as professional opportunities allow.
 - e. Other factors in the area of service that may indicate commitment and leadership may be included. Candidates may wish to include, for example, evidence of advising to student organizations, engagement in organizing events, conferences, or other activities that contributes to the Missouri State University community, community service related to the mission of the university, and so on.
 4. Contribution to course and curriculum development, including:
 - a. Development of new courses or major revisions to existing courses.
 - b. Evaluating and adopting new texts.
 - c. Use of technology to enhance learning e.g., development of an online course.
 5. University service:
 - a. Service to the university in the form of consistent, active service on department, college, university committees.
 - b. Community engagement as professional opportunities allow.
 - c. Service in professional teaching organizations.

The departmental Personnel Committee will recommend to the Department Head one of three outcomes: (i) promotion to Senior Instructor rank, (ii) reappointment at Instructor rank, or (iii) termination of appointment. The Department Head will also recommend one of the three outcomes and will forward both recommendations to the Dean. If either recommendation (Personnel Committee or Department Head) is for promotion to Senior Instructor rank, the Department Head will recommend a term of appointment within the range specified by the Faculty Handbook (currently up to three years).

C. Procedures for Annual Reappointment Review of Instructors and Senior Instructors

The nature of reappointment for non-tenure track academic positions is defined in Section 3.5 of the Faculty Handbook. In addition to the conditions and policy for reappointment described in the Faculty Handbook, satisfactory annual faculty evaluations in teaching and other assigned duties are a minimum prerequisite for reappointment.

D. Procedures for Annual Reappointment Review of Probationary Faculty

Procedures for annual reappointment reviews of probationary faculty are prescribed in Section 4.6.3 of the Faculty Handbook. The following describes how the SEES departmental Personnel Committee will carry out its responsibility in accordance with the Faculty Handbook.

The rank of Assistant Professor is the entry level rank for tenure-track faculty at MSU and, therefore, there is no promotion to this rank. This means a Senior Instructor cannot be promoted to the rank of Assistant Professor. Appointment to the rank of Assistant Professor requires a terminal degree, and the terminal degree in all the fields included within SEES is currently an earned doctorate. While an Assistant Professor may be eligible to apply for tenure after completing three years of service to Missouri State according to the Faculty Handbook, it is the present policy of the University not to grant tenure to those minimally eligible. Rather, the policy is to delay the granting of tenure until six years of service to the university have been completed except in rare circumstances and for compelling reasons. Assistant Professors who may wish to apply for early tenure should discuss their particular situations with the Department Head prior to making application.

The Personnel Committee will perform an annual review of probationary faculty and make a recommendation to the Department Head as to whether the faculty member should be reappointed. All members of the Personnel Committee will have access to the evaluation performed by the department's Annual Faculty Evaluation Committee, as well as all materials submitted by the probationary faculty member to that committee. The process will then proceed in accordance with the Faculty Handbook.

In addition to its recommendation for annual reappointment, the Department Personnel Committee and the Department Head will specify, in writing, one of the following three opinions:

1. Progress toward tenure/promotion is satisfactory
2. Progress toward tenure/promotion is questionable, identifying areas for improvement and providing specific suggestions
3. Progress toward tenure/promotion is unsatisfactory, providing specific rationale

Depending on the outcome decision for a "progress to tenure" review, the faculty member is expected to respond accordingly. For a satisfactory outcome, no further documentation is required from the applicant. However, in cases where the outcome is questionable, the faculty member will be requested to prepare a development plan clearly articulating the manner in which any identified weaknesses will be strengthened and provide a timeline of expected outcomes to address questionable elements. Such a document should be prepared in

consultation with the faculty member's mentor and the Department Head. In the event that progress toward tenure and promotion is deemed unsatisfactory during an annual review, the faculty member will receive a recommendation for either reappointment or non-reappointment of their contract. If the recommendation is for reappointment of contract, the faculty member must prepare a development plan clearly articulating the manner in which all unsatisfactory aspects will be overcome in a similar manner as for the case of questionable as described above. If he/she receives a recommendation for non-reappointment, the faculty member will be informed according to AAUP guidelines.

E. Procedures for Tenure/Promotion Review (Promotion from Assistant Professor Rank to Associate Professor Rank)

The Faculty Handbook (Section 4.6.4) describes the process for tenure/promotion review for tenure and promotion to Associate Professor. The Personnel committee will be composed of the full Department Personnel Committee (all tenured faculty members of the department) to evaluate applications for tenure and promotion to Associate Professor. The probationary faculty member's annual reviews will be one input to the process, along with other materials specified by the Faculty Handbook. The Department Personnel Committee will make a written recommendation to the Department Head, who will then proceed in accordance with procedures described in the Faculty Handbook.

F. Procedures for Promotion Review (Promotion from Associate Professor Rank to Professor Rank or Professor to Distinguished Professor)

Applications for promotion to the rank of Professor or Distinguished Professor will be considered by a department Personnel Committee comprised of all tenured faculty members of the department faculty who hold the rank of Professor or Distinguished Professor. If there are fewer than two members of the department who hold those ranks, additional committee members will be appointed by the Dean from outside the department. The committee will make a written recommendation to the Department Head, who will proceed in accordance with procedures described in the Faculty Handbook.

External review for promotion to Professor or Distinguished Professor will be carried out in accordance with prevailing university policy and the Academic Work Calendar.

G. Appeals

Faculty members have the right to appeal decisions of the SEES Annual Faculty Evaluation Committee or the Department Head concerning annual faculty evaluations. The procedure for such appeals is spelled out in the SEES Annual Faculty Evaluation Plan. However, faculty members do not have the right to appeal recommendations of the Departmental Personnel Committee or the Department Head in matters concerning tenure and/or promotion. Those recommendations are just that—recommendations. The only decision regarding issues of tenure and/or promotion that can be appealed is the decision of the Provost.

IV. Mentoring of Probationary Faculty

The Department regards the nurture and development of its faculty to be among its highest priorities. In SEES, the department's expectations regarding teaching, research productivity, and service are clearly articulated early in the career path. To help implement a plan to meet expectations, all non-tenured faculty members are assigned a mentor to advise and help them during the probation period. In addition, as with all faculty members, regardless of rank, assistant professors receive annual reviews based on the SEES Annual Faculty Evaluation Plan to ensure they are on schedule for achieving tenure and promotion. After receiving tenure, faculty members in SEES are expected to sustain and improve their teaching, research, and service records to prepare for application to the rank of professor.

V. Allocation of Effort

Each faculty member is expected to allocate time and effort to a wide range of teaching, research/scholarship, and service obligations that promote the mission and goals of the university, college, and department. All faculty members have a right to know what allocations of effort are expected of them and to understand how departmental expectations, evaluative criteria, and performance indicators will be used in assessing their performance. Department expectations for tenure and promotion will be communicated to the faculty member at the time of hire and specific criteria in the form of rating matrices for teaching, research, and service (Section XVIII) and supporting documentation will be provided to the new faculty member. Faculty accomplishments will be evaluated using the rating criteria specified by the SEES Annual Faculty Evaluation Plan.

Sections VI through XII below describe faculty expectations in teaching, research/scholarship, and service including specific requirements and evaluation matrices used by the Personnel Committee to evaluate applications for tenure and promotion.

VI. Overall Expectations in Teaching

Teaching effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the university. Achievement in this area is of critical importance to the department's evaluation of faculty members who are under review for annual reappointment, tenure, and/or promotion. Beginning in the first year of a teaching appointment, faculty must create and maintain an up-to-date teaching portfolio that contains written records pertaining to the teaching performance of the faculty member. Items A through C below suggest items for the portfolio. The portfolio will be used by reviewers as the primary source of information for the evaluation of teaching.

Teaching activities that a SEES faculty member might undertake are listed below. For those categories for which the department has specific expectations from each member, the expectations will be listed. The evaluation of an individual is intended to answer the question, "Is the individual's performance in teaching consistent with the general standards of reappointment, tenure, or promotion as described in the Faculty Handbook and specified by the department?"

A. Undergraduate and Graduate Teaching.

The department considers high quality instruction to be a major component of a faculty member's performance. Performance indicators used in the evaluation of teaching may include statements of teaching philosophy and pedagogy, self-evaluations of teaching effectiveness, results of student evaluations of courses taught, peer teaching observations and evaluations, documentation of student learning outcomes (such as results of standardized assessment measures, licensure or professional examinations, and graduate follow-up studies), supervision of student projects and theses, student enrollment and retention data, teaching awards and distinctions, and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching.

B. Instructional Development.

Department faculty are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Performance indicators used in the evaluation of instructional development may include course outlines, syllabi, and other items that demonstrate the nature of instruction and range of courses taught, development of new courses or improvement of existing courses, including technology updates, learning new hardware and software systems used in instruction, conferences and workshops attended, courses taken, or other professional development activities to enhance teaching skills, and innovations in the effective use and development of instructional technology and resources to promote active student learning.

