MISSOURI STATE UNIVERSITY

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

DEPARTMENT:

COLLEGE: Arts and Letters

SEMESTER/YEAR OF CURRENT REVIEW:
- Spring 2017 - Fall 2015

SEMESTER/YEAR OF NEXT REQUIRED REVIEW:
- Spring 2020 - Summer 2018

DEPARTMENT ADOPTION SIGNATURES:

[Signature]
Department Personnel Committee Chair
Date: 3-6-17

[Signature]
Department Head
Date: 3/6/17

APPROVAL SIGNATURES:

[Signature]
Dean
Date: 3/3/17

[Signature]
Provost
Date: 3-8-17

THIS PLAN IS IN EFFECT FROM SPRING, 2017, THROUGH SPRING, 2020
(AY 2017-18, AY 2018-19, AY 2019-20)

This was revised mid-stream
1.0 **THE PERSONNEL COMMITTEE: ITS STRUCTURE, FUNCTIONS, AND MEMBERSHIP**

The Missouri State University *Faculty Handbook* specifies that each member of the ranked faculty will be evaluated annually, including tenured faculty. Each department is charged with establishing procedures for accomplishing these things, and the Personnel Committee was created initially for that purpose. See *Faculty Handbook* section 4.8.3

Detailed information about the University's procedures for annual evaluation of progress toward tenure, tenure and promotion are contained in the *Faculty Handbook* section 4.6. In this department, both the procedures used in processing an application for personnel action (i.e., annual merit evaluation; annual evaluation of progress toward tenure for untenured, tenure-eligible faculty; tenure; and promotion) and the guidelines or criteria used in evaluating such an application shall be those procedures and guidelines stipulated below in this document.

The annual evaluation process is linked with Missouri State University's Merit Process. In January, each faculty member submits a summary of his/her activities. This summary, referred to hereafter as the "Annual Report", provides the basis on which merit recommendations are made by the departmental Merit Committee (described in Section 3.5) to the Department Head, and ultimately to the Dean. The Department Head and Dean may each adjust the individual merit recommendations submitted by the Merit Committee.

In addition, probationary faculty (i.e., faculty who are eligible for tenure but are not yet tenured) submit annually a dossier that is more detailed than the Annual Report. The dossier describes in detail the faculty member’s activities and outcomes in the areas of teaching, research/scholarly activity, and service. It serves as a cumulative record and provides the foundation for the tenure and promotion dossier submitted, typically, at the beginning of the faculty member’s sixth year of
service to the University. For each probationary faculty member, the Personnel Committee provides an annual letter evaluating the faculty member's strengths and areas where improvement is needed and assessing his or her progress toward tenure. It is important to note that the Merit process and the Tenure process, while related, are separate processes; it should not be assumed that receiving acceptable merit ratings each year ensures tenure.

1.1 **The Charge of the Personnel Committee**

The Personnel Committee has two major purposes. First, it makes written recommendations to the Department Head regarding annual evaluation of progress toward tenure, tenure, and promotion for individual faculty members. These written recommendations are given both to the faculty member and the Department Head, where they become part of the formal performance evaluation process. Second, the Personnel Committee establishes and employs departmental policies that take the form of procedures and guidelines relevant to personnel actions and may recommend policy changes to the full faculty for its consideration. Any faculty member may initiate a request for a particular department policy to be created or reviewed by the committee.

1.2 **Membership**

The Personnel Committee is composed of all the tenured members of the Department of Communication. Tenured members of the department who serve as full-time administrators at the University have generally removed themselves from participation in and voting on matters where they may subsequently have to act in their administrative capacities. For example, although such members have participated in discussions of procedural matters, they have not participated in discussions of substantive matters relating to specific personnel actions, although they do receive information from the committee as a courtesy. From time to time, the committee may ask non-tenured members to attend meetings, provide information, help review policies, work on subcommittees, and so forth. While such "invited" faculty may participate fully and vote on subcommittee matters, they do not participate in or vote on Personnel Committee matters of annual evaluation of progress toward tenure, tenure, or promotion.

1.3 **Leadership**

1.3.1 **Chair**

The Personnel Committee is headed by the chair, who is responsible for organizing and conducting meetings, obtaining and circulating information and materials required by the committee, and producing the written recommendations of the committee. The chair serves as a coordinator, and is free to participate and vote on all matters, not just to break voting ties. Normally, the vice-chair succeeds to the position in the following year; otherwise, the chair is elected.

1.3.2 **Vice-chair**

The vice-chair is responsible for carrying out the duties of the chair during the chair's absence, and generally helps with the organization of the committee. The vice-chair is usually elected at the initial organizational meeting of the academic year, when newly tenured members of the committee have the first opportunity to
vote. The vice-chair then becomes chair of the committee during the following academic year.

1.3.3 Recorder

The recorder is responsible for recording actions taken and decisions made by the committee and circulating them to the rest of the committee, usually in the form of minutes. A recorder may be elected, usually at the initial organizational meeting, for the full academic year, or different individuals may volunteer to record decisions at each meeting.

1.4 Committee Procedures

1.4.1 Discussion Procedures

The parliamentary authority for the Personnel Committee in all matters not in conflict with the Faculty Handbook or other applicable department or college policy and procedure statements shall be the most recent edition of Robert's Rules of Order, Newly Revised. Unless otherwise required, either by University or College procedure or by department by-laws, the Personnel Committee will conduct its business and make its reports or recommendations in accordance with the parliamentary authority identified above.

1.4.2 Voting Procedures

1.4.2.1 Absentee Votes

Absentee votes are permitted at Committee meetings when members are required to be absent as a consequence of either academic leave or performing another academic assignment. The Committee chair will accept and count absentee votes on personnel actions prior to discussion. Absentee votes on proposed changes in Committee procedures or guidelines may be counted at the discretion of the chair.

1.4.2.2 Proxy Votes

Proxy votes are not permitted.

1.4.3 Reporting Procedures

Personnel Committee members vote on and correspondingly report or recommend regarding two categories of business: personnel actions and personnel policies (i.e., procedures and evaluation guidelines).

1.4.3.1 Reporting on Policy Issues

Routine matters, such as discussions of procedure or other issues that do not pertain to the evaluation of specific individuals, are recorded in the minutes and circulated to members. In addition, both the minutes of
previous meetings and agendas of upcoming meetings are posted in the
department office for all faculty members to read.

1.4.3.2 Reporting Personnel Actions

The *Faculty Handbook* calls for yearly evaluation of all faculty (section
4.6). In the Department of Communication, the Personnel Committee
also provides untenured ranked faculty with its own annual written
evaluation during the annual evaluation of progress toward tenure
process. In addition, the committee provides written evaluations of
faculty who apply for tenure and promotion.

In these matters of annual evaluation of tenure progress, tenure, and
promotion, the committee chair produces a letter that reflects the
committee members' assessment of that faculty member's performance,
and also includes the results of the committee's assessment. A copy of
that letter goes both to the individual faculty member and to the
Department Head, and accompanies all subsequent evaluation letters
through the chain of command to the president.

The presumption is that a probationary faculty member's appointment
will be continued. However, if the faculty member's performance has
evidenced problems that warrant non-renewal, the Personnel Committee,
in its annual evaluation, can recommend non-renewal. If a first-year
faculty member's appointment is not renewed for the second year, that
faculty member must be notified by the Provost by March 1 of the first
year. Starting with the second year, a faculty member whose
appointment is not renewed must be notified by December 1 of the
second year and is given the upcoming year as the terminal year. See
Section 4.6.2 of the *Faculty Handbook* for information on annual
performance reviews for probationary faculty.

In certain instances, some members of the committee may disagree with
the majority's assessment of the individual and may wish to produce a
minority report; in that case, a copy of the minority report, signed by the
appropriate individuals, is included with the evaluation letter and sent
both to the faculty member and to the Department Head. As before, the
minority report accompanies the letter through the entire process.

1.4.4 Violations of Personnel Procedures

A member of the department personnel committee may be subject to limitations
on voting privileges on all personnel actions before the committee if through a
majority vote of the personnel committee they have been found to have violated
department faculty rights regarding privacy, due process, and a workplace free of
sexual harassment.

1.4.5 Subcommittee Structure

At present, the Personnel Committee has one standing committee, the Faculty
Orientation and Materials Preparation Subcommittee (see section 1.5.4 for
details), and operates otherwise using an ad hoc committee structure by creating subcommittees as needed to handle specific items.

In some instances, the subcommittee will report to the Personnel Committee, which is empowered to take final action (for example, consideration of the Personnel Committee Procedure Manual). In other instances, the subcommittee will submit its recommendations to the Personnel Committee, which will discuss the subcommittee recommendations and submit, in turn, its own recommendations to the ranked faculty and Department Head for final action.

1.4.6 Submitting Items for Committee Consideration

The Personnel Committee encourages tenured and non-tenured faculty to submit items to be considered by the committee. Such items should be submitted in writing to the chair of the Personnel Committee for inclusion on the agenda.

- Amending the Personnel Committee Procedure Manual and Evaluation Guidelines

Our department's tenure and promotion document is a living document that will be responsive to MSU organizational change and the changing needs of our department. This policy allows two paths for the amendment of the policy.

1.4.7.1 Submitting Items for Committee Consideration

During a called meeting of the departmental personnel committee, any member of the committee may submit amendments, changes, or other modifications to the tenure and promotion document.

Generally, formal amendments to the tenure and promotion document should be available to personnel committee members at least 24 hours before a called meeting. However, this should not be construed to deny suggested changes at any called meeting.

1.4.7.2 Voting

A simple majority of personnel committee members must be present at the called meeting. In addition, for a motion to amend the tenure and promotion document to pass, a simple majority of Personnel Committee members present at the called meeting is required for passage.

1.4.7.3 Email Procedures

Any member of the personnel committee may submit amendments, changes, or other modifications to the tenure and promotion document by email to all members of the personnel committee during the regular school year.

For an amendment to pass a simple majority of the members of the personnel committee is needed. A simple majority needs to form by email to the Personnel Committee chairperson within 5 working days of
the notification of the proposed change.

1.4.7.4 Notification to Members and Revision of Document

After a change or amendment to the tenure and promotion document has been made it is the responsibility of the personnel committee chair to compile the change, reformat the existing document to accurately reflect those changes and then to transmit the changed document, as needed, to the appropriate university administrative units as required.

1.5 Definition of Terms

The University uses a number of terms that pertain to matters of personnel. Those used most often by the Personnel Committee are described as follows. Please refer to the Faculty Handbook, Glossary and Abbreviations section, for more detailed information about these and other categories.

1.5.1 Personnel/Appointment Categories

1.5.1.1 Renewable Term Appointment

An appointment made for a specified maximum period, and renewable each year up to the end of that period, if the individual holding the appointment is reappointed. In our department, several instructors have been hired in the past with renewable term appointments; they may be reappointed annually through a fifth year of service, but their letters of annual appointment have stated that they may not be employed after that year.

1.5.1.2 Ranked

A tenure-track/tenured faculty holding the rank of Assistant Professor, Associate Professor or Distinguished Professor.

1.5.1.3 Unranked

A faculty member in a non-tenure position. [Instructors employed after January 1, 2007 are unranked faculty.]

1.5.1.4 Probationary faculty

Faculty appointed for a stated term to a tenure-track position with provisions for review and renewal at the end of the appointment term and designed to lead to a tenure decision at the end of the probationary period.

1.5.1.5 Tenure track

A faculty member appointed to a tenure-track position that leads to tenure upon successful completion of a probationary period and to faculty who have been awarded tenure. Appointment to a position with
academic rank is not synonymous with appointment to a tenure-track position.

1.5.1.6 Tenured

A faculty member who has been granted the status (after a probationary period) that protects him or her from arbitrary dismissal is tenure. Tenure gives the faculty member the contractual right to be reemployed for succeeding academic years until he or she resigns, retires, is dismissed for cause, is separated pursuant to a reduction in force, or is unable to perform the duties of the position or dies, but subject to the terms and conditions of employment that exist in the 2014-2017-current Faculty Handbook and in future editions of the Faculty Handbook as amended.

