
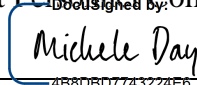


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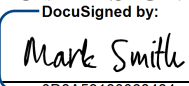
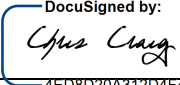
PERIODIC REVIEW OF REAPPOINTMENT (OR RENEWAL OF CONTRACT),
TENURE, PROMOTION GUIDELINES

DEPARTMENT: School of Social Work
COLLEGE: McQueary College of Health & Human Services
SEMESTER/YEAR OF CURRENT REVIEW: Fall 2021
SEMESTER/YEAR OF NEXT REQUIRED REVIEW: Fall 2024

DEPARTMENT ADOPTION SIGNATURES:

DocuSigned by:  9/8/2021
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Department Personnel Committee Chair Date
DocuSigned by:  9/8/2021
4B8DBD7743224E6...
Department Head Date

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Provost Date

THIS PLAN IS IN EFFECT FROM 2021 THROUGH 2024.

Policy for Review, Tenure, and Promotion

The School of Social Work

McQueary College of Health and Human Service

Missouri State University

2021

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Introduction

This document's principal purpose is to assist faculty members within the School of Social Work (SSW) to achieve tenure and/or promotion. Sections on this topic include the responsibilities of the Personnel Committee (PC) and standards and criteria within the areas of scholarship, teaching, and service. Members of the PC are available to assist faculty in discussing this policy and achieving its standards. Procedures associated with each of these evaluations are described in the *Faculty Handbook*. The University's annual *Academic Work Calendar* also describes these procedures with due dates for materials.

Responsibilities of the Personnel Committee

Full time faculty submit a dossier to the school director each year with a self-reflection statement and documentation of how they addressed the review, tenure and promotion guidelines in that calendar year. Consistent with the Missouri State University *Faculty Handbook*, the School of Social Work personnel committee (in conjunction with the director) engages in two evaluative processes with faculty toward promotion. These include evaluations of progress toward tenure and/or promotion and the evaluation of the application for tenure and/or promotion. In the School of Social Work, the PC will meet with faculty face-to-face regarding tenure and/or promotion evaluations. During the first semester of employment, the PC Chair will orientate the faculty to the most recent Policy for Review, Tenure, and Promotion. The PC committee reviews dossier in year of promotion application and by request at other times.

The PC does have the discretion to develop a personnel subcommittee (PSC). The purpose of this subcommittee is to support clinical faculty during their promotion process. This decision will be made annually based upon the number of ranked clinical faculty as well as the

number of clinical faculty promoting. The highest-ranking clinical faculty will be appointed as the PSC Chair. The PSC Chair will make recommendations to the full personnel committee.

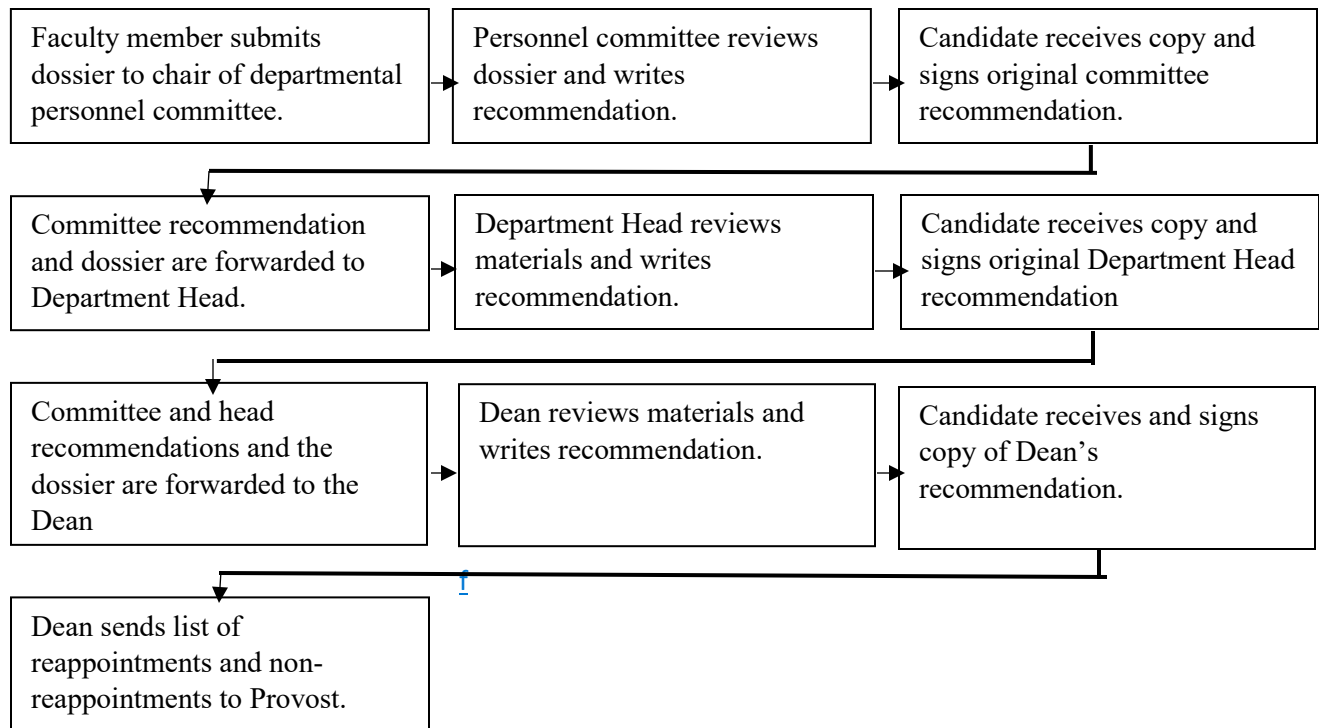
Preparing for Tenure and/or Promotion Candidacy

The provost will publish in the annual *Academic Work Calendar* a university-wide timetable for all academic personnel decisions. All reviews occur according to this schedule. This calendar will include a timeline for submission of materials and subsequent review at all levels. The diagram below, taken from the *Faculty Handbook*, illustrates the submission and review process.

Departmental criteria for tenure and/or promotion that have been approved by the Dean and the Provost align with the criteria in the Missouri State University *Faculty Handbook*. The required information and order of the documents is available on the provost's website. Figure 1 below illustrates this process.

Figure 1

Required Information and Documents for Tenure and/or Promotion



Specific Guidelines for Clinical Track Evaluation and Promotion

The Missouri State University's *Faculty Handbook* provides for the classification and ranking of Clinical Faculty. Clinical Faculty are members of the faculty whose primary responsibilities are clinical education and service. Clinical Faculty participate in research and other scholarly or creative activities as a secondary but present responsibility for annual review and are necessary for promotion. Clinical Faculty must be qualified as defined by professional/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 Professor.

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 regular 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. Table 1 below illustrates the minimum criteria for initial appointment and promotion for Clinical Faculty developed by MCHHS.

Table 1

McQueary College of Health and Human Services Minimum Criteria for Initial Appointment and Eligibility for Promotion for Clinical Faculty Ranks

Clinical Instructor		
Education	Credentials	Experience/Service
Master's or doctorate; degree in progress may be considered	Licensure in or eligibility in Missouri or appropriate certification for the discipline	1-year professional experience obtained after the entry-level degree
Clinical Assistant Professor		
Education	Credentials	Experience/Service
Master's or doctorate; degree in progress may be considered	Licensure in or eligibility in Missouri or appropriate certification for the discipline	3 years of professional experience obtained after the entry-level degree
Clinical Associate Professor		
Education	Credentials	Experience/Service
Master's or doctorate	Licensure in or eligibility in Missouri or appropriate certification for the discipline	6 years of professional experience obtained after the entry-level degree including teaching or supervision in higher education; regional recognition
Clinical Professor		
Education	Credentials	Experience/Service

Doctorate or master's specialization on or advanced certification	Licensure in or eligibility in Missouri or appropriate certification for the discipline	11 years of professional experience obtained after the entry-level degree including teaching or supervision in higher education; regional recognition
Eligibility for Promotion to Clinical Assistant Professor		
Education	Credentials	Experience/Service
Master's or doctorate	Licensure in or eligibility in Missouri or appropriate certification for the discipline	3 years in the rank of Clinical Instructor at MSU**
Must meet department's criteria for teaching, professional productivity/research, and service		
Eligibility for Promotion to Clinical Associate Professor		
Education	Credentials	Experience/Service
Master's or doctorate	Licensure in or eligibility in Missouri or appropriate certification for the discipline	6 years of service as Clinical Assistant Professor** or 3 years as Clinical Instructor
Must meet department's criteria for teaching, professional productivity/research, and service		
Eligibility for Promotion to Clinical Professor*		
Education	Credentials	Experience/Service
Doctorate or master's specialization on or advanced certification	Licensure in Missouri or appropriate certification on; specialization or advanced certification	5 years of service as Clinical Associate Professor at MSU**; regional*** or national recognition
Must meet department's criteria for teaching, professional productivity/research, and service		

*Clinical Professor is currently the highest rank available in the Clinical Faculty track.

**Faculty member may apply for promotion while completing the final year of eligibility.

***Defined by Department

MCHHS Clinical Faculty 8.22.16 approved by MCHHS Administrative Council

Process for External Reviews (Tenure-Track Only)

The tenure/promotion dossier will include external reviews. For tenure-track actions, external reviews, based on criteria provided in departmental guidelines will be solicited by the Department Head to aid in decisions. The faculty member will submit four names and the Director of the SSW, in consultation with the PC, will submit four names to create the pool of potential reviewers. The Dean will approve those institutions are comparable and potential

reviewer backgrounds meet the needed expertise. The faculty member, Director, Dean, and PC shall work collaboratively to identify four external reviewers, two from each list.