C. Other Contributions to Student Learning.

Faculty members make other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction. Performance indicators used to evaluate such contributions may include being readily available to students (e.g., helping students outside of the classroom, regularly scheduled office hours, availability by email and voicemail, etc.), academic advising services provided to students, guidance of students in internships or co-operative work experiences, involvement in clubs, organizations, and activities promoting faculty-student interaction, involvement in activities to promote department programs and services to prospective students, and other pedagogical activities that contribute to effective teaching.

Standardized student evaluation forms are provided by the College. These forms must be used in each class taught by a probationary faculty member each semester. Requirements for tenured faculty are determined by CNAS policy. However, SEES encourages all faculty to use them for all courses. Faculty are free to supplement the standard teaching evaluation form with a form of their choosing. A summary of student teaching evaluations will be provided by the faculty member as part of any portfolio being reviewed for annual reappointment, promotion, or tenure. For reappointment and tenure, this summary will include student teacher evaluations for all semesters at MSU. For promotion, the summary will include student teacher evaluations for all semesters at MSU at the current rank.

Other types of evaluations that may be used include results on standardized tests, interviews with students, analysis of grading practices, and so forth. Consideration will be given to any evidence of teaching performance which is submitted by a faculty member.

The School of Earth, Environment, and Sustainability encourages and expects activities that are believed to be effective, or are being investigated for effectiveness, in increasing student learning. Teaching activities should be appropriate to each course's objectives and be measured by the course's learning outcomes. Teaching goals for SEES faculty include:

1. Toward the goal that the faculty member's responsibility is to develop educated persons, the faculty member should:
 - a. Clearly identify course outcome goals and activity outcome goals
 - b. Clearly identify course content to major and general education curriculum
 - c. Document student progress in knowledge and skills from initial baseline
 - d. Pursue professional development in pedagogical skills
 - e. Maintain up-to-date content and materials
 - f. Determine and maintain appropriate level of course rigor and expectations
2. Toward the goal that the faculty member should make continuous effort to improve performance as a classroom teacher, the faculty member should:
 - a. Seek out best practices in teaching
 - b. Make use of peer teaching review and other direct feedback from fellow faculty
 - c. Earn positive student evaluations
3. Toward the goal that the faculty member should promote experiential learning, the faculty member should:
 - a. Encourage and promote Service-Learning and community outreach projects
 - b. Encourage students to apply course content to external agencies, employers, contests, etc.
 - c. Create education and training opportunities by student participation in group and independent research projects
 - d. Plan and implement field trips, field study experiences, and international trips, including study-away courses that support student learning in SEES.
4. Toward the goal that the faculty member should be accessible to students, the faculty member should:
 - a. Consider techniques and modalities other than in-class lecture by instructor that result in student exposure and absorption of course content
 - b. Be imaginative in the use of technology to supplement traditional course material delivery while monitoring effectiveness
 - c. Provide students with alternate means of communication and inquiry for course activities
5. Toward the goal that the faculty member should promote appreciation for inclusivity and professional behavior among faculty at all stages of their careers, the faculty member should:
 - a. Facilitate professional development and growth of colleagues and students.
 - b. Review the work of colleagues and students in an objective, documented, and dignified manner,

- c. Respond fairly and professionally to the questions, opinions, concerns, or complaints of colleagues and students.

D. Peer-Review of Teaching

All faculty members, including instructors, assistant professors, and associate professors must have their teaching peer reviewed a minimum of two times during the evaluation period preceding their application for promotion and/or tenure. The peer evaluations will be conducted by the Peer Review Sub-committee of the departmental Personnel Committee. Peer reviews of teaching shall be scheduled ahead of time with consultation between the faculty member and the Peer Review Sub-committee. For assistant professors, the first peer-review should occur within the first four semesters after the faculty member's appointment. The second must be completed at least one semester prior to applying for tenure and promotion. For associate or full professors applying for promotion, the peer evaluations must be made at least one year apart from one another. The Peer Review sub-committee shall choose the course to visit for the peer review through consultation with the faculty member. The final decision on which courses to visit rests with the sub-committee. The combination of chosen courses should be generally representative of the teaching duties (levels, modalities, disciplines, etc.) and area of expertise of the faculty member. The primary goal of the peer review is to evaluate the faculty member's skills as a teacher within our department and not only in the course visited. As such, the peer review will evaluate the overall instructional approach of the faculty member including, but not limited to, mastery of subject, course organization, pedagogical strategies, presentation styles, and student engagement. The peer review shall use a standardized rubric to guide the evaluation. A strong peer-review will not simply be comprised of numerical scores on the rubric. Rather, the rubric should be used as a vehicle for prompting constructive feedback to the faculty member in the form of narrative comments. A standardized rubric for the peer review of teaching is included in XVII. Appendix – Performance Matrices. The rubric may be updated from time-to-time through deliberation and a vote at a meeting of the department faculty. The faculty member being reviewed should be provided with a copy of the rubric to be used for the evaluation at least three weeks prior to the peer review. The final peer review submitted by the sub-committee shall include an overall recommendation to the Personnel Committee indicating that the faculty member's teaching is satisfactory, questionable, or unsatisfactory, similar to the RTP recommendations described above in Section III. C. If the faculty member's teaching is rated as questionable or unsatisfactory the chair of the Personnel Committee and the Department Head shall work with the faculty member to devise a plan to remediate the issues identified in the peer review evaluation. The remediation plan should include a timeline for conducting another peer review. If the follow-up peer review does not yield a satisfactory determination the full Personnel Committee will consider that outcome as part of decisions for reappointment, tenure, and promotion and it may constitute grounds for non-reappointment or denial of tenure and/or promotion.

VII. Specific Teaching Requirements (Instructors and Senior Instructors)

A Teaching Outcomes Matrix is used to evaluate specific outcomes required for a satisfactory rating in teaching in SEES (**Table 1**). The applicant must provide a brief explanation to justify his/her record in meeting the applicable standard for each performance indicator in the matrix. The teaching outcome

matrix contains 10 required performance indicators, each with a standard for meeting the requirement. Each indicator 1 through 10 is either met (score = 1) or not (score = 0). A total of 10 points in the matrix is required for promotion to Senior Instructor.

A. Teaching Performance Indicators

1. A List of All Courses Taught

The list should include all courses taught during each semester of the evaluation period, the census enrollment, the overall mean student evaluation score for each section, and the DFW rate for each section.

2. Syllabi for All Courses Taught

3. Statement of Philosophy of Teaching

The statement should be a complete, organized, and compelling “Statement of Philosophy of Teaching”. The statement must describe the teaching goals, methods, and outcomes of the applicant and justify how their teaching supports department and university goals and student learning based on documented examples of the teaching record. It is important to indicate how course content and classroom teaching has been updated, if needed, to remain current in the academic discipline and support professional employment expectations. The statement should focus on both the candidate’s establishment of a record of effective teaching and the candidate’s success in effective teaching and leadership in teaching activities in the department or university.

4. Examples of Curricular Materials

This performance indicator is meant to demonstrate that the candidate is using effective pedagogies and modalities (experiential learning, collaborative learning, etc.). Examples of the types of representative materials that may be presented as evidence are (this list is not meant to exclude other similar types of evidence):

- a. Assignments such as hands-on practice with class demonstrations.
- b. Peer group work.
- c. Self-analysis of writings and projects in class.
- d. Lecture and discussion techniques.
- e. Online course materials and design.
- f. Use of other instructional technologies to present concepts and to facilitate class organization and discussion.

5. Summary Report of Teaching Evaluations

Student evaluations for each semester taught must indicate sustained excellence in teaching over the prior five or more academic years. The average evaluation score for all classes taught over the five-year period cannot be worse than 3.8 on a scale of 1 to 5 where 5 reflects excellent scores and 1 reflects the possible worst score. If the student evaluation scores are worse than 3.8 then factors such as class size and class type may be taken into consideration. The mean evaluation score for each section taught is also to be included in #1 (above). This section provides the candidate the opportunity to delve

deeper into their student evaluation scores to discuss the effectiveness of teaching strategies, trends through time, or similar analysis that supports their case for effective teaching.

6. Peer Review of Teaching

This performance indicator requires two satisfactory peer evaluations of a faculty member prior to their application for *tenure and/or promotion*. *The details of the peer review process are described above in Section VI.D. For instructors, the first peer-review should occur within the first four semesters after the faculty member's initial appointment. The second must be completed at least one semester prior to applying for promotion to Senior Instructor. The peer evaluations must be made at least one year apart from one another.*

7. Evidence of Successful Student Learning Outcomes

Successful student learning outcomes may be evidenced by some or all of the following (or other similar evidence):

- a. Pre- and post- evaluations demonstrate an increase in knowledge and skills taught in the specific content area.
- b. Analysis of Student evaluations.
- c. Explanation of learning outcomes and successful student assignments or portfolios that are connected to the course goals.
- d. Peer reviews documenting student learning outcomes.

