

MISSOURI STATE UNIVERSITY

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

DEPARTMENT:

COLLEGE:

SEMESTER/YEAR OF CURRENT REVIEW:

SEMESTER/YEAR OF NEXT REQUIRED REVIEW:

DEPARTMENT ADOPTION SIGNATURES:

James Sottile

Department Personnel Committee Chair

Date

Kayla Robinson

Department Head

Date

APPROVAL SIGNATURES:

Barni Jinkler

Dean

08/22/2025

Date

Kenneth Brown

Provost

08/22/2025

Date

THIS PLAN IS IN EFFECT FROM Fall 2025 , THROUGH Fall 2028 .



College of Education

School of Special Education, Leadership, and Professional Studies

Reappointment, Promotion, and Tenure Guidelines:

Compensation and Evaluation Procedures

Fall 2025 – Spring 2028

**SCHOOL OF SPECIAL EDUCATION, LEADERSHIP, & PROFESSIONAL STUDIES
COLLEGE OF EDUCATION**

REAPPOINTMENT, PROMOTION, and TENURE GUIDELINES

Introduction

The mission of the School of Special Education, Leadership, and Professional Studies (SELPS) at Missouri State University is to prepare future educators, administrators, and leaders in a variety of K-12, higher education, and special education settings. Considering this mission, all faculty activities that advance this mission form the basis for promotion, tenure, and appointment decisions. In addition, the guidelines in this document and the mission of SELPS are consistent with the Public Affairs mission of Missouri State University.

The promotion, tenure, and appointment policies of SELPS are designed to be considered along with the Missouri State University *Faculty Handbook* and other University policies (hereafter referred to as the *Faculty Handbook*). These include policies on the Missouri State University Faculty Roles and Rewards and on Promotion, Tenure, and Faculty Appointment approved by the administration and by the Faculty Senate.

The guidelines and specific procedures contained herein represent the School of Special Education, Leadership, and Professional Studies' means for implementation of the evaluation process set for in the *Faculty Handbook*. These guidelines apply across the evaluation areas of tenure, promotion, and annual review.

SELPS REAPPOINTMENT, PROMOTION, AND TENURE PROCEDURES

I. COMMITTEES AND MEMBERSHIP

A. SELPS Personnel Committee

The SELPS Personnel Committee shall consist of all tenured members of the faculty, regardless of rank, including full-time instructors and clinical faculty with renewable appointments (except those acting in a university administrative appointment, those who have been officially notified of termination for reasons other than retirement, those who are currently under sanction as defined by the *Faculty Handbook*, and those upon whose applications the committee would be acting). The SPC is the overarching academic unit body related to faculty evaluations.

B. SELPS Promotion and Tenure Committee

The SELPS Promotion and Tenure Committee is comprised of the same individuals as the SELPS Personnel Committee but serves a more specific purpose and sometimes is a subset depending on which candidate's dossier is being evaluated. Individuals who vote on promotion decisions should be at or above the rank to which the candidate or future candidate aspires. All tenured faculty are expected to vote on the awarding of tenure but shall abstain from any evaluation that involves a conflict of interest.

C. Terms

The precise terms of every appointment including terms for appointment, reappointment, tenure, promotion, and an annual review shall be stated in the initial appointment contract letter. The conditions of appointment may vary between individuals in the various programs within the Academic Unit.

D. RPT Document Review Guidelines

This document is to be reviewed and potentially revised every **three years** by the faculty in SELPS. It may also be amended in the intermediate time. The typical process for these revisions is the formation of a RPT Committee to consider revisions, including suggestions from any faculty members, the presentation of initial suggestions to the academic unit for feedback, further revisions, and presentation of those revisions if necessary, and a vote by the majority of the faculty in the academic unit.

E. Evaluation and Membership

The guidelines in effect at the time of hire or promotion are those to which the faculty member is to be evaluated unless the faculty member elects to use newer guidelines, or the guidelines are older than six years at the time of evaluation. As per the *Missouri State University Faculty Handbook*, the guidelines in effect at the time of hire are to be signed by the faculty member and the Academic Unit Leader and placed in the faculty member's Academic Unit personnel file.

Both the initial contract with the University and the annual discussions with the Academic Unit Leader present opportunities for role specialization for each faculty member. Evaluation of a faculty member is to be consistent with the member's role as determined by those factors. Nevertheless, the *Missouri State University Faculty Handbook* clearly requires performance in all three traditional areas of teaching, research, and service as a prerequisite to tenure and to promotions. Therefore, roles of those faculty members with an interest in tenure and promotion must be framed with the Academic Unit Leader in such a way as to permit demonstration of a high-level of performance in all three areas to be

eligible for consideration for tenure and promotion. Ideally, the decisions regarding individual faculty member role specialization should be discussed among the program area faculty to increase awareness of individual faculty expectations and provide stronger overall support for the entire program.

F. Faculty Mentor

Mentoring is an essential component of successful promotion and tenure processes. The Academic Unit Leader should assure that faculty members are engaged in mentoring, either as mentors or mentees, as appropriate to their rank, tenure status, and expertise. The mentor is intended to serve in a non-evaluative, non-advocacy role, but may provide further clarification of committee feedback to the mentee, only upon the request of the mentee and respecting confidentiality of the contributions of individual members of the Promotion and Tenure Committee.

The mentor will write an initial review of 1) the alignment of the submitted materials with the guidelines, and 2) the quality of the materials to be provided to the larger PT Committee for their consideration, further review, and voting. If applicable, the selected mentor is encouraged to provide a written descriptive, not evaluative, review at least one week, preferably 10 days, prior to the date by which the Promotion and Tenure Committee's review is due.

II. DEFINING ACADEMIC POSITIONS

A. Tenure-Track and Tenured Faculty Positions

[As per the Faculty Handbook] Persons who hold tenure-track positions are in the ranks of Assistant Professor, Associate Professor, (Full) Professor, or Distinguished Professor. These ranks are defined below:

1. Assistant Professor

A faculty member in the academic rank of Assistant Professor is one who has demonstrated achievement, or the potential for achievement, in the areas of Teaching, Research, and Service appropriate to their discipline and holds a terminal degree or equivalent as determined by appropriate academic unit faculty with the approval of the Provost. In exceptional cases, individuals with doctoral course work complete and dissertation in progress (ABD) may be appointed with the stipulation in the appointment letter that the degree must be completed within the first year of appointment.

2. Associate Professor

A faculty member in the academic rank of Associate Professor is one who has demonstrated a sustained record of achievement and effectiveness in the areas of Teaching, Research, and Service appropriate to their position and has satisfied all tenure and/or promotion requirements as established in the academic unit's Promotion and Tenure guidelines.

3. (Full) Professor

A faculty member in the academic rank of (Full) Professor is one who has demonstrated a sustained record of achievement and effectiveness in the areas of Teaching, Research, and Service appropriate to their discipline and is recognized as a leader with a cumulative record in these same areas as established in the academic unit's Promotion and Tenure guidelines.

4. Distinguished Professor

A faculty member in the academic rank of Distinguished Professor is one who has demonstrated a sustained record of achievement and effectiveness in the areas of Teaching, Research, and Service appropriate to their discipline and is recognized as a leader with a cumulative record in these same areas. In addition, as this is a rank beyond (Full) Professor, the Distinguished Professor has demonstrated extraordinary accomplishments in Research with a national and/or international reputation.

B. Non-Tenure-Track Faculty Positions

[As per the Faculty Handbook] Persons who hold non-tenure track positions are given term appointments, which automatically terminate upon the expiration of the specified term. Non-tenure-track appointments may be given annual or multi-year contracts as determined by the academic unit with approval of the Dean and the Provost. No notice of non-reappointment is given, and reemployment of the employee after the conclusion of the contractual term is solely within the discretion of Missouri State University.

Non-tenure-track faculty members are not eligible for tenure, educational leave, or sabbatical leave. Apart from Visiting Professors, time spent in a non-tenure-track position does not count towards tenure eligibility if the individual later applies for and is appointed to a tenure-track faculty position. Non-tenure-track faculty must be qualified by academic and/or practical experiences appropriate for

the responsibilities assigned. A Master's degree or higher is preferred. A doctorate or equivalent is required for Clinical (Full) Professor. All non-tenure-track academic positions have the same right to academic freedom accorded tenure-track faculty.