The list of reviewers will be submitted to the Dean who will certify that the selection process has followed guidelines. The Director is responsible for obtaining enough reviewers. Reviewers shall be identified social workers who have expertise in the candidate's primary scholarly activity. The absence of a review will not be allowed to prejudice the tenure or promotion candidacy of the faculty member. The materials sent to the external reviewers should include the following information: Personal Statement including Program of Research, Curriculum Vita, samples of research, information on teaching assignments by year, copy of the relevant SSWK Review, Tenure and Promotion Policy

Tenure-Track Teaching

General Standards for Effective Tenure-Track Teaching

In accordance with the *Faculty Handbook*, the School of Social Work maintains that teaching is the most important responsibility of its faculty members. Therefore, faculty members must demonstrate effective teaching to be successfully considered for tenure and/or promotion. Faculty members must demonstrate two things: a sustained record of effectiveness and a cumulative record of effectiveness.

A sustained record of effectiveness means that the candidate has consistently, across time, increased teaching effectiveness or has maintained high levels of teaching effectiveness. A cumulative record of teaching effectiveness indicates that the candidate has accumulated various forms of evidence, widely dispersed across the criteria for teaching. This means that the successful candidate will demonstrate, through the submission of supporting evidence and

documentation, ongoing efforts to improve teaching and will demonstrate a commitment to the pursuit of teaching excellence through various means.

There are many ways to be a good teacher. Teaching effectiveness is never a singular construct. Consequently, evaluation of teaching effectiveness must be based on multiple indicators. While it is the responsibility of the faculty members to build a case for teaching effectiveness using multiple indicators, the specific indicators used will vary widely. However, it is acknowledged that some of the common sources of these indicators, such as teaching awards, peer reviews, student ratings, advising, and grants sought or funded are likely to be necessary for establishing a case for tenure and/or promotion.

Teaching effectiveness varies depending on terms of employment. Because there is a period of initial adjustment to a new position, teaching effectiveness in the first year of employment may not be weighed so heavily as in subsequent years. However, satisfactory teaching in the first year is critical for reappointment. Other conditions of employment such as faculty workload, development of new courses, or teaching courses new to the faculty member, shall be considered when evaluating teaching effectiveness.

Personal Statement of Teaching for Dossier (Tenure-Track Self-Evaluation)

An essential measure of teaching effectiveness is the individual faculty member's critical review of his or her own teaching approaches, philosophies, and self-review of teaching tools and techniques. All tenure-track faculty must write a personal statement that includes a self-evaluation of their teaching. APA 7th edition formatting must be used. Your personal summary statement should address the below items using the format found in Appendix C. The bolded words below should serve as headers in your personal summary statement of teaching.

- **Teaching and Advisement Philosophy:** Discuss your teaching and advising philosophy.

- **Advisement Effectiveness:** Discuss evidence of your advisement effectiveness (i.e., your annual number of advises, advisee evaluations, and comments from advisees). Please include table discussed in Appendix C.
- **Teaching Effectiveness:** Discuss evidence on your teaching effectiveness (i.e., courses taught, modality taught courses, student evaluations, peer reviews, and comments made by students and peers). Please include table discussed in Appendix C.
- **Teaching and Advising Professional Development:** Discuss professional development (i.e., workshops, seminars, classes, presentations, etc.) you have completed that supports your role as a teacher and/or advisor.
- **Administrative Activities:** If appropriate, discuss any allocated time for administrative activities related to teaching (i.e., Program Coordinator) and evaluate your effectiveness in this role.
- **Self-Evaluation of Teaching and Advising Effectiveness:** Finally, carefully consider evaluation data and discuss your strengths and areas of growth. Discuss how you will modify future teaching and advisement strategies to continue to grow.

Tenure-Track Peer Review

Candidates must include peer reviews for evaluating their teaching. The School of Social Work strives for a nurturing environment that assists faculty in their development of effective teaching. Peer review provides an opportunity for faculty members to obtain feedback through dialogue about teaching, methodology, content, and the complex nature of teaching as a form of scholarship.

Early career faculty (pre-tenure & pre-promotion) are required to submit *one peer review per academic year* in their annual portfolio, for the first three years. Other faculty are

encouraged, but not required, to submit online peer review forms in their annual portfolios. The SWK director will determine if mid-late range career faculty should submit peer reviews, or pre-promotion/tenured faculty should submit more peer reviews, based upon annual reviews.

The Online Peer Review form is available from the Personnel Committee members and the available in the school open access files. Successful candidates will accumulate multiple peer reviews that span the years of their probationary faculty status.

Tenure-Track Student Surveys

Student surveys provide valuable information about perceptions, attitudes, behavior, and daily interactions between student and instructor. Providing an opportunity for students' input in teaching acknowledges their voice as recipients and consumers in the educational process.

Student feedback is one indicator that can be used to measure and evaluate teaching effectiveness. Student surveys should not be used as more than 50% of the teaching evaluation category. Faculty must receive a consistently acceptable Student End-of-Course Evaluation average rating of $x > 3.0$ on a 5.0 scale or develop a remediation plan with the director. The MCHHS standard for end of course evaluation is 4.0.

Tenure-Track Advising

While teaching in the classroom is the primary responsibility of instructors, teaching also occurs in the academic advising relationship. Therefore, teaching effectiveness is also measured by effective academic advising. Efficacy in the academic advising role is also multidimensional. Academic advisors must be knowledgeable about pertinent policies, procedures, and information that affect a student's academic success; must be able to share their knowledge so students can use it; must be able to help their advisees develop professionally and academically through the advising relationship, empowering students to make their own decisions; must be available and

accessible to students; and must stay current with information relevant to a student's academic success.

Tenure-Track Research

General Standards for Effective Tenure-Track Research

In accordance with the *Faculty Handbook*, the School of Social Work (SSW) maintains that the creative process is an integral and indispensable part of the University as an educational institution. Consequently, scholarship and creative activities should be considerations in all annual review, progress and tenure, and promotion decisions. While the School of Social Work's PC honors and requires evidence of scholarship and productivity of all types, activities that lead to publications, particularly in nationally refereed professional journals, are weighted more heavily than other activities.

Empirical works are highly valued. In addition, authored and first authored projects are weighted more heavily. Community-based research is encouraged. In works with multiple authors, the candidate should provide evidence of their contribution through the pre-writing agreement obtained in consultation regarding publication credit or according to the American Psychological Association (APA) standards for assigning contribution. Details of specific contributions are required.

Faculty members are urged to direct their energies toward publishing in social work journals, and publication in such journals is preferred. However, since social work is a broad discipline, interdisciplinary publication may be appropriate. In that case, the faculty member should be careful to write as and identify as a social worker within the context of the manuscript. Only completed products will be considered in tenure and/or promotion decisions. Candidates may ask the PC to treat a specific scholarship/productivity item as meeting a higher level of quality indicator than is presented in the following description when the nature of such activity or product required extensive effort or the quality of the scholarship activity or product is not

adequately reflected in the list of indicators. In such cases, the PC shall meet with the candidate to discuss the activity or product to determine its contribution toward tenure and/or promotion.

The PC will make the final decision as to the product or effort's contribution.

Personal Statement of Research for Dossier (Tenure-Track Self-Evaluation)

An essential measure of research effectiveness is the individual faculty member's critical review of his or her own activities and products that are peer-reviewed, innovative, meet the needs of the practice community, advance the interest of the social work profession, and/or are disseminated to the broader society. All tenure-track faculty must write a personal statement that includes a self-evaluation of their research. APA 7th edition formatting must be used. Your personal summary statement should address the below items using the format found in Appendix C. The bolded words below should serve as headers in your personal summary statement of research.

- **Research Focus:** Discuss your research focus(s). This includes but is not limited to the following:
 1. Your accomplishments fulfilling your research area(s) (i.e., where was the information disseminated? etc.).
 2. Your personal contributions within collaborations (i.e., what was your part in the research?).
 3. Discuss involvement with writing the self-study for accreditation only if you are a program coordinator.
- **Future Research Agenda:** Discuss your future research agenda.
- **Table of Scholarly Activities:** Present a table for each calendar year of all your scholarly activities (i.e., grants, presentations, books, journal articles, etc.) in chronological order

with most current first. APA citations should be used. Funding amounts should be provided. See Appendix C for table example.

- **Table of Total Quality Research Indicators:** Present a summary of total research quality indicators met. See Appendix C for table example.

Research Criteria for Promotion from Assistant Professor to Associate Professor

The following criteria outline the scholarship requirements for tenure and for promotion to Assistant Professor (See Appendix B).

1. Candidates must successfully complete six (6) quality indicators to meet SSW standards.
2. At least one of the six quality indicators of scholarship activity and achievement must be a peer reviewed journal article published in a nationally recognized discipline-related professional journal.
3. The remainder of the quality indicators can be gained through combinations of quality indicators valued at 1, 1/2, and 1/3.

Research Criteria for Promotion from Associate Professor to Full Professor

To achieve promotion from Associate to Full Professor, the successful candidate must successfully complete six (6) quality indicators in addition to what the candidate completed for previous promotion and tenure decisions. Please see Appendix B for further requirements.

Tenure-Track Service

General Standards for Effective Tenure-Track Service

According to the *Faculty Handbook*, faculty members are expected to make professional contributions through service to the School, the College, the University, the community, and to their discipline as one of the requirements for promotion and/or tenure. Additionally, the *NASW Code of Ethics* (2017) dictates that professional social worker donate their time and expertise to the social work practice community to enhance service to vulnerable populations served by the profession. While the School of Social Work's PC (SSW-PC) respects service of all types, service activities that support the public affairs mission of the University as well as the mission of the School of Social Work are most highly valued and weighted.

Personal Statement of Service for Dossier (Tenure-Track Self-Evaluation)

An essential measure of service effectiveness is the individual faculty member's critical review of his or her own service activities. All tenure-track faculty must write a personal statement that includes a self-evaluation of their service. In addition to providing detailed information about the quality and quantity of service activities, the candidates must articulate the value of their service activities that includes an explanation of the significance of the work as well as who benefited from the service. APA 7th edition formatting must be used. Your personal summary statement should address the below items using the format found in Appendix C. The bolded words below should serve as headers in your personal summary statement of service.

- **Service Philosophy:** Discuss your philosophy of service.
- **Service Effectiveness:** Discuss your service effectiveness including describing any impact of your service activities on your students, colleagues, community, and/or professional organizations.