1.5.1.7 Terminal year

Faculty members who are not granted tenure and faculty members in their second, third, fourth, and fifth years of service who are not reappointed are given the upcoming academic year as the terminal year, or final year of employment at Missouri State University. Faculty members in their second and subsequent years of service are notified by April 30 if the year after (i.e., their third or subsequent year) will be their terminal year. Faculty normally apply for tenure in their sixth year; if not granted, their seventh year is their terminal year. "Terminal" year also refers to the final year of a term appointment.

1.5.2 Types of Personnel Actions

All the following actions and procedures for accomplishing them are described in detail in the following sections and are merely defined here. In addition, details may be found in the Faculty Handbook, section 3.2

1.5.2.1 Promotion

A progression within an appointment series (tenure-track, clinical, research) following fulfillment of criteria and review as specified in departmental promotion documents and the Faculty Handbook.

1.5.2.2 Annual Appointment

The invitation to a faculty member to teach during the following academic year and to apply for annual appointment during that following year, the procedure by which this is accomplished. It is assumed that tenure-eligible, probationary faculty who receive positive annual evaluations of progress toward tenure, will be reappointed.

1.5.2.3 Tenure

The status granted (after a probationary period) to a ranked faculty member protecting him or her from arbitrary dismissal. Tenure gives the
faculty member the contractual right to be reemployed for succeeding academic years until he or she resigns, retires, is dismissed for cause, is separated pursuant to a reduction in force, or is unable to perform the duties of the position or dies, but subject to the terms and conditions of employment that exist in the 2014 current Faculty Handbook and in future editions of the Faculty Handbook as amended.

1.5.3 Types of Materials Used In Decision Making

In general, the Personnel Committee may use only material supplied by the faculty member, by that faculty member’s supervisor (if applicable), and departmental data in making personnel decisions.

1.5.3.1 Materials Supplied by the Faculty Member for Personnel Decisions

The materials to be supplied by the faculty member are outlined in Appendix C and the College of Arts and Letters Tenure, Promotion and Annual Evaluation Guidelines. The faculty member is urged to prepare his or her materials with care, so that the strongest possible case may be presented. The faculty member’s mentor, members of the Personnel Committee, and members of the Faculty Orientation and Materials Preparation Committee are ready to help the faculty member prepare convincing materials.

1.5.3.2 Departmental Data

Certain data about the faculty member are considered departmental data that belong to the department and are readily available to the Personnel Committee for the purpose of making evaluation decisions. There are three categories of departmental data: 1) student evaluations, including numeric student evaluation of teaching summaries and the handwritten comments of students on the student evaluation of teaching, 2) results of departmental peer reviews, and 3) any conditions or contingencies of employment that are relevant to personnel decisions (such as deadline dates by which a dissertation must be completed, and so forth). No other data are automatically available for Personnel Committee perusal. If other information is needed by the committee (such as transcripts), it may be obtained in one of two ways: 1) it may be released by the faculty member for use in the particular personnel decision being made, or 2) the Personnel Committee Chair may request it of the Department Head after the committee has voted to request it. Certain information may be confidential and the Department Head may not have authority to release it; if so, the Personnel Committee is bound by any such additional restrictions.

1.5.3.3 Information Supplied by the Supervisor

The faculty member may have a departmental supervisor, other than the Department Head, who has responsibility for evaluating his/her performance. For example, the assistant forensics director is supervised
by the forensics director, and many instructors are supervised by the basic course director. Generally, this is relevant to annual appointment decisions. The faculty supervisors are generally asked to make oral reports to the Personnel Committee, although they may also be asked to submit written evaluations as well.

1.5.4 Help Available to the Applicant

Both formal and informal channels are available to assist the applicant throughout the application process. First, the Personnel Committee Chair and/or the Department Head notify the faculty of the deadline dates for applying and submitting materials. The Faculty Orientation and Materials Preparation Subcommittee is charged specifically with the task of explaining the process to new faculty, and helping applicants prepare materials. All members of the Personnel Committee are available to help both explain the process and help individual applicants prepare materials, and the applicant’s mentor is encouraged to provide whatever assistance is sought by the applicant.

Applicants are urged to let the Department Head and the Personnel Committee Chair know as early as possible that they plan to apply, so that the help needed may be provided in timely fashion.

1.5.4.1 Faculty mentors

During the first few weeks as a member of the department, a new faculty member is encouraged to go to the department head or any other faculty member for help. By October 1 of the first year, a new faculty member should identify at least two tenured faculty members who could serve as mentors and with whom he or she would like to work. The faculty member will submit the names to the department head who, after consulting with the faculty members so identified, will select one to be the new faculty member’s mentor. The main purpose of the faculty mentor is to help the faculty member become oriented to the institution, to answer questions that invariably arise during the first year, and, along with the Faculty Orientation and Materials Preparation Subcommittee, to help the new faculty member prepare the evaluation dossier. Even though probationary faculty members have assigned mentors, they are encouraged to seek mentoring and other kinds of assistance from any departmental faculty.

1.5.4.2 Materials Preparation

Generally, dossiers of all probationary faculty are reviewed by the Personnel Committee in February, with Personnel Committee recommendations due to the department head in late March (exact dates are announced during the fall semester). Preparation of a clear, compelling dossier is especially important. In their first year, probationary faculty members will meet with the chair of the personnel committee and one other member of the personnel committee for advice about how to prepare their first evaluation dossier. First-year faculty are
asked to submit their dossiers to the Faculty Orientation and Materials Preparation Subcommittee by December 1. The Subcommittee will review the dossier and provide specific feedback to the applicant by mid-December. The applicant is expected to use that feedback to improve the dossier before it must be submitted to the full Personnel Committee in early February. At that meeting, information will be provided about annual reviews, dossier materials to be included, and overall preparation. Efforts will be made to provide examples of dossiers submitted previously.

Probationary faculty are encouraged to regularly consult with members of the personnel committee about the content and presentation of the dossier. Generally, dossiers for faculty applying for tenure and/or promotion must be submitted to the department head and Personnel Committee by October 1 (the exact dates are announced the previous spring semester). It is strongly recommended that applicants for tenure and/or promotion are submit their dossiers to the Faculty Orientation and Materials Preparation Subcommittee by mid-October no later than September 1 (exact dates announced the previous spring semester) for initial review and feedback by members of the personnel committee. It is expected, of course, that applicants to use that feedback to improve their dossiers prior to submitting them to the department head and full Personnel Committee.

2.0 COMMITTEE PROCEDURES REGARDING PERSONNEL ACTIONS

The following sections describe in detail the major tasks to be undertaken by the Personnel Committee and the procedures that are followed. Additional information about each procedure is available in the Faculty Handbook, section 4.6.2. In all cases, the Personnel Committee makes recommendations to the Department Head, but is not the final decision maker. The Personnel Committee’s recommendations are forwarded through the channels along with subsequent recommendations from the Department Head, Dean, and Provost.

2.1 Annual Appointment

Annual appointment is an invitation to teach during the following academic year. According to the Faculty Handbook the department must make an assessment of the faculty member’s progress toward tenure annually and each untenured, ranked faculty member must be notified by a specified date of the department’s decision not to reappoint him or her. Tenure does not occur de facto. (See Faculty Handbook section 4.6.1.)

The Personnel Committee will review every untenured, ranked faculty member for annual evaluation toward tenure; the committee invites each such faculty member to submit information in support of his/her application.

2.1.1 Generic Calendar
The Personnel Committee's dates for considering faculty members for annual appointment are based on the individual faculty member's current year of appointment and the dates established by the University Provost, as follows:

2.1.1.1 In the first year, to a second, the faculty member must be notified of non-reappointment by March 1.

2.1.1.2 In the second year, the faculty member must be notified by December 15 of non-reappointment to the year following the current year (i.e., to the fourth, fifth, or sixth year).

- For faculty in the third or later year, non-renewal of contracts occurs 12 months before expiration of the appointment. (Consult Section 4.6.3 – Notice on Non-Reappointment of Tenure-Track Faculty during the Probationary Period – of the Faculty Handbook.)

- Faculty members are instructed to check the yearly Promotion and Tenure Calendar for a complete list of dates and actions at http://www.missouristate.edu/provost/tpcalendar.htm

2.1.2 Procedures

The Chair of the Personnel Committee, with the help of the Department Head, determines what the specific deadlines are and notifies each faculty member of both the University deadlines and the Personnel Committee date for deliberation. The committee meets at the appointed time, deliberates, and votes by ballot. A copy of the recommendation, including the names of members voting, is given to the faculty member and to the Department Head. This written recommendation, which is a part of the formal evaluation required for all ranked faculty, is included with all subsequent recommendations regarding the candidate for annual evaluation of progress. The Department Head makes his/her own recommendation, a copy of which is provided to the candidate, and forwards it to the Dean, who makes his/her own and forwards it to the Provost. The Provost gives his/her recommendation to the President.

The faculty member is customarily informed of all recommendations, even if they are in agreement with the previous recommendation. In all cases where a recommendation differs from that of the Personnel Committee, the administrator who differs is required to notify in writing the faculty member, the Personnel Committee, and any affected administrators of the reasons for the disagreement. At each step along the way, the faculty member may submit additional information or challenge a recommendation. If the faculty member chooses to submit additional information, s/he must so inform the Personnel Committee.

2.1.3 Materials Used

Materials used for the annual evaluation of all faculty consist of the Annual Report submitted for merit consideration. In addition, probationary faculty who are tenure eligible but not yet tenured submit a dossier that provides a cumulative record of their accomplishments. Materials used for annual evaluation of
progress toward tenure include materials supplied by the faculty member, by the supervisor (if applicable), and departmental data. See Appendix B.

2.1.4 What Happens Next

The faculty member has the right to submit additional information on his/her behalf at any step of the annual appointment process and to challenge recommendations made at any level. A formal appeal of an annual appointment recommendation may be made through the University's grievance process, which is described in section 4.6.6.3 of the Faculty Handbook.

The final decision on annual appointment is made by the Board of Governors. The faculty member receives a letter indicating the result of the board's vote, which is binding.

2.2 Tenure

Tenure provides continuing employment for the faculty member, until s/he resigns, retires, or is terminated for cause. Only members of the ranked faculty whose appointments are tenure track are eligible to apply for tenure, which attests that a faculty member has achieved a particular standard of performance in teaching, research, and service which is more demanding than the standard for annual appointment. Since tenure represents a lifetime professional commitment to a faculty member, it is based on a thorough evaluation of that faculty member's work over a period of years.

Generally a faculty member desiring tenure must apply during the sixth year of service to Missouri State University. The initial letter of appointment specifies the last semester during which the faculty member can apply for tenure. Faculty members who apply during their sixth year but are denied tenure are given a terminal year contract for the following academic year.

A faculty member desiring tenure must have his/her eligibility certified by the Provost (this process is initiated by the department head and dean), must make formal application for tenure, and must compile a dossier of materials in support of his/her application.

For details about the tenure procedure, see section 3.7 of the Faculty Handbook. For details about the criteria for tenure, see the pertinent section of this manual.

2.2.1 Generic Calendar

The Personnel Committee's dates for considering faculty members for tenure are based on the University-established deadlines.

2.2.2 Procedures

Once the Personnel Committee has established the departmental deadlines, the chair notifies each eligible faculty member of both the University deadlines and the Personnel Committee date for deliberation. The committee meets at the appointed time, deliberates, and votes by ballot. A copy of the recommendation, including the names of members voting, is given to the faculty member and to
the Department Head. This written recommendation is forwarded through channels along with all subsequent recommendations. The Department Head makes his/her recommendation and forwards it to the dean, who makes his/her own and forwards it to the Provost. The Provost gives his/her recommendation to the President. In all cases where a recommendation differs from that of the Personnel Committee, the administrator who differs is required to notify in writing the faculty member, the Personnel Committee, and any affected administrators of the reasons for the disagreement. At each step along the way, the faculty member may submit additional information or challenge a recommendation. If the faculty member chooses to submit additional information, s/he must so inform the Personnel Committee.