8. Use of Effective Instructional Modalities

Effective instructional modalities (e.g., experiential learning, collaborative learning, etc.) may be demonstrated by examples and discussion of the following or similar types of evidence:

- a. Assignments such as hands-on practice with class demonstrations.
- b. Peer group work.
- c. Self-analysis of writings and projects in class.
- d. Lecture and discussion techniques.
- e. Online course materials and design.
- f. Use of other instructional technologies to present concepts and to facilitate class organization and discussion.

9. Student Mentoring or Advising

This performance indicator may be fulfilled by a broad range of activities. Academic advising is an important expectation for all SEES faculty and maintaining a fair share of the departmental advising load is an important performance indicator.

Mentoring undergraduate or graduate research projects, including through participation in graduate student committees is another example that may be included. Leading off-campus field trips outside of class meeting times, judging at science fairs or science Olympiads, and other similar activities are also evidence of student mentoring and advising.

10. Contributions or Leadership in Course and Curriculum Development

Examples of leadership in course and curriculum development may include examples such as:

- a. Development of new courses or major revisions to existing courses.
- b. Evaluating and adopting new texts.
- c. Use of technology to enhance learning e.g., development of an online course.

11. Accessibility and Inclusivity

An optional bonus point may be earned if a faculty member includes a significant, substantial, and deliberate *additional* product or element furthering university and school goals of accessibility and inclusivity to one of the required or elective outcomes listed above. The additional product or element should accrue a tangible benefit or result that promotes accessibility and inclusivity within the context of the intended outcome category. The benefit cannot be simply tangential or secondary. The proposed bonus outcome should be described in the relevant Faculty Annual Report for reviewer feedback regarding eligibility for the bonus point. *Note: earning a bonus point for this optional indicator does not preclude the requirements of satisfying the required performance indicators #XII.A.1 through #X.A.7.*

VIII. Specific Teaching Requirements (Tenured and Tenure-Track Faculty)

A Teaching Outcomes Matrix is used to evaluate specific outcomes required for a satisfactory rating in teaching in SEES (**Table 2**). The applicant must provide a brief explanation to justify his/her record in meeting the applicable standard for each performance indicator in the matrix. The teaching outcome matrix contains 11 different performance indicators, each with a standard for meeting the requirement. Performance indicators 1 to 6 are required for all applicants for tenure and/or promotion. Indicators 7 to 11 are optional to some degree and allow the individual faculty member some flexibility for meeting broader based teaching requirements for tenure and promotion. Each indicator 1 through 6 is either met (score = 1) or not (score = 0). For each indicator 7 through 11, the applicant can score two points if two separate outcomes are documented for a single indicator. A total of eight points in the matrix is required for tenure and promotion to Associate Professor and nine points are required for promotion to Professor.

A. Teaching Performance Indicators

The twelve teaching performance indicators for tenure and/or promotion in SEES are described below. The first seven requirements must be met in order to be tenured and/or promoted in SEES.

1. Portfolio Complete in the Area of Teaching

Applicants must submit a complete and organized portfolio detailing all teaching accomplishments as described in Section XIV for review by the Personnel Committee by published deadlines. The portfolio must include complete syllabi and teaching evaluations for all courses taught as well as all other required components.

2. Statement of Philosophy of Teaching

Along with #1 above, a complete, organized, and compelling “Statement of Philosophy of Teaching” must be provided to the committee. The statement must describe the teaching goals, methods, and outcomes of the applicant and justify how their teaching supports department and university goals and student learning based on documented examples of the teaching record. It is important to indicate how course content and classroom teaching has been updated, if needed, to remain current in the academic discipline and support professional employment expectations. The statement for probationary faculty will probably focus mostly on the establishment of a record of effective teaching. However, it is expected that statements in support of promotion to Professor will focus on both effective teaching and leadership in teaching activities in the department or university.

3. Full Research Status for Graduate Faculty

Teaching performance indicator #3 requires that a SEES faculty member applying for tenure and promotion obtain and maintain full research faculty status within the Graduate College. This level is required to teach graduate courses at MSU and is therefore considered a teaching requirement. Further, keeping active in an academic field helps improve the advising quality of the faculty member for both undergraduate and graduate students. The SEES requirements for research faculty status are approved by both the department graduate faculty and the MSU Graduate Council (current version approved 4/10/2019):

- i. *Terminal degree in Geography, Geology, Geospatial Science, Planning, or related Education (PhD or equivalent).*

Experience may count in lieu of a terminal PhD if the person holds a Master’s Degree in Planning, has 10 years of practical experience, and holds American Institute of Certified Planners (AICP) certification;

- ii. *Three scholarly publications (or equivalent) in hand within the last 5 years.*

At least two scholarly publications (or equivalent) must be peer-reviewed. Publications beyond the 5-year limit can be acceptable if they represent a major contribution to the discipline and involve a faculty member with more than 20 years of experience in the disciplines housed within SEES;

- iii. *Three professional presentations (oral or poster) on research topics within the last 5 years; and*

- iv. *Approval (by vote) of Graduate Faculty in the School of Earth, Environment, and Sustainability.*

4. Teaching Evaluation Scores

This performance indicator evaluates the ability of the faculty member to provide a good learning environment, manage activities, and involve rigorous course materials in courses taught based on the student’s perspective. The average evaluation score for all classes taught over the five-year period cannot be worse than 3.8 on a scale of 1 to 5 where 5 reflects excellent scores and 1 reflects the possible worst score. If the student evaluation

scores are worse than 3.8 then factors such as class size and class type may be taken into consideration. The department realizes that teaching experience and improvement is part of the mentoring and development process for untenured faculty. Thus, more recent teaching evaluations can carry more weight in the evaluation process. However, if needed, this aspect must be discussed and supported in the Statement of Teaching Philosophy.

5. Peer Reviews of Teaching

This performance indicator requires two satisfactory peer evaluations of a faculty member prior to their application for tenure and/or promotion. The details of the peer review process are described above in Section VI.D. For assistant professors, the first peer-review should occur within the first four semesters after the faculty member's appointment. The second must be completed at least one semester prior to applying for tenure and promotion. For associate or full professors applying for promotion, the peer evaluations must be made at least one year apart from one another.

6. Student Mentoring

This performance indicator rewards the effort of SEES faculty in mentoring undergraduate and graduate student projects. Each completed project must have a tangible teaching-related outcome such as a master's thesis or seminar paper, an oral or poster presentation at a student conference such as MSU's undergrad research days and graduate interdisciplinary forum, or a class project report to a community group. To meet this requirement, the applicant must have mentored at least three different student projects during the evaluation period. An individual student can only be counted once during the evaluation period for a specific degree program toward the applicant's record in this category. Being a member on a thesis committee, not the major advisor, counts only as one-half of a mentored student project. Credit for a graduate student thesis or seminar paper may be taken after the student passes their comprehensive exam.

7. Faculty/Committee Consensus

As per Sections 4.2.1.2.1 and 4.2.1.2.2 of the Faculty Handbook, the applicant should be up to date and competent with respect to appropriate course content, rigor, and implementation of teaching strategies. The applicant should also have successfully completed all teaching requirements included in the initial appointment letter that are not specifically included elsewhere in the teaching criteria. It is expected that members of the Personnel Committee will vote affirmatively for applicants with respect to this criterion in all but clear cases in which the applicant has not fulfilled this responsibility.

In addition to the above seven required performance indicators, the applicant must complete additional performance indicators selected from indicators 8 through 12, below. To meet this requirement for tenure and promotion to Associate Professor, the applicant must document and earn at least two additional points from the following indicators. To meet this requirement for promotion to Professor, the applicant must document and earn at least three additional points from the following indicators. Two outcomes for the same indicator can count toward meeting these requirements, but no more than two per indicator.

8. Experiential Learning

SEES supports and promotes opportunities for students to learn outside of the classroom and be involved in academic activities that occur off campus. Outcomes for this indicator include activities for which the faculty member is the leader and/or manager for service learning, internships, field trips, conference group travel, or similar. The effort required of the faculty member for these duties should be more than pro forma and the applicant should be able to document the reasonableness of effort. To count, outcomes must not be a requirement of the normal teaching load of the faculty member or reflect duties for which the faculty member's teaching load was reduced. To get one point credit for this performance indicator, the applicant must complete one experiential learning activity during the evaluation period. If the responsibility for planning and leading the activity is shared, then the applicant must defend their contribution toward the outcome. Further, to fairly account for the effort involved as a co-leader, the applicant should complete two co-led activities during the evaluation period to score one point for this accomplishment.