- **Table of Service Activities:** Present a table of all service activities in chronological order with most current first. Please delineate what level (i.e., department, college, university, or community) of each service activity. Please use the table found in Appendix C.
- **Table of Total Service Quality Indicators Met:** Present a table that outlines the number of service indicators you have obtained thus far and how many you still need, if any. Please use the table found in Appendix C.
- **ADMINISTRATORS ONLY: NO ACTIVITIES** that are required in your job description can be used as service measures. Please review the Program Coordinator duties provided in Appendix D to ensure this is NOT discussed in the service section.

Service Criteria for Promotion from Assistant Professor to Professor

To achieve promotion from Assistant to Associate, successful candidates must complete seven (7) quality indicators to meet SSW standards. At least two (2) of the quality indicators of service activity and achievement must come from Category A. The other five indicators may come from Category A or B. In all instances, it is incumbent upon the candidate to provide evidence that she or he has provided substantial leadership and involvement in the service activity.

Service Criteria for Promotion from Associate Professor to Professor

To achieve promotion from the Associate to Professor, the successful candidate must complete seven (7) quality indicators in addition to what the candidate completed for previous promotion and tenure decisions. At least two (2) quality indicators must be completed in Category A. The other five (5) indicators may be completed in Category A or Category B. In all instances, it is incumbent upon the candidate to provide evidence that she or he has provided substantial leadership and involvement in the service activity.

Clinical Track Teaching

General Standards for Effective Clinical Track Teaching

In accordance with the *Faculty Handbook*, the School of Social Work maintains that teaching is the most important responsibility of its faculty members. Therefore, faculty members must demonstrate effective teaching to be successfully considered for promotion. Faculty members must demonstrate two things: a sustained record of effectiveness and a cumulative record of effectiveness.

A sustained record of effectiveness means that the candidate has consistently, across time, increased teaching effectiveness or has maintained high levels of teaching effectiveness. A cumulative record of teaching effectiveness indicates that the candidate has accumulated various forms of evidence, widely dispersed across the criteria for teaching. This means that the successful candidate will demonstrate, through the submission of supporting evidence and documentation, ongoing efforts to improve teaching and will demonstrate a commitment to the pursuit of teaching excellence through various means.

There are many ways to be a good teacher. Teaching effectiveness is never a singular construct. Consequently, evaluation of teaching effectiveness must be based on multiple indicators. While it is the responsibility of the faculty members to build a case for teaching effectiveness using multiple indicators, the specific indicators used will vary widely. However, it is acknowledged that some of the common sources of these indicators, such as teaching awards, peer reviews, student ratings, advising, and grants sought or funded are likely to be necessary for establishing a case for promotion.

Teaching effectiveness varies depending on terms of employment. Because there is a period of initial adjustment to a new position, teaching effectiveness in the first year of

employment may not be weighed so heavily as in subsequent years. Other conditions of employment such as faculty workload, development of new courses, or teaching courses new to the faculty member, shall be considered when evaluating teaching effectiveness.

Additionally, Clinical Faculty members may have responsibilities for didactic and clinical instruction and/or supervision in clinical or field settings. These roles require communicating information and knowledge to students, promoting the acquisition of skills, fostering the development of critical thinking, modeling ethical behavior, and evaluating clinical competencies. Specific responsibilities may include the development of clinical settings, coordination of student field or clinical experiences, instruction, supervision, and evaluation of students.

Personal Statement of Teaching for Dossier (Clinical Track Self-Evaluation)

An essential measure of teaching effectiveness is the individual faculty member's critical review of his or her own teaching approaches, philosophies, and self-review of teaching tools and techniques. All tenure-track faculty must write a personal statement that includes a self-evaluation of their teaching. APA 7th edition formatting must be used. Your personal summary statement should address the below items using the format found in Appendix C. The bolded words below should serve as headers in your personal summary statement of teaching.

- **Teaching and Advisement Philosophy:** Discuss your teaching and advising philosophy.
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- **Teaching and Advising Professional Development:** Discuss professional development (i.e., workshops, seminars, classes, presentations, etc.) you have completed that supports your role as a teacher and/or advisor.
- **Administrative Activities:** If appropriate, discuss any allocated time for administrative activities related to teaching (i.e., Program Coordinator) and evaluate your effectiveness in this role.
- **Self-Evaluation of Teaching and Advising Effectiveness:** Finally, carefully consider evaluation data and discuss your strengths and areas of growth. Discuss how you will modify future teaching and advisement strategies to continue to grow.

Clinical Track Peer Review

Candidates must include peer reviews for evaluating their teaching. The School of Social Work strives for a nurturing environment that assists faculty in their development of effective teaching. Peer review provides an opportunity for faculty members to obtain feedback through dialogue about teaching, methodology, content, and the complex nature of teaching as a form of scholarship.

Early career faculty (pre-promotion) are required to submit *one peer review per academic year* in their annual portfolio, for the first three years. Other faculty are encouraged, but not required, to submit online peer review forms in their annual portfolios. The SWK director will determine if mid-late range career faculty should submit peer reviews, or pre-promotion faculty should submit more peer reviews, based upon annual reviews. The Online Peer Review

form is available from the Personnel Committee members and the Administrative faculty and staff. Successful candidates will accumulate multiple peer reviews that span the years of their clinical faculty status.

Clinical Track Student Surveys

Student surveys provide valuable information about perceptions, attitudes, behavior, and daily interactions between student and instructor. Providing an opportunity for students' input in teaching acknowledges their voice as recipients and consumers in the educational process.

Student feedback is one indicator that can be used to measure and evaluate teaching effectiveness. Student surveys should not be used as more than 50% of the teaching evaluation category. Faculty must receive a consistently acceptable Student End-of-Course Evaluation average rating of $x > 3.0$ on a 5.0 scale.

Clinical Track Advising

While teaching in the classroom is the primary responsibility of instructors, teaching also occurs in the academic advising relationship. Therefore, teaching effectiveness is also measured by effective academic advising. Efficacy in the academic advising role is also multidimensional. Academic advisors must be knowledgeable about pertinent policies, procedures, and information that affect a student's academic success; must be able to share their knowledge so students can use it; must be able to help their advisees develop professionally and academically through the advising relationship, empowering students to make their own decisions; must be available and accessible to students; and must stay current with information relevant to a student's academic success.

Clinical Track Research

General Standards for Effective Clinical Track Research

In accordance with the *Faculty Handbook*, the School of Social Work (SSW) maintains that the creative process is an integral and indispensable part of the University as an educational institution. Clinical research includes translation of new knowledge into measurable improvements in clinical outcomes through practice and communications with peers, as well as original research. Clinical research advances knowledge and practices in clinical professions, promotes the development of clinical faculty, and enhances the quality of clinical education for students. Clinical research criteria focus on contributing knowledge to the discipline, applying clinical expertise to support the local community, and involving students as active participants in the process.

Personal Statement of Research for Dossier (Clinical Track Self-Evaluation)

An essential measure of research effectiveness is the individual faculty member's critical review of his or her own activities and products that are peer-reviewed, innovative, meet the needs of the practice community, advance the interest of the social work profession, and/or are disseminated to the broader society. All tenure-track faculty must write a personal statement that includes a self-evaluation of their research. APA 7th edition formatting must be used. Your personal summary statement should address the below items using the format found in Appendix C. The bolded words below should serve as headers in your personal summary statement of research.

- **Research Focus:** Discuss your research focus(s). This includes but is not limited to the following:

1. Your accomplishments fulfilling your research area(s) (i.e., where was the information disseminated? etc.).
 2. Your personal contributions within collaborations (i.e., what was your part in the research?).
 3. Discuss involvement with writing the self-study for accreditation only if you are a program coordinator.
- **Future Research Agenda:** Discuss your future research agenda.
 - **Table of Scholarly Activities:** Present a table for each calendar year of all your scholarly activities (i.e., grants, presentations, books, journal articles, etc.) in chronological order with most current first. APA citations should be used. Funding amounts should be provided. See Appendix C for table example.
 - **Table of Total Quality Research Indicators:** Present a summary of total research quality indicators met. See Appendix C for table example.

Research Criteria for Promotion from Clinical Instructor to Assistant Clinical Professor

The following criteria outline the scholarship requirements for promotion from Clinical Instructor to Assistant Clinical Professor. Please see Appendix B for further requirements.

- Candidates must successfully complete 1 (1) quality indicator to meet SSW standards.

Research Criteria for Promotion from Assistant Clinical Professor to Associate Clinical Professor

The following criteria outline the scholarship requirements for promotion from Assistant Clinical Professor to Associate Clinical Professor. Please see Appendix B for further requirements.

- Candidates must successfully complete 3 (3) additional quality indicators to meet SSW standards.

Research Criteria for Promotion from Associate Clinical Professor to Clinical Professor

The following criteria outline the scholarship requirements for promotion from Associate Clinical Professor to Clinical Professor. Please see Appendix B for further requirements.

- Candidates must successfully complete 3 (3) additional quality indicators to meet SSW standards.

Clinical Track Service

General Standards for Effective Clinical Track Service

According to the *Faculty Handbook*, faculty members are expected to make professional contributions through service to the School, the College, the University, the community, and to their discipline as one of the requirements for promotion. Additionally, the *NASW Code of Ethics* (2017) dictates that professional social workers donate their time and expertise to the social work practice community to enhance service to vulnerable populations served by the profession. While the School of Social Work's PC (SSW-PC) respects service of all types, service activities that support the public affairs mission of the University as well as the mission of the School of Social Work are most highly valued and weighted.

Personal Statement of Service for Dossier (Clinical Track Self-Evaluation)

An essential measure of service effectiveness is the individual faculty member's critical review of his or her own service activities. All tenure-track faculty must write a personal statement that includes a self-evaluation of their service. In addition to providing detailed information about the quality and quantity of service activities, the candidates must articulate the value of their service activities that includes an explanation of the significance of the work as well as who benefited from the service. APA 7th edition formatting must be used. Your personal summary statement should address the below items using the format found in Appendix C. The bolded words below should serve as headers in your personal summary statement of service.