Non-tenure-track faculty positions include clinical faculty positions and instructor positions, which are defined below:

1. Clinical Faculty Positions

[As per the Faculty Handbook] Clinical Faculty are members of the faculty whose primary responsibilities are clinical education and service. Clinical faculty may participate in research and other scholarly activities or creative activities. Clinical faculty must be qualified as defined by professions/discipline standards, have practical experience appropriate for the responsibilities assigned, and must maintain appropriate professional credentials. Appointment is to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical (Full) Professor. Minimal qualifications for initial appointment to each rank are provided in Table 1.

Academic units desiring to appoint Clinical Faculty shall develop appropriate appointment, promotion, and performance review criteria for each rank, which must be approved by the Dean of the College and the Provost. Clinical Faculty may be appointed to a specific term not to exceed five years and may be reappointed to one or more additional terms, contingent upon satisfactory annual performance reviews/evaluations, educational needs of the academic unit, and continued funding.

Clinical Faculty are not eligible for tenure but have the same right to academic freedom accorded tenure-track faculty. A Clinical Faculty member wishing to move to a tenure-track faculty position must apply for a vacant position for which recruitment has been authorized. If a Clinical Faculty member applies for and is appointed to a tenure-track faculty position, the time spent as a Clinical Faculty member at Missouri State University will not count toward the probationary period for tenure and promotion. Clinical Faculty members may be appointed to 9-month or 12-month contracts. Clinical Faculty on 9-month contracts will receive salary compensation and benefits for 12 months.

CLINICAL FACULTY APPOINTMENT AND PROMOTION CRITERIA PER CLINICAL RANK				
Appointment & Promotion Criteria per Clinical Rank	Clinical Instructor (Initial Appointment)	Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor
Minimum Degree	Master's	Master's plus 6 graduate credit hours	Master's plus 12 graduate credit hours	Doctoral Degree (EdD, PhD or equivalent)
Licensure or Certification	Faculty must be qualified as defined by professional or discipline standards, have practical teaching and/or applied experience appropriate for the responsibilities assigned and must maintain appropriate professional credentials	Same as Clinical Instructor	Same as Clinical Instructor	Same as Clinical Instructor
Specific Type & Quantity of Experience	1 – 5 years	6 - 8 years	9 – 10 years	Over 10 Years
Experience Supervising Teacher Candidates or Students in a Clinical Setting	1 – 3 years of experience	3 – 6 years of experience	6 –10 years of experience	Over 10 years of experience

Table 1. Criteria for Clinical Rank

Additionally, the primary responsibilities of a Clinical Faculty Member in the College of Education are both clinical education and service. Clinical education encompasses applied educational experiences, including the supervision of field placement such as student teaching, practicum, internship, or other direct involvement in the application of learning within an applied setting such as a school, clinic, hospital, non-profit agency, or other similar venue. Primary means that not less than 50% of the load of a clinical faculty member must involve this type of education.

Likewise, a clinical faculty member must conduct service in an applied capacity. This service must be beyond the teaching responsibilities (e.g., beyond teaching classes or beyond supervising teachers, counselors, family life or child specialists, administrators, diagnosticians, or others that comprise the teaching load) and must involve an agency or organization beyond the university classroom (e.g., school, clinic, hospital, non-profit agency, professional organization). Crucial to clinical faculty is

their expertise in the applied setting in which they are providing educational and service functions.

Clinical faculty may conduct or participate in research and have educational attainment and leadership responsibilities consistent with their rank, preferably involving the applied field for which they are employed. Clinical faculty may be at the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical (Full) Professor, and they are eligible for promotion according to the academic unit's guidelines, but not for tenure.

2. Instructor Positions

[As per the Faculty Handbook] An Instructor is normally appointed to teach full-time and may provide appropriate service, participate in research, and creative activities. An Instructor may be appointed to an annual or to a multi-annual term of up to five years. Contingent upon satisfactory annual performance reviews, educational needs, and continued funding, the Instructor appointment is renewable without constraint of term limits. Instructors shall have earned a terminal degree or possess the degree required for teaching in specific disciplines, have potential or demonstrated teaching ability, and a willingness to serve the academic unit, college, and University.

If an Instructor applies for and is appointed to a tenure-track position, the time spent as an Instructor at Missouri State University will not count toward the probationary period for tenure and promotion. Instructors on 9-month contracts will receive salary compensation and benefits for 12 months.

The primary responsibility of an instructor in the College of Education is to teach, which typically involves teaching classes, including any activity described as teaching in academic unit, college, or university guidelines. Secondly, an instructor provides service that is negotiated with the Academic Unit Leader or specified in the academic unit criteria. Service may include university citizenship or professional and community service relevant to an instructor's discipline or assignment. Typically, programmatic, or academic unit service is encouraged and/or expected.

An instructor may conduct or participate in research or scholarly activity as part of their load, as negotiated with the head of the academic unit or as specified in the academic unit criteria. However, the primary focus for

an instructor remains on teaching and includes service as described above.

An instructor who is a full-time faculty member may be promotable to Senior Instructor with further development and contributions as defined in departmental school criteria. An instructor at Greenwood Lab School is eligible for tenure-track within the Greenwood Lab School only (as explained in section 3.3 of Faculty Handbook). Tenure and tenure-track status is not transferrable from the Greenwood Lab School to the University.

3. Senior Instructor Position

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

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

III. SELPS PROMOTION AND TENURE SCHEDULE

- A. All processes shall follow the schedule of, and adhere to, the deadlines published in the Calendar for Faculty Evaluation prepared by the Missouri State University Office of the Provost and distributed before each academic year. The pre-tenure and pre-promotion faculty member's application will be presented to the Academic Unit Leader and then to the Chair of the Promotion and Tenure Committee, who will help protect the security of the application. The Promotion and Tenure Committee will make the original recommendation in all cases involving promotion, tenure, or appointment after initial review by the Candidate Review Committee
- B. Faculty members with standard appointments (tenure-track and tenured) are evaluated annually according to three areas of performance: teaching, research,

and service. The SELPS guidelines for each area of performance are described further in the remaining sections of this document.

- C. Tenured faculty and tenure-track faculty will be evaluated by the head of the academic unit annually. All tenured faculty and tenure-track faculty are expected to read the guidelines in each section.
- D. All faculty evaluations, annual reports, and/or dossiers will utilize, and be submitted via, Watermark Faculty Success.
- E. The below table (*Table 2*) provides approximate times, procedures, and those who are responsible for promotion and tenure procedures. The Missouri State University Office of the Provost provides evaluation calendars, sometimes distinct for different groups of faculty or different elements of evaluation, which should be consulted by all faculty.

Table 2. Calendar of Faculty Evaluations

Approximate Time	Procedure	Person/Committee Responsible
Late April	Faculty member notifies the academic unit leader and the Dean of intent to apply for tenure and promotion	Pre-promotion and pre-tenure faculty candidates seeking tenure and/or promotion
Early May	Decide on a list of potential external reviewers and request participation from reviewers with materials to be sent in early July. Process continues until four reviewers agree.	Pre-promotion and pre-tenure faculty candidates seeking tenure and/or promotion
Late June	Provide list of Faculty Members applying for tenure and/or promotion in the following academic year, including instructors and clinical faculty.	Dean
Early July	Compile external review materials and provide to Academic Unit Leader.	Pre-promotion and pre-tenure faculty candidates seeking tenure and/or promotion
Early July	Send external review materials to reviewers who have agreed	Academic Unit Leader
Early September	Provide external reviewer letters to Academic Unit Leader	External Reviewers
Late September	Submit final dossiers for PT Review to Academic Unit Leader for review	Pre-promotion and pre-tenure faculty candidates seeking tenure and/or promotion
Late September	Submit final dossiers to PT Committee (with external letters included)	Academic Unit Leader
Early October	Provide a written evaluative review of final dossiers to PT Committee	CR Committee
Mid-October	Submit written evaluation of final dossiers to the Academic Unit Leader	PT Committee