2.2.3 Materials Used

Materials used for tenure include materials supplied by the faculty member and departmental data. Faculty members are required to submit a dossier summarizing their activities in teaching, research, and service, and they should take great care in preparing the dossier. Part of the Personnel Committee's role is to help faculty members submit the best possible dossiers in support of their applications. Members of the Faculty Orientation and Materials Preparation Subcommittee and the applicant's mentor are encouraged to help the faculty member compile the dossier. See Appendix B for contents of the dossier.

2.2.4 What Happens Next

The faculty member has the right to submit additional information on his/her behalf at any step of the tenure process and to challenge recommendations made at any level. (See section 3.8.) A formal appeal of a tenure recommendation may be made through the University's grievance process, which is described in section 4.6.6.3 of the Faculty Handbook.

The final decision on tenure is made by the Board of Governors. The faculty member receives a letter indicating the result of the board's vote, which is binding.

If the faculty member is not tenured, s/he receives a letter of nonappointment and a terminal year appointment is tendered for the following academic year.

2.3 Promotion

Promotion, as with tenure, attests that a faculty member has achieved a particular standard of performance in teaching, research, and service.

A faculty member desiring promotion must have his/her eligibility certified by the Provost, must make formal application for promotion, and must compile a dossier of materials in support of his/her application.
Specific criteria for promotion to assistant, associate, or professor are contained in the *Faculty Handbook*, section 3.3. As with tenure, promotion is based on a thorough evaluation of the faculty member's work.

For details about the promotion procedure, see section 2.4. See also the pertinent section of this manual for information about the categories and kinds of evidence that may be submitted in support of a promotion application.

2.3.1 **Generic Calendar**

The Personnel Committee's dates for considering faculty members for promotion are the same as those for tenure and are based on the University-established deadlines. Consult the complete updated Promotion and Tenure and Yearly Performance Review Calendar published by the Provost at http://www.missouristate.edu/provost/tpcalendar.htm

2.3.2 **Procedures**

Procedures for promotion are nearly identical to tenure procedures. Once the Personnel Committee establishes the departmental deadlines, the chair notifies each eligible faculty member of both the University deadlines and the Personnel Committee date for deliberation. The committee meets at the appointed time, deliberates, and votes by ballot.

A copy of the recommendation, including the names of members voting, is given to the faculty member and to the Department Head. This written recommendation is included with all subsequent recommendations through all the channels. The Department Head makes his/her recommendation and forwards it to the Dean, who makes his/her own and forwards it to the Provost. The Provost gives his/her recommendation to the President.

In all cases where a recommendation differs from that of the Personnel Committee, the administrator who differs is required to notify in writing the faculty member, the Personnel Committee, and any affected administrators of the reasons for the disagreement. At each step along the way, the faculty member may submit additional information or challenge a recommendation. If the faculty member chooses to submit additional information, s/he must so inform the Personnel Committee.

2.3.3 **Materials Used**

Materials used for promotion include materials supplied by the faculty member and departmental data. Faculty members are required to submit a dossier summarizing their activities in teaching, research, and service, and they should take great care in preparing the dossier. Part of the Personnel Committee's role is to help faculty members submit the best possible dossiers in support of their applications. Members of the Faculty Orientation and Materials Preparation Subcommittee are encouraged to help the faculty member compile the dossier. See Appendix B as well as and the College of Arts and Letters Tenure, Promotion and Annual Evaluation Guidelines for contents of the dossier.
2.3.4 What Happens Next

The faculty member has the right to submit additional information on his/her behalf at any step of the promotion process and to challenge recommendations made at any level. A formal appeal of a promotion recommendation may be made through the University's grievance process, which is described in section 4.6.6.3 of the Faculty Handbook.

The final decision on promotion is made by the Board of Governors. The faculty member receives a letter indicating the result of the board's vote, which is binding. Faculty members who are not promoted may apply in subsequent years.

3.0 GUIDELINES FOR FACULTY EVALUATION: ANNUAL APPOINTMENT, TENURE, PROMOTION, AND PRE-TENURE REVIEW

3.1 General Philosophy

3.1.1 Introduction

The general policy of the Department of Communication is that faculty performance evaluation is guided by two overriding standards: academic achievement and professionalism.

In keeping with the Faculty Handbook (see section 1.1.3.2), the College affirms the value of a variety of types of scholarship.

3.1.2 Academic Achievement

Like all members of the faculty at Missouri State University, the Communication faculty is charged with demonstrating academic achievement in teaching, scholarship/creativity and service. However, given the nature and mission of the University and this Department, demonstrating academic achievement in these areas is differentially significant.

3.1.2.1 Teaching

Demonstrating competence in teaching is primary. Because the first mission of the Communication Department is to provide an excellent educational experience for its major and non-major undergraduate students as well as to graduate students, faculty contributions to this goal carry the greatest significance.

3.1.2.2 Scholarship/creativity

Scholarship/creativity is central to teaching excellence. Department faculty are members of a larger intellectual and artistic community. In this respect, their contributions in basic and applied research are important, and central to performing as genuine teacher/scholars.

3.1.2.3 Service
Because Communication faculty are members of an academic department within a publicly supported state institution, their contributions in the service of university governance, community relations, and the goals of professional associations in the field are also important. Communication faculty members belong to an academic department in a publicly-assisted state University with a statewide mission in Public Affairs. Because of the University’s emphasis on citizenship, social responsibility, and public involvement, as well as student learning, inclusive excellence, and institutional impact, service activities to the department, college, university, profession, and public communities take on special significance. Because of the overriding educational mission of the Department, those service activities which are intertwined with instruction and scholarship are especially valued.

3.1.3 Professionalism

Achieving the goals of the Department depends both on the academic competence of its faculty and the professionalism exhibited by its members. Like all faculty members at Missouri State University, the Communication faculty is a body of professional colleagues and co-workers. The contributions members of this Department make both in maintaining high standards of professional behavior and sustaining working relationships which support the educational, scholarly/artistic and service effectiveness of the Department are valued. Professionalism is, after demonstrated academic achievement, an important determinant in annual appointment, tenure, promotion, and pre-tenure review decisions. Positive acts of professionalism can be reported under the evaluative categories described in Section 3.3.3.

- Policies and Standards for Annual Evaluation of Tenure Progress, Tenure, and Promotion

3.2.1 Introduction

This section describes the guidelines that apply to annual evaluation of tenure progress, tenure, and promotion in the Department of Communication. It also stipulates the standards important to these personnel actions. The criteria used in assessing the achievement of these standards are listed in section 3.3.0.

3.2.2 Faculty Annual Evaluation of Progress toward Tenure

3.2.2.1 Policies on Annual Evaluation

Guidelines on annual evaluation differ for ranked and unranked faculty members.

3.2.2.1.1 Ranked Faculty

All untenured, ranked members of this Department are evaluated for appointment purposes on an annual basis (Faculty Handbook,
section 4.6.3). Repeated notice of appointment does not assure tenure or promotion; the standards for tenure or promotion differ from those for annual appointment. Conditions of appointment may be established at the time of initial appointment (Faculty Handbook, section 3.2.2).

3.2.2.1.2 Unranked Faculty

Members of the Department who serve as instructors, visiting professors, and adjunct or per course faculty are given term contracts which automatically conclude after a semester or a year. Instructors may be reappointed upon successful performance. Their work will be reviewed each spring by the Director of the Basic Course or other appropriate faculty members who will make a recommendation for appointment to the Department Head.

3.2.2.2 Policies on Non-Appointment

The policies and conditions associated with the non-appointment of ranked faculty are described in the Faculty Handbook (section 3.10).

3.2.2.3 Standards for Annual Evaluation of Tenure Progress

The minimum University requirements are stipulated in the Faculty Handbook for the ranks of instructor (section 3.5.1), assistant professor (section 3.3.1), associate professor (section 3.3.2), professor (section 3.3.3). However, the primary determinant for annual appointment in the Department of Communication is demonstrated effectiveness as a teacher. Beyond that, the faculty member should exhibit activity in scholarship/creativity, on-going service participation, and conduct becoming a professional, responsible colleague. For annual appointment purposes, evaluation of performance in teaching, scholarship/creativity, and service is based on the procedures and criteria stipulated in section 3.3.

3.2.3 Tenure

3.2.3.1 Policies on Tenure

Communication faculty members who wish tenure in the Department must make an application. The Faculty Handbook states the University guidelines which govern tenure (section 3.8), evaluation (section 4.2), teaching (section 4.2.1), research (section 4.2.2), service (section 4.2.3) and appeal of tenure decision (section 4.7.2). These policies apply to ranked members of the Communication faculty.

3.2.3.2 Standards for Tenure

The general criteria described in the Faculty Handbook (3.7.2) apply to tenure decisions in this Department. More specifically, however, the following standards apply to tenure applications in Communication and in the following ranks:
3.2.3.2.1 Assistant Professor

The application of Communication faculty who are eligible for tenure at the rank of assistant professor (*Faculty Handbook*, section 3.3.1) will be assessed by the following standards: a strong record of teaching effectiveness, the completion of peer-reviewed scholarship and/or creative activity, work in progress which promises significant future achievements in scholarship/creativity, service contributions of significance, and demonstrated professionalism. The applicant’s record in teaching, research/creativity, and service will be evaluated by the criteria stipulated in section 3.3.

3.2.3.2.2 Associate Professor

The applications of Communication faculty who are eligible for tenure at the rank of associate professor (*Faculty Handbook*, 3.3.2) will be assessed in the following way: The standards employed in awarding tenure are the same as those for promotion to the rank of associate. The applicant’s record in teaching, research/creativity, and service will be evaluated as per the criteria stipulated in section 3.3.

3.2.3.2.3 Professor

The application of Communication faculty who are eligible for tenure at the rank of professor (*Faculty Handbook*, section 3.3.3) will be assessed in the following way: The standards employed in awarding tenure are the same as those for promotion to the rank of professor. The applicant’s record in teaching, research/creativity, and service will be evaluated by the criteria stipulated in section 3.3.

3.2.3.2.4 Distinguished Professor

The application of Communication faculty who are eligible for tenure at the rank of professor (*Faculty Handbook*, section 3.3.4) will be assessed in the following way: The standards employed in awarding tenure are the same as those for promotion to the rank of professor. The applicant’s record in teaching, research/creativity, and service will be evaluated by the criteria stipulated in section 3.3.

3.2.3.3 Standards for Early Tenure

A faculty member may apply for early Tenure and Promotion upon securing approval from the Department Personnel Committee Chair and the Department Head. Early tenure is reserved for those rare cases when a faculty member meets departmental service criteria for tenure AND
demonstrates exceptional achievement in both research and teaching. Simply meeting the departmental requirements necessary for tenure in each category in a shorter period of time is insufficient to justify early tenure. Early tenure is atypical, rare and reserved for those faculty who are extraordinary researchers and teachers. Exceptional teaching accomplishments beyond the minimum criteria for early tenure and promotion include some combination of evidence of sustained excellence in teaching: student numerical evaluations that place the faculty member in the top 5% of all faculty in the department for at least four semesters; teaching awards at the college or university level; external recognitions of teaching accomplishments from state, regional, or national organizations; a significant contribution to the graduate program; or major curricular initiatives (e.g. successful new program proposals). Exceptional research accomplishments beyond the minimum criteria for early tenure and promotion include publishing a scholarly monograph or publishing an additional peer-reviewed article or book chapter, bringing the total to at least six publications (at least three of which are sole-authored and at least two of which appear in one of the national journals sponsored by the National Communication Association). Anyone applying for early tenure who is denied early tenure may apply for tenure without prejudice.

3.2.4 Promotion

3.2.4.1 Policies on Promotion

Members of the Communication faculty who wish promotion must make an application. The Faculty Handbook provides the University guidelines that govern promotion (section 3.8), evaluation (section 4.2), teaching (section 4.2.1), research (section 4.2.2), service (section 4.2.3) and appeal of tenure decision (section 4.7.2). These policies apply to applications for promotions in Communication faculty.