- **Service Philosophy:** Discuss your philosophy of service.
- **Service Effectiveness:** Discuss your service effectiveness including describing any impact of your service activities on your students, colleagues, community, and/or professional organizations.

- **Table of Service Activities:** Present a table of all service activities in chronological order with most current first. Please delineate what level (i.e., department, college, university, or community) of each service activity. Please use the table found in Appendix C.
- **Table of Total Service Quality Indicators Met:** Present a table that outlines the number of service indicators you have obtained thus far and how many you still need, if any. Please use the table found in Appendix C.
- **ADMINISTRATORS ONLY: NO ACTIVITIES** that are required in your job description can be used as service measures. Please review the Program Coordinator duties provided in Appendix D to ensure this is NOT discussed in the service section.

Service Criteria for Promotion from Clinical Instructor to Assistant Clinical Professor

The following criteria outline the service requirements for promotion from Clinical Instructor to Assistant Clinical Professor. Please see Appendix B for further requirements.

- Candidates must successfully complete 3 (3) quality indicators to meet SSW standards. One indicator must be from Category A.

Service Criteria for Promotion from Assistant Clinical Professor to Associate Clinical Professor

The following criteria outline the service requirements for promotion from Assistant Clinical Professor to Associate Clinical Professor. Please see Appendix B for further requirements.

- Candidates must successfully complete 4 (4) additional quality indicators to meet SSW standards. One indicator must be from Category A.

Service Criteria for Promotion from Associate Clinical Professor to Clinical Professor

The following criteria outline the service requirements for promotion from Associate Clinical Professor to Clinical Professor. Please see Appendix B for further requirements.

- Candidates must successfully complete 7 (7) additional quality indicators to meet SSW standards. One must be from Category A.

Appendix A

Contents of the Dossier for Review, Tenure, and/or Promotion

Clinical and tenure-track faculty will use the below information to gather their documentation. Only two binders should be used. Both binders should include a Table of Contents with the below information included.

Table of Contents

Binder One: Table of Contents

Section I: Application Form (for promotion or tenure only)

Section II: Personal Summary Statements (Teaching, Research, and Service)

Note: This document should utilize APA 7th edition formatting. You MUST use the formatting found in Appendix C for this document.

Section III: Current Vita

Note: You must include a teaching section that discusses which courses you have taught by semester and year. You must also include a presentations and publications section. Presentations and publications must be cited using APA 7th edition reference formatting.

Section IV: Yearly Performance Reviews

Divide each set of reviews by source (e.g., director) and place in order of most recent to oldest. Tenure track dossier includes reviews from committee, director

and dean. Clinical Faculty dossier includes committee and director reviews. Section V: External Review Letters (if applicable)

Section VI: Tenure and Promotion Guidelines Used

Binder Two: Table of Contents

Section VII: Departmental Criteria Matrices for Teaching, Research, and Service and Teaching Summary Chart (Matrices found in Appendix B and E)

Section VIII: Teaching Documentation (most current information on top placed in chronological order)

Section IX: Research Documentation (most current information on top placed in chronological order)

Section V: Service Documentation (most current information on top placed in chronological order)

Appendix B

Tenure-Track Faculty Matrices

Matrix for Teaching Criteria for Tenure-Track Faculty

Tenure and Promotion for All Academic Ranks (Assistant to Associate, Associate to Full, both Tenure-Track, and Tenured). ALL INDICATORS ARE REQUIRED

Tenure-Track Teaching Indicator	Evidence of Fulfilling Teaching Indicator	Examples of Evidence for Dossier (List here, discuss in narrative, provide artifacts in binder 2)
Demonstrates knowledge and uses of research on teaching and learning.		<i>Documentation of attending workshops on teaching and learning, awards received, integrating research into class by showing syllabi, PowerPoint etc., and/or peer reviews.</i>
Demonstrates appropriate assessment of learning objectives.		<i>Documentation of different types of assignments (tests, presentations, papers, interviews, etc.)</i>
Demonstrates appropriate mix of alternative learning strategies.		<i>Documentation of role-playing, videotaping, group work, PowerPoint, creative technology, peer reviews, syllabi, etc.</i>
Organizes subject matter and course in a logical, comprehensive, and cohesive way.		<i>Documentation of assignment schedule, organized Blackboard content, course evaluations, peer reviews, etc.</i>
Delivers course material in an organized manner.		<i>Documentation of organized course, student course evaluations, peer reviews, awards, etc.</i>
Adheres to the <i>NASW Code of Ethics</i> (2017) in interactions with students in and out of the classroom.		<i>Documentation of syllabus showing expectations for civil discourse in the classroom, course evaluations, advisor evaluations, peer reviews, etc.</i>

Demonstrates knowledge of and enthusiasm for the subject matter and teaching.		<i>Documentation of incorporation of new class exercises, student course evaluations 3.0 or above, peer reviews, etc.</i>
Encourages and supports students' professional development as social workers.		<i>Documentation of how engaged students in class, attending activities sponsored by students, co-publishing with students, and peer reviews.</i>
Exhibits fairness in assignments and grading.		<i>Documentation of clear and consistent grading criteria, varying grading methods, rubrics accompanying graded assignments, student course evaluations above 3.0.</i>
Maintains academic integrity and high-performance expectations appropriate for the level of one's classes.		<i>Documentation of updating tests/assignments according to changing standards in the field and/or expectations for learning are clearly stated in the syllabus, and student course evaluations above 3.0.</i>
Advisor is knowledgeable about academic curriculum. BSW advisors must be knowledgeable about university policies, general education, and the BSW Program curriculum. MSW advisors must be knowledgeable about university policies and the MSW curriculum. Each should be aware of the other.		<i>Documentation of understanding of university guidelines and policies, general education, undergraduate, and graduate requirements, Master advisor status, and advisor evaluations.</i>

Advisor is accessible to students.		<i>Documentation of regular office hours, setting appointments when office hours do not coincide with student availability, communicating, and corresponding with students, and advisor evaluations.</i>
Advisor is considerate of student needs.		<i>Documentation that demonstrates the advisor is attentive and listens to students' ideas, problems, and needs, makes recommendations to students about alternative courses, makes recommendations about other campus services available to students, and advisor evaluations.</i>
Receiving a consistently acceptable Student-End-of-Course Evaluation average rating of $x > 3.0$ on a 5.0 scale.		<i>Documentation of end-of-course evaluations of $x > 3.0$ on a 5.0 scale.</i>
Additional accomplishments in any category. This may include administrative responsibilities.		

Matrix for Research Criteria for Tenure-Track Faculty

Tenure and Promotion for All Academic Ranks (Assistant to Associate, Associate to Full, both Tenure-Track, and Tenured).

NOTE: All below publications, presentations, etc. must be cited using APA reference citation format. It should also note what role you had in the publication, presentation, etc.

The Tenure-Track faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways	Tenure Need 6 Quality Indicators (QI)	Assistant Professor (Reappoint)	Assistant to Associate Professor Need 6 Quality Indicators (QI)	Associate to Full Professor Need an additional 6 Quality Indicators (QI)	Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2)</i>
Publication or acceptance of an empirical article in a peer-reviewed, discipline-reviewed journal. VALUE 1: QI	R	E	R	R	Copies of articles and/or letter of acceptance; for multiple authorships, provide agreement reached regarding contributions prior to writing per APA standards.
A discipline-related book published or “in press” of which the applicant is an author. VALUE: 2 QI’s	E	E	E	E	Publishing a contract or copy of jacket of book plus inside page and acknowledgment of contribution per APA standards.
Receipt of a nationally, externally funded grant where the candidate is PI or Co-PI. VALUE: 1 QI	E	E	E	E	Copy of the grant application and the award letter and acknowledgement of contribution per APA standards.
Publication or acceptance of a non-empirical article in a peer-reviewed, discipline-related, journal; for multiple authorship. VALUE: 1 QI	E	E	E	E	Copy of the article and/or the letter of acceptance; for multiple authorships, provide agreement reached regarding contributions prior to writing per APA standards.

The Tenure-Track faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways	Tenure Need 6 Quality Indicators (QI)	Assistant Professor (Reappoint)	Assistant to Associate Professor Need 6 Quality Indicators (QI)	Associate to Full Professor Need an additional 6 Quality Indicators (QI)	Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2)</i>
A peer-reviewed, discipline-related technical report available for public consumption. VALUE: 1 QI	E	E	E	E	A copy of the technical report and letter of invitation/acceptance by contracting agency and acknowledgement of contribution per APA standards.
A peer-reviewed empirical presentation at a regional, national, or international conference. VALUE: 1/2 QI	E	E	E	E	A copy of the presentation, letter of acceptance, and conference program.
A chapter published or “in press” in an edited book. VALUE: 1/2 QI	E	E	E	E	A copy of the chapter and/or letter of acceptance and acknowledgement of contribution per APA standards.
An edited book for which the candidate is an editor. VALUE: 1/2 QI	E	E	E	E	A copy of the book proposal and letter/publishing contract.
A peer-reviewed, empirical poster session at a regional, national, or international conference. VALUE: 1/2 QI	E	E	E	E	A copy of the poster session content, a copy of the letter of acceptance, and a copy of the conference program.

The Tenure-Track faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways	Tenure Need 6 Quality Indicators (QI)	Assistant Professor (Reappoint)	Assistant to Associate Professor Need 6 Quality Indicators (QI)	Associate to Full Professor Need an additional 6 Quality Indicators (QI)	Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2)</i>
Receipt of an internal faculty or research grant as PI or Co-PI. VALUE: 1/2 QI	E	E	E	E	A copy of the grant application and letter of award; if grant is completed, include final report.
A technical report for consumption by an external professional body (including preparation of CSWE accreditation documents). VALUE: 1/2 QI	E	E	E	E	A copy of the report and/or letter of acceptance.
A national external grant that is <u>not funded</u> and candidate is PI or Co-PI. VALUE: 1/2 QI	E	E	E	E	A copy of the grant application and letter of denial.
Publication or acceptance of course materials or case studies that are not limited to use with a course offered through MSU. VALUE: 1/3 QI	E	E	E	E	A copy of the materials and/or case studies, a copy of the document in which the materials appeared, a description of how the materials were used, and an acceptance letter form the discipline-related body.