9. Accessibility and Inclusivity Teaching

This performance indicator rewards successful efforts to improve accessibility and inclusivity goals in teaching. Outcomes include use of innovative technology (must be applied to increasing accessibility and/or inclusivity), distance learning, targeting under-represented groups, flexible methods of communication, incorporation of significant inclusivity-related content into a course, or similar outcomes. To get one point credit for this performance indicator, the applicant must complete one outcome or activity during the evaluation period.

10. Significant Curriculum Development Contributions

This teaching performance indicator rewards the applicant for demonstrating significant contributions to course or program development, including education grants, professional development workshops (leading a workshop, not just attending), and leadership involving curriculum development activities. To get one point credit for this performance indicator, the applicant must complete one outcome or activity during the evaluation period. Education grants counted in this category cannot be counted again under Research.

11. Outstanding Performance in the Classroom

This teaching performance indicator rewards outstanding performance in the classroom. Outcomes include external recognition of a student in an academic or professional activity, being recognized with a lead role in a teaching workshop, high performance in a professional development activity, or similar outcomes. To get one point credit for this performance indicator, the applicant must complete one outcome during the evaluation period.

12. Teaching Awards

Teaching awards are not required for tenure and promotion in SEES. However, SEES rewards this important accomplishment. Any teaching award from the college, university,

or external group will score one point in the teaching matrix. Two teaching awards can count as two points to meet teaching requirements.

The above teaching expectations differ slightly between levels of promotion. Nine performance indicator points are required for tenure and promotion to Associate Professor. However, ten performance indicator points are required for promotion to Professor. Each performance indicator 8 through 12 can count twice toward the required total. The candidate's accomplishments to be considered for promotion to Professor must be distinctly different from and occurring during the time since those previously completed to obtain tenure and promotion to Associate Professor.

IX. Overall Expectations in Research and Scholarship

Research activities in SEES are expected to contribute to the theory or practice through one or more of the four recognized forms of scholarship: discovery, integration, application, and teaching. We believe that students benefit from knowledge of areas of current topics of research. Whenever possible, faculty members should offer students an opportunity to participate in their research activities.

Research activities that a SEES faculty member might undertake are described below. For those research categories for which the department has specific expectations from each member, the expectations are listed in the Research Outcome Matrix (**Table 3**). The evaluation of an individual is intended to answer the question, *"Is the individual's performance in research and scholarship consistent with the general standards of reappointment, tenure, or promotion as described in the Faculty Handbook and specified by the department?"*

A. Publications.

Research activities and results may be disseminated in a number of ways. Publication in peer-reviewed journals (including electronic journals) or international/national conference proceedings are the most significant, particularly as evidence of the originality and importance of the work. Refereed or edited publications in regional conference proceedings, books, book chapters, and monographs are also significant evidence of scholarship, as are reports that result from consulting activity arising from the candidate's research expertise. Peer-reviewed or refereed papers are preferred, but all publications will be considered based on their originality, importance, usefulness, timeliness, and creativity. A candidate's publication record should support his/her claim to be a well-informed, competent scholar. Candidates for tenure or promotion must have peer-reviewed or refereed publications in the disciplines housed within SEES or a related field.

B. Grants/Funding. Awarded funding (internal to MSU or external)

Grants/Funding is recognition of the validity of research topics and efforts. Internal funding is available to help develop a research program for probationary faculty, and success in this area is required for tenure and promotion to Associate Professor. A candidate is encouraged to investigate and pursue external funding during the evaluation period and credit is given for grant writing and awards in the evaluation process for tenure and promotion in SEES. However, no specific monetary amount of external support is required for annual reappointment, tenure, or promotion.

C. Presentations at professional conferences or meetings

Participation as a presenter of research at professional conferences or as an invited speaker is also evidence of scholarship. Such presentations need not be published in a journal or proceedings volume.

We recognize that many professional conferences (sometimes described as meetings, workshops, symposia, or other terms) continue to offer options for virtual attendance and presentation. The options may be necessary in some circumstances (e.g., such as the recent COVID-19 pandemic) or may be appealing for other reasons, such as limited support for professional travel, personal or professional obligations that make travel difficult, accessibility issues, etc. Various performance indicators described in this document recognize faculty effort in disseminating the results of their research and furthering their professional knowledge and growth by participation in conferences. Collectively, we agree that in-person participation is typically the more robust option toward these goals. However, virtual participation and presentation is acceptable so long as the overall experience and benefits are demonstrably similar to the benefits typically derived from an in-person experience. Although we leave this differentiation to be worked out on a case-by-case basis within the annual report and evaluation process, at a minimum this would involve more than simply giving a virtual presentation. It should include attending technical sessions, panel discussions, workshops, and/or other conference programming, similar to what one would be expected to do if attending in-person.

D. Non-peer Reviewed Research Products

Implementation or direction of research projects that result in non-peer reviewed technical or professional reports can also indicate research scholarship. Examples include, but are not restricted to, comprehensive plans, final reports to external funding sponsors, community project reports, GIS/RS cartographic products, computer and web-based applications, geological maps, museum exhibits, and international environmental and planning reports. In evaluating the faculty member's activities, the Department Personnel Committee and the Department Head will independently determine whether the project constitutes research and how it should be weighted relative to more traditional peer-reviewed research. Successful candidates for tenure or promotion are expected to present evidence of appropriate dissemination of the work. We recognize that, for applied projects, traditional peer-reviewed publication may not be the most appropriate form of dissemination. The applicant must provide evidence of the completion of a tangible research product where information transfer to the discipline, public, or other targeted audience has occurred.

These research activities are expected to be documented in the portfolio that includes a copy of each publication, evidence of grant applications or funding, and a conference/meeting schedule for each presentation. The portfolio may also include documentation of any other research activities, such as samples of presentation materials, project software and reports, and evidence of the candidate's other research activities not specifically defined above.

The following activities are encouraged:

1. Toward the goal that the faculty member's responsibility is to expand knowledge and demonstrate growth in some area of expertise, the faculty member should:
 - a. Actively and steadily pursue growth of knowledge in some field or fields of the geosciences (broadly defined to include all of the sub-disciplines of geography, geology, geospatial science, and planning)
 - b. Collaborate with colleagues inside and outside MSU with similar research interests
 - c. Create, complete, and submit research writing for peer review and publication
 - d. Present completed research to appropriate venues, including journals, oral conference presentations, posters, etc.
2. Toward the goal that the faculty member should involve students in as many aspects of the research process as practical, the faculty member should:
 - a. Encourage undergraduate and graduate students to be involved in the formulation, implementation, and dissemination phases of scholarly research projects
 - b. Include students as collaborators and co-authors in formal research products such as publications and presentations when applicable
3. Toward the goal that the faculty member should pursue funding and financial support, the faculty member should:
 - a. Develop and maintain a focused, demonstrable, and supportable research agenda
 - b. Develop writing skills appropriate to funding proposals
 - c. Be patient and persistent in the submission of funding applications
 - d. Be prepared to administer and complete an awarded, funded proposal

X. Specific Research Requirements

A Research Outcomes Matrix is used to evaluate specific outcomes required for a satisfactory rating in research in SEES (**Table 3**). The applicant must provide a brief explanation to justify their record in meeting the applicable standard for each performance indicator in the matrix. The research outcome matrix contains fourteen different performance indicators, each with a standard for meeting the requirement. Performance indicators 1 to 7 are required for all applicants for tenure and/or promotion. Indicators 8 to 14 are optional to some degree and allow the individual faculty member some flexibility for meeting broader based research requirements for tenure and/or promotion. Each standard is either met (score = 1) or not (score = 0) and the "Total Points" is simply the number of performance indicators met. For tenure and promotion to Associate Professor, each performance indicator 1 through 7 must be met, and the "Total Points" must equal or exceed 9. For promotion to Full Professor, each performance indicator 1 through 7 must be met and the "Total Points" must equal or exceed 10.

A. Research Performance Indicators

The fourteen research performance indicators for tenure and/or promotion in SEES are described below. The first seven requirements must be met in order to be recommended for tenure and/or promotion in SEES.

1. Portfolio Complete in the Area of Research

The applicant must submit a complete and organized portfolio detailing all research accomplishments as described in Section XIV for review by the Personnel Committee by published deadlines.

2. Statement of Research Program

The statement of research program must clearly describe and justify the research contribution by the applicant to student outcomes and department goals. Typically, the research statement for associate professor will stress research program development and progress, while the statement for professor will stress leadership and outcomes within their research field.