Tenured faculty members may request a pre-promotion review one or two years prior to application for promotion. This review is optional. (See Faculty Handbook, section 4.6.5)

3.2.4.2 Standards for Promotion

The general criteria presented in the Faculty Handbook (section 4.2) apply to promotion decisions in this Department. More specifically, the following standards apply to applications for promotion in Communication to the following ranks:

3.2.4.2.1 Senior Instructor

For eligible members of the Communication faculty (Faculty Handbook, section 3.5.2), promotion to the rank of senior instructor requires a demonstrated excellence in teaching and service at Missouri State University for at least five years (see College of Arts and Letters Tenure, Promotion and Annual
Evaluation Guidelines. The applicant's record in teaching and service will be evaluated by the criteria stipulated in section 3.6.2.

3.2.4.2.2 Assistant Professor

For eligible members of the Communication faculty (Faculty Handbook, section 3.3.1), promotion to the rank of assistant professor requires: demonstrated effectiveness as a teacher, successful completion of reviewed research/creative activity, consistent participation in significant service activities, and a strong record of professional conduct. The applicant's record in teaching, research/creativity, and service will be evaluated by the criteria stipulated in section 3.3.

3.2.4.2.3 Associate Professor

For eligible members of the Communication faculty (Faculty Handbook, section 3.3.2), promotion to the rank of associate professor requires: a demonstrated record of consistent effectiveness as a teacher, of peer-reviewed research/creative activity, of consistently significant service/leadership, and a strong record of professional conduct. The applicant's record in teaching, research/creativity, and service will be evaluated by the criteria stipulated in section 3.3.

3.2.4.2.4 Professor

For eligible members of the Communication faculty (Faculty Handbook, section 3.3.3) promotion to the rank of professor requires the candidate's academic achievements be exemplary. The faculty member must have a demonstrated record of continued growth and a substantial cumulative record of teaching effectiveness, significant peer-reviewed research and/or creative activity, consistently significant service/leadership and a consistently strong record of professional conduct. The applicant's record in teaching, research/creativity, and service will be evaluated by the criteria stipulated in section 3.3.

3.2.4.2.5 Distinguished Professor

For eligible members of the Communication faculty (Faculty Handbook, section 3.3.4) promotion to the rank of distinguished professor requires the candidate's academic achievements be exemplary. The faculty member must have a demonstrated record of continued growth and a substantial cumulative record of teaching effectiveness, significant peer-reviewed research and/or creative activity, consistently significant service/leadership and a consistently strong record of professional conduct. The applicant's record in teaching,
Procedures and Criteria for Annual Evaluation, Tenure, and Promotion

3.3.1 Introduction

This section reports the procedures and criteria used for assessing academic achievement (in teaching, scholarship/creativity, service) in annual evaluation of tenure progress, tenure, and promotion.

3.3.2 Procedures

Decision-making and recommendations regarding annual evaluation of tenure progress and applications for tenure or promotion shall be consistent with the procedures stipulated in the Faculty Handbook, section 4. The procedures used to appeal evaluation recommendations are also described by the Faculty Handbook, sections 4.7.2. Further, the committee personnel includes the guidelines below for interpreting yearly evaluations from the committee.

Evaluation process for tenure and promotion
A yearly evaluation of a faculty member for tenure/promotion is informed by the collection of reviews in teaching, research, and service beginning with the first year. Each year of improvement or decline should be noted and explained as satisfactory progress, questionable progress, or unsatisfactory progress. These evaluations are indicators to the faculty member of how they are doing at the time of review and are evaluated within the context of that particular year. A questionable or unsatisfactory rating in one year or one area must be followed with specific suggestions for improvement based on criteria stated RTP guidelines for each area. Those suggestions will also be evaluated in the following review.

Scoring process for tenure and promotion
It is not necessary to earn a satisfactory rating in all three areas in order to receive a recommendation for reappointment. However, it is anticipated that the faculty member's collective of reviews should progress towards a favorable summative review at the time of tenure/promotion application. In sum, faculty members will receive guidance for improvement in one, two, or three areas as the form indicates. Improvement in these areas should be evaluated in the following year. At the point when promotion or tenure is considered (in the year negotiated by contract upon hire), the cumulative evaluation judgment must be made with the previous years in context to gauge improvement, change, and success in each case.

Summative evaluation for tenure and promotion
One negative review will not negate the possibility of tenure/promotion at the time of review. Furthermore, the review of the candidate for promotion/tenure must be considered in whole and not in part. While unsatisfactory or questionable marks might draw attention, if they have been rectified or remedied as per the instruction given, they should not negate the possibility of tenure or tenure with promotion or promotion.
3.3.3 Criteria

To insure equitable and consistent decision-making in annual evaluation of tenure progress, tenure, and promotion cases, the criteria listed below will serve as indicators of achieving the standards (for annual appointment, tenure, and promotion) stipulated in section 2.0. These indicators may be used by applicants to establish evidence of effectiveness in teaching, scholarship/creativity, and service.

3.3.3.1 Teaching

Because teaching is by nature an interactive process, it is difficult to assess. Nevertheless, because effective teaching is critical to achieving the Department’s primary mission, and because the evaluation of teaching is presumed to be instrumental in sustaining quality instruction, combinations of the following may serve as evidence of teaching effectiveness. According to the Faculty Handbook section 4.2.1.2.5 student evaluations “should account for no more than 50% of the total evaluation of teaching effectiveness.” Rather student evaluations shall be used in combination with items submitted, such as course materials, peer review of teaching, developed curriculum materials, outcome measures of effectiveness, student learning outcomes, and/or contributions to the department. It is the responsibility of the applicant to make the best case possible to demonstrate excellence in teaching effectiveness. In doing so the applicant must show strong teaching in multiple categories below:

3.3.3.1.1 One measure of teaching excellence are numerical teaching evaluations that are at or above the departmental mean. The Department requires each faculty member to administer student course/teacher evaluations for each course/section he or she teaches. The results of these evaluations, including the written comments of students, may be employed as evidence of teaching effectiveness.

3.3.3.1.2 The results of peer evaluation and self-evaluation of teaching.

3.3.3.1.3 Unsolicited letters from former students, colleagues in the Department, in other University departments, from colleagues at other universities, and other professional associates able to comment objectively on teaching effectiveness.

3.3.3.1.4 Textbooks, workbooks, anthologies, and other teaching resources produced for use in courses taught by this Department.

3.3.3.1.5 Evidence of new-course development, instructional innovations, and contribution to curricula or program change.
3.3.3.1.6 Evidence of effective indirect instruction resulting in superior student work, including such activities as advising student organizations, supervising student organizations or student media, supervising student productions, directing theses and seminar papers, serving on thesis committees, and directing independent study projects.

3.3.3.1.7 Descriptions of student advisement activities, of special departmental assignments related to student advisement, of special services to advisees, (petitions, letters of support, etc.), of contributions toward improved advisement.

3.3.3.1.8 Descriptions/evaluations of invited lectures in other than assigned Departmental courses, in courses offered through other departments.

3.3.3.1.9 Recognition of teaching effectiveness through awards or other forms professional recognition.

3.3.3.1.10 Descriptions of student learning outcomes.

3.3.3.1.11 Other forms of evidence of teaching effectiveness acceptable to the Department as negotiated with an appropriate departmental representative.

3.3.3.2 Scholarship/Creativity

Research will be defined as the production and formal communication of creative scholarly works. It refers to the discovery, refinement, evaluation, and synthesis of information, the application of specialized knowledge to the solution of problems, and artistic activity. Research produces creative outcomes that are formally communicated to, and vetted by, peers.

The decision to grant tenure or promotion is complex. Meeting minimum expectations for scholarship does not guarantee tenure. A record of scholarship that is judged minimally sufficient for tenure in the Department of Communication is characterized by the following statements:

- A minimum of five publications while at Missouri State University, two of which are solo-authored.
- Journal publications may be in any combination of state, regional, national and international journals that are appropriate for the subject matter in question and a majority of which are in the communication discipline.
- Although traditional forms of discipline specific scholarship (research that leads to publication in peer-reviewed academic journals) are sufficient, non-traditional forms of scholarship and
non-traditional outlets of publication are valued and can contribute to a record that is judged minimally sufficient. Non-traditional scholarship may include such things as technical reports that are reviewed and accepted by representatives of a particular organization (profit or non-profit); non-peer-reviewed reports that meet other criteria for research (e.g., include a research question, a clearly described methodology, systematic data analysis and appropriate conclusions drawn from the data); and invited publications to either journals or edited texts. In such cases it is incumbent upon the applicant to make the case that such non-traditional scholarship is appropriate, relevant and of sufficient quality to contribute to the record.

- Non-traditional scholarship by itself is not sufficient to achieve satisfactory progress towards tenure but may contribute to an overall mix of scholarship that achieves a satisfactory evaluation.
- The research must reflect a programmatic focus that is consistent with the author's teaching and research interests.
- The research must reflect a sustained effort over time.
- The defining characteristic of quality scholarship is peer review in a form that is appropriate to the scholarship and publication outlet. In most cases peer review will resemble the traditional model associated with major journals in the discipline of Communication. In other cases peer review may take a non-traditional approach that is equally relevant and appropriate to a piece of scholarship. Again, in such cases it is incumbent on the applicant to provide sufficient information about the peer review process used to support a positive judgment of the work in question.
- In some cases scholarship may not be peer reviewed. In such cases the scholarship may enhance an applicant's overall record but is not sufficient to support a positive recommendation for tenure by itself and is not counted as one of the minimum five publications. Examples would include published abstracts, ERIC publications, discipline specific dictionary and encyclopedia entries.

Diverse forms of scholarship may include original research or creative expressions (scholarship of discovery), review and integration of prior research (scholarship of integration), applying current knowledge and innovations to important practices (scholarship of application), or dialectical engagement of students in the process of inquiry and discovery (scholarship of teaching). In all types of teaching, direct and indirect involvement of students teaches them about the process and inspires them to become ongoing participants.
3.3.3.2.1 Scholarship of Discovery: The scholarship of discovery is recognized as an essential element of the University mission. It is also an essential element of the missions of those departments that offer graduate programs. Evidence of performance in this form of scholarship is valued both for tenure and for promotions. Examples include:

--Scholarly monographs or books that advance understanding and are editorially selected.
--Original research findings published in editorially selected scholarly journals or monographs.
--Successful national/regional/local grant applications for research/creative activity.

Note: In all instances, the degree of collaborative effort involved will serve to establish the significance of an individual's contributions in all areas of the scholarship of discovery. Applicants are responsible for establishing the degree of their contributions.

Note: Work published in non-refereed publications will not count as much as works published in refereed or reviewed publications. Creative work that is not reviewed (peer or otherwise) will not count as much as creative work that has been reviewed or professionally assessed via competitions, broadcast on air, etc.

3.3.3.2.2 Scholarship of Integration and Scholarship of Application: The scholarship of integration and the scholarship of application are recognized as essential elements of the University mission and of every departmental mission. They may be the most appropriate forms of scholarship for some faculty members. Evidence of performance in these forms of scholarship is valued both for tenure and for promotions. Examples include but are not limited to:

--Published textbook summarizing existing research, such as: Textbooks, manuals, edited anthologies, or other monographs used for instruction at other universities, colleges, or educational institutions. Written and/or published reviews of these works can be used to establish their quality; reporting the degree of collaborative effort involved will serve to establish the significance of an individual’s contribution.
--Published professional or applied research journal articles.
--Published literature reviews or position papers.
--Published research protocols.
--Published bibliographies.
--Published critical reviews of scholarly projects.
--Successful grant applications for applied research
Competitively selected papers or presentations of original research at professional conferences or conventions. These works carry greater importance than those presented at less competitive gatherings.

Book or media reviews by individual or joint authorship published in professional or trade journals, or in national or regional publications.

Reviews of one's work, published and/or written by outside colleagues.

Peer reviews by colleagues within the department are important but carry less significance.