The Tenure-Track faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways	Tenure Need 6 Quality Indicators (QI)	Assistant Professor (Reappoint)	Assistant to Associate Professor Need 6 Quality Indicators (QI)	Associate to Full Professor Need an additional 6 Quality Indicators (QI)	Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2)</i>
One peer-reviewed (non-national) grant submitted but not funded, either internal or external funding. VALUE: 1/3 QI	E	E	E	E	A copy of the grant application and letter of denial.
Longitudinal research/scholarship requiring time-intensive data collection. VALUE: 1/3 QI	E	E	E	E	A narrative describing the scholarly project in detail and an interim report with data to demonstrate the status of the project.
A technical report for use internally by the SSW, the MCHHS, or the University. VALUE 1/3 QI	E	E	E	E	A copy of the report, a letter from the body using the report that indicates the quality of the report, and contribution per APA standards.
A round table discussion, a non-empirical presentation, or a non-empirical poster presentation at a regional, national, or international conference. VALUE: 1/3 QI	E	E	E	E	A copy of the conference program and a narrative description of the round table discussion, presentation, or poster.

The Tenure-Track faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways	Tenure Need 6 Quality Indicators (QI)	Assistant Professor (Reappoint)	Assistant to Associate Professor Need 6 Quality Indicators (QI)	Associate to Full Professor Need an additional 6 Quality Indicators (QI)	Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2)</i>
A publication in a non-referred, discipline-related, vetted journal or magazine, such as a book review. VALUE: 1/3 QI	E	E	E	E	A copy of the article/manuscript, a copy of the letter of acceptance, and acknowledgement of contribution per APA standards.
Organization of a scholarly symposium for a national conference. VALUE: 1/3 QI	E	E	E	E	A copy of the letter from the body holding the conference, a copy of the conference program, and a narrative describing the symposium and the candidates' contributions.
Publishing conference proceedings in which the candidate is an editor. VALUE: 1/3 QI	E	E	E	E	A copy of the conference proceedings and a letter from the conference staff describing the candidates' contributions.
Other examples in this category					

Matrix for Service Criteria for Tenure-Track Faculty

Tenure and Promotion for All Academic Ranks (Assistant to Associate, Associate to Full, both Tenure-Track, and Tenured).

<p>The Tenure-Track faculty demonstrates service activities leading to promotion and/or tenure in the following ways</p>	<p>Tenure Need 7 Quality Indicators (QI); 2 must be from category A</p>	<p>Assistant to Associate Professor Need 7 Quality Indicators (QI); 2 must be from category A</p>	<p>Associate to Full Professor Need 7 additional Quality Indicators (QI); 2 must be from category A</p>	<p>Examples of Evidence for Dossier <i>(Note: List here, discuss in narrative, provide artifacts in binder 2).</i></p>
<p>Serving as an officer or chair of School, College, and/or University committees. VALUE 1 QI cat A</p>				<p>Notification of position/acceptance and contributions of the candidate.</p>
<p>Serving as an officer in a professional organization. VALUE: 1 QI cat A</p>				<p>Notification of position/acceptance and contributions of the candidate.</p>
<p>Organizing a conference for a professional meeting or community organization. VALUE: 1 QI cat A</p>				<p>Copy of position announcement and conference program.</p>
<p>Serving as an officer or chair of School, College, and/or University committees. VALUE: 1 QI cat A</p>				<p>Notification of position/acceptance and contributions of the candidate.</p>
<p>Serving as an officer in a professional organization. VALUE: 1 QI cat A</p>				<p>Notification of position/acceptance and contributions of the candidate.</p>

<p>The Tenure-Track faculty demonstrates service activities leading to promotion and/or tenure in the following ways</p>	<p>Tenure Need 7 Quality Indicators (QI); 2 must be from category A</p>	<p>Assistant to Associate Professor Need 7 Quality Indicators (QI); 2 must be from category A</p>	<p>Associate to Full Professor Need 7 additional Quality Indicators (QI); 2 must be from category A</p>	<p>Examples of Evidence for Dossier <i>(Note: List here, discuss in narrative, provide artifacts in binder 2).</i></p>
<p>Organizing a conference for a professional meeting or community organization. VALUE: 1 QI cat A</p>				<p>Copy of position announcement and conference program.</p>
<p>Obtaining a grant for community service activities or community organizations. VALUE: 1 QI cat A</p>				<p>Copy of the grant application and the award letter.</p>
<p>Substantially maintaining or providing other School services, such as maintaining program Web pages, supporting grant writing within the School, etc. VALUE: 1 QI cat A</p>				<p>Evidence of activities involving Web management that is not position-related; artifacts indicating support of grant writing or other School activities of this nature.</p>
<p>Serving as faculty advisor for an active student organization. VALUE: 1 QI cat A</p>				<p>Evidence of serving in this position, such as emails, flyers, announcements of activities.</p>
<p>Securing substantial resources for the School other than from grants and contracts. VALUE: 1 QI cat A</p>				<p>A copy of the letter indicating type and number of resources secured for School.</p>

<p>The Tenure-Track faculty demonstrates service activities leading to promotion and/or tenure in the following ways</p>	<p>Tenure Need 7 Quality Indicators (QI); 2 must be from category A</p>	<p>Assistant to Associate Professor Need 7 Quality Indicators (QI); 2 must be from category A</p>	<p>Associate to Full Professor Need 7 additional Quality Indicators (QI); 2 must be from category A</p>	<p>Examples of Evidence for Dossier <i>(Note: List here, discuss in narrative, provide artifacts in binder 2).</i></p>
<p>Serving as a member of School, College, and/or University committees (not position-related, including recruitment activities). VALUE: ½ QI cat B</p>				<p>Evidence of appointment to committee.</p>
<p>Participation in college or university governance activities. VALUE: ½ QI cat B</p>				<p>Evidence of appointment to position and/or participation.</p>
<p>Membership and active participation in professional organizations and meetings of those organizations. VALUE: ½ QI cat B</p>				<p>Evidence of appointment to position and/or participation.</p>
<p>Community service activities related to the faculty member's discipline, or extensive community service outside of the discipline. VALUE: ½ QI cat B</p>				<p>A copy of the service activities, such as a program, thank you note, etc.</p>
<p>Promoting student involvement in community activities. VALUE: ½ QI cat B</p>				<p>A copy of letter, email, or flyer noting the activities.</p>

<p>The Tenure-Track faculty demonstrates service activities leading to promotion and/or tenure in the following ways</p>	<p>Tenure Need 7 Quality Indicators (QI); 2 must be from category A</p>	<p>Assistant to Associate Professor Need 7 Quality Indicators (QI); 2 must be from category A</p>	<p>Associate to Full Professor Need 7 additional Quality Indicators (QI); 2 must be from category A</p>	<p>Examples of Evidence for Dossier <i>(Note: List here, discuss in narrative, provide artifacts in binder 2).</i></p>
<p>Supervision of students in community service activities. VALUE: ½ QI cat B</p>				<p>A copy of the services rendered and for what group of students it was rendered.</p>
<p>Scholarly presentations at community organizations. VALUE: ½ QI cat B</p>				<p>A copy of the invitation, a copy of the program, if possible, and/or a copy of a thank you.</p>
<p>Providing consultation to community agency. VALUE: ½ QI cat B</p>				<p>Evidence of consultation.</p>
<p>Conducting and writing online peer reviews for faculty colleagues. This involves observing online courses using the approved Online Peer Evaluation form. VALUE: ½ QI cat B</p>				<p>A copy of the peer review(s).</p>
<p>Other examples in this category.</p>				

Clinical Faculty Matrices

Matrix for Teaching Criteria for Clinical Track

Promotion for All Clinical Faculty Ranks (Instructor to Assistant; Assistant to Associate;

Associate to Full). ALL INDICATORS ARE REQUIRED.

Clinical-Track Teaching Indicator	Evidence of Fulfilling Teaching Indicator	Examples of Evidence for Dossier <i>(Note: List here, discuss in narrative, provide artifacts in binder 2).</i>
Demonstrates knowledge and uses of research on teaching and learning.		<i>Documentation of attending workshops on teaching and learning, awards received, integrating research into class by showing syllabi, PowerPoint etc., and/or peer reviews.</i>
Demonstrates appropriate assessment of learning objectives.		<i>Documentation of different types of assignments (tests, presentations, papers, interviews, etc.)</i>
Demonstrates appropriate mix of alternative learning strategies.		<i>Documentation of role-playing, videotaping, group work, PowerPoint, creative technology, peer reviews, syllabi, etc.</i>
Organizes subject matter and course in a logical, comprehensive, and cohesive way.		<i>Documentation of assignment schedule, organized Blackboard content, course evaluations, peer reviews, etc.</i>
Delivers course material in an organized manner.		<i>Documentation of organized course, student course evaluations, peer reviews, awards, etc.</i>

Clinical-Track Teaching Indicator	Evidence of Fulfilling Teaching Indicator	Examples of Evidence for Dossier <i>(Note: List here, discuss in narrative, provide artifacts in binder 2).</i>
Adheres to the <i>NASW Code of Ethics</i> (2017) in interactions with students in and out of the classroom.		<i>Documentation of syllabus showing expectations for civil discourse in the classroom, course evaluations, advisor evaluations, peer reviews, etc.</i>
Demonstrates knowledge of and enthusiasm for the subject matter and teaching.		<i>Documentation of incorporation of new class exercises, student course evaluations 3.0 or above, peer reviews, etc.</i>
Encourages and supports students' professional development as social workers.		<i>Documentation of how engaged students in class, attending activities sponsored by students, co-publishing with students, and peer reviews.</i>
Exhibits fairness in assignments and grading.		<i>Documentation of clear and consistent grading criteria, varying grading methods, rubrics accompanying graded assignments, student course evaluations above 3.0.</i>
Maintains academic integrity and high-performance expectations appropriate for the level of one's classes.		<i>Documentation of updating tests/assignments according to changing standards in the field and/or expectations for learning are clearly stated in the syllabus, and student course evaluations above 3.0.</i>