3. External Reviews

The Personnel Committee will evaluate the strength of external reviewer support for the research program of the applicant and apply this information toward the final decision to recommend the applicant for tenure and/or promotion. While external letters do not have to be overly positive to support the success of a research program, the Personnel Committee must be able to interpret reviewer support for the applicant's research program. SEES realizes that external reviews may occasionally be late and miss initial departmental review deadlines, through no fault of the applicant. If this occurs the Personnel Committee will try to be as flexible as possible to receive and evaluate the late reviews upon delivery to the department.

4. Peer-review Publications

Peer-reviewed publications in various forms are a primary outlet for research outcomes by faculty in SEES. The standard requirement for publications in SEES is four scholarly, peer-reviewed publications during the evaluation period with the applicant being first author on at least one publication. The publication outlet must be scholarly and carry some prestige within the discipline including a credible editorial board. In addition, it is paramount that the review process is by peer-review which involves the critical evaluation of the scientific, academic, or professional quality of the work by anonymous and unbiased experts working in the same field. All types of contributions are acceptable including review articles, book chapters, case studies, and methodological papers as long as proof of scholarship and rigorous peer-review is justified by the applicant. Scholarly books with first- or co- authorship may count as the equivalent of one or two peer-reviewed publications, depending on the judgment of the Personnel Committee. The applicant shall propose and justify the value of a scholarly book as part of the annual review process to inform the judgment of the Personnel Committee.

Note that publications must be research-based and peer-reviewed. Publication in vanity presses, on-line publication mills, trade publications, campus, or local journals, and in areas other than related to the academic and applied fields of geography, geology, geospatial science, planning, or closely related fields will not be acceptable. Proof of a rigorous peer-reviewed process is required and publication level must be justified by the applicant. Publications must be published with MSU affiliation and be accepted for press by the deadline for initial review by the Personnel Committee. However, for probationary

faculty, one publication can count toward the total of four in this requirement if it was published under a different affiliation, but within the two-year period prior to beginning the appointment at MSU.

5. Scholarly Presentations

This research performance indicator requires that a faculty member participate in professional or academic conferences as the lead oral or poster presenter. Recall, SEES requires three scholarly presentations to obtain full research faculty status on the graduate faculty at MSU. The standard to be tenured and/or promoted is to give at least four scholarly presentations at conferences or invited lectures during the evaluation period.

6. Funded Research Grant

It is required that each applicant for tenure and/or promotion obtain at least one grant within the evaluation period for >\$500. The grant can be from either an internal/university source or from an external source in the area of geography, geology, geospatial science, planning, or a closely related scholarly field. SEES defines a grant very broadly as a sum of money or in-kind support given by an organization to the faculty member for the purpose of completing a study or research project. For internal grants, the applicant must be the PI. For external grants, the applicant can be either PI or co-PI, but the value of the grant attributed to the applicant must be specified on the IAF (internal approval form) accompanying the proposal for submission or grant award notice from the college or university. The grant award can come from the sponsor in the form of monetary award, in-kind support, or other benefit to the faculty member such as supplies, travel, analytical services, and data sets. However, the applicant must provide justification for the monetary value of sponsor support and a copy of a formal grant application used to acquire the support. All grants and contracts must go through the Office of Sponsored Research or another official university unit to be counted. Grant awards prior to employment at MSU can count toward this requirement if some amount of funding is transferred to MSU under the applicant's name to complete the granted project.

7. Faculty Knowledge and Growth

As per Section 4.2.2.2 of the Faculty Handbook, the applicant should demonstrate success in expanding knowledge and/or demonstrating growth in an area of expertise. Sustained success in these areas is required for promotion from Associate Professor to Professor. The applicant should have also successfully completed all research requirements included in the initial appointment letter that are not specifically included elsewhere in the research criteria. It is expected that members of the Personnel Committee will vote affirmatively for applicants with regard to this criterion in all but clear cases in which the applicant has not fulfilled this responsibility.

In addition to the above seven required performance indicators, the applicant must complete additional performance indicators selected from numbers 8 to 14, below. To meet this requirement for tenure and promotion to Associate Professor, the applicant must document outcomes to earn an additional two points from the seven "elective" performance indicators

below, for a total of nine points in research. For promotion to Professor, the applicant must document outcomes to earn an additional three points from the seven “elective” performance indicators below, for a total of ten points in research. Any single performance indicator below can only count once toward meeting the requirements in **Table 3**.

8. Student Involvement in Research

This research performance indicator gives the faculty member credit for involving students in the research program and its accomplishments. One outcome will be earned for i) student co-authorship in one peer-reviewed publication or ii) a combination of three conference presentations and/or external project reports. Except for the case of a peer-reviewed publication, the applicant must have included three different students on three different research products during the evaluation period to earn credit for one outcome in this performance indicator. Up to two outcomes (i.e., 2 pts.) may be earned for this elective (e.g., 2 student co-authored peer-reviewed publications or 6 conference presentations and/or external reports). Peer-reviewed publications with a student co-author may be counted simultaneously in research requirement #4 and this elective. Achievements counted in this elective should involve collaborations in which the student’s contribution was substantial. The applicant should be prepared to produce documentation to support the extent of the student’s involvement upon request. In contrast to student research mentoring and education as described for teaching accomplishments (**Table 2**), involving students as collaborators in formal research outcomes such as peer-reviewed publications and professional conference presentations counts toward the research requirement in SEES (**Table 3**). Further, the SEES merit evaluation procedures document formally distinguishes between teaching-based student mentoring activities and scholarly research outcomes.

9. Public Affairs Projects

This performance indicator rewards the applicant for completing research projects or other scholarly outcomes which support the University’s Public Affairs Mission and/or the university’s external constituents such as governmental agencies, schools, and community groups. Projects that count in this category include works that address the public good, social justice, sustainability, and environmental issues. To get credit for this performance indicator, the applicant must complete two different public affairs projects during the evaluation period.

10. Non-peer Reviewed Research Products

This performance indicator allows for one point to be awarded for non-peer reviewed materials. Academic or applied contributions in this category include substantial projects that may not be peer-reviewed but produce tangible and complete outcomes such as comprehensive plans, final reports to external funding sponsors, community project reports, GIS/Remote Sensing cartographic products, computer and web-based applications, geological maps, museum exhibits, and international environmental and planning reports. To get credit for this performance indicator, the applicant must complete three such scholarly products during the evaluation period.

11. Additional Peer-reviewed Publications

To get credit for this performance indicator, two additional peer-reviewed publications, with one of those being first-authored, are required beyond those used to meet requirement #4. Furthermore, the same peer-reviewed publication may not be used to fulfill both electives #8 and #11. As described in requirement #4, the applicant may propose to the Personnel Committee that a scholarly book be counted as equivalent to up to two peer-reviewed publications.

12. Additional Presentations

To get credit for this performance indicator, three additional presentations are required beyond those used to meet requirement #5. Furthermore, the same presentations may not be used to fulfill both electives #8 and #12.

13. Additional External Grants

A simple point system is used to rate external grant activities based on both the effort and success of a grant proposal submission. Acceptable grants can be in the areas of research, scholarship funding, equipment, program development, or similarly related to the discipline. Grant activity is scored as follows: (i) 1 point for the submission of a proposal for an amount greater than or equal to \$500; (ii) 2 points for any successful grant proposal with a monetary award to MSU greater than \$500 and less than \$25,000; and (iii) 3 points for any successful grant proposal with a monetary award to MSU greater than or equal to \$25,000. At least three points in grant activity are required to meet this requirement. The faculty member can be either PI or co-PI, but the value of the grant is typically based on the individual contribution of the applicant to the grant as specified on the IAF that accompanied the submission of the proposal or grant award notice by the university. The grant award can come from the sponsor in the form of monetary award, in-kind support, or other benefit to the faculty member such as supplies, travel, analytical services, and data sets. However, the applicant must provide justification for the monetary value of sponsor support and a copy of a formal grant application used to acquire the support.

14. Research Awards

Research awards are not required for tenure and promotion in SEES. However, SEES rewards this important accomplishment by adding an additional point in the “elective” category in the Research Outcomes Matrix. Any research award from the college, university, or external group will score one point in the matrix.

15. Accessibility and Inclusivity

An optional bonus point may be earned if a faculty member includes a significant, substantial, and deliberate *additional* product or element furthering university and school goals of accessibility and inclusivity to one of the required or elective outcomes listed above. The additional product or element should accrue a tangible benefit or result that promotes accessibility and inclusivity within the context of the intended outcome category. The benefit cannot be simply tangential or secondary. The proposed bonus outcome should be described in the relevant Faculty Annual Report for reviewer feedback.

regarding eligibility for the bonus point. *Note: earning a bonus point for this optional indicator does not preclude the requirements of satisfying the required performance indicators #XII.A.1 through #7.*

The above research expectations differ slightly between levels of promotion. Eight performance indicator points are required for tenure and promotion to Associate Professor; nine performance indicator points are required for promotion to Professor. The candidate's accomplishments to be considered for promotion to Professor must be distinctly different from and occurring during the time since those previously completed to obtain tenure and promotion to Associate Professor.