3.3.3.2.3 Scholarship of Teaching and Learning: The scholarship of teaching is recognized as an essential element of the University mission. Every faculty member engaged in teaching at this institution must engage in this form of scholarship. Evidence of performance in this form of scholarship is necessary for those faculty with teaching assignments, but it alone is not sufficient for tenure and for promotions. Examples include but are not limited to:

Evidence of on-going scholarship/creative activity aimed at enhancing classroom instruction.

Scholarly presentations to campus-based or community groups including students or student work.

Critiquing one's own students or colleagues, or consulting with community organizations.

Improving the effectiveness of one's own teaching through seeking and using peer and student feedback.

Assessing effectiveness of new learning technologies for teaching one’s own courses.

Successful grant applications (such as Missouri State University curriculum or research grants) for developing or enhancing one’s own courses.

(Note: The activities listed above may also qualify as scholarship of discovery, scholarship of integration, or scholarship of application.)

3.3.3.2.4 Engaged Public Scholarship: The department of communication recognizes that engaged public scholarship is research and may be included in a faculty member’s tenure and promotion application. This scholarly activity should involve a partnership with the public and/or private sector that enriches knowledge, addresses and helps solve critical societal issues, and contributes to the public good. Engaged public scholarship includes research focused on civic participation in public life, participation by engaged scholars, and the impact of public scholarship on all constituencies. The department of communication faculty recognize it is as a form of applied communication research and important to being an engaged
Projects that advance engaged public scholarship must be subjected to critical academic peer review or should include input from a rigorous review conducted by involved community partners who collaborated with the public scholar. This input must assess the significance of the project, the quality of the relationship, and the impact on public good.

3.3.3.2.5 Evidence of sustained, on-going activity in scholarship/creativity. Evidence may be provided by (but is not limited to) unpublished research, manuscripts, bibliographies, data collection, contracted studies, or presentation at faculty colloquia. Demonstrating dedicated, on-going scholarly and/or creative activity will be considered as part of the overall tenure and/or promotion decision.

3.3.3 Service

The service activities of Department members may take many forms, ranging from holding positions of leadership in professional associations to participating in professional associations to participating in University governance to providing student services to advising/consulting institutions or agencies at the international, national, state, regional, or local level. It is also understood that while some service activities represent instances of genuine leadership, others produce significant results through joint effort; some require extensive investments of discretionary time while others are compensated by release from teaching or other duties. It is the responsibility of the applicant to make the best case possible to demonstrate excellence in service. In doing so the applicant must show strong service in multiple categories below:

3.3.3.3.1 Holding office or performing functions (editor, manuscript referee, pre-publication reviewer, panel critic, etc.) on behalf of international, national, or regional associations and professional organizations.

3.3.3.3.2 Organizing state or regional professional or research conferences, local or departmental colloquia.

3.3.3.3.3 Chairing faculty committees at the university, college, or departmental level.

3.3.3.3.4 Serving as an active, productive member of university, college, or departmental committees.

3.3.3.3.5 Serving as a consultant to business, not-for-profit organizations, or other universities.

3.3.3.3.6 Serving as an adjudicator at media or forensic competition.
3.3.3.7 Providing administrative services to the Department as Director of Basic Courses, Director of Internships, Director of Graduate Studies, Director of Forensics, Library Representative, or Assistant Department Head.

3.3.3.8 Delivering invited lectures, conducting developmental workshops, or providing other professional services to business, institutions, associations, or not-for-profit organizations.

3.3.3.9 Providing other professional services deemed significant by the Department as negotiated with an appropriate departmental representative.

3.3.3.4 Professionalism

As indicated in section 3.1, the evaluation of Communication faculty focuses on professionalism as well as on evidence of academic achievement in teaching, scholarship/creativity, and service. It is understood that professionalism is evidenced in at least two important ways: practicing/maintaining high standards of professional ethics and performing as a responsible member of the Communication faculty. The following guidelines will govern faculty evaluation with respect to professionalism:

3.3.3.4.1 Professional Ethics

The Department endorses the standards of professional ethics stipulated in section 3.1.1 of the Faculty Handbook.

3.3.3.4.2 Responsible Membership

As colleagues in an academic department, members of the Communication faculty must never seriously hamper inquiry or the academic freedom of each other, or their students. They must also strive to be objective, fair-minded, and open-handed in their assessment of colleagues and in their association with students. But, members of the Communication faculty are not just academic colleagues; they are also co-workers in a mutually-dependent endeavor. Hence, they must consistently accept their appropriate share of responsibilities in student advisement, teaching loads, group decision-making, and Departmental administration; they need to share limited resources, be dependably available to students, and assist one another in creative or scholarly pursuits. The goals of this Department are achieved by dedicated academic colleagues and responsible co-workers.

3.3.3.4.3 Determination of Professionalism
Professionalism should be presumed to exist in all ranked faculty until and unless evidence of a violation of these standards is produced. If and when violations of these standards take place, they must be supported with evidence. For this reason, applicants for annual appointment, tenure, and promotion need not submit material to support a claim to professionalism per se. If one wishes to raise a charge of lack of professionalism and have it considered by the Personnel Committee, the person making the charge will put it in writing, send it to the Department Head, to the chair of the Personnel Committee (at the discretion of the Department Head), and to the person being charged.

3.4. Procedures and Deliberations of the Personnel Committee

3.4.1 Introduction

These guidelines supplement those established by the University and articulated in the Faculty Handbook. The Department Personnel Committee is charged with recommending to the Department Head on faculty appointment, tenure, promotion, and pre-tenure review. The Personnel Committee is composed of all tenured members of the faculty (Faculty Handbook, section 4.8.3).

3.4.2 Work Calendar

By September 15th of each year, the Personnel Committee will announce to all faculty members the dates on which they should submit material in support of annual appointment action, or in support of applications for tenure, promotion, or pre-tenure review. These dates will be consistent with the Promotion and Tenure and Yearly Performance Review Calendar prepared and distributed by the Provost and published at http://www.missouristate.edu/provost/tpcalendar.htm. The process of evaluating a probationary faculty member for tenure and/or promotion in January serves as the annual evaluation of that faculty member by the Personnel Committee and the head. Each faculty member to be considered for annual appointment will be notified individually of the date on which he/she will be considered by the Committee.

3.4.3 Submitted Information

Faculty members under evaluation for annual appointment, tenure, promotion, or pre-tenure review should submit to the Committee information about their work in the areas of teaching, scholarship/creativity, and service. The types of information relevant to annual appointment, tenure, promotion or pre-tenure review are described in section 3.3.

3.4.4 Confidentiality

Since they focus on personnel actions, the deliberations of the Committee are necessarily confidential. Material which must remain confidential by law, University regulation, or sound personnel procedure includes that information contained in documents submitted by individuals under evaluation, departmental data (like student/teacher evaluation results), and what is said in Committee
meetings about applications for personnel actions. (The full text of a Statement On Confidentiality approved by the Committee is included in these guidelines as Appendix A).

3.4.5 Applicants Meeting with the Committee

A faculty member under consideration for appointment, tenure, promotion or pre-tenure review may request a meeting with the Committee, or the Committee may request a meeting with the individual. Such meeting shall only be for the purpose of seeking information; they are neither prejudicial to a particular case, nor occasions for adversarial exchange.

3.4.6 Input by Colleagues

In matters of annual appointment, tenure, promotion, and pre-tenure review, the Director of Basic courses and the Director of Forensics will be asked for their evaluation of the demonstrated academic achievement of faculty whom they directly supervise.

3.4.7 Committee Voting

Members of the Personnel Committee possess the right to vote on matters of appointment, tenure, promotion, and pre-tenure review, irrespective of the extent of their direct participation in Committee deliberations on a particular action. When an applicant is being considered for promotion, only those tenured faculty who hold a rank equal to or above the rank for which the candidate is being considered shall participate in the decision-making process. Voting on appointment, tenure, promotion, and pre-tenure review recommendations shall be by ballot. The results of balloting on personnel actions shall be announced to members voting following tabulation, with the names of those voting for, against or abstaining included in the announcement. The reasons for individual votes written by individual Committee members will be preserved and filed with the Chair of the Committee. While the disposition of Committee voting on annual appointment, tenure, promotion, and pre-tenure review will be reported only to the Department Head and the individual affected, voting results on non-confidential matters before the Committee will be reported to the full faculty.

3.4.8 Committee Reports/Recommendations

The personnel recommendations of the Committee to the Department Head shall consist of a consensus or majority report and, when necessary, a minority report. The number of those who voted in the majority and in the minority shall be included in the recommendation. If a minority report is made, the number of members who join in the minority report shall be included in the recommendation. As stipulated by the Faculty Handbook (section 4.6.2), the Committee will forward its recommendation to the Department Head, who shall forward his/her recommendation, along with the Committee's recommendation, to the college dean. Simultaneous with its recommendation to the Department Head, the Committee will convey a copy of its recommendation to the faculty member under evaluation. Should an applicant wish to file comments or objections regarding the Committee's recommendation, he/she may do so with
the Department Head. (For further description of appeal procedures, see the
Faculty Handbook, section 4.6).

3.5 Description of the Merit Committee

The Merit Committee is a committee of the Department of Communication. However, its
members must be members of the Personnel Committee.

3.5.1 Charge

The Merit Committee's charge is to review the Annual Reports submitted in
January by each faculty member for annual evaluation and merit consideration.
The committee submits its recommendations to the Department Head and also
provides each faculty member a copy of its recommendations pertaining to that
faculty member. In years when there are no merit funds available, the merit
committee will not meet and ratings will be assigned by the department head for
annual yearly review.

3.5.2 Membership and Election

The Merit Committee consists of three members of the Personnel Committee
who serve staggered 2-year terms. All members of the Personnel Committee are
eligible to be elected to vacancies. At the election meeting, typically the first
faculty meeting of the academic year, all full-time department faculty submit
from the list of eligible members, as many names as there are vacancies. Those
receiving the highest votes are elected to the Merit Committee.

3.5 Description of Annual Performance Review Process

All full time faculty members participate in annual reviews of performance (see
Handbook section 4.6.1). In the department of communication, faculty members
complete an annual report of activity to support their performance in a given year. The
report (provided by the department head) is submitted to the department head according
to the date set forth by the Provost Yearly Performance Review Calendar (usually early
February). This report includes ones yearly activities as well as self-ratings for
performance in each category of teaching, research, and service. The personnel
committee has developed a workload proposal to guide faculty and department head
negotiations of annual performance ratings. This workload policy defines research active
status for ranked faculty and standard teaching load equivalents for ranked and unranked
faculty. This policy shall be used in interpreting faculty annual performance reports and
to guide future work assignment negotiations. See Appendix B

The annual report and self reported ratings are submitted directly to the department head
in years where there are no merit funds available. The department head then prepares an
annual performance review of that faculty in light of the report and assessment of that
faculty member's work. In years where there are merit funds available, the report is
submitted to the "merit committee" at which time the committee will be convened. See
section 3.5.1 for details about the "merit committee."

3.5.1 Merit Committee and Charge
In years when funds are available for merit raises, the charge of the merit committee is to review the annual reports submitted in February by each faculty member for annual evaluation and merit consideration. The committee submits its report to the department head and provides a copy to the faculty member.

3.5.2 Membership and Election

The merit committee consists of three members of the Personnel Committee and one instructor and they serve staggered 2-year terms. All members of the personnel committee are eligible to be elected to vacancies. At the election meeting, typically the first faculty meeting of the academic year, all full-time faculty members submit, from the list of eligible members, as many names as there are vacancies. The personnel committee chair will coordinate this vote and report the results. Those receiving the highest votes are elected to the merit committee.

3.6.2 Criteria for Promotion to Senior Instructor

The following represent the Department of Communication's standards for promotion to Senior Instructor. The faculty handbook provides a basic description of this rank. The expectation for promotion at this rank is typically based on a 12-hour teaching load or equivalent per semester and requires at least five years' full-time teaching experience.

There are three criteria by which candidates will be evaluated: 1) Evidence of successful student learning outcomes; 2) Evidence of the use of effective teaching modalities; and 3) Evidence of leadership in curriculum development, advising, or other appropriate university service. Candidates should provide evidence of excellence in each category, but candidates do not need to provide evidence for each example listed within. The following demonstrates possible options an instructor can use to prove excellence in the three categories for evaluation.

