MISSOURI STATE UNIVERSITY

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

DEPARTMENT:
Modern and Classical Languages

COLLEGE:
Arts and Letters

SEMESTER/YEAR OF CURRENT REVIEW:
Spring 2017

SEMESTER/YEAR OF NEXT REQUIRED REVIEW:
Spring 2020

DEPARTMENT ADOPTION SIGNATURES:

[Signature]
Department Personnel Committee Chair
28 Feb 2017

[Signature]
Department Head
2/28/17

APPROVAL SIGNATURES:

[Signature]
Dean
2/28/17

[Signature]
Provost
2/28/17

THIS PLAN IS IN EFFECT FROM XXXX, THROUGH XXXX
(AY 2017-18, AY 2018-19, AY 2019-20)
MODERN and CLASSICAL LANGUAGES DEPARTMENT
Personnel Guidelines and Governance Document

Adopted - December 2008
Revised - September 2009, May 2010, December 2013
Latest Revision - January 2017

I. Philosophy

The Modern and Classical Languages (MCL) Department is committed to the equitable evaluation of each candidate for reappointment, promotion and tenure, and/or merit pay, consistent with the highest professional standards of faculty activities. Every application will be accorded due attention to its merits, both general and discipline-appropriate. Since the MCL Department regards the nurturing and development of faculty to be among its highest priorities, mentoring assistance is offered to all MCL faculty members.

The MCL Department recognizes that while its overall profile must present a balanced picture of teaching, scholarship, and service, MCL faculty members may play different roles to ensure the fulfillment of the departmental mission, and their roles are likely to change over time. Administrative duties and other special assignments are therefore valid activities for which due credit should be given in the adjudication of tenure, promotion, and annual reappointment applications.

Structure and procedures established in the College of Arts and Letters Promotion and Tenure Guidelines and consistent with criteria affirmed by the Missouri State University Faculty Handbook, assure that faculty seeking tenure, promotion, or annual reappointment will understand what they must do and when they must do it in order to be recommended by their colleagues for the personnel action they seek. Moreover, the structures and procedures assure that decisions will be based on appropriate, properly documented criteria judged not just for quantity but for quality according to standards established and applied within their disciplines. These criteria will be communicated to the applicants and to all parties responsible for making recommendations regarding the application.

II. The Modern and Classical Languages Department Personnel Committee

The MCL Department Personnel Committee consists of all tenured faculty members in the Modern and Classical Languages Department, except for the Department Head (see Faculty Handbook 4.7.3). The Personnel Committee Chair is elected to a three-year term by a majority vote of the Personnel Committee, and may be re-elected to consecutive terms. The next Committee Chair election is in Spring 2016. The Personnel Committee evaluates and makes recommendations to the Department Head on tenure, promotion, and annual reappointment applications submitted by faculty members.

Meetings of the Personnel Committee are called by the Personnel Committee Chair. Attendance at, and participation in, Personnel Committee meetings is an important faculty duty. The Personnel Committee Chair also has the option (in cases such as emeritus status decisions or sixth-year reappointments, where unanimous approval seems likely) of holding a vote via E-mail. If, however, any member of the Personnel Committee expresses a preference for a formal meeting, the Personnel Committee Chair will schedule a meeting at once. In special cases (such as family emergency or for medical reasons) proxy ballots, accompanied by probative reason therefor, may be accepted.

A three-member Faculty Evaluation Subcommittee will conduct the Personnel Committee’s part of the annual faculty evaluation process each spring (see Section V of this document). It will also develop and recommend to the Personnel Committee any needed changes to the process. Any recommendations must be proposed and acted upon by the last Friday of April each Spring semester.

The first three-member Faculty Evaluation Subcommittee was formed in Spring 2010. Every Spring semester thereafter one member will rotate off of the Subcommittee each Spring and a new member will be elected to take his/her place. The longest-serving member of the Subcommittee for any given year will serve as the Subcommittee’s chair.
Ill. Reappointment, Promotion, and Tenure Procedures for Tenured and Tenure-Track Faculty

Each applicant shall submit his or her dossier in the format specified by the College of Arts and Letters Promotion and Tenure Guidelines. Materials may be added after the departmental deadline only with the express permission of both the Department Head and the Personnel Committee Chair.

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Dossier

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Required materials: Each applicant for tenure and/or promotion shall submit his or her dossier in the format specified by the Office of the Provost and the College of Arts and Letters Promotion and Tenure Guidelines.

1. Each applicant for tenure and promotion must provide at least two (three are preferred) external letters of evaluation. “External” means “external to Missouri State University,” not “external to the MCL department.” The MCL Department Head, in consultation with the MCL Personnel Committee, will solicit three external letters of evaluation from a list of scholars provided by the applicant. These external letters of evaluation will not make a recommendation about whether the dossier merits tenure or promotion at their institutions; instead, they provide assessments of the applicant’s scholarship.

2. Although tenure and promotion are decided separately, the same dossier may be submitted in support of each action. A single letter of application will suffice for both actions; however, the letter should state clearly the action(s) for which the faculty member is applying.
IIIb. Promotion Procedures for Non-Tenure Track Faculty

Each applicant for promotion to Senior Instructor shall submit his or her dossier in the format specified by the Office of the Provost and the College of Arts and Letters Promotion and Tenure Guidelines. Materials may be added after the departmental deadline only with the express permission of both the Department Head and the Personnel Committee Chair.

IVa Reappointment, Promotion and Tenure Criteria for Tenured and Tenure-Track Faculty

The criteria and expectations outlined in this section are not intended to be hierarchical or conclusive. Consideration may also be granted in unforeseeable situations.