XI. Overall Expectations in Service

The department defines service as performance of department, college, university, and professional activities which fall into three domains: involvement in the university's shared governance, professional expertise shared with the internal and external community, and contributions to a faculty member's profession. Such activities support the faculty role of facilitating student learning, broadly defined to include students, peers and the public. Prior to attaining tenure, probationary faculty are expected to focus more on teaching and research than service. Nevertheless, a record which documents an appropriate involvement in service is required. For faculty seeking promotion to professor, a record which documents significant service to the university and/or profession is required.

Service activities that a SEES faculty member might undertake are listed below. For those categories for which the department has specific expectations from each member, the expectations will be listed. The evaluation of an individual is intended to answer the question, *"Is the individual's performance in service consistent with the general standards of reappointment, tenure, or promotion as described in the Faculty Handbook and specified by the department?"*

A. Department/College/University service.

Department/College/University service activities include participation in department, college, or university committees, and performance of any assigned administrative service responsibilities. The latter would include those duties handled by faculty serving as program directors, curriculum coordinators, faculty mentors, and the like. Further, SEES values service in support of academic programs, facilities, and culture within the department and expects faculty to contribute to recruiting, advising, and co-curricular activities on an annual basis.

B. Community service.

Community service activities are vital to the university's mission. Faculty members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To be considered as community service appropriate for tenure, promotion or annual reappointment consideration, such external activities must draw upon a faculty member's professional expertise and must be recognized by the department, college, or university as qualifying.

C. Professional service.

Professional service activities include a faculty member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels.

In presenting their records of service, faculty members should include documentation which provides evidence of their activities and contributions. Examples of such documents include but are not limited to: records of membership and attendance at organization meetings and events, documentation of significant contributions and leadership positions held, statements and testimonials from colleagues, committee chairs and others, and awards and recognitions.

XII. Specific Expectations in Service for Reappointment, Tenure, and/or Promotion

A Service Outcomes Matrix is used to evaluate specific outcomes required for a satisfactory rating in service in SEES (**Table 4**). The applicant must provide a brief explanation to justify their record in meeting the applicable standard for each performance indicator in the matrix. The service outcome matrix contains eight different performance indicators, each with a standard for meeting the requirement. Performance indicators 1 through 4 are required for all applicants for promotion and are the only requirements for tenure and promotion to Associate Professor. Indicators 5 through 8 are optional to some degree for promotion to Professor and allow the individual faculty member some flexibility for meeting additional requirements for promotion to Professor. Each standard is either met (score = 1) or not (score = 0) and the "Total Points" is simply the number of performance indicators met. A total of four points is required for tenure and promotion to Associate Professor and six points are required for promotion to Professor.

A. Service Performance Indicators

The eight service performance indicators for tenure and/or promotion in SEES are described below. The first four requirements must be met in order to be tenured and/or promoted in SEES.

1. Portfolio Complete in the Area of Service

Applicant must submit a complete and organized portfolio detailing all service accomplishments as described in Section XIV for review by the Personnel Committee by published deadlines.

2. Departmental Service

Departmental service accomplishments include serving on department committees, attendance/participation at department functions such as seminar series and socials, student recruitment activities, student advising, student group sponsor, and similar. It is expected that all faculty in the department will be involved in department activities and in the operation of the department as an academic unit, as their responsibilities dictate. Faculty in SEES are also expected to contribute to maintaining enrollments in their courses, attracting majors, and including employment opportunities and career path

information as part of their teaching. To meet this requirement, faculty may collaborate with university advisors, go on off-campus recruiting tours, give presentations about their fields, invite employers as guest speakers, use on-line communications to advertise opportunities, and incorporate career information within lectures.

To get credit for this performance indicator, the applicant must document three different activities or outcomes in these areas during the evaluation period. Documentation to support this requirement must include an evaluation of the level of success or effectiveness of the activity. SEES understands that each faculty member may play a different role in serving the department. However, it is the responsibility of the faculty member to identify opportunities for service in areas of their strengths or program purview. This indicator is scored by the Personnel Committee's judgment of the service record described in the portfolio.

3. College and University Service

This performance indicator can be met by any one of the following four combinations of committee memberships:

- i. active participation and contribution for at least two years on university-wide committee(s), or
- ii. active participation and contribution for at least three years on college-wide committee(s), or
- iii. active participation and contribution for at least one year on a university-wide committee and one year as chair of a college-wide committee, or
- iv. active participation and contribution for at least one year as chair of a university-wide committee.

4. University Citizenship

As per Section 4.2.3.2 of the Faculty Handbook, the applicant should have contributed significantly and fairly to shared governance in regard to the relevant program, department, and college or the university. This requirement implies that the applicant's service reflects more than just membership on various committees; the applicant should have played an active role and completed assigned tasks in a responsible manner. The applicant should have also successfully completed all specific service requirements included in the initial appointment letter that are not included elsewhere in the service criteria. It is expected that members of the Personnel Committee will vote affirmatively for applicants with respect to this criterion in all but clear cases in which the applicant has not fulfilled this responsibility.

No additional requirements are needed in addition to numbers 1 through 4 (above) for tenure and promotion to Associate Professor. In addition to the above requirements, applicants for promotion to Professor must complete additional performance indicators selected from numbers 5 through 8 (below). For promotion to Professor, the applicant must document outcomes to earn two additional points from the options 5 through 8 (below) for a total of six points in service. Any individual option below can only count once toward the total matrix score.

5. Professional Service

This service performance indicator evaluates the role of the applicant in professional or discipline service. This service performance indicator can be satisfied by completing any two of the following outcomes: 1 year as association officer; 1 year as journal editor; editor of book or special journal volume; reviewer of 3 manuscripts or 2 grant proposals; member of a planning committee for a conference; or similar.

6. Public Service

This service performance indicator evaluates involvement in community or public service related to one's discipline (as broadly defined). This service performance indicator can be satisfied by completing any two of the following outcomes: 1 year membership on a community board; leader of community project; participation in international service or education outreach programs; planning or hosting a conference on public or community issues or similar.

7. Additional College/University Service

This performance indicator can be met by any one of the following four combinations of committee memberships, in addition to those used to meet requirement #3 above:

- i. active participation and contribution for at least two years on university-wide committee(s), or
- ii. active participation and contribution for at least three years on college-wide committee(s), or
- iii. active participation and contribution for at least one year on a university-wide committee and one year as chair of a college-wide committee, or
- iv. d active participation and contribution for at least one year as chair of a university-wide committee.

8. Service Awards

Service awards are not required for tenure and promotion in SEES. However, SEES rewards this important accomplishment by adding an additional point in the "elective" category in the Service Outcomes Matrix. Any service award from the college, university, or external group will score one point in the service matrix.

9. Accessibility and Inclusivity

An optional bonus point may earned if a faculty member includes a significant, substantial, and deliberate *additional* product or element furthering university and school goals of accessibility and inclusivity to one of the required or elective outcomes listed above. The additional product or element should accrue a tangible benefit or result that promotes accessibility and inclusivity within the context of the intended outcome category. The benefit cannot be simply tangential or secondary. The proposed bonus outcome should be described in the relevant Faculty Annual Report for reviewer feedback regarding eligibility for the bonus point. *Note: earning a bonus point for this optional indicator does not preclude the requirements of satisfying the required performance indicators #1 through #4.*

The service requirement is heavier for promotion to the Professor rank compared to tenure and promotion to Associate Professor. The candidate's service accomplishments to be considered for promotion to Professor must be distinct in time from those accomplishments claimed in support of tenure and promotion to Associate Professor.

XIII. Reappointment, Tenure, and Promotion Procedures

The SEES Annual Faculty Evaluation Policy provides for annual review of faculty progress toward tenure and promotion. Faculty will regularly document their accomplishments in teaching, research, and service, and the relevant evidence, within the **Watermark Faculty Success** software. Each annual evaluation is an opportunity for the faculty member, the Personnel Committee, and the Department Head to review, discuss, and comment on the faculty member's professional development progress and the related evidence as it applies to promotion and tenure. As such, no separate review will be performed at a specific time during the probationary period or ahead of promotion (e.g., a "third year review").

For probationary faculty, the Personnel Committee will convene to discuss and review the current Annual Report and Annual Faculty Evaluation including the evidence of progress toward tenure and promotion. Based on this review, the Chair of the Personnel Committee will write the recommendations of the majority of the Personnel Committee regarding reappointment for the following year, including justifications, on the form provided by the University. The Department Head, after reviewing the recommendations of the Personnel Committee, will make his/her recommendation on reappointment to the Dean of the College of Natural and Applied Sciences.