- **Evidence of successful student learning outcomes** includes the abilities, knowledge, values and attitudes students who complete a course or graduate from a program are expected to have. Evidence of successful learning outcomes requires articulation of what these expectations are as well as measurement of the extent to which expectations are met.

- **Required:** Departmental teaching evaluations with an aggregate mean of at least 4.5 out of 6.0 for the previous five years

- **Required:** MSU Online teaching evaluations with an aggregate of at least 4.0 out of 5.0 for online courses taught within the previous five years

**Required:**

1. A minimum of three different course assignments including assessment criteria or rubrics and the feedback provided to the students.
   - Provide a minimum of two student examples for each assignment with instructor feedback
   - Demonstrate course objectives by providing copies of all course syllabi.
Evidence of successful student learning outcomes may also include:
- Pre-and post evaluations (if available) of student learning to demonstrate an increase in knowledge and skills taught in a specific content area
- Student awards (department, college, university, etc.) with the assistance of the faculty member
- Other evidence of student success may be included and explained.

B) **Evidence of the use of effective teaching modalities** includes the ability to adapt teaching methods to the needs of students; incorporating feedback into teaching methods; using instructional tools and technologies appropriately; addressing multiple learning styles; incorporating cognitive, behavioral and affective learning goals; and incorporating the public affairs mission.

Required:
- There are many ways to evidence of teaching effectiveness. We encourage reflective practice of teaching, thus student, peer, and self-evaluation are expected.
  - Student teaching evaluations which demonstrate excellence in teaching, generally defined as ones mean scores as being at or above the departmental means (or those for all online courses).
  - A summary of all available student evaluations, semester by semester, for each semester taught over the prior five or more academic years, indicating sustained excellence in teaching. This includes summaries of the numerical and narrative student evaluations. (Candidates will provide all available student evaluations upon request during the application process.)
  - Analysis of evaluation data is required for outliers
  - Peer evaluations of teaching from at least one member of the department of communication faculty. Peer/colleague evaluation based on class observation and changes noted in teaching and learning based on that feedback. Self reflection to include discussion of all the data points and how adjustments have been made to courses and practice.

Evidence can include items from the list below:
- Development of new materials or significant innovation used in course delivery
- The incorporation of service learning or practical projects into courses
- Descriptions and examples of effective instructional technologies used to present concepts and to facilitate class organization, activities, and discussions
- Evidence of successful grant proposals and funding to enhance teaching
- Participation in the development and offering of Study Away programs
- Evidence of involvement with and effectiveness in interdisciplinary courses or approaches to teaching
- Successful implementation of teaching techniques from a variety of sources and development opportunities.
- Presentation(s) at a formal faculty teaching development opportunity (e.g., ADC workshop, Showcase on Teaching, external conference related to teaching)
- Teaching courses online or via distance education
- Evidence of consistent participation and involvement in student development or
recruitment events
- Receiving teaching awards or honors (on the local (department/college/university), regional or national level)
- Invitations to teach to external audiences based on reputation or professional expertise
- Evidence of effective training and supervision of teaching and graduate assistants over the course of the evaluation period

C) Evidence of leadership in curriculum development, advising or other appropriate university service includes the willingness and ability to make significant contributions to one’s courses and to the department, college, university and community. Evidence can include:

- Development of a new course
- Evidence of commitment to official Department academic advising duties, including lists of advisees
- Effective management or coordination of programs within the Department
- Service to the University in the form of consistent, active participation in Departmental, College of Arts and Letters, and University committees
- Evidence of effective advising to student organizations
- Evidence of organizing events, conferences, or other activities that contributes to the Missouri State University community
- Participation in community service related to the mission of the University or teaching duties
- Serving as a mentor to a graduate assistant
- Engagement in professional activities at national, regional, and/or state levels (e.g., NCA, review papers for conferences or serve on association committees)
- Holding an office or participate in active service to a professional committee in national, regional, or state organization in the area of expertise
- Receipt of awards or honors based on service to a community or professional organization in an area of professional expertise

Note: Although not required, publication or conference presentation may strengthen a candidate’s application if it is relevant to the instructor’s teaching duties within the Department. Instructors are not expected to do research, as they are expected to be excellent teachers and provide excellent service. However, it is possible that some instructors choose to engage in research activities, and these activities can serve as evidence for promotion to senior instructor. Consult with a member of the personnel committee for strategies to include research activity in the dossier and refer to the College of Arts and Letters Promotion Guidelines for Senior Instructors for detailed instructions on providing such evidence.
APPENDIX A
Statement of Confidentiality

The personal Committee will make public as much information about procedures, proceedings and recommendations as is consistent with University regulations, the rights of individuals, and sounds personnel policy.

Specifically, the Personnel Committee will announce through both written statement and oral report its procedures for making recommendations. The main elements of these procedures and criteria are published in the Faculty Handbook. Changes or additions to these policies will be made public as soon as they are agreed to and properly ratified. The Personnel Committee is also committed to fulfill the requirement imposed upon it to transmit immediately its recommendations with supporting reasons to the individual faculty members concerned.

Some aspects of the Committee's work must remain confidential. The Committee recognizes that this is unfortunate for several reasons. Any degree of secrecy contradicts the value of open communication to which most of us are committed. Secrecy may cause rumor to replace fact, and "grapevine" communication to become more important than official report. Secrecy denies to many members of the Department an important sense of full knowledge about activities in their place of work. And, the demand that Committee members keep confidential certain aspects of the Committee's work places those members under the stress of not being able to discuss and debate controversial decisions with many other members of the Department.

Information which must remain confidential by law, university regulation, or sound personnel procedure include information contained in documents submitted by individuals under consideration, student evaluation results about such individuals, and what is said in committee meetings about those individuals. Consequently, members of the Personnel Committee should not:

- Discuss with a third party an individual's record of professional performance as it relates to personnel decisions. For example, Professor X, who is on the Personnel Committee, should not discuss with Professor Y, who is not, the material submitted by Professor Z as part of his/her appointment, tenure, promotion, or pre-tenure consideration, or X should not discuss with Y the student evaluations or other Departmental data of Z.

- Discuss with a nonmember of the Committee what was said during committee meetings. The recommendations and supporting reasons based on such deliberation will, of course, be immediately conveyed to the individual under consideration.

Information which either the Personnel Committee received and the substance of Committee deliberations should be kept confidential in order to:

- Protect the privacy of individuals. Faculty members under consideration for annual appointment, tenure or promotion may not wish certain documents included among their supporting materials to be generally known, and they have a right to keep such matters from public knowledge.

- Prevent some individuals not members of the committee from having special information not given to other non-members. As we know in our discipline, knowledge is power, and information is especially powerful. Thus, "insider trading" in personnel matters is harmful to the personnel process as it is to financial markets.
• Prevent members of the Committee who adhere to a standard of prudent confidentiality from being placed at a disadvantage when assertions of fact and opinion which they would normally want to correct or dispute are circulated by other members who do not respect the confidentiality of the Committee. Those who respect confidentiality can only murmur “no comment” while those who violate confidentiality have a much broader range of comment and influence.

To balance the need for open communication with the need to preserve confidentiality of supporting documents and committee’s deliberations, the Personnel Committee:

• Will make available all non-confidential information (discussed in paragraph two of this statement) to all Department members.

• Urges all non-members of the Committee to refuse to participate in discussion based on information which should be confidential. The Committee realizes that an individual may lose immediate private advantage from such conduct, but everyone benefits from preserving individual rights and effective deliberation.

• Will take note of verified breaches of confidentiality by its members.

APPENDIX B
Workload Policy

This policy was approved on May 3, 2015 by a unanimous vote of the Personnel Committee.

NOTES: The chair of the personnel committee has forwarded this policy to the department head and dean as requested. Majority approval (as per the faculty handbook) is required to put this policy into effect. This document serves as a pending version of the department of communication workload policy until the entire faculty has a chance to discuss and vote. It is recommended that the policy be submitted to the faculty at the August 2015 retreat and again at the September faculty meeting where a motion can be considered, discussed, and voted on.

Missouri State University has implemented a workload policy, pursuant to which the standard workload for faculty is defined as 24 equated hours per academic year. Under this policy, the term “equated hours” refers “both to credit hours of teaching and to time assigned to activities that are equivalent to credit hours of teaching.” Both the University and the Department of Communication recognize that expected workloads for faculty with standard appointments may involve significant responsibilities for research and service. The University’s workload policy states that “research active faculty members are typically granted a three-hour reassignment per semester to promote scholarly endeavors at the university, resulting in an equated 18 hour instructional workload for an academic year.”

Standard Teaching Load for Instructors
Instructors teach 12 teaching load equivalents (TLE) per semester (24 per year) along with committee/service duties.
**Standard Teaching Load for Ranked Faculty**
Ranked Faculty teach 12 teaching load equivalents (TLE) per semester (24 per year) along with committee/service duties.
Ranked Faculty who are “research-active” teach 9 (TLE) per semester (18 per year) along with committee/service duties.

**Research Active Designation**
For “research active” status, a faculty member must meet two criteria. First, the faculty member must demonstrate ongoing research by documenting at least one research activity yearly as described in the Communication Department’s Personnel Guidelines. Qualifying activities may include, but are not limited to: planning a research project, receiving an internal grant, collecting data for a planned project, consulting with the grants office, participation in a conference, participation in a research oriented workshop, a work in revision, publication, etc. Second, the faculty member must demonstrate research activity by documenting, within a period of three consecutive academic years, completion of at least one tangible research product recognized in the Communication Department’s Personnel Guidelines (peer-reviewed book, text book, refereed journal article, book chapter, external grant, etc.). Research-active status is negotiated annually by the faculty member with the Department Head and approved by the Department Head.

**Determining Annual Workload**
During the annual performance review process early each calendar year, the Department Head consults with each faculty member to determine the mix of teaching, research, and service that will constitute his or her workload for the next calendar year. The key considerations in the determination of workload are institutional parameters, the needs of the department, and the faculty member’s talents and interests. Although each faculty member should have a full and fair workload, the relative amounts of teaching, research, and service may vary faculty move through different stages in their careers. At the same time, the needs of the department may also vary over time. The department retains the right to call upon faculty members to fulfill teaching and service roles they are qualified to fulfill, if and when a sufficient need arises. In those situations, any changes to a faculty member’s agreed upon workload will be documented in writing, signed by the faculty member and included in the personnel file.

**Administrative Reassigned Time**
Faculty who hold significant administrative assignments in the Department of Communication are also eligible to receive a reduced teaching load. These assignments include: Basic Course Director, CDR Director, Forensics Director, Graduate Director, etc. The amount of reassigned time is negotiated by the faculty member with the Department Head and approved by the Department Head for the duration of the administrative assignment.

**Losing Research Active Status**
If a faculty member fails to complete a qualifying research product in a three-year period, his or her research active status may be rescinded only after consultation between the Personnel Committee and the Department Head. His or her teaching load will revert to 12 equated hours per semester for at least one academic year or until he or she completes a qualifying research product.

**Other Reassigned Time**
Faculty may also be eligible to receive reassigned time for reasons other than research or administration at the discretion of the Department Head. In such instances the reassigned time is negotiated between the faculty member and the Department Head and is approved by the Department Head.
APPENDIX B
Contents of Application Dossier/Portfolio

A successful application for a personnel decision must include information demonstrating the applicant has earned annual appointment and/or the change of status requested. Thus, the applicant is expected to compile a dossier/portfolio to be submitted to the Personnel Committee's review. In addition to a list of accomplishments during the appropriate time period, the candidate should interpret accomplishments as they relate to what is expected of candidates for the particular rank or position. An applicant for annual appointment for untenured, ranked faculty: 1. Special assessment of tenure progress during the probationary period for untenured, ranked faculty; 3. Application for tenure; 4. Application for promotion.