Early November	Provide written evaluation to faculty candidates	Academic Unit Leader
Early November	Faculty candidates respond to Academic Unit leader's written evaluation	Pre-promotion and pre-tenure faculty candidates seeking tenure and/or promotion
Mid-November	Provide evaluation to the Dean	Academic Unit Leader
Early December	Provide evaluation to the candidate	Dean
Early February	Annual reports will be electronically prepared and submitted for Academic Unit Leader Review	All faculty members
Early February	Submit dossiers for Annual Review to Academic Unit Leader	Pre-promotion and pre-tenure faculty members
Early February	Provide dossiers to the PT Committee	Academic Unit Leader
Early February	Designate CR Committee for each pre-promotion and pre-tenure faculty candidate	PT Committee
Mid-February	Provide the CR Committee with a descriptive review	Mentor (if applicable)
Mid-February	Write an evaluative review and present it to the PT Committee	CR Committee
Early March	Provide written evaluative review to the Academic Unit Leader	PT Committee
Early March	Faculty candidates have three days to respond with signature to Dean's evaluation	Pre-promotion and pre-tenure faculty members
Early March	Sends evaluation to Office of the Provost with the Provost required materials	Dean
Mid-March	External Reviewers are discussed	Academic Unit Leader & Fifth Year Faculty
Mid-March	Submit equity adjustment requests to the Dean	Academic Unit Leader
Late March	Send personnel action forms for tenure and promotion to Provost's Office	Dean
Early April	Send written evaluative review to Dean	Academic Unit Leader
Mid-April	Present equity adjustment requests to the Provost	Dean
Late April	Complete written evaluative review. Acquire pre-promotion and pre-tenure faculty candidate's signature	Dean
May	Action on positive tenure and promotion recommendations. With negative tenure decisions, the Provost issues a termination notice, and a personnel action is created in the subsequent year whereby the Board then acts on the termination.	Board of Governors

IV. SELPS PROMOTION AND TENURE PROCESSES

A. Promotion and/or Tenure Dossier

1. Please refer to the Provost's website for procedures at time of application. Pre-promotion and/or pre-tenure faculty members initiate this process by submitting a dossier to the Academic Unit Leader who forwards these materials to the chair of the SPC by a date specified by that committee.
2. This dossier must be submitted by the due date to the Academic Unit Leader and cannot be changed once it is submitted, except for additions to the curriculum vita with the approval of the relevant faculty committee prior to the committee's completion of recommendation, with supporting documentation if requested from the faculty committee.
3. The candidate's/faculty member's dossier includes a collection of materials in digital form potentially comprising:
 - a. A profile consisting of candidate's current curriculum vitae and a personal summary statement between 2-5 pages describing the faculty member's research agenda and teaching and service philosophies
 - b. Annual teaching, research/scholarship, and service narratives that include accomplishments, goals, plans, and how feedback from previous years was addressed
 - c. A table summarizing all course evaluation averages by semester and/or peer observations
 - d. Matrices for teaching, scholarship/research, and service, which includes the location of relevant evidence
 - e. Evidence/documentation related to teaching, scholarship/research, and service.
 - f. Summary tables with all past annual and cumulative evaluation ratings of the faculty member by the Personnel/Promotion and Tenure Committee, Academic Unit Leader and Dean (see example of one year below)

Table 3. Example of Evaluation Results

Year	Reviewer	Date	Overall Assessment	Teaching	Research	Service
2024	SELPS Personnel Committee	2/27/2004	Satisfactory	Satisfactory	Satisfactory	Questionable
	Academic Unit Leader	3/1/2024	Satisfactory	Satisfactory	Satisfactory	Questionable
	Dean	3/5/2024	Satisfactory	Satisfactory	Satisfactory	Satisfactory

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- g. Faculty members being considered for tenure should include all reappointment letters; faculty members being considered for promotion should include all letters of evaluation since their last promotion.
- h. External review letters (Additional guidelines for external reviewers can be found on the Provost's website.)
- i. Academic Unit guidelines to be used for evaluation should be provided to the faculty member at the time of hire for tenure and initial promotion; faculty member may opt to utilize newer RPT guidelines if available.
- j. In exceptional circumstances, the above documents may be supplemented by other sources of evaluative information offered by the faculty member or requested by the CR or PT Committee.

B. Promotion and Tenure Evaluations

1. After submission of the dossier, the Mentor will provide a written evaluation as explained above after reviewing the candidate's materials. The PT will use these evaluations to write an evaluative letter. The Academic Unit Leader shall not be a participant in the voting or deliberations of the departmental committees.
2. The written recommendations for promotion or tenure from the PT Committee will include the following data and information:
 - a. Reference to the documents and other data used as the basis for the PT recommendation;
 - b. An evaluation of the effectiveness of the faculty member on each of the evaluative criterion areas (i.e., teaching, research, and service), and an evaluation summary;
 - c. Specific feedback and recommendations for growth and development within the next review year and/or within the time period before a final tenure or promotion review;
 - d. Signatures of faculty eligible to vote who support the recommendation (see #3 below).
3. The PT Committee will work to include the variety of perceptions of the individuals on the committee and their substantiation based on the evidence provided and criteria used. Though the goal of the PT Committee is to include the diversity of perspectives, a minority may file a report, signed by each member of the minority, which will be forwarded with the majority recommendation.

4. The schedule of evaluations, disposition of written PT recommendations, and the procedures for appeal of PT recommendations follow the procedures approved for the College of Education and the University at large.

C. Disposition of PT Evaluations

The Promotion and Tenure Evaluation will be copied and distributed electronically and/or written as follows:

1. Original to Academic Unit Leader for the administrative file (Promotion and Tenure Committee Responsibility)
2. Copy to the Dean's Office (Distributed by the Academic Unit Leader)
3. Copy to the Faculty Member being evaluated (Distributed by the Academic Unit Leader)

(As per the *Faculty Handbook*) The Promotion and Tenure Committee will make the initial recommendation and forward the recommendation for a one-year reappointment, or for non-reappointment, with the dossier of materials to the Academic Unit Leader, who will then add his/her/their recommendation and forward both recommendations and the dossier to the Dean. The Dean will make his/her/their recommendation for annual appointment and notify the Provost of all reappointments and non-reappointments. The Provost may elect to review any annual appointment recommendation.

Copies of all three recommendations shall be provided to the candidate. For the purpose of acknowledging that they have been received, the candidate must undersign the recommendations from the committee, the Academic Unit Leader, and the Dean before they are forwarded. Signing the recommendation does not imply that the candidate endorses all that is stated therein. The candidate may append a response before the recommendation is forwarded (this response will remain attached throughout the recommendation process).

D. Appeals of Promotion and Tenure Committee Recommendations

Appeals based on denial or granting of promotion, tenure, or reappointment shall be filed with the Provost or designee no later than 35 business days after notification of the decision and shall proceed to the Provost's Personnel Committee (PPC). No finding of a *prima facie* case by the Provost is required. A PPC appeal may be filed to challenge the denial of reappointment, tenure, or promotion substantially affected by:

- Failure to use for evaluation of tenure and promotion the appropriate criteria in effect for that faculty member (see Sections 3.3.1 and 3.3.2), or

- Failure to consider the substantive merits of applicant's performance, and fulfillment of appropriate University expectations, or
- Failure to follow Faculty Handbook procedures, or
- Failure to provide timely notice for non-reappointment of probationary faculty as defined in Section 4.6.3 of the Faculty Handbook, or
- Arbitrary and capricious failure to evaluate the faculty member in a fair manner and by comparable standards used to evaluate other faculty members being considered for reappointment, tenure or the same rank promotion, or
- Retaliation for exercising academic freedom of speech or political speech/affiliation.

E. Responsibility

The Academic Unit Leader has the ultimate responsibility for ensuring that the Reappointment, Promotion, and Tenure evaluations are conducted in accordance with approved University, College, and Academic Unit procedures.

F. Schedule for Notification of Appointment/Non-Reappointment

[*Faculty Handbook*] The schedule of annual appointments for probationary faculty is in accordance with the AAUP “Standards for Notice of Non-reappointment.”

- First-year faculty: continuation of appointment to a second year or notified of non-reappointment by March 1 of the first year.
- Second-year faculty: continuation of appointment to a third year or notified of non-reappointment by December 15 of the second year of service.
- Third-year faculty: continuation of appointment to a fourth year or notified of non-reappointment 12 months before expiration of the appointment.
- Fourth-year faculty: continuation of appointment to a fifth year or notified of non-reappointment 12 months before expiration of the appointment.
- Fifth-year faculty: continuation of appointment to a sixth year or notified of non-reappointment 12 months before expiration of the appointment.
- Sixth-year faculty: tenured or notified of non-reappointment 12 months before expiration of appointment.

G. Exceptional Record of Accomplishment

As per the Faculty Handbook, individuals with exceptional records of accomplishments may apply for early tenure in their fourth or fifth year (as adjusted for credit granted toward tenure upon hire). Refer to section 4.8.5, item 3 of the Faculty Handbook. The earliest any Assistant Professor may apply for tenure is during the third year of probationary status, regardless of the number of years granted

toward tenure at the time of hiring. As per the Faculty Handbook, candidates who apply early for tenure may reapply up to and including the final year they are eligible to apply.