For tenure or promotion decisions the Personnel Committee will convene to discuss and review applicant's portfolio and credentials for promotion or tenure. Based on this review, the Chair of the Personnel Committee will write the recommendations of the majority of the Personnel Committee regarding the promotion and/or tenure decision, including justifications, on the form provided by the University. The Department Head, after reviewing the recommendations of the Personnel Committee, will make his/her recommendation on promotion and/or tenure to the Dean of the College of Natural and Applied Sciences.

In the event that the Department Head's recommendation for reappointment, tenure, or promotion is contrary to the recommendation of the majority of the faculty on the Personnel Committee, the committee members will be notified prior to the Head's communication with the College Dean. The Personnel Committee and the Department Head shall try to resolve their disagreement. If such a resolution is not possible, the Personnel Committee's recommendations will also be sent to the College Dean.

All Applicants for tenure and/or promotion should follow these procedures:

1. Thoroughly familiarize themselves both with this document and with the appropriate sections of the Faculty Handbook.

2. Check all applicable deadlines by consulting the website of the Office of the Provost. It is your responsibility to meet every requirement on time.
3. Each faculty annual evaluation is an opportunity to meet and discuss one's progress toward reappointment, tenure, and promotion with the department head. Use the matrices included in these guidelines to track your progress. The annual faculty evaluation process is described in the department's Annual Faculty Evaluation policy.
4. Be creative as you carefully prepare your application materials (portfolio). Remember organization, neatness and thoroughness are important considerations. An application that reflects considerable effort, and that reads well can be, in and of itself, a factor in the final decision.
5. Keep in mind that it is your job to try to convince everyone from your peers to the President of the University that you deserve to be tenured and/or promoted. It is your responsibility, therefore, to make the strongest possible case in support of your application.
6. Pay special attention to the preparation of your CV. After an initial reading of all your application materials, your CV is often the only portion of your application that reviewers will reconsider.

XIV. Contents of the Portfolio

The primary set of credentials used to evaluate any faculty member for reappointment, tenure, or promotion will be called the Portfolio. In general, the Portfolio contains a structured and complete set of teaching, research, and service qualifications and accomplishments with related documentation organized within a binder in hardcopy format. All faculty members subject to evaluation for reappointment, renewal of contract, tenure, or promotion must place a portfolio on file with the department by the date specified.

The Provost's Office provides a template for the Promotion and Tenure Portfolio that is available to faculty applicants. In the future, the portfolio will be generated through the Faculty Success software package (formerly Digital Measures). These resources will dictate the format and structure of the portfolio. The contents of the portfolio will vary with the type of application, but will generally include the following:

- For applications for annual reappointment for Instructors and Senior Instructors, at minimum, the portfolio should include a current CV, a copy of the applicant's Annual Report for the preceding year, and a summary of all teaching evaluations for the preceding year.

For applications for annual reappointment for probationary tenure-track faculty, at minimum, the portfolio should include a current CV, a copy of the applicant's Annual Report for the preceding year, a brief report indicating the progress toward meeting the requirements for the next promotion (i.e., **Tables 2** through **4**). Additionally, the following should be deposited in the Faculty Success database: (i) a summary of all teaching evaluations for the preceding year, and (ii) copies of all scholarly accomplishments (publications, abstracts of scholarly presentations, grant proposals submitted, etc.) for the preceding year.

- For applications for promotion of an Instructor to the rank of Senior Instructor, the portfolio should include a current CV, a copy of the applicant's Annual Report for each year within the

evaluation period, and documentation of sustained excellence in teaching and involvement in department and university service activities including (but not limited to) all of the following:

- Statement of Philosophy of Teaching (limit to three pages in 12 font)
 - List of all courses taught and enrollments during the evaluation period
 - Syllabi for all courses taught during the evaluation period
 - Summary report of student evaluations from each semester of the evaluation period
 - Provide three or four examples each of typical class handouts and other curriculum-related materials (e.g., exams, course assignments, etc.).
 - Peer reviews of classroom teaching and instructional materials and modalities including on-line courses
 - Documentation for course and curricular development accomplishments
 - Other factors that may indicate leadership in the area of teaching may be included. Candidates may wish to include, for example, artifacts of curricular development, student learning outcomes, documentation of excellence in advising, utilization of new teaching techniques and delivery methods, attendance at faculty development workshops to improve pedagogy, unsolicited letters or notes from past students, etc.
 - Description of department and university service activities
- For applications for tenure and/or promotion of tenure-track faculty, the portfolio should include documentation of sustained excellence in teaching, research, and service, including (but not limited to) all of the following:
 - The “Tenure and Promotion Matrix” provided by the Provost’s Office to applicants. *Note: this is a separate document from the departmental outcome matrices.*
 - The “Application for Tenure and/or Promotion” form
 - RTP Guidelines upon which the application is based
 - A copy of each of the following documents:
 - Faculty Appointment letter at time of hire
 - All previous tenure and promotion reviews and reports, if applicable
 - Yearly Performance Reviews from the Department Committee for each year of the evaluation period
 - Yearly Performance Reviews from the Department Head for each year of the evaluation period
 - Applications for tenure must also include a copy of each of the following documents:
 - Assessment of Tenure Progress by the Department Committee
 - Assessment of Tenure Progress by Department Head
 - Reports on Tenure from Department Committee, Department Head, Dean & College Committee if applicable
 - Current CV- information should be organized in accordance with the expectations and requirements for teaching, research, and service as described in this document and as outlined in matrices (Section XVIII)
 - Outcome matrices with proposed cumulative scores for all outcomes (Section XVIII). While specific numbers and distributions of accomplishments are required for tenure and promotion, the applicant will provide the total sum score for all accomplishments for each performance indicator. Cumulative scoring of outcomes in the matrices is

required for evaluation of the early tenure and promotion application qualification (Section XVI) and allows the complete record of the application to be summarized for evaluation by the Department Personnel Review Committee.

- Performance Justification which outlines and describes how requirements have been attained for teaching, research, and service (limit to five pages in 12 font)
- Statement of Philosophy of Teaching (limit to three pages in 12 font)
- A summary of the applicant's teaching evaluations for each year of the evaluation period
- Statement of Research Program Success (limit to three pages in 12 font)
- A copy of the applicant's Annual Report for each year of the evaluation period
- Additional teaching documentation including teaching evaluations, example curricular materials, teaching awards, etc.
- Copies of all scholarly accomplishments (publications, abstracts of scholarly presentations, grant proposals submitted, research awards, etc.) for each year of the evaluation period
- Additional service documentation including appointment and appreciation letters, honors, examples of service activities or products, service awards, etc.

In light of the changing technologies in education and academic research, the candidate may utilize digital media, and/or links to the worldwide web, where appropriate. All materials should be imported to the Faculty Success database and presented to the Department Personnel Committee in a format prescribed by the Department Head.

XV. External Review for Tenure and Promotion

It is important for the purposes of tenure and promotion that the scholarship of each ranked faculty candidate should be evaluated by external reviewers.

External reviewers should have the following characteristics:

- i. A terminal degree
- ii. Currently holding an academic appointment at an academic institution at or above the level of Missouri State University (or, when appropriate, holding an appointment at a research institution or foundation, or research organization within the private sector)
- iii. Currently employed at a rank (or status) above that of the applicant

External reviewers must be individuals who are highly recognized in the applicant's field of research. They must be selected in a manner that minimizes the potential for conflicts of interest. It is important that the external reviewers not be individuals with whom the applicant has had a close personal or professional relationship such as those who have been colleagues, professors, research collaborators, co-authors, etc. Applicants should disclose any relationship or association with a potential reviewer prior to their selection.

The process for identifying, selecting, and communicating with external reviewers is discussed in detail in a document posted on the Provost's website and in Section 4.8.2.2 of the Faculty Handbook. In essence, the faculty member should submit four names and the Department Head will submit four additional names to create a pool of potential reviewers. The Department Head and the faculty member will work collaboratively to prioritize the order in which the pool of reviewers will be

contacted to request reviews. The Department Head or candidate may consult with the department Personnel Committee for advice or input on the reviewer list or priority order.

Communication with the external reviewers should be through the Department Head. A list of materials to be sent to each reviewer and a sample letter of instructions is discussed in detail in a document posted on the Provost's website.

The process should be scheduled to ensure adequate time for the reviews to be returned and be considered by the department Personnel Committee. All reviews returned to the department will be included in the applicant's portfolio.

XVI. Considerations for Early Tenure/Promotion and Exceptional Productivity

Individuals with exceptional records in teaching, research and service may apply for tenure in their fourth or fifth year (Section 4.6.4 of the Faculty Handbook). Accomplishments completed prior to joining the MSU faculty may count toward requirements for tenure and promotion. However, the conditions and specific accomplishments for prior credit must be stipulated in the hiring contract and approved by the Department Head and Dean of the college. In a similar manner as for early tenure and promotion to Associate Professor, application for early promotion to Professor can occur after three years since receiving tenure and promotion if the candidate has an exceptional record.