The application dossier/portfolio should be secured in a sturdy binder with all parts not firmly attached labeled with the applicant's name and campus address. Copies of books, articles, conference papers, reviews and video or audio tapes may be included in a separate file. A complete dossier/portfolio for a personnel decision should include the following plus any additional requirements listed for the type of application:

Letter of Application

Current Curriculum Vitae

- Name
- Education (Degree, date and institution; begin with most recent degree or program of study; include title of dissertation or thesis).
- Teaching experience, beginning with most recent (Include location, years and academic rank.)
- Courses taught in the last few years
- Listing (in chronological order with most recent first) of scholarly and creative activity, including dates and location.
- Grants funded, honors, awards, etc., including dates
- Departmental, college or university service assignments
- Service in professional organizations (Note dates of service and whether service is local, regional or national)
- Professional community activities (if applicable)
- Other service activities.

Matrix

External reviews

The number needed will vary depending upon type of application:

One-Page Evaluation of Teaching Effectiveness and Appropriate Supporting Materials

The one-page statement should include a statement of teaching philosophy and teaching effectiveness. The applicant should address his/her content expertise; (2) instructional delivery skills and characteristics; (3) and instructional design skills. Supporting documentation need not be an exhaustive compilation of all relevant materials, but it should provide convincing evidence of the applicant's teaching effectiveness.
Supporting materials must include (1) summaries of student evaluations of the applicant's teaching ability; and (2) peer evaluations. Other examples of supporting materials might include: (1) examples of the applicant's use of assessment for curricular development and improvement; (2) example of how the applicant has integrated teaching and research; (3) sample syllabi and other unpublished course materials, such as tests and handouts; (4) summaries of students' projects in courses taught by the applicant that were successful or well-done; (5) evidence of development or implementation of courses, particularly related to general education (including Writing II and Capstone courses) or course modules, such as for Honors or Service Learning courses; (6) evidence of publication of textbooks or other course materials; (7) evidence of the use of technology in the classroom; and (8) evidence of integrating public affairs into the classroom.

One-Page Evaluation of Scholarly and Creative Accomplishments and Appropriate Supporting Materials

The one-page evaluation should include an overview of the applicant's scholarly/creative activities and the importance of the activities to the discipline. It should provide evidence of the applicant's: (1) accomplishments in original research and creative activity; (2) integration of scholarship; (3) application of scholarship; (4) success in obtaining funding for support of scholarly/creative activity; and (5) integration of public affairs into scholarship/creative activity. Documentation need not be an exhaustive compilation of all relevant materials, but it should provide convincing evidence of the applicant's success in the area of scholarship and/or creativity. Supporting materials should include (1) brief abstracts of works published or presented, accepted by the applicant's scholarly/creative activities. Such evidence includes (1) published reviews, references in academic professional publications, or media coverage of the applicant's scholarly and creative activity; and (2) written comments by peer reviewers for conference or journal submissions.

One-Page Evaluation and Interpretation of Professional Service-Activities and Appropriate Supporting Materials

The one-page evaluation should include an overview of the applicant's service activities, including (1) involvement in department, college and university faculty-governance through committees and other mechanisms of shared-governance; (2) involvement in academic or professional service or public affairs related activities locally, regionally or nationally; (3) establishment of opportunities for student experiences outside the classroom (e.g., Service Learning, assistance in finding employment, practicum's or internships, and other student service opportunities, such as advertising for support of service. Documentation need not be an exhaustive compilation of all relevant materials but it should provide convincing evidence of the significance and relevance of the applicant's service activities.

Discussion of Work in Progress and Appropriate Supporting Materials

The one-page summary should include a summary of scholarly or creative works being undertaken but not presented or published. The summary include (1) a project description and a timetable for completion for work in progress; and (2) a description of work already completed but not yet presented or published. Supporting materials may include such things as letter form publishers, editors, meeting coordinators, etc., indicating, for example, that a book contact or a chapter in an edited compilation has been assigned that the applicant has agreed to speak on a panel at a regional meeting, etc.

Application for Annual Appointment

- Letter of Application
- Current Curriculum Vitae
Matrix
- Letters of Recommendation. The applicant may submit as many as three letters of
recommendation from people selected by the applicant who are knowledgeable about the
applicant’s academic teachings.
- One Page Evaluations of teaching Effectiveness and Appropriate Supporting Materials
- One Page Evaluation of Scholarly and Creative Accomplishments and Appropriate
Supporting Materials
- One Page Evaluation and Interpretation of Professional Service Activities and Appropriate
Supporting Materials
- Discussion of Work in Progress and Appropriate Supporting Materials.

Application for Promotion and Tenure

A complete dossier/portfolio for promotion or tenure should include the following in the order listed:

- Promotion or Tenure Eligibility Form
- Letter of Application
- Table of Contents
- Current Curriculum Vitae
- Personal Statement. In no more than three pages, the applicant should discuss all major
aspects of his/her professional activities, detailing how the applicant has integrated teaching,
scholarly and service activities into a focused effort to support the missions of the
department, college and university. The statement might include an assessment of the
applicant’s career at the point of application and a projection of the future course of that
career.
- Matrix
- External reviews. The applicant must have external reviews from persons knowledgeable in
the field selected by the applicant. A minimum of three letters and a maximum of six letters
must be submitted. At least three of the letters must be from external sources.
- One Page Evaluations of Teaching Effectiveness and Appropriate Supporting Materials
- One Page Evaluation of Scholarly and Creative Accomplishments and Appropriate
Supporting Materials
- One Page Evaluation and Interpretation of Professional Service Activities and Appropriate
Supporting Materials
- Discussion of Work in Progress and Appropriate Supporting Materials

APPENDIX C
Contents of Application Dossier/Portfolio

Dossier
Faculty cannot assume that individuals or groups evaluating their dossiers are familiar with the traditions of the
discipline from which they come. After the dossier leaves the department, those who review the applications may
know nothing about the faculty member’s particular discipline. Therefore, it is important that faculty members make
it easy for others to review their dossiers and to understand the relevance of the materials included within them.
Materials do not speak for themselves; faculty members are expected to interpret their materials and make clear
arguments describing the relevance and the significance of the materials. The dossiers for personnel decisions must be thoughtful compilations of materials that clearly reflect sufficient output of high quality work in the appropriate areas of professional evaluation. They should not be laundry lists of accomplishments, with fillers included simply to take up space.

**Overview and required materials:**

- Each ranked faculty member and instructor applying for tenure, and/or promotion must provide all elements of the dossier described as follows, in the order listed below in the Contents of dossier section.
- Each applicant for tenure and promotion to associate professor, professor, or distinguished professor must provide at least three external letters of evaluation. (This does not apply for senior instructor applications.) “External” means “external to Missouri State University,” not “external to the department.” While each department has its own procedures for nominating and selecting external evaluators, these external reviews must be obtained according to guidelines and procedures issued by the Office of the Provost. External evaluators should possess an appropriate terminal degree and hold a rank at least equal to the rank sought by the applicant. Individuals with potential conflicts of interest, such as those having worked as collaborators or teachers with the applicant or with whom the applicant has personal relationships, typically are not acceptable as evaluators. Candidates should disclose any potential conflicts of interest to their department head prior to the selection of evaluators. The external evaluators do not make a recommendation about whether the dossier merits tenure or promotion at their institutions; instead, they evaluate the dossiers and provide assessments of the strengths and weaknesses of the applicant records. External reviews are not required for promotion to senior instructor.
- Tenure and promotion are decided separately. Although it is possible to be granted tenure without promotion and, in rare cases (usually when a faculty member is credited for work at another institution), promotion without tenure, it is generally expected that individuals meeting requirements for promotion to associate professor will also have met requirements for tenure. The same dossier may be submitted in support of each action.
- Continuing instructors who are evaluated for reappointment should follow the procedures and guidelines developed by their individual departments. Generally, their dossiers will not be required to supply all the elements listed here (although they may choose to include relevant elements from the list below and to follow the order required for ranked faculty).

**Contents of dossier**

A complete dossier should include the following, in this order, which is consistent with the provost's checklist:

- **Original application form**
  Indicate for which action(s) you are applying.
- **Table of Contents**
  (Not specified in provost's checklist but required by COAL)
- **Matrix (Table)** with departmental tenure and promotion requirements listed in Column 1 and related faculty accomplishments in Column 2. Go to Appendix D for matrix forms to be used.
- **Personal summary statement** (provost allows 2-5 pages; COAL prefers 3 pages maximum). The applicant should use this opportunity to provide an overview of all aspects of his/her professional endeavors, detailing how s/he has integrated teaching, scholarly and service activities into a focused effort to support the missions of the department, college and university. This statement might also include an assessment of his/her career at the point of application and a projection of the future course of that career. The personal statement should highlight the merits of the application, conveying why the applicant deserves the desired status.
- **Current curriculum vitae** (in standard format):
  1. Name
  2. Education
     - Begin with most recent degree or program of study
     - Include title of dissertation, if applicable
  1. List teaching experience, beginning with most recent, including courses taught.
  2. Listing (in chronological order with most recent first) of scholarly and creative activity as deemed appropriate by the department (optional for senior instructor applications)
     - If multiple-authored work, list all author names (do not list “and others”)

If work has been accepted but not yet published, list it as “in press” (not “forthcoming”)
1. List grants funded, honors, awards, etc.
2. List departmental, college and University service assignments.
3. List service in professional organizations. Indicate whether service is local, regional, or national.
4. List professional and community activities relevant to the candidate’s discipline or research agenda.
5. List other service activities.
6. **Previous letters of evaluation from personnel committee, department head, dean.**
   - If applying for tenure or first promotion, these will be all the annual progress reviews.
   - If applying for subsequent promotion, these will be the yearly performance reviews since the previous promotion.

1. **External letters of review.** Applicants for tenure and/or promotion to associate professor or full professor must supply three external letters. Additional letters (internal and external) should not exceed three in number. Applicants for senior instructor should consult departmental guidelines for any specific requirements regarding letters of recommendation.
2. **Guidelines at time of hire.** Provide the Departmental Tenure and Promotion Guidelines at time of hire for faculty going for tenure and/or first promotion, and at time of most recent promotion for faculty going up for further promotion.

*The previous items are included in the provost’s checklist (other than the Table of Contents).*

**The following items are required by COAL:**
1. **One-page evaluation of teaching effectiveness and student learning outcomes** along with appropriate supporting materials. Documentation should not provide an exhaustive compilation of all existing materials but rather should be thorough enough only to provide convincing evidence of one’s teaching effectiveness. Examples of appropriate materials may include a statement of teaching philosophy, examples of one’s use of assessment, examples of curricular development, examples of the integration of teaching and research, summaries of teaching evaluations (see sample numerical course evaluation summary), sample syllabi, examples of student projects which were successful, and peer evaluations.
2. **One-page evaluation of scholarly and creative accomplishments** along with appropriate supporting materials. Documentation should not provide an exhaustive compilation of all relevant materials but rather should be thorough enough to provide convincing evidence of one’s success in the area of scholarship and creative activity. Examples of appropriate materials may include abstracts of published works, evidence of curricular development based on research, and reviews of scholarly and creative activity. This is optional for senior instructor applications.
3. **One-page evaluation and interpretation of leadership in teaching and professional service activities** along with appropriate supporting materials. Documentation should not provide an exhaustive compilation of all relevant materials, but rather should be thorough enough to provide convincing evidence of the significance and relevance of one’s service activities.
4. **Discussion of work in progress** supported by relevant materials such as project description; outline; timetable; work already completed; letters from publishers, editors, meeting coordinators indicating that, for example, a book contract has been signed, a chapter in an edited compilation has been assigned, the applicant has agreed to speak on a panel at a national or regional professional meeting, etc. This is optional for senior instructor applications.

In addition to the items required by the College, faculty applying for promotion to **Senior Instructor** in the Department of Communication are required to include the following:

- List of courses taught/enrollments by semester
- Most updated syllabi for all courses taught
- Summary report of all available student evaluations during the past five years or more (student evaluations should be kept on hand during the evaluation process to be reviewed during the promotion evaluation process)
- Peer evaluations of teaching from at least one member of the department of communication faculty
• Class handouts and other curricular, advising, or professional development materials to illustrate excellence as explained in the three categories of consideration.