V. DEFINING QUALITY SCHOLARSHIP

A. Scholarship

Scholarship is defined as research, inquiry, and investigation in the fields appropriate to each program within SELPS and /or public engaged scholarship. The Promotion and Tenure Committee evaluates candidates' quality and quantity of research in Table 4.

B. Quality Scholarship

Researchers in the social sciences, in general, and education fields, specifically, employ qualitative, quantitative, and/or mixed methodologies that help advance and mature a field in relation to other domains and lend credibility for advocacy, prediction and planning, and sound policy making.

The Faculty in the School of Special Education, Leadership, and Professional Studies recognizes the value of engaged public research and its central role within Missouri State University's mission. According to the *Faculty Handbook*, public engaged research is subject to critical, academic peer-review and encompasses different forms of constructing knowledge about, for, and with diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields outcomes of public and intellectual value that enriches knowledge, addresses, and helps, solve critical societal issues, and contributes to the public good.

C. Quality Scholarship Examples

In keeping with the mission of the department school, the Candidate Review and Promotion and Tenure Committees evaluate the quality of scholarly research activities as found in Table 4.

Table 4. Quality Scholarship Examples

Scholarship Category	Examples of Scholarship
Category A: This category represents the highest category and includes rigorous scholarship representative of a research university.	<ol style="list-style-type: none"> Scholarly/research articles published in international/national peer-reviewed journals, print-based or electronic media Author/editor of peer-reviewed scholarly book(s) and/or book chapter(s) with publishers that adhere to peer-review and are not self-published

	<ol style="list-style-type: none"> 3. External grant(s) that have been funded and report(s) or product(s) emanating from such funded project(s) that are equal to, or greater than, \$25,000
<p>Category B: This category represents the next to highest category and includes examples of work conducive to quality research and scholarship, yet not rising to the same level as category A examples.</p>	<ol style="list-style-type: none"> 1. Scholarly/research articles published in regional-reviewed journals, print-based or electronic media 2. Scholarly peer-reviewed conference presentations (or) conference proceedings at international, nation, and/or regional conferences (or) invited presentations at international, national, and/or regional conferences 3. Articles published in major national, discipline-based, print-based or electronic media, that are not peer-reviewed 4. External grant application(s) equal to, or greater than, \$25,000 that have not been funded, but show significant scholarly work 5. External grant(s) less than \$25,000 that have been funded and report(s) or product(s) emanating from such funded projects 6. Book(s) and/or book chapter(s) that did not employ peer-review and was not self-published 7. International, national, and/or regional awards for research/scholarship 8. Student research project(s) mentored by faculty members resulting in national, regional, or state peer-reviewed publications 9. Primary author, editor, project manager, or production specialist of published major educational curriculum material including electronic media 10. Authoring university accreditation or other university self-studies that require substantial faculty effort
<p>Category C: This category, while still conducive to quality scholarship and research work, represents examples not rising to the same level as category A & B scholarship.</p>	<ol style="list-style-type: none"> 1. Scholarly/research articles published in state peer-reviewed journals, print-based or electronic media 2. Local/University grants or project(s) that have been funded 3. State and local peer-reviewed and/or invited conference presentations and/or conference proceedings 4. Submissions for publication under peer-review and/or revision after peer-review that have not been accepted for publication and not been counted in previous years 5. Scholarly, creative work(s), publications, and/or electronic presentation(s) other than electronic media 6. Non-refereed publication(s) and electronic media 7. Manuscripts under preparation and not yet submitted (may not be counted under other categories)

	8. State and local honors or awards for research 9. Approved Institutional Review Board (IRB) applications for research not counted as other product(s) and/or material 10. Authored custom texts, reading packages, and/or curriculum materials for courses 11. Book reviews, essays, and/or abstracts published in refereed journals 12. Student/faculty collaborated research project(s) outside course assignments 13. Non-primary grant or research consultant aiding with international, national, regional, or state grants
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VI. DEFINING QUALITY TEACHING

A. Teaching

Teaching is defined as course instruction that is conducted under the auspices of MSU Missouri State University, the College of Education, and the School of Special Education, Leadership, and Professional Studies. It includes on-campus, off-campus teaching, and asynchronous, synchronous, or blended online instructional modalities; research advisement in which instruction is the primary objective (directing Seminar projects, membership on SELPS student committees); dissertation committees; preparation of course materials; development of new courses and online courses; procurement and preparation of class and laboratory equipment and supplies; program coordination, advisement, paper or project grading and supervision of practice, fieldwork, and internship experiences.

B. Quality Teaching

Quality Teaching is characterized by student achievement of course of field placement objectives, mentoring students in research, attention to holistic student development, scholarship of teaching and learning, attentive advising, curricular and co-curricular materials, and fostering high impact student engagement and learning experiences.

C. Quality Teaching Examples

While faculty should adhere to the Missouri State University *Faculty Handbook* standards for quality teaching, the School of Special Education, Leadership, and

Professional Studies identifies the following criteria as examples of quality teaching and/or ways to demonstrate quality teaching (*see table 5*).

D. Minimum Levels of Performance

The faculty member should be able to show distinct and consistent progress each year toward meeting the standards outlined for quality teaching in the *Faculty Handbook*; and adhere to the following criteria/guidelines.

Table 5. Examples of Quality Teaching

Quality Teaching Category	Examples, Artifacts, and/or Ways to Demonstrate Effectiveness
<p>Category A:</p> <p>Quality Classroom Instruction</p>	<ol style="list-style-type: none"> 1. Assessment of teaching (e.g., peer-review of teaching, specialized assessments, group instructional feedback such as gathering student perspectives by outside reviewer, etc.) including positive outcomes or improvements resulting from those assessments 2. Student evaluations (both quantitative and qualitative data) based on university course evaluations with analysis of student feedback including positive outcomes or improvements resulting from those assessments
<p>Category B:</p> <p>Course Preparation/Development</p>	<ol style="list-style-type: none"> 1. Significant curricular development and activities for courses to include online and/or blended courses that includes: (a) innovative instructional methods in class and as significant revisions of coursework; (b) development of instructional technology utilization; and (c) experiential learning in teaching, as applicable to the discipline 2. Alignment of courses with standards/competencies identified by the discipline 3. Applying theory to practice inherent to a specific discipline 4. Utilizing university and/or teaching-generated evaluation data in planning and implementing instruction to include evidence of ways in which courses are modified to take into account student and/or peer evaluations and the most recent innovative practices within the field 5. Providing opportunities for out-of-class application, experiential learning, field work,

	<p>and/or service learning that includes aspects of inclusive engagement</p> <ol style="list-style-type: none"> 6. Fostering high impact student engagement and learning experiences, such as study abroad, service-learning, and/or cultural competence experiences with diverse populations, and ethical leadership 7. Demonstration of students' successful completion of course objectives 8. Documented leadership of substantial revisions to or innovations of curricular and/or co-curricular activities 9. Effective use of instructional technology in course design and/or in the classroom such as Learning Management Systems, etc. 10. Effective use of resources, coursework, and instructional strategies in the classroom that are explicitly related to quality inclusive engagement practices and cultural competencies.
<p>Category C:</p> <p>Advisement, Mentoring, Cooperating Work, Outreach, and/or Committee Work</p>	<ol style="list-style-type: none"> 1. Academic and career advising 2. Evidence of mentoring students 3. Cooperating scholarship with students, including publications and/or presentations (cannot be included in both research/scholarship and teaching sections) 4. Direction of dissertation or thesis or special projects 5. Member of doctoral committee, dissertation, or thesis committee 6. Peer-reviewed publications and/or presentations in scholarship of teaching and learning (cannot be included in both research/scholarship and teaching sections) 7. Multiple mentored students research projects, especially beyond normal course load 8. Birth to grade-12 involvement in schools and/or agencies relevant to best teaching practices and quality teaching; working directly with school systems in capacities that improve teaching and learning
<p>Category D:</p> <p>Recruitment & Retention</p>	<ol style="list-style-type: none"> 1. Demonstrated and ongoing efforts to increase recruitment, accessibility, retention, and graduation beyond course assignments