Clinical-Track Teaching Indicator	Evidence of Fulfilling Teaching Indicator	Examples of Evidence for Dossier <i>(Note: List here, discuss in narrative, provide artifacts in binder 2).</i>
<p>Advisor is knowledgeable about academic curriculum. BSW advisors must be knowledgeable about university policies, general education, and the BSW Program curriculum. MSW advisors must be knowledgeable about university policies and the MSW curriculum. Each should be aware of the other.</p>		<p><i>Documentation of understanding of university guidelines and policies, general education, undergraduate, and graduate requirements, Master advisor status, and advisor evaluations.</i></p>
<p>Advisor is accessible to students.</p>		<p><i>Documentation of regular office hours, setting appointments when office hours do not coincide with student availability, communicating, and corresponding with students, and advisor evaluations.</i></p>
<p>Advisor is considerate of student needs.</p>		<p><i>Documentation that demonstrates the advisor is attentive and listens to students' ideas, problems, and needs, makes recommendations to students about alternative courses, makes recommendations about other campus services available to students, and advisor evaluations.</i></p>
<p>Receiving a consistently acceptable Student-End-of-Course Evaluation average rating of $x > 3.0$</p>		<p><i>Documentation of end-of-course evaluations of $x > 3.0$ on a 5.0 scale.</i></p>

<p>Clinical-Track Teaching Indicator</p>	<p>Evidence of Fulfilling Teaching Indicator</p>	<p>Examples of Evidence for Dossier <i>(Note: List here, discuss in narrative, provide artifacts in binder 2).</i></p>
<p>on a 5.0 scale for each item on the evaluation</p>		
<p>Additional accomplishments in any category. This may include administrative responsibilities.</p>		

Matrix for Professional Productivity for Clinical Track

Promotion for All Clinical Faculty Ranks (Instructor to Assistant; Assistant to Associate; Associate to Full).

R = Required

E = Encouraged

NOTE: All below publications, presentations, etc. must be cited using APA reference citation

format. It should also note what role you had in the publication, presentation, etc.

The clinical faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways	Clinical Instructor to Assistant Clinical Professor	Clinical Assistant to Associate Clinical Professor	Clinical Associate to Clinical Full Professor	Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2).</i>
	Need 1 Quality Indicators (QI)	Need 3 Quality Indicators (QI)	Need 3 Quality Indicators (QI)	
Publication or acceptance of an empirical article in a peer-reviewed, discipline-related journal; for multiple authorship. VALUE: 2 QI	E	E	E	Copy of article and/or letter of acceptance; for multiple authorships, provide agreement reached regarding contributions prior to writing per APA standards.
A discipline-related book published or “in press” of which the applicant is an author. VALUE: 2 QI	E	E	E	Publishing contract or copy of jacket of book plus inside page and acknowledgement of contribution per APA standards.
Receipt of a nationally, externally funded grant where the candidate is PI or Co-PI. VALUE: 1 QI	E	E	E	Copy of the grant application and the award letter and acknowledgement of contribution per APA standards.

The clinical faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways	Clinical Instructor to Assistant Clinical Professor	Clinical Assistant to Associate Clinical Professor	Clinical Associate to Clinical Full Professor	Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2).</i>
	Need 1 Quality Indicators (QI)	Need 3 Quality Indicators (QI)	Need 3 Quality Indicators (QI)	
Publication or acceptance of a non-empirical article in a peer-reviewed, discipline-related, journal; for multiple authorship. VALUE: 1 QI	E	E	E	Copy of the article and/or letter of acceptance; for multiple authorships, provide agreement reached regarding contributions prior to writing per APA standards.
A peer-reviewed, discipline-related technical report available for public consumption. VALUE: 1 QI	E	E	E	A copy of the technical report and letter of invitation/acceptance by contracting agency and acknowledgement of contribution per APA standards.
A peer-reviewed empirical presentation at a university, local, regional, national, or international conference or venue (including guest lectures and CEU presentations). VALUE: 1/2 QI	E	R	R	A copy of the presentation, letter of acceptance, and conference program.
A chapter published or "in press" in an edited book. VALUE: 1/2 QI	E	E	E	A copy of the chapter and/or letter of acceptance and acknowledgement of contribution per APA standards.

The clinical faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways	Clinical Instructor to Assistant Clinical Professor	Clinical Assistant to Associate Clinical Professor	Clinical Associate to Clinical Full Professor	Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2).</i>
	Need 1 Quality Indicators (QI)	Need 3 Quality Indicators (QI)	Need 3 Quality Indicators (QI)	
An edited book for which the candidate is an editor. VALUE: 1/2 QI	E	E	E	A copy of the book proposal and letter/publishing contract.
A peer-reviewed, empirical poster session at a regional, national, or international conference. VALUE: 1/2 QI	E	E	E	A copy of the poster session content, a copy of the letter of acceptance, and a copy of the conference program.
Receipt of an internal faculty or research grant as PI or Co-PI. VALUE: 1/2 QI	E	E	E	A copy of the grant application and letter of award; if grant is completed, include final report.
A technical report for consumption by an external professional body (including preparation of CSWE accreditation documents). VALUE: 1/2 to 2 QI	E	E	E	A copy of the report and/or letter of acceptance, or letter of support from Director.
A national external grant that is <u>not funded</u> and candidate is PI or Co-PI. VALUE: 1/2 QI	E	E	E	A copy of the grant application and letter of denial.

<p>The clinical faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways</p>	<p>Clinical Instructor to Assistant Clinical Professor Need 1 Quality Indicators (QI)</p>	<p>Clinical Assistant to Associate Clinical Professor Need 3 Quality Indicators (QI)</p>	<p>Clinical Associate to Clinical Full Professor Need 3 Quality Indicators (QI)</p>	<p>Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2).</i></p>
<p>Publication or acceptance of course materials or case studies that are not limited to use with a course offered through MSU. VALUE: 1/3 QI</p>	<p>E</p>	<p>E</p>	<p>E</p>	<p>A copy of the materials and/or case studies, a copy of the document in which the materials appeared, a description of how the materials were used, and an acceptance letter from the discipline-related body.</p>
<p>One peer-reviewed (non-national) grant submitted but not funded, either internal or external funding. VALUE: 1/3 QI</p>	<p>E</p>	<p>E</p>	<p>E</p>	<p>A copy of the grant application and letter of denial.</p>
<p>Longitudinal research/scholarship requiring time-intensive data collection. VALUE: 1/3 QI</p>	<p>E</p>	<p>E</p>	<p>E</p>	<p>A narrative describing the scholarly project in detail and an interim report with data to demonstrate the status of the project.</p>

<p>The clinical faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways</p>	<p>Clinical Instructor to Assistant Clinical Professor Need 1 Quality Indicators (QI)</p>	<p>Clinical Assistant to Associate Clinical Professor Need 3 Quality Indicators (QI)</p>	<p>Clinical Associate to Clinical Full Professor Need 3 Quality Indicators (QI)</p>	<p>Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2).</i></p>
<p>A technical report for use internally by the SSW, the MCHHS, or the University (including field orientation and/or CSWE standards presentations, substantial work on development of comps exam materials and/or learning plans, etc.). VALUE: 1/3 QI</p>	E	E	E	<p>A copy of the report, a letter from the body using the report that indicates the quality of the report, and contribution per APA standards (i.e., letter of documentation from the Director or the Dean).</p>
<p>A round table discussion, a non-empirical presentation, or a non-empirical poster presentation at a regional, national, or international conference. VALUE: 1/3 QI</p>	E	E	E	<p>A copy of the conference program and a narrative description of the round table discussion, presentation, or poster.</p>
<p>A publication in a non-refereed, discipline-related, vetted journal or magazine, such as a book review. VALUE: 1/3 QI</p>	E	E	E	<p>A copy of the article/manuscript, a copy of the letter of acceptance, and acknowledgement of contribution per APA standards.</p>

The clinical faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways	Clinical Instructor to Assistant Clinical Professor Need 1 Quality Indicators (QI)	Clinical Assistant to Associate Clinical Professor Need 3 Quality Indicators (QI)	Clinical Associate to Clinical Full Professor Need 3 Quality Indicators (QI)	Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2).</i>
Organization of a scholarly symposium for a national conference. VALUE: 1/3 QI	E	E	E	A copy of the letter from the body holding the conference, a copy of the conference, a copy of the conference program, and a narrative describing the symposium, and the candidate's contributions.
Publishing conference proceedings in which the candidate is an editor. VALUE: 1/3 QI	E	E	E	A copy of the conference proceedings and a letter from the conference staff describing the candidate's contributions.
Participation on thesis committee. VALUE: 1/3 QI	E	E	E	Statement of appointment/acceptance.
Collaboration on research in clinical settings (including evidence of student involvement in research projects). VALUE: 1/3 QI	E	E	E	Copy of IRB application or draft of work.

<p>The clinical faculty demonstrates research/scholarly activities leading to promotion and/or tenure in the following ways</p>	<p>Clinical Instructor to Assistant Clinical Professor <hr/>Need 1 Quality Indicators (QI)</p>	<p>Clinical Assistant to Associate Clinical Professor <hr/>Need 3 Quality Indicators (QI)</p>	<p>Clinical Associate to Clinical Full Professor <hr/>Need 3 Quality Indicators (QI)</p>	<p>Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2).</i></p>
<p>Application of clinical expertise to provide service to the local or regional professional community (i.e., provision of professional clinical supervision for individual seeking clinical licensure). VALUE: 1/3 QI for each supervisor</p>	<p>E</p>	<p>E</p>	<p>E</p>	<p>Annual conflict of interest disclosure statement or documents clearly annotating the service provided.</p>
<p>Other examples in this category.</p>				

Matrix for Service Criteria for Clinical Track

Promotion for All Clinical Faculty Ranks (Instructor to Assistant; Assistant to Associate; Associate to Full).