Construction of dossier
Please observe the following guidelines in assembling the dossier:
• Place materials in a single sturdy three-ring binder no larger than 4" in width.
• A CD or DVD may be used to store media such as artwork, music recordings, or video.
• Tabs should be used to separate and identify sections of the dossier.
• Label the spine and the front of your binder with your name, department, and the purpose of your application (e.g., tenure and promotion to associate professor, promotion to senior instructor, promotion to professor, etc.)
• Protective page sleeves are optional.

APPENDIX D
Matrices to be used for tenure and promotion dossiers

Matrix, Tenure & Promotion to Senior Instructor Application
Department of Communication Personnel
Committee Procedure Manual and Evaluation Guidelines (Revised August 2014)

Candidates should provide evidence of excellence in each category, but candidates do not need to provide evidence for each example listed within. The following demonstrates possible options an instructor can use to provide evidence of excellence in the three categories of evaluation.

Evidence of successful student learning outcomes
The applicant must show strong teaching in multiple categories below.

<table>
<thead>
<tr>
<th>Criteria for Promotion</th>
<th>Accomplishments (examples below in italics...to be filled in by applicant)</th>
<th>Artifacts (to be filled in by applicant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A summary of all available student evaluations, semester by semester, for each semester taught over the prior five or more academic years, indicating sustained excellence in teaching. REQUIRED</td>
<td><em>A table with summary course evaluation data is included in Teaching Documentation section. During this evaluation period my evaluations each semester were at or above dept means.</em></td>
<td>Teaching section: Ta. Table Ta.</td>
</tr>
<tr>
<td>Documents required: course syllabi</td>
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<tr>
<td>In addition, candidates must provide documentation to support your case from the list below</td>
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<tr>
<td>Departmental teaching evaluations with an aggregate mean of at least 4.5 out of</td>
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<tr>
<td>Evidence of consistent participation and involvement in student development or recruitment events</td>
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<tr>
<td>Invitations to teach to external audiences based on reputation or professional expertise</td>
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<tr>
<td>Student awards (department, college, university, etc.) with the assistance of the faculty member</td>
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<tr>
<td>Evidence of effective training and supervision of teaching and graduate assistants over the course of the evaluation period</td>
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<tr>
<td>Favorable peer/colleague evaluation based on class observation and changes noted in teaching and learning based on that feedback</td>
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<tr>
<td>Receiving teaching awards or honors (on the local (department/college/university), regional or national level)</td>
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<tr>
<td>Pre-and post evaluations (if available) of student learning to demonstrate an increase in knowledge and skills taught in a specific content area</td>
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</tbody>
</table>

**Evidence of the use of effective teaching modalities**
The applicant must demonstrate effectiveness in multiple categories below.

<table>
<thead>
<tr>
<th>Criteria for Promotion</th>
<th>Accomplishments (to be filled in by applicant)</th>
<th>Artifacts (to be filled in by applicant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to adapt teaching methods to the needs of students;</td>
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<td></td>
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<tr>
<td>Address multiple learning styles;</td>
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<td></td>
</tr>
</tbody>
</table>
Incorporate feedback into teaching methods; using instructional tools and technologies appropriately;
Incorporate cognitive, behavioral and affective learning goals;
Incorporate the public affairs mission.

Evidence can be demonstrated using examples from below:
Documentation of student satisfaction with assignments as contributing to course goals
The incorporation of service learning or practical projects into courses
Teaching courses online or via distance education
Descriptions and examples of effective instructional technologies used to present concepts and to facilitate class organization, activities, and discussions
Evidence of successful grant proposals and funding to enhance teaching
Participation in Study Away programs
Development of new materials or significant innovation used in traditional course delivery
Evidence of involvement with and effectiveness in interdisciplinary courses or approaches to teaching
Successful implementation of teaching techniques gathered from participation in faculty teaching development opportunities

Evidence of leadership in curriculum development, advising or other appropriate university service
This includes the willingness and ability to make significant contributions to one’s courses and to the department, college, university and community

The applicant must demonstrate effectiveness in multiple categories below.

<table>
<thead>
<tr>
<th>Criteria for Promotion</th>
<th>Accomplishments (to be filled in by applicant)</th>
<th>Artifacts (to be filled in by applicant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of a new course</td>
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<tr>
<td>Evidence of commitment to official Department academic advising duties, including lists of advisees, Master Advisor status for each year, accomplishments</td>
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<tr>
<td>Effective management or coordination of programs within the Department</td>
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<td>Service to the University in the form of consistent, active participation in Departmental, College of Arts and Letters, and University committees</td>
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<td>Evidence of effective advising to student organizations</td>
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<td>Evidence of organizing events, conferences, or other activities that contributes to the Missouri State University community</td>
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<td>Engagement in professional activities at national, regional, and/or state levels (e.g., NCA, review papers for conferences or serve on association committees)</td>
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<td>Participation in community service related to the mission of the University or teaching duties</td>
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<tr>
<td>Serving as a mentor to a graduate assistant</td>
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<tr>
<td>Receipt of awards or honors based on service to a community or professional organization in an area of professional expertise</td>
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<tr>
<td>Hold an office or participate in active service to a professional committee in national, regional, or state organization in the area of expertise</td>
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Matrix, Tenure & Promotion to Associate Professor Application Following Department of Communication Personnel Committee Procedure Manual and Evaluation Guidelines (Revised September 2012)

TEACHING

The applicant must show strong teaching in multiple categories below.

| Criteria for Both Tenure & Promotion | Accomplishments (examples below in italics...to be filled in by applicant) | Artifacts (to be filled in by) |
The department requires each faculty member to administer student course/instructor evaluations for each semester he or she teaches. The results of these evaluations, including written comments of students may be employed as evidence of teaching effectiveness. But “not more than 50% of evaluation of teaching for promotion, tenure, and annual appointment should depend on student evaluations”

The results of peer evaluation and self-evaluation of teaching.

In addition, candidates must provide documentation to support your case in multiple categories from the list below:

- Unsolicited letters from former students, colleagues in the Department, in other University departments, from colleagues at other universities, and other professional associates able to comment objectively on teaching effectiveness.
- Textbooks, workbooks, anthologies, and other teaching resources produced for use in courses taught by this Department.
- Evidence of new-course development, instructional innovations, and contribution to curricula or program change.
- Evidence of effective indirect instruction resulting in superior student work, including activities such as advising student organizations, supervising student organizations or student media, supervising student productions, directing theses and seminar papers, serving on thesis committees, and directing independent study projects.
- Descriptions of student advisement activities, of special departmental assignments related to student advisement, of special services to advisees, (petitions, letters of support, etc.), of contributions toward improved advisement.
- Descriptions/evaluations of invited lectures in other than assigned Departmental courses, in courses offered through other departments.
- Recognition of teaching effectiveness through awards or other forms of professional recognition.
- Descriptions of student learning outcomes.
- Other forms of evidence of teaching effectiveness acceptable to the Department as negotiated with an appropriate departmental representative.

**RESEARCH**

A record of scholarship that is judged minimally sufficient for tenure in the Department of Communication includes the following.
<table>
<thead>
<tr>
<th>Criteria for Both Tenure &amp; Promotion</th>
<th>Accomplishments (to be filled in by applicant)</th>
<th>Artifacts (to be filled in by applicant)</th>
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<tbody>
<tr>
<td>For 2013-2014 tenure/track faculty: Must have a minimum of five scholarly publications (or in press at the time of consideration) and must be completed while at Missouri State University.</td>
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<tr>
<td>In some combination of peer reviewed regional, national and international journals or other recognized forms of publication</td>
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<td>At least two of which must be sole-authored.</td>
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<td>And participate in additional scholarly activity including (but not limited to) conference presentations, university presentations, grant writing, and departmental colloquia.</td>
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<td>Although traditional forms of discipline specific scholarship (research that leads to publication in peer-reviewed academic journals) are sufficient, non-traditional forms of scholarship and non-traditional outlets of publication are valued and can contribute to a record that is judged minimally sufficient (e.g. technical reports reviewed and accepted by representatives of a particular organization [profit or non-profit]; non-peer-reviewed reports that meet criteria for research [e.g., include a research question, a clearly described methodology, systematic data analysis and appropriate conclusions drawn from the data]; and invited publications to either journals or edited texts).</td>
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<td>The research must reflect a programmatic focus that is consistent with the author's teaching and research interests.</td>
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<td>The research must reflect a sustained and ongoing effort over time. Evidence may be provided by (but is not limited to) unpublished research, manuscripts, bibliographies, data collection, contracted studies, or presentation at faculty colloquia.</td>
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<tr>
<td>In some cases scholarship may not be peer reviewed. In such cases the scholarship may enhance an applicant's overall record.</td>
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<td>Diverse forms of scholarship may include</td>
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<td>Scholarship of Discovery: This form is essential the mission of the University and the missions of those departments that offer graduate programs. Evidence of performance in this form of scholarship is valued both for tenure and for promotions. Examples include: Scholarly monographs or books that advance understanding and are editorially selected</td>
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<td>Original research findings published in editorially selected scholarly journals or monographs</td>
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<td>Successful national/regional/local grant applications for research/creative activity</td>
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The degree of collaborative effort involved will serve to establish the significance of an individual’s contributions in all areas of the scholarship of discovery.

**Scholarship of Integration and Scholarship of Application:** This form is essential the mission of the University and the missions of those departments that offer graduate programs. Evidence of performance in this form of scholarship is valued both for tenure and for promotions. Examples include:

- Published textbook summarizing existing research, such as: Textbooks, manuals, edited anthologies, or other monographs used for instruction at other universities, colleges, or educational institutions
- Published professional or applied research journal articles
- Published literature reviews or position papers
- Published research protocols
- Published bibliographies
- Published critical reviews of scholarly projects
- Successful grant applications for applied research
- Competitively selected papers or presentations of original research at professional conferences or conventions
- Book or media reviews by individual or joint authorship published in professional or trade journals, or in national or regional publications
- Reviews of one’s work, published and/or written by outside colleagues
- Peer reviews by colleagues within the department are important but carry less significance

**Scholarship of Teaching and Learning:** This form is essential the mission of the University. Every faculty member engaged in teaching at this institution must engage in this form of scholarship. Examples include:

- Evidence of on-going scholarship/creative activity aimed at enhancing classroom instruction
- Scholarly presentations to campus-based or community groups including students or student work
- Critiquing one’s own students or colleagues, or consulting with community organizations
- Improving the effectiveness of one’s own teaching through seeking and using peer and student feedback
- Assessing effectiveness of new learning technologies for teaching one’s own courses
- Successful grant applications (such as Missouri State University curriculum or research grants) for developing or enhancing one’s own courses

**Engaged Public Scholarship:** This scholarly
activity should involve a partnership with the public and/or private sector that enriches knowledge, addresses and helps solve critical societal issues, and contributes to the public good. Engaged public scholarship includes research focused on civic participation in public life, participation by engaged scholars, and the impact of public scholarship on all constituencies.

Projects that advance engaged public scholarship must be subjected to critical academic peer review or should include input from a rigorous review conducted by involved community partners who collaborated with the public scholar.

Should document and assess the significance of the project, the quality of the relationship, and the impact on public good.

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**SERVICE**
The applicant must show strong service and leadership in multiple categories.

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<thead>
<tr>
<th>Criteria for Both Tenure &amp; Promotion</th>
<th>Accomplishments (to be filled in by applicant)</th>
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<td>First 3 items are required to be completed by the applicant:</td>
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<td>Numerical teaching evaluations are at or above the departmental mean.</td>
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<td>Significant peer-reviewed research and/or creative activity and a minimum of three publications while at Missouri State University.</td>
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<td>Journal publications may be in any combination of state, regional, national and international journals that are appropriate for the subject matter in question and a majority of which are in the communication discipline</td>
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**Engaged Public Scholarship:** The department of communication recognizes that engaged public scholarship is research and may be included in a faculty member’s tenure and promotion application.

Activity should involve a partnership with the public and/or private sector that enriches knowledge, addresses and helps solve critical societal issues, and contributes to the public good.

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