	<ol style="list-style-type: none"> 2. Involvement in ongoing College of Education and School related efforts to recruit and retain students 3. Outreach in local school systems demonstrated efforts to recruit future student teachers
<p>Category E:</p> <p>Program development and/or Coordination of Academic Programs</p>	<ol style="list-style-type: none"> 1. Program Coordination and associated activities 2. Chairing substantial new program and/or course development activity for faculty member's discipline or closely related disciplines in which they teach 3. Developing new programs, certificates, and/or courses to meet student needs and/or enhance student experiences
<p>Category F:</p> <p>Professional Development to Improve Teaching and/or Presentations on Quality Teaching</p>	<ol style="list-style-type: none"> 1. Completion of specialized training for teaching (e.g. National Board Certification) 2. Completion of Training to Improve online/blended instruction with Learning Management Systems and other technology-based systems 3. Presentations related to teaching, e.g. guest lectures, campus presentations, community presentations, K-12 presentations etc.
<p>Category G:</p> <p>Awards, Recognitions, & Honors for Teaching/Instruction</p>	<ol style="list-style-type: none"> 1. Awards and/or recognition of extraordinary individual student or student organization and/or advisement 2. Awards and/or recognition of quality teaching from the College and/or University 3. Awards and/or recognition of quality teaching from the community and/or professional organizations
<p>Category H:</p> <p>Accreditation, Assessment, and Certification Activities</p>	<ol style="list-style-type: none"> 1. Being the primary author on accreditation report(s) or a self-study that pertains to quality teaching and/or support for teaching 2. Work on accreditation, assessment, and certification teams (not counted under service)

VII. DEFINING QUALITY SERVICE

A. Service

Service includes university (program, academic unit/department/school, college, university-wide) and non-university related professional service such as consulting and advocating with community agency, state offices, participation in professional association leadership, or being an editorial reviewer or editor. This category also includes unpaid service to the community. University service includes program, academic unit/department/school, college, and university committee work; duties of departmental administrative appointments; and membership on special committees and bodies such as the Graduate Council, the Faculty Senate, or the Institutional Review Board, etc. University service also includes advisement of student organizations.

B. Quality Service Participation Examples

As per the *Faculty Handbook*, University Citizenship is of paramount importance. Any faculty member, to succeed in the area of service at Missouri State University, must succeed in University Citizenship. Demonstrated and sustained success in Professional Service and/or Public Service and Consultation is required for tenure and promotion. Demonstrated and sustained success is defined as participating in the service process (e.g. attending committees, councils, advisory boards, etc.), evidencing contributions, (e.g. specifying what was value-added to their participating as opposed to anyone's participation), and having tangible outcomes (e.g., products, incremental progress, solutions emerging from the committee service work) that show service is not just listed, but was successful and continued the work of the program, department/school, college, and university organizations. See the Table 6 below for quality service examples:

Table 6. Examples of Service

Service Area	Example of Service Activities
Category A – University Citizenship: Serving Missouri State University and contributing fairly to the task of shared governance and serving on various service activities, by volunteering, or by being appointed to serve. This category includes all levels of university service.	<ol style="list-style-type: none">1. University-level; those committees and service opportunities found at a level than the college-level (e.g., Faculty Senate and its committees, Graduate Council, administrative or staff searches, etc.)2. College-Level; those committees and service opportunities found at a level above school- or department-level but below university-level (e.g., Dean's Faculty Advisory Council, COE (College of Education) Budget Committee, administrator, or staff searches, etc.)

	<p>3. Academic Unit Level; those committees and service opportunities found at a level above program-level but below college-level (e.g., department or school policy committees, Missouri State University Library representative, administrator, staff, and faculty search committees, etc.)</p> <p>4. Program-Level; those committees and service opportunities focused on programmatic functions and curriculum functions (e.g., curriculum revision committees, program advisory boards, accreditation committee; academic advisor at undergraduate or graduate level, program coordination, etc.)</p> <p>5. Additional Service Activities; those service activities that may not be represented above (e.g., task force chair or committee member; providing professional development activities; coordinating and/or participating in campus discussions, and expanding opportunities that further shape the learning environment, etc.); University citizenship and/or service may also include furthering Missouri State University's Public Affairs Mission and, more specifically, involvement in special events such as Homecoming, recruitment and retention efforts, especially activities that support retention of marginalized students and faculty, and other areas of advancement of justice, equity, diversity, and inclusion.</p> <p>6. Honors and/or Awards for University Service; this includes any recognition and/or honors for service to Missouri State University at any level listed above</p>
<p>Category B – Professional Service:</p> <p>Serving the broader academic and scholarly community by contributing to professional organizations within the faculty member's field</p>	<p>2. Chairing or serving as a board member or officer of a professional organization at the international, national, state, and/or local levels</p> <p>3. Chairing or serving as a member or officer of a committee as part of a professional organization at the international, national, state, and/or local levels.</p> <p>4. Serving as an editor or member of an editorial board of a professional journal at the international, national, and/or state levels.</p>

	<ol style="list-style-type: none"> 5. Serving as a reviewer or guest reviewer for a professional journal at the international, national, and/or state levels. 6. Sponsoring an active student organization 7. Providing mentoring or advising to individuals who are not current students 8. Providing opportunities for student experiences outside the expectations of teaching 9. Honors and/or Awards for Professional Service; this includes any recognition and/or honors for service for service work related to above professional service criteria
<p>Category C – Public Service and Consultation:</p> <p>Serving community, state, national, or international public constituents and/or stakeholders with expertise or advocacy consistent with the goals of Missouri State University's Public Affairs Mission</p>	<ol style="list-style-type: none"> 1. Writing op-eds or other articles in newspapers or other print media or on television, radio, etc., for the purpose of educating and informing broader audiences 2. Providing presentations to support individuals and groups of individuals in local communities, states, the nation, and/or other countries 3. Volunteering for local, community, state, national, and/or international organizations 4. Advocating with vulnerable populations, consistent with the professional discipline or the Missouri State University's Public Affairs Mission 5. Providing professional expertise to business, industry, schools, community organizations, and colleagues in other university programs through collaborative projects, presentations, or specific consultations 6. Providing consultation services to external constituents within the faculty member's professional expertise 7. Other service activities as deemed valuable by appropriate faculty; if not universally known within the department, school, and/or program, or not sufficiently documented in the vita, further evidence/documentation should be provided and is not limited to but might include: <ol style="list-style-type: none"> a. Professional association, non-profit, or public documents showing leadership or contribution in service 8. Providing professional expertise to business, industry, schools, community organizations, and colleagues in other university programs through

	<p>collaborative projects, presentations, or specific consultations</p> <p>9. Providing consultation services to external constituents within the faculty member's professional expertise</p> <p>10. Other service activities as deemed valuable by appropriate faculty; if not universally known within the department, school, and/or program, or not sufficiently documented in the vita, further evidence/documentation should be provided and is not limited to but might include:</p> <ul style="list-style-type: none"> a. Professional association, non-profit, or public documents showing leadership or contribution in service b. University documents showing tangible outcomes of service if demonstrating leadership or contribution in service <p>11. Honors and/or Awards for Public Service; this includes any recognition and/or honors for service for service work related to above public service criteria</p>
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VIII. **GUIDELINES FOR PROMOTION AND TENURE: TENURE-TRACK FACULTY**

A. **Scholarship**

Minimum Levels of Performance for Consideration for Tenure and Promotion regarding research/scholarship

1. **For Tenure** (since coming to Missouri State University)
 - a. Must have a minimum of **SIX** products from Categories A-C; with
 - b. **THREE** from Category A; with
 - c. At least **ONE** being first (or) sole author
2. **For Promotion from Assistant Professor to Associate Professor** (since coming to Missouri State University)
 - a. Must have a minimum of **SEVEN** products from Categories A-C; with
 - b. At least **FOUR** from Category A; with
 - c. At least **ONE** being sole author (or) first author
3. **For Promotion from Associate Professor to Professor** (since promotion to Associate Professor)

- a. Must have a minimum of **TEN** products from Categories A-C; with
 - b. At least **FIVE** from Category A; with
 - c. At least **TWO** being sole author (or) first author
 - d. Most published work should be within the candidate's articulated research agenda
- 4. For Promotion to Distinguished Professor** (since promotion to Professor)
- a. Must have a minimum of **FIFTEEN** products from Categories A-C; with
 - b. At least **TEN** from Category A; with
 - c. At least **FIVE** being sole author (or) first author
 - d. The majority of published work should be within the candidate's articulated research agenda
 - e. Evidence of leadership roles in national/international organizations relative to the area candidates' expertise or pursuant to their accomplishment