To qualify as exceptional, the candidate's record must exceed, in both quality and quantity, the minimum requirements for tenure and promotion. Exceptional productivity in SEES is defined as: (i) ranking in the highest tier according to the SEES Annual Faculty Evaluation Plan by obtaining a score of satisfactory for teaching, research, and service for each year of a three-year period, and, (ii) as outlined in the following paragraphs, demonstrate exceptional productivity by earning the prescribed elevated point levels in the rating matrices (**Tables 2 - 4**). In addition, candidates for early tenure and promotion must be a proven leader in their field within the university and nationally.

To qualify as exceptional under criterion (ii) above, the total or cumulative points scored for accomplishments during the evaluation period must exceed, as described below, the normal requirements in each of the three areas (teaching, research, and service as indicated in corresponding performance indicator matrices in Section XVIII). Additional points can be earned in the specified indicators in each matrix to reflect the cumulative accomplishments required for early promotion and/or tenure during the period of evaluation.

In the teaching matrix for probationary and tenured faculty (**Table 2**), the number of allowable points for requirement #6 and electives #8 through #12 are doubled. To demonstrate the higher level of achievement required for early tenure and promotion to Associate Professor, the applicant needs to meet requirements #1 through #5 and #7 (i.e., 6 points). Additionally, the applicant must earn 2 points for indicator #6 (i.e., 6 student mentoring outcomes) and earn 3 additional points from electives #8 through #12 for an overall total of 11 points, or greater, in the teaching matrix. For promotion to Full Professor the applicant needs to meet requirements #1 through #5 and #7 (i.e., 6 points). Additionally, the applicant must earn 2 points for indicator #6 (i.e., 6 student mentoring outcomes) and earn 5 additional points from electives #8 through #12 for an overall total of 13 points, or greater, in the teaching matrix.

In the research matrix (**Table 3**), the allowable points for electives #8 through #14 are doubled. For tenure and promotion to Associate Professor, the applicant needs to meet requirements #1 through #7

(i.e., 7 points) and have four points among electives #8 through #14 for a total of 11 points in the overall research matrix. For promotion to Full Professor, the applicant needs to meet requirements #1 through #7 (i.e., 7 points) and have 6 points among electives #8 through #14 for a total of 13 points in the overall research matrix.

In the service matrix (**Table 4**), early tenure and promotion to Associate Professor requires the applicant to meet requirements #1 through #4 (i.e., 4 points) and earn 1 additional point from electives #5 through #8 for an overall total of 5 points in the service matrix. For promotion to Full Professor the allowable points are doubled for requirements #2 and #3 and electives #5 through #8. The applicant needs to meet requirements #1 through #4 (i.e., 4 points) and earn 4 additional points from among requirements #2 and #3 and/or electives #5 through #8 for an overall total of 8 points in the service matrix.

XVII. Application of Policies

The Faculty Handbook defines the applicability of various versions of departmental RPT policies to various faculty ranks. Faculty appointed prior to the approval of this version of the policy may choose to use an earlier version within the constraints outlined in the current Faculty Handbook. Faculty with an initial appointment on or after August 2023 will be subject to this policy for reappointment, tenure, and promotion unless they choose to use a subsequent version in effect between their initial appointment and their application for tenure and promotion.

XVIII. Appendix – Performance Matrices

Table 1. Instructor / Senior Instructor Matrix

Teaching Performance Indicator	Points (0 or 1 for each indicator 1 through 10)
<u>Teaching Requirements (1 to 10)</u>	
1) A List of All Courses Taught	
2) Syllabi for All Courses Taught	
3) Statement of Philosophy of Teaching	
4) Examples of Curricular Materials	
5) Summary Report of Teaching Evaluations better than the average specified in Section VII.A.5	
6) Satisfactory Peer Review of Teaching	
7) Evidence of Successful Student Learning Outcomes	
8) Use of Effective Instructional Modalities	
9) Student Mentoring or Advising	
10) Contributions or Leadership in Course and Curriculum Development	
*Bonus Point: Accessibility or Inclusivity (1 pt max. See Section VII.A.11)	
<u>Total Points</u>	
Meets teaching requirements for Promotion to Senior Instructor? (Each indicator 1 through 10 required; Total Points = 10)	Yes or No

As defined in the Faculty Handbook, Senior Instructors are expected to provide leadership in teaching. The requirements above reflect both university and departmental policy for granting promotion. Instructors are also expected to provide appropriate university service and *may* participate in research or creative activities. However, the expectations for service (and research, if applicable) will vary from instructor-to-instructor based on the terms of their appointment and the workload assigned by the department head. As such, there is no specific matrix of required indicators for service or research. Instructors should document their service and research duties and the Department Head, Annual Faculty Evaluation Committee, and Departmental Personnel Committee should provide periodic feedback regarding the sufficiency of those accomplishments in relation to the terms of their appointment and the assigned workload.

Table 2. Teaching Outcomes Matrix (Probationary and Tenured Faculty)

Teaching Performance Indicator	Points (0 or 1 for each indicator 1 through 7; 0, 1 or 2 for each indicator 8 through 12)
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Requirements (1 to 7)

1) Portfolio Complete in the Area of Teaching	
2) Statement of Philosophy of Teaching is acceptable	
3) Full Research Status for Graduate Faculty is attained	
4) Teaching Evaluation Scores better than the average specified in Section VIII.A.4	
5) Two satisfactory Peer Reviews of Teaching	
6) Student Mentoring (3 outcomes)	
7) Faculty/Committee Consensus	

Electives (8 to 12) - 1 point per outcome to a maximum of 2 per elective

8) Experiential Learning	
9) Accessibility and Inclusivity Teaching	
10) Significant Curriculum Development Contributions	
11) Outstanding Performance in the Classroom	
12) Teaching Awards	

Total Points

Meets requirements for Tenure and Promotion to Associate? Yes or No
 (Each indicator 1 through 7 required; Total Points = 9 or greater)

Meets requirements for Promotion to Full Professor? Yes or No
 (Each indicator 1 through 7 required; Total Points = 10 or greater)

Table 3. Research Outcomes Matrix (Probationary and Tenured Faculty)

Research Performance Indicator	Points (0 or 1 for indicators 1 - 7, 9 - 12, and 14; up to 2 for indicator 8; and 3 or more for indicator 13)
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Requirements (1 to 7)

1) Portfolio Complete in the Area of Research	
2) Statement of Research Program is acceptable	
3) External Reviews are acceptable	
4) Peer-review Publications (4 with 1 lead authored)	
5) Scholarly Presentations (4 as presenter)	
6) Funded Research Grant (1 internal or external)	
7) Faculty Knowledge and Growth	

Electives (8 to 14)

8) Student Involvement in Research (point system described in Section X.A.8)	
9) Public Affairs Projects(2 outcomes)	
10) Non-peer Reviewed Research Products (3 outcomes)	
11) Additional Peer-reviewed Publications (2 with 1 lead authored)	
12) Additional Presentations (3 as presenter)	
13) Additional External Grants (point system described in Section X.A.13)	
14) Research Awards (1 award of any level)	
*Bonus Point: Accessibility or Inclusivity (1 pt max. See Section X.A.15)	

Total Points

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Meets requirements for Tenure and Promotion to Associate?

Yes or No

(Each indicator 1 through 7 required; Total Points = 9 or greater)

Meets requirements for Promotion to Full Professor?

Yes or No

(Each indicator 1 through 7 required; Total Points = 10 or greater)

Table 4. Service Outcomes Matrix (Probationary and Tenured Faculty)

Service Performance Indicator	Points (0 or 1 for each indicator)
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Requirements (1 to 4)

- 1) Portfolio Complete in the Area of Service
- 2) Departmental Service (3 outcomes)
- 3) College and University Service (1 of the four possible outcomes described in the text)
- 4) University Citizenship

Electives (5 to 8)

- 5) Professional Service (2 outcomes)
- 6) Public Service (2 outcomes)
- 7) Additional College/University Service (1 of the four possible outcomes described in the text)
- 8) Service Awards (1 at any level)
- *Bonus Point: Accessibility or Inclusivity (1 pt max. See Section XII.A.9)

Total Points

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Meets requirements for Tenure and Promotion to Associate?
(Each indicator 1 through 4 required)

Yes or No

Meets requirements for Promotion to Full Professor?
(Each indicator 1 through 4 required; Total Points = 6 or greater)

Yes or No

A. Heading Second

1. Heading Third

i. Fourth heading

a. Fifth heading

7. Example non-heading numbered list:

a. List item 1

b. List item 2