The clinical faculty demonstrates service activities leading to promotion and/or tenure in the following ways	Clinical Instructor to Assist Clinical Professor	Clinical Assistant to Associate Clinical Professor	Clinical Associate to Clinical Full Professor	Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2)</i>
	Need 3 Quality Indicators (QI); 1 must be from category A	Need 4 additional Quality Indicators (QI); 1 must be from category A	Need 7 Quality Indicators (QI); 1 must be from category A	
Serving as an officer or chair of School, College, and/or University committees. VALUE 1 QI cat A				Notification of position/acceptance and contributions of the candidate.
Serving as an officer in a professional organization. VALUE: 1 QI cat A				Notification of position/acceptance and contributions of the candidate.
Organizing a conference for a professional meeting or community organization. VALUE: 1 QI cat A				Copy of position announcement and conference program.
Obtaining a grant for community service activities or community organizations. VALUE: 1 QI cat A				Copy of the grant application and the award letter.
Substantially maintaining or providing other School services, such as maintaining program Web pages, supporting				Evidence of activities involving Web management that is not position-related; artifacts indicating support of grant writing or

<p>The clinical faculty demonstrates service activities leading to promotion and/or tenure in the following ways</p>	<p>Clinical Instructor to Assist Clinical Professor <hr/> Need 3 Quality Indicators (QI); 1 must be from category A</p>	<p>Clinical Assistant to Associate Clinical Professor <hr/> Need 4 additional Quality Indicators (QI); 1 must be from category A</p>	<p>Clinical Associate to Clinical Full Professor <hr/> Need 7 Quality Indicators (QI); 1 must be from category A</p>	<p>Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2)</i></p>
<p>grant writing within the School, etc. VALUE: 1 QI cat A</p>				<p>other School activities of this nature.</p>
<p>Serving as faculty advisor for an active student organization. VALUE: 1 QI cat A</p>				<p>Evidence of serving in this position, such as emails, flyers, announcements of activities.</p>
<p>Securing substantial resources for the School other than from grants and contracts. VALUE: 1 QI cat A</p>				<p>A copy of the letter indicating type and number of resources secured for School.</p>
<p>Serving as a member of School, College, and/or University committees (not position-related, including recruitment activities). VALUE: ½ QI cat B</p>				<p>Evidence of appointment to committee.</p>
<p>Participation in college or university governance activities. VALUE: ½ QI cat B</p>				<p>Evidence of appointment to position and/or participation.</p>

<p>The clinical faculty demonstrates service activities leading to promotion and/or tenure in the following ways</p>	<p>Clinical Instructor to Assist Clinical Professor Need 3 Quality Indicators (QI); 1 must be from category A</p>	<p>Clinical Assistant to Associate Clinical Professor Need 4 additional Quality Indicators (QI); 1 must be from category A</p>	<p>Clinical Associate to Clinical Full Professor Need 7 Quality Indicators (QI); 1 must be from category A</p>	<p>Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2)</i></p>
<p>Membership and active participation in professional organizations and meetings of those organizations. VALUE: ½ QI cat B</p>				<p>Evidence of appointment to position and/or participation.</p>
<p>Community service activities related to the faculty member's discipline, or extensive community service outside of the discipline. VALUE: ½ QI cat B</p>				<p>A copy of the service activities, such as a program, thank you note, etc.</p>
<p>Promoting student involvement in community activities. VALUE: ½ QI cat B</p>				<p>A copy of letter, email, or flyer noting the activities.</p>
<p>Supervision of students in community service activities. VALUE: ½ QI cat B</p>				<p>A copy of the services rendered and for what group of students it was rendered.</p>
<p>Scholarly presentations at community organizations. VALUE: ½ QI cat B</p>				<p>A copy of the invitation, a copy of the program, if possible, and/or a copy of a thank you.</p>

<p>The clinical faculty demonstrates service activities leading to promotion and/or tenure in the following ways</p>	<p>Clinical Instructor to Assist Clinical Professor</p>	<p>Clinical Assistant to Associate Clinical Professor</p>	<p>Clinical Associate to Clinical Full Professor</p>	<p>Examples of Evidence for Dossier <i>(List here, discuss in narrative, provide artifacts in binder 2)</i></p>
	<p>Need 3 Quality Indicators (QI); 1 must be from category A</p>	<p>Need 4 additional Quality Indicators (QI); 1 must be from category A</p>	<p>Need 7 Quality Indicators (QI); 1 must be from category A</p>	
<p>Providing consultation to community agency. VALUE: ½ QI cat B</p>				<p>Evidence of consultation.</p>
<p>Conducting and writing online peer reviews for faculty colleagues. This involves observing online courses using the approved Online Peer Evaluation form. VALUE: ½ QI cat B</p>				<p>A copy of the peer review(s).</p>
<p>Other examples in this category.</p>				

Appendix C

Personal Summary Statement Template

Teaching

Teaching and Advisement Philosophy

Discuss your teaching and advising philosophy.

Advisement Effectiveness

Discuss evidence of your advisement effectiveness (i.e., your annual number of advises, advisee evaluations, and comments from advisees).

Please include the following table:

Table 1

Advisement Evaluations

Year	MSW or BSW Student Advisees	Total Number of Advisees	Advisement Evaluation Score	Response Total on Evaluation

Teaching Effectiveness

Discuss evidence on your teaching effectiveness (i.e., courses taught, modality taught courses, student evaluations, peer reviews, and comments made by students and peers).

Please include the following table:

Table 2

Student Course Evaluations

Semester	Course Name and Section	Number of Total Students	Response Total	Number of Times Taught the Course	Overall Mean Score

Teaching and Advising Professional Development

Discuss professional development (i.e., workshops, seminars, classes, presentations, etc.) you have completed that supports your role as a teacher and/or advisor.

Administrative Activities

If appropriate, discuss any allocated time for administrative activities related to teaching (i.e., Program Coordinator) and evaluate your effectiveness in this role.

Self-Evaluation of Teaching and Advising Effectiveness

Finally, carefully consider evaluation data and discuss your strengths and areas of growth. Discuss how you will modify future teaching and advisement strategies to continue to grow.

Research

Research Focus

Discuss your research focus(s). This includes but is not limited to the following:

- *Your accomplishments fulfilling your research area(s) (i.e., where was the information disseminated? etc.).*

- *Your personal contributions within collaborations (i.e., what was your part in the research?).*
- *Discuss involvement with writing the self-study for accreditation only if you are a program coordinator.*

Future Research Agenda

Discuss your future research agenda.

Table 3

Scholarly Activities

Year	APA Citation of Scholarly Activity	Your Contribution to Scholarly Activity

Table 4

Total Quality Research Indicators

Category	Total Quality Indicators Needed	Total Quality Indicators I have Met
Required Category		
Encouraged Category		
Total:		

Service

Service Philosophy

Discuss your philosophy of service.

Service Effectiveness

Discuss your service effectiveness including describing any impact of your service activities on your students, colleagues, community, and/or professional organizations.

Table 5

Service Opportunities

Year	Service Activity	Service for Department, College, University, or Community?

Table 6

Total Quality Service Indicators

Category	Total Quality Indicators Needed	Total Quality Indicators I Have Met
"A" Indicator (Value 1)		
"B" Indicator (Value ½)		
Total:		

Appendix D

Tables for Performance Evaluation of Key Duties for SSW Administrative Positions

Table 1

BSW Program Coordinator Duties

<ul style="list-style-type: none"> • Maintaining standards within the Program for continuing CSWE accreditation
<ul style="list-style-type: none"> • Ensuring that curriculum revisions are prepared for approval to the School, College, and University curriculum committees in a timely and appropriate manner
<ul style="list-style-type: none"> • Coordinating with MSW Program Coordinator and Director, School of Social Work the BSW social work course schedule and teaching assignments for each semester with BSW Program Coordinator and Director, conduct per course faculty orientation
<ul style="list-style-type: none"> • Assist in mentoring BSW per course faculty
<ul style="list-style-type: none"> • Considering requests for exceptions to curricular sequencing or course offerings, in consultation with the Director
<ul style="list-style-type: none"> • Administering the BSW social work admission, retention, and dismissal procedures
<ul style="list-style-type: none"> • Implementing curricular changes
<ul style="list-style-type: none"> • Supervising the advising, registration, and procedures for BSW students, including assignments of academic advisors
<ul style="list-style-type: none"> • Planning and presenting the BSW student orientation
<ul style="list-style-type: none"> • Reviewing and updating the BSW Student Handbook on an annual basis
<ul style="list-style-type: none"> • Attending the College Administrative Council Meetings in the absence of the Director of the School of Social Work and upon the Director's request
<ul style="list-style-type: none"> • Attending the BSW graduation exercises
<ul style="list-style-type: none"> • Organizing and implementing the Self-Study process for reaffirming of the BSW Program
<ul style="list-style-type: none"> • Maintaining appropriate records and assisting the administrative support staff and the Director in preparing required annual reports to the Council on Social Work Education and to the Dean of the College of Health and Human Services
<ul style="list-style-type: none"> • Explaining the BSW Social Work Program to students expressing an interest in a social work major: high school, undergraduate, and transfer students
<ul style="list-style-type: none"> • Collaborating with the Field Education Coordinator to ensure that the field education and seminar are consistent with the other curriculum areas
<ul style="list-style-type: none"> • Working closely with the administrative support for the BSW Program to ensure the achievement of Program goals
<ul style="list-style-type: none"> • Participating in BSW appeal and grievance procedures according to University policy and the School's Standards and Essential Functions
<ul style="list-style-type: none"> • Overseeing BSW recruitment activities

<ul style="list-style-type: none">• Assist in the preparation for Self-Study and Reaffirmation; prepare reports as needed for ongoing CSWE reports, and for assessment
<ul style="list-style-type: none">• Working with the Director on budgetary items for meeting the BSW Program's goals
<ul style="list-style-type: none">• Other duties as assigned by Director