B. Teaching

Minimum Levels of Performance for Consideration for Tenure and Promotion in regard to quality teaching. The faculty member should be able to show distinct and consistent progress each year toward meeting the standards outlined for teaching in the *Faculty Handbook*; **AND**

- 1. For Tenure** (since coming to Missouri State University)
 - a. Providing evidence of teaching, which includes examples of competence and individual student growth in courses, as well as documentation of high-quality teaching practices (see table of qualified teaching) to include:
 - i. At least **TWO** artifacts/examples from Category A each year;
 - ii. Artifacts/Examples from both Category B and Category C demonstrating efforts of quality teaching
- 2. For Promotion from Assistant Professor to Associate Professor** (since coming to Missouri State University)
 - a. Providing evidence of teaching, which includes examples of competence and individual student growth in courses, as well as documentation of high-quality teaching practices (see table of qualified teaching) to include:
 - i. At least **TWO** artifacts/examples from Category A each year;
 - ii. At least **TWO** artifacts/examples from Category B each year;

- iii. Artifacts/Examples from Category C through Category H demonstrating efforts of quality teaching

3. For Promotion From Associate Professor to (Full) Professor (since promotion to Associate Professor)

- a. Providing evidence of teaching, which includes examples of competence and individual student growth in courses, as well as documentation of high-quality teaching practices (see table of qualified teaching) to include:
 - i. At least TWO artifacts/examples from Category A each year;
 - ii. At least FOUR artifacts/examples from Category B each year;
 - iii. Artifacts/Examples from Category C through Category H demonstrating efforts of quality teaching

4. For Promotion to Distinguished Professor (since promotion to Professor)

- a. Providing evidence of teaching, which includes examples of competence and individual student growth in courses, as well as documentation of high-quality teaching practices (see table of qualified teaching) to include:
 - i. At least TWO artifacts/examples from Category A each year;
 - ii. At least FOUR artifacts/examples from Category B each year;
 - iii. Artifacts/Examples from Category C through Category H demonstrating efforts of quality teaching

C. Service

Minimum Levels of Performance for Consideration for Tenure and Promotion in regard to service

1. For Tenure (since coming to Missouri State University)

- a. **Demonstrated success in Category A – University Citizenship** as evident by contributing fairly to the task of shared governance, serving on typically two committees per year, at least two different levels (program, department/school, college, or university), during the years while working on tenure; in addition
- b. Engaged in at least one additional category areas under service

2. For Promotion from Assistant Professor to Associate Professor (since coming to Missouri State University)

- a. **Demonstrated success in Category A – University Citizenship**
as evident by contributing fairly to the task of shared governance, serving on typically two committees per year, at least three different levels (program, department/school, college, or university) while working on promotion
 - b. Engaged in at least one additional category area (**Category B or Category C**) under service, e.g. (see table)
- 3. For Promotion to (Full) Professor and/or Distinguished Professor**
(since promotion to Associate Professor)
- a. **Demonstrated success in Category A – University Citizenship**
as evident by contributing fairly to the task of shared governance, serving on typically two committees per year, at least four different levels (program, department/school, college, or university) while working on promotion
 - b. **Engaged and sustained efforts** in each additional category area (**Category B and Category C**) under service, e.g. (See table)
 - c. Recognition as a leader with both a sustained broad cumulative record in service to the university e.g. Serving as a chair and/or other leadership positions

IX. GUIDELINES FOR CLINICAL FACULTY APPOINTMENT, RENEWAL OF CONTRACT (REAPPOINTMENT) AND PROMOTION

A. Teaching

Minimum Levels of Performance for Consideration for Promotion in regard to quality teaching. The faculty member should be able to show distinct and consistent progress each year toward meeting the standards outlined for teaching in the *Faculty Handbook*; **AND**

- 1. For Promotion from Clinical Instructor to Clinical Assistant Professor** (since arriving at Missouri State University)
 - a. Meeting all Faculty Handbook requirements for teaching at Missouri State University
 - b. Providing evidence of teaching, which includes examples of competence and individual student growth in courses, as well as documentation of high-quality teaching practices (see table of qualified teaching; Table 5) to include:
 - i. At least **TWO** artifacts/examples from Category A each year;
 - ii. At least **TWO** artifacts/examples from Category B each year

- iii. Artifacts/Examples from Category C through Category H demonstrating efforts of quality teaching

2. For Promotion from Clinical Assistant Professor to Clinical

Associate Professor (since promotion to Clinical Assistant Professor)

- a. Meeting all Faculty Handbook requirements for teaching at Missouri State University
- b. Providing evidence of teaching, which includes examples of competence and individual student growth in courses, as well as documentation of high-quality practices (see table of qualified teaching; Table 5) to include:
 - i. At least **TWO** artifacts/examples from Category A each year;
 - ii. At least **THREE** artifacts/examples from Category B each year;
 - iii. Artifacts/Examples from Category C through Category H demonstrating efforts of quality teaching

3. For Promotion from Clinical Associate Professor to Clinical (Full) Professor (since promotion to Clinical Associate Professor)

- a. Meeting all Faculty Handbook requirements for teaching at Missouri State University
- b. Providing evidence of teaching, which includes examples of competence and individual student growth in courses, as well as documentation of high-quality practices (see table of qualified teaching; Table 5) to include:
 - i. At least **TWO** artifacts/examples from Category A each year;
 - ii. At least **FOUR** artifacts/examples from Category B each year;
 - iii. Artifacts/Examples from Category C through Category H demonstrating efforts of quality teaching

B. Service

Minimum Levels of Performance for Consideration for Promotion in regard to service. The faculty member should be able to show distinct and consistent progress each year toward meeting the standards outlined for service in the *Faculty Handbook*; **AND**

1. For Promotion from Clinical Instructor to Clinical Assistant Professor (since arriving at Missouri State University)

- a. Providing evidence of service (see table of service examples; Table 6) to include:

- i. Demonstrated success in **Category A – University Citizenship** as evident by contributing fairly to the task of shared governance
- ii. Serving on typically **TWO** committees per year; served on committees at TWO different levels (program, academic unit/school, college, or university; in addition
- iii. Engaged in at least one additional category area under service

2. For Promotion from Clinical Assistant Professor to Clinical Associate Professor

- a. Providing evidence of service (see table of service examples; Table 6) to include:
 - i. Demonstrated success in **Category A – University Citizenship** as evident by contributing fairly to the task of shared governance
 - ii. Serving on typically TWO committees per year at THREE different levels (program, academic unit/school, college, or university; in addition
 - iii. Engaged in at least one additional category area (**Category B or Category C**) under service

3. For Promotion from Clinical Associate Professor to Clinical (Full) Professor

- a. Providing evidence of service (see table of service examples; Table 6) to include:
 - i. Demonstrated success in **Category A – University Citizenship** as evident by contributing fairly to the task of shared governance
 - ii. Serving on typically TWO committees per year at FOUR different levels (program, academic unit/school, college, or university; in addition
 - iii. Engaged and sustained efforts in each additional category area (**Category B or Category C**) under service
 - iv. Recognition as a leader with both a sustained broad cumulative record in service to the university, e.g. serving as chair and/or other leadership positions

C. Scholarship/Special Projects (OPTIONAL)

Clinical faculty may choose to be evaluated on scholarship or special projects for promotion, although it is not a requirement of the position.

Minimum Levels of Performance for Consideration for Promotion **in regard to quality of scholarship**. The faculty member should be able to show distinct and

consistent progress each year toward meeting the standards outlined for scholarship in the *Faculty Handbook*; **AND**

1. For Promotion from Clinical Instructor to Clinical Assistant Professor (since arriving at Missouri State University)

- a. Providing evidence of scholarship (see table of quality scholarship examples; Table 4) to include:
 - i. Must have a minimum of **TWO** products from **Categories A-C**

2. For Promotion from Clinical Assistant Professor to Clinical Associate Professor (since promotion to Clinical Assistant Professor)

- a. Providing evidence of scholarship (see table of quality scholarship examples; Table 4) to include:
 - i. Must have a minimum of **THREE** products from Categories A-C; with
 - ii. At least **TWO** from Category A

3. For Promotion from Clinical Associate Professor to Clinical (Full) Professor (since promotion to Clinical Associate Professor)

- a. Providing evidence of scholarship (see table of quality scholarship examples; Table 4) to include:
 - i. Must have a minimum of **FOUR** products from Categories A-C; with
 - ii. At least **THREE** from Category A; with
 - iii. At least **ONE** being first (or) sole author

Minimum Levels of Performance for Consideration for Promotion **in regard to quality of special projects**. The faculty member should be able to show distinct and consistent progress each year toward meeting the standards outlined for Professional Productivity/Research in the *Faculty Handbook*; **AND**

1. For Promotion from Clinical Instructor to Clinical Assistant Professor (since arriving at Missouri State University)

Actively participating in a special project as designated by university initiatives or COE initiatives. Projects may be ongoing and may continue over a span of time.

2. For Promotion from Clinical Assistant Professor to Clinical Associate Professor (since promotion to Clinical Assistant Professor)

Actively participating in an additional special project as designated by university initiatives or COE initiatives. Projects may be ongoing and may continue over a span of time.

3. For Promotion from Clinical Associate Professor to Clinical (Full) Professor (since promotion to Clinical Associate Professor)

Actively participating in an additional special project as designated by university initiatives or COE initiatives. Projects may be ongoing and may continue over a span of time.

X. GUIDELINES FOR RENEWAL OF CONTRACT (REAPPOINTMENT) AND PROMOTION FROM INSTRUCTOR TO SENIOR INSTRUCTOR

A. Teaching

Minimum Levels of Performance for Consideration for Promotion in regard to quality teaching. The faculty member should be able to show distinct and consistent progress each year toward meeting the standards outlined for teaching in the *Faculty Handbook*; **AND**

1. For Promotion from Instructor to Senior Instructor (since arriving at Missouri State University)

- a. Meeting all Faculty Handbook requirements for teaching at Missouri State University
- b. Providing evidence of teaching, which includes examples of competence and individual student growth in courses, as well as documentation of high-quality teaching practices (see table of qualified teaching; Table 5) to include:
 - iv. At least **THREE** artifacts/examples from Category A each year;
 - v. At least **THREE** artifacts/examples from Category B each year
 - vi. Artifacts/Examples from Category C through Category H demonstrating efforts of quality teaching

B. Service

Minimum Levels of Performance for Consideration for Promotion in regard to service. The faculty member should be able to show distinct and consistent progress each year toward meeting the standards outlined for service in the *Faculty Handbook*; **AND**

1. For Promotion from Instructor to Senior Instructor (since arriving at Missouri State University)

- a. Providing evidence of service (see table of service examples; Table 6) to include:
 - i. Demonstrated success in **Category A – University Citizenship** as evident by contributing fairly to the task of shared governance

- ii. Serving on typically **TWO** committees per year; served on committees at TWO different levels (program, academic unit/school, college, or university; in addition
- iii. Engaged in at least one additional category area (**Category B or Category C**) under service

XI. SUMMARY OF PROMOTION AND TENURE QUALIFICATION

This document reflects the MINIMUM requirements for a faculty member to be eligible for consideration for tenure and/or promotion. As such, it does not provide a guarantee that a faculty member will be granted tenure and/or promotion as that decision is based on an overall evaluation of the time period being considered and the presentation of sufficient evidence.

The expectations outlined in this document need to be considered in light of individual workload assignments negotiated between the faculty member and the Academic Unit Leader which may require modified expectations for reappointment, tenure, and promotion. Furthermore, in some cases activities may be counted in multiple areas, such as when a faculty member engages in the scholarship of teaching. Please refer to section 4.8.7 (Faculty and Department Head Procedural Agreement) of the Faculty Handbook related to negotiated faculty workload.

XII. FACULTY WORKLOAD FOR TEACHING

These guidelines are used by the SELPS Academic Unit Leader to assign faculty time for teaching. The SELPS guidelines are supplemental to any COE policies, which are supplemental to the University Faculty Workload Policies, and neither replaces nor supersedes the COE or University Policies.

A. Faculty Roles and Corresponding Standard Workload

1. Instructors

- a. Instructors with neither research nor service requirements will be assigned 15 hours teaching each semester.
- b. Instructors with no research, but some service requirements may be assigned 12 hours teaching each semester, as deemed appropriate by the Academic Unit Leader and College Dean
- c. If instructors choose to engage in research or service activities beyond an equivalent of 3 hours assigned time, they may do so but with no

additional reassigned time beyond 3 hours, maintaining a teaching assignment of 12 hours

- d. The SELPS faculty contend that the level, type, and size of classes, as well as Teaching Load Equivalent (TLE) of various activities, justify additional consideration when determining workload for instructors

2. Tenure-Track Faculty

- a. All ranked faculty (tenured and untenured) will be assigned 9 hours teaching provided the faculty member documents an established research agenda. Three hours will be assigned for research. Service is an expectation that will not result in reassigned time except for special or extenuating circumstances, as detailed in this document.
- b. All ranked faculty with tenure who cannot document an established research agenda [or choose not to] will be assigned 12 hours teaching with service expectations and some documented scholarly activity.

3. Newly Hired Faculty

- a. Newly hired tenure track faculty will be assigned 6 hours equated teaching during their first two semesters, excluding summer provided the faculty member provides a research plan.
- b. Beginning the third semester of employment, the faculty member will be assigned 9 equated hours of teaching with the same opportunity for reassigned time and/or overload compensation as other ranked faculty, per this workload policy.

4. Probationary Faculty

- a. Probationary faculty (those who have not yet achieved tenure) are allowed to continue on a 9 equated hour teaching load per semester until they achieve tenure.
- b. After achieving tenure, they will need to provide documented outcomes (*Missouri State University Office of the Provost*) to continue a 9 equated hour teaching load.

5. Standard Workload – Missouri State University Policy

- a. 24 equated hours across an academic year (Fall and Spring) with the exception of instructors without a service component and research-active faculty. For research-activity, “standard workload” should approximate 18 equated hours across an academic year (Fall and Spring), subject to college-specific guidelines. The conceptual framework for this standard workload is a total workload of 30 equated hours with six equated hours being allocated for maintaining currency in one’s field, advising duties, and normal department, college, and University service activities. The reference to standard workload in this policy is only applicable to nine-month academic appointments.
- b. The Academic Unit approved activities of each faculty member will often vary, and in many cases the standard workloads for individual faculty members will also vary. Research-active faculty members are typically granted a three-hour reassignment per semester to promote scholarly endeavors at the University, resulting in an equated 18-hour instructional workload for an academic year.
- c. Research and other agreed upon activities are negotiated between the Academic Unit Leader and the faculty member, with the approval of the College Dean.

6. Overload – Missouri State University Policy

- a. Per the University faculty workload policy, a faculty member is experiencing an overload when their workload exceeds 25 equated hours per academic year.

B. Definition of Policies Regarding “Research Active” Status

This definition applies to the designation of reassigned time for research in regard to workload and teaching considerations. It is not related to criteria for Tenure/Promotion and does not meet the standards for either.

While recognizing disciplinary differences within the university, the expectation is that a faculty member is eligible to receive 3 hours of reassigned time for research based on that person demonstrating an ongoing research agenda in the annual review and successful publication of a KPI-recognized research product within a 3-year time period.

If a KPI-recognized research product is not published (or completed in the case of presentations) after a 2-year period, faculty will receive a warning that if no product is forthcoming for one more year, they will not receive reassigned time for research purposes. Tenure-track faculty designated as non-research active

would then be required to teach 12 hours per semester, nontenure-track faculty would be required to teach 15 hours per semester.

For the purpose of reassigned time for research, an ongoing research agenda would be demonstrated through annual evidence of research agenda and one KPI-recognized product within the previous 3-year period.

1. Annual Evidence of a Research Agenda

- a. Annual evidence of a research agenda will be presented at the time of annual review, via documentation provided in electronic format or other required documentation from the Academic Unit. Examples of annual evidence would include, but not limited to:
- b. Presenting research at 1 national/international disciplinary conference in a 12-month period
- c. Mentoring and co-presentation of a minimum of 2 student research-based peer-reviewed presentations at national/international conference(s) within a 12-month period
- d. Documentation of publications in-progress or submitted for review within a 12-month period, including:
 - i. Letters indicating journal articles have been submitted and are currently under review,
 - ii. Drafts of books/book chapters with new content developed during the 12-month period under review
 - iii. Notices of accepted/conducted research presentation(s) at national/international conference(s) within the 12-month period under review
 - iv. Documentation of submitted grant application as principal investigator or co-principal investigator of a competitive research grant or competitive grant that leads to research of \$30,000 or more.
 - v. Publication of one KPI-recognized product within the 12-month period under review.