Table 2*MSW Program Coordinator—Primary Job Duties*

<ul style="list-style-type: none"> • Establish MSW calendar for academic year
<ul style="list-style-type: none"> • Conduct Foundation and Concentration Student Orientations
<ul style="list-style-type: none"> • Oversee admissions process, including review of applications, and sending appropriate letters to applicants
<ul style="list-style-type: none"> • Respond to student inquiries and/or meet with them regarding MSW Program issues
<ul style="list-style-type: none"> • Supervising the advising, registration, and procedures for BSW students, including assignments of academic advisors
<ul style="list-style-type: none"> • With BSW Program Coordinator and Director, conduct per course faculty orientation
<ul style="list-style-type: none"> • Assist in mentoring MSW per course faculty
<ul style="list-style-type: none"> • Chair MSW Committee
<ul style="list-style-type: none"> • Oversee recruitment of MSW students
<ul style="list-style-type: none"> • Notify Graduate College of admission decisions
<ul style="list-style-type: none"> • Oversee the process for MSW scholarships
<ul style="list-style-type: none"> • Ensure MSW Program functions in accordance with Graduate College guidelines, including approval of Graduate Faculty status for fulltime and per course faculty
<ul style="list-style-type: none"> • Oversee class scheduling for MSW classes, in coordination with BSW Coordinator
<ul style="list-style-type: none"> • Assist with the recruitment and hiring of per course faculty for MSW courses
<ul style="list-style-type: none"> • Attend MSW graduation exercises
<ul style="list-style-type: none"> • Plan, administer and process comprehensive exams
<ul style="list-style-type: none"> • Revise MSW Student Handbook
<ul style="list-style-type: none"> • Participate in any student retention issues, grade appeals, or other appeals, as needed
<ul style="list-style-type: none"> • Participate in preparations for Self-Study and the Reaffirmation process; prepare ongoing CSWE reports as needed, including assessment reports
<ul style="list-style-type: none"> • Work with Director on budgetary items for meeting MSW Program's goals
<ul style="list-style-type: none"> • Other duties as assigned by Director

Table 3*Field Education Program Coordinator*

<ul style="list-style-type: none"> • Overall administrative responsibility for the direction and coordination of the BSW or MSW Field Education Programs
<ul style="list-style-type: none"> • Oversee the development and maintenance of policies and practices for practicum operation (including BSW or MSW Field Manuals)
<ul style="list-style-type: none"> • Recruit, develop, plan, and create placement opportunities
<ul style="list-style-type: none"> • Oversee, supervise, and monitor quality of practica at the agency and student level of performance, including employment-based practica
<ul style="list-style-type: none"> • With other coordinators, organize, develop, and facilitate training for field instructors
<ul style="list-style-type: none"> • Maintain relationships with practicum sites
<ul style="list-style-type: none"> • Intervene if problems arise for students, field instructors, educational supervisors, and field liaisons; consult as necessary with appropriate persons, including the Director
<ul style="list-style-type: none"> • Establish a Field Education calendar for the academic year
<ul style="list-style-type: none"> • Conduct Field Education Student Orientations
<ul style="list-style-type: none"> • Oversee field placement process
<ul style="list-style-type: none"> • Meet with students for Pre-Field Advising
<ul style="list-style-type: none"> • Actively participate in BSW or MSW Committee meetings
<ul style="list-style-type: none"> • Provide support for faculty liaisons
<ul style="list-style-type: none"> • Assist with recruitment of new students (through events and publications)
<ul style="list-style-type: none"> • Monitor the field education social work curriculum and maintain standards within the Program for continuing CSWE accreditation
<ul style="list-style-type: none"> • Review and update the field component of the BSW or MSW Student Handbooks on an annual basis
<ul style="list-style-type: none"> • Maintain appropriate records and assist the administrative support staff with required annual reports to the Council on Social Work Education, including assessment
<ul style="list-style-type: none"> • Assist the Program Coordinator in organizing and implementing the Self-Study process for reaffirmation of the field component of the BSW or MSW Programs
<ul style="list-style-type: none"> • Collaborate with the Field Education Program Coordinators to ensure that the field practica/seminars are consistent with the other curriculum areas
<ul style="list-style-type: none"> • Participate in BSW or MSW appeal and grievance procedures, according to University policy and the School's policies
<ul style="list-style-type: none"> • Work with the Director to manage budgetary needs for meeting the Field Education Program's goals
<ul style="list-style-type: none"> • Other duties as assigned by the Director

Appendix E

Missouri State University

McQueary College of Health and Human Services

Criteria for MCHHS Clinical Faculty Ranks Appointments and Eligibility for Promotion

Supplement to Section 3.5.11 of the Faculty Handbook

Approved September 22, 2016

Explanatory Note:

This document was developed to supplement the policies described in the Missouri State University Faculty Handbook with respect to appointment, reappointment, and promotion of clinical faculty as described on page IV of the Faculty Handbook approved June 10, 2016:

The Faculty Handbook represents University-wide policy and takes precedence over policy promulgated by departments, colleges, or other units within the University. This does not preclude departments, colleges or other units within the University from issuing policy documents separate from the Faculty Handbook; however, while all such documents may amplify, add detail to, and expand upon policies contained in the Faculty Handbook, all policy disputes shall be resolved in favor of those contained in the Faculty Handbook (p. IV).

The 2007 edition of the Missouri State University Faculty Handbook provided for the appointment of Clinical Faculty, but left it to the departments to develop appropriate appointment, promotion, and performance review criteria for each rank. The language in the June 20, 2016 version of the Faculty Handbook is as follows:

3.5.11 Clinical Faculty

Clinical Faculty are members of the faculty whose primary responsibilities are Clinical Education and service. Clinical Faculty may participate in research and other scholarly or creative activities. Clinical Faculty must be qualified as defined by professional/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 Professor. Departments 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 performance reviews, educational needs of the department, and continued funding. Clinical Faculty are not eligible for tenure but have the same right to academic freedom accorded tenure-track faculty. If a Clinical Faculty member 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 a 9-month or 12-month contracts. Clinical Faculty on 9-month contracts will receive salary compensation and benefits for 12 months (p. 25).

A majority of the departments in the College of Health and Human Services subsequently incorporated criteria for Clinical Faculty into their Reappointment, Tenure and Promotion documents. Currently, approximately twenty percent of the MCHHS faculty members have clinical faculty appointments, and several have been promoted through the ranks to Professor. After a decade of experience hiring, reappointing and promoting clinical faculty, it is clear the uniform guidelines with the MCHHS are needed to establish definitions of each clinical faculty ranks, requirements for initial appointment, and length of service eligibility requirements for promotion to parallel the criteria for academic faculty described in section 3.3 of the Faculty Handbook. Each department is responsible for the development of specific criteria appropriate to their discipline. The following guidelines are applicable to Clinical Faculty in the College of Health and Human Services.

3.5.11.1 CHSS Requirements for Appointment, Reappointment, and Promotion of Clinical Faculty

3.5.11.1.1 Clinical Instructor

Definition:

And entry-level clinical faculty rank of one who has potential or demonstrated achievement in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

A master's degree or doctorate as determined appropriate by department faculty with the approval of the Dean of the College and the Provost, current Missouri licensure or certification appropriate for the discipline, at least one year of professional expertise obtained after the entry-level degree, and potential for, or demonstrated effectiveness, in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline. Individuals with progress toward the advanced degree may be appointed with the stipulation in the appointment letter that the degree must be completed within a specified period of time.

Eligibility for Promotion:

A minimum of three years of service in the rank of Clinical Instructor, and evidence of effectiveness in Clinical Education, Professional Productivity/Research, and Service. Clinical Instructors may apply for promotion during their third year of service with the effective date of the promotion at the beginning of the fourth year.

Policy in Effect for Promotion:

Clinical Instructors applying for promotion to Clinical Assistant Professor have the option of using either the current version of promotion criteria or the version in effect at the time of initial appointment as a Clinical Instructor, provided that it has been no longer than seven years since it was in effect.

3.5.11.1.2 Clinical Assistant Professor

Definition:

A clinical faculty rank of one who has demonstrated achievement or potential in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

A master's degree or doctorate as determined appropriate by the department faculty with approval of the Dean of the College and the Provost, current Missouri licensure or appropriate credentials for the discipline, a minimum of three years of professional experience obtained after the entry-level degree, and the potential for, or demonstrated effectiveness, in the areas of Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline. Individuals with progress toward the degree may be appointed with the stipulation in the appointment letter that the degree must be completed within a specified period of time.

Eligibility for Promotion:

Six years of service in the rank of Clinical Assistant Professor at Missouri State University or a combination of three years in the rank of Clinical Instructor and three years in the rank of Clinical Assistant Professor, sustained effectiveness in Clinical Education, Professional Productivity/Research, and Service to the discipline.

Policy in Effect for Promotion:

Clinical Assistant Professors applying for promotion to Clinical Associate Professor have the option of using either the most current version of promotion criteria or an earlier version, provided that it has been no longer than seven years since it was in effect.

3.5.11.1.3 Clinical Associate Professor

Definition:

A clinical faculty rank of one who has demonstrated a sustained record of achievement and effectiveness in Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

(1) Promotion from Assistant Clinical Professor rank, or (2) doctoral degree or master's degree and specialization or advanced certification, Missouri licensure or appropriate certification for the discipline, a minimum of six years of professional experience obtained after the entry-level

degree, including teaching or supervision in higher education, and evidence of sustained achievement and excellence in Clinical Education, Professional Productivity/Research and Service, including involvement in the discipline at the regional or national level.

Eligibility for Promotion:

Doctorate degree or master's degree and specialization or advanced certification, a minimum of five years of service in the rank of clinical associate professor at Missouri State University, evidence of leadership at the regional or national level, and a cumulative record of excellence in Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline. Individuals with exceptional records of accomplishments may apply for each promotion.

Policy in Effect for Promotion:

Clinical Associate Professors applying for promotion to Professor have the option of using either the most current version of promotion criteria or an earlier version of criteria, provided that it has been no longer than seven years since it was in effect.

3.5.11.1.4 Clinical Professor

Definition:

A clinical faculty rank of one who is recognized as a leader in health and human services with a cumulative record of excellence in Clinical Education, Professional Productivity/Research, and Service appropriate to the discipline.

Basis of Appointment:

(1) Promotion from Assistant Clinical Professor rank, or (2) doctoral degree or master's degree and specialization or advanced certification, Missouri licensure or appropriate certification, a minimum of eleven years of professional experience obtained after the entry-level degree, including teaching or supervision in higher education, and a cumulative record of excellence in Clinical Education, Professional Productivity/Research and Service, including national or regional recognition and leadership in the discipline.