2. KPI-Recognized Research Product

In addition to annual documentation of an active research agenda, [research active] faculty members must provide documentation of a completed KPI-recognized research project/product within a 3-year period. Examples of documentation of a completed KPI-recognized research project/product would include, but not be limited to:

- a. Publication of 1 peer-reviewed journal article involving dissemination of research conducted by the faculty member
- b. Publication of 1 peer-reviewed book
- c. Publication of 1 peer-reviewed chapter
- d. Principal investigator or co-principal investigator of a ~~national/international~~ competitive research grant or competitive grant that leads to research of \$30,000 or more, approved for funding
- e. Juried exhibits, presentations, and/or performances

3. Approval/Denial of Research-Active Status

Faculty research active status will be reviewed annually, using documentation from a 2-year period. Faculty members will retain “research-active status” and appropriate 3-hour reassigned time from teaching if:

- a. Annual evidence of research active status is provided, and
- b. One KPI-recognized product is published/completed within a 2-year period.

If a faculty member does not provide annual evidence of active research (as described above), the faculty member will not receive 3-hour reassigned time for research. Further, if a faculty member does not publish a KPI-recognized product (or completed in a case of some projects) after a 2-year time period, he or she will receive a warning that if no product is forthcoming for one more year, he or she will not receive assigned time and will teach 12 hours per semester (if tenure-track faculty) or 15 hours per semester (if non-tenure-track faculty).

C. Reassigned Time and Summer Compensation Activities

Faculty may be eligible to receive reassigned time during the academic year, and compensation during the summer, for various qualifying activities as deemed appropriate by the Academic Unit Leader and Dean. These include:

- 1. Grant writing and/or grant development
- 2. PI, Director, Evaluator, or some other approved role on a grant-funded project
- 3. Program Director
- 4. Accreditation work beyond that which is common, or ordinary, as a component of teaching, research, or service.
- 5. Supervision of student teachers

6. Advisement and student portfolio work in tandem that are not commonly, or ordinarily, assigned as a component of teaching
7. Faculty Fellow
8. Special projects coordinator as assigned by the Academic Unit Leader or College Dean
9. Special research initiatives specific to the Academic Unit, College, or University
10. Sabbaticals [Note: All faculty on sabbatical will be reviewed as 100% research with no teaching nor service requirements during the sabbatical leave time]
11. Working with graduate students on research projects, papers, reports, seminars, and/or theses

Summer session plays a significant role in providing opportunities for students. Faculty members who teach during the summer sessions will receive pay in addition to their regular salaries as determined by the Board of Governors. Compensation will be based on a rate of at least two and one-half percent of base salary per teaching load equivalent. For courses that do not meet the minimum enrollment guidelines, the administrator and faculty member may negotiate for a salary rate that is less than two and one-half percent of base salary per teaching load equivalent. Subject to a holdback of ten percent of the personnel services budget for the summer to cover unforeseen student demand for courses in specific areas, summer faculty appointments will be confirmed as soon as possible after the summer budget is final and allocation has been made by the colleges to the departments. While there is no specific date by which summer appointments will be confirmed, it will be at the earliest possible date. Faculty members (except those whose contracts already include summer sessions) are placed on the summer session payroll and will receive their summer salary at the end of June and/or at the end of July, depending on the session that is taught. If circumstances require that an appointment to teach during the summer is made after the last week in May, the entire compensation will be included in the July pay check.

D. Teaching Load Equivalency (TLE) Guide

The following is to be considered a guide for faculty members to use when negotiating with the Academic Unit Leader for reassigned time or summer compensation based on teaching-related activities. Such activities typically generate credit hours but not in a classroom setting. [Faculty can also advocate for reassigned time for items not included in the following guide but included in the comprehensive list of eligible activities.]

Program Directors. Faculty members who direct an academic program shall receive a workload adjustment or compensation for those activities. The amount

of adjustment/compensation will vary depending upon the work required for the oversight of each program. Factors to consider when determining appropriate compensation/adjustment are the level of program marketing, student recruitment, student advisement, internship coordination, clinic coordination, and adjunct faculty coordination required for effective program operation. Typically, program directors are to receive 3 hours of compensation or reassigned time each semester, fall and spring.:

Program Director = 3 hours of compensation or reassigned time (fall and spring)

Thesis Supervision. Per the university Faculty Workload Policy (2000) it is recommended that thesis advisors receive .75 equated hours for 3 credit hours of student thesis. This would correspond to four students, 3 credit hours each, resulting in a 3 equated hour workload adjustment.

Four Students Supervised for Three Hours of Thesis Each = 3 hours of reassigned time (fall/spring) [cannot be repeated for multiple semesters for same students without registering for additional credit hours]

Four Students Supervised for Three Hours of Thesis Each = 3 hours of compensation (summer) [cannot be repeated for multiple semesters for same students without registering for additional credit hours]

Dissertation Advisement. University of Missouri policy recommends one (1) hour of reassigned time for advisement of two (2) students working on their dissertations. This would correspond to .25 equated hours per dissertation credit hour (students register for 2 credits during each regular semester, 1 credit during summer).

Two (2) dissertation advisees = 1 hour of reassigned time (fall and spring)

Four (4) dissertation advisees = 1 hour of compensation (summer)

Student Research Committee Membership. Faculty who serve on student research committees (for theses, field studies, and dissertations) are eligible to accrue reassigned time for such activity. The responsibility of committee member is approximately one-fifth that of an advisor (If used here it cannot also be counted as service).

Independent Study. Faculty who supervise students on independent study projects approved by the Department Head are eligible to receive reassigned time for such activity.

Nine (9) independent study courses = 3 hours or reassigned time (fall or spring).

Three (3) independent study courses = 1 hour compensation (summer).

Banking of Hours. Faculty members who do not “earn” enough additional equated hours during one semester for reassignment from a 3-hour course can “bank” the hours earned and later negotiate for a load reduction.

Program-Specific Equivalencies:

Education Administration:

Off-Site Intern Supervision. Each EAD Masters/Specialist student registers for one credit hour of off-site internship. Faculty supervisors receive one equated hour of credit for supervising four interns. (.25 per student, per one hour of off-site internship).

Four (4) off-site interns = 1 hour of reassigned time (fall and spring)

On-Site Intern Supervision. Each EAD Masters/Specialist student registers for two credit hours of on-site internship. Faculty supervisors receive one equated hour of credit for supervising 2 interns. (.50 per student, per hour of on-site internship).

Two (2) on-site interns = 1 hour of reassigned time (fall and spring)

Field Study Research. Each EAD specialist student completes three hours of research while doing their field study research. Per the university Faculty Workload Policy (2000) it is recommended that thesis advisors (similar to field study advisors) receive .75 equated hours for 3 credit hours of student thesis. This would correspond to four students, 3 credit hours each, resulting in a 3 equated hour workload adjustment.

Four (4) Field Study Students = 3 hours of reassigned time (fall/spring) [cannot be repeated for multiple semesters for same students]

Four (4) Field Study Students = 3 hours of compensation (summer) [cannot be repeated for multiple semesters for same students]

Ten (10) student research committees = 1 hour of reassigned time (fall and spring)

Special Education Program:

BCBA Supervision. MSED: SPE-ASD or SEACT majors seeking BCBA credentials require intensive supervision for licensure. In some cases, the supervision is conducted during a designated clinical course. Nevertheless, other cases involve the need for supervision conducted outside contracted course credit hour assignments. The faculty member responsible for outside supervision of BCBA hours is encouraged to discuss these added responsibilities with the Academic Unit Leader and establish appropriate reassigned time each semester, based on number of students involved and hours that will be required.

Blind/Low Vision Supervision. Supervision of SPE 750 Practicum: Blindness/Low Vision requires onsite visits for supervision. Faculty supervisors receive one equated hour of credit for supervising four practicum students. (.25 per student).

Orientation & Mobility Supervision. Supervision of SPE 760 Internship in Orientation and Mobility requires intensive onsite supervision. Faculty members serving as Cooperating COMS for O&M supervision, separate from teaching the course, would receive one equated hour of credit per student involved (1.0 per student).

Special Education Alternative Certification Track (SEACT) Supervision. Supervision of SPE 789 requires onsite visits for supervision as well as course content instruction. Faculty supervisors receive one equated hour of credit for supervising four practicum students (.25 per student).

Student Affairs Program:

Student Affairs Practicum. Students in the Student Affairs master's program each complete 6 hours of practicum. The workload equivalency for faculty supervisors is .25 per hour per student (.75 for each student for 3 hours of practicum).

Eight (8) practicum students = 3 hours of reassigned time/compensation.