Annual Reappointment: MCL Criteria and Expectations

Probationary faculty (faculty members under consideration for tenure and/or promotion to Associate Professor) are responsible for demonstrating sustained proficiency in teaching, research and service. Throughout the probationary period, the tenure-track faculty member is expected to demonstrate consistent and marked progress toward meeting the requirements for tenure and promotion to Associate Professor. Absence of satisfactory progress can be grounds for non-renewal. For details, see Faculty Handbook 4.6.1.

Probationary faculty are subject to “annual review,” as described in Faculty Handbook 4.6.1. At the same time as the Annual Evaluation (see Section V) occurs, probationary faculty will submit to the Personnel Committee Chair for “annual review”: 1) a copy of his or her Annual Evaluation activities summary, and 2) a brief dossier containing an up-to-date curriculum vitae, copies of all previous personnel letters, an updated progress toward tenure matrix (index to departmental criteria for tenure and promotion) and any relevant artifacts demonstrating how the candidate continues to make progress toward tenure. The entire Personnel Committee will act upon this “annual review” and forward its findings to the Department Head.

Promotion from Assistant Professor to Associate Professor and Tenure: MCL Criteria and Expectations

Promotion from Assistant Professor to Associate Professor: Minimum eligibility to apply is set by Faculty Handbook 3.4.2. For details, see also Faculty Handbook 4.6.2.

Tenure: Because tenure establishes a long-term mutual commitment between a faculty member and the University, the Personnel Committee’s tenure recommendation must be based not only upon professional achievement but on promise of continued development as a teacher, scholar, and servant of the University community. The faculty member must show active and productive engagement in teaching, research, and service over the probationary period, and demonstrate a commitment to continued professional growth through the years to come. For details, see Faculty Handbook 3.8.2.

Candidates for promotion from Assistant Professor to Associate Professor and for tenure are evaluated on the basis of the following criteria:

- **Teaching:** See Faculty Handbook 4.2.1. Evidence of effective teaching must be reflected in letters of observation from department members and in Departmental student evaluations. Dossiers must include class observation or peer review letters from at least two-thirds of the department’s tenured faculty. Peer reviews from other full-time faculty may also be included. All peer reviews requested must be included, and two-thirds of such peer reviews must be positive. Other evidence of effective teaching may include: summaries of student evaluation scores and comments, evidence of active involvement in development of new courses, new curricula, capstone courses, participation in workshops, teaching seminars, technological initiatives, etc.

- **Research:** See Faculty Handbook 4.2.2. There should be sustained high achievement in the area of research. Candidates must publish at least three (3) original, substantive, peer-reviewed publications (journal articles, book chapters, etc.) during the probationary period to be eligible for Promotion to Associate Professor and Tenure. Publication of an original, substantive, peer-reviewed scholarly monograph or textbook also satisfies the research requirement.
• **Service:** See *Faculty Handbook* 4.2.3. Service should demonstrate interest and activity in the affairs and concerns of the university at several levels, i.e. section, department, college, and university. Discipline-related service to the profession and on various civic communities is also encouraged. Applicants must be able to document sustained service commitments and meaningful contributions at the departmental, college, and university levels. Evidence of such involvement may include statements summarizing the candidate’s activities, acknowledgements from colleagues, and other forms of documentation. In general, quality of service will take priority over raw quantity of service.

**Early Tenure and Promotion to Associate Professor:** Faculty who meet the service criteria and significantly exceed the teaching and research criteria set forth above prior to the sixth year of their probationary period (or the application deadline specified in their initial appointment letter) may, upon securing approval from the Department Personnel Committee Chair and the Department Head, apply for early Tenure and Promotion (see *Faculty Handbook* 3.3.1 and 4.6.4). Examples of exceptional teaching accomplishments beyond the minimum criteria which constitute eligibility for early tenure and promotion include teaching awards at the college or university level; external recognitions of teaching accomplishments from state, regional, or national organizations; or major curricular initiatives (e.g. successful new program proposals). Exceptional research accomplishments beyond the minimum criteria which constitute eligibility 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 four publications (including at least one in a top-tier indexed journal).

**Promotion from Associate Professor to Professor: MCL Criteria and Expectations**

Minimum eligibility to apply is set by *Faculty Handbook* 3.4.3. The rank of Professor is awarded in recognition of substantial contribution beyond the standard for Associate Professor in the areas of teaching, research, and service.

A tenured faculty member may request, one to two years before application for promotion to Professor, a pre-promotion review, as described in *Faculty Handbook* 4.6.3.1.

• **Teaching:** See *Faculty Handbook* 4.2.1 and Section VI, below). Evidence of effective teaching must be reflected in letters of observation from department members and in Departmental student evaluations. Other evidence of effective teaching may include: summaries of student evaluation scores and comments, active involvement in development of new courses, new curricula, participation in workshops, teaching seminars, technological initiatives, etc.

• **Research:** See *Faculty Handbook* 4.2.2 and Section VI, below). There should be sustained high achievement in the area of research. A general guideline would be that there be at least three (3) substantive and original publications in established, refereed professional journals after achieving the rank of Associate Professor. A substantive and original monograph, or book chapters may well fulfill the objectives of sustained and exceptional achievement.

• **Service:** See *Faculty Handbook* 4.2.3 and Section VI, below). Service should be at all levels of the university, i.e. section, department, college, and university. Service should include leadership positions at various levels and demonstrate an interest and involvement in the affairs and concerns at several levels. Service to various civic communities is also encouraged. In general, quality of service will take priority over raw quantity of service.

**IVb. Reappointment and Promotion for Non-Tenure Track Faculty (Instructors)**

**Reappointment and Evaluation**

The following criteria and expectations are not intended to be hierarchical or conclusive. Consideration may also be granted in unforeseeable situations.

- **Reappointment:** The faculty member who is under consideration for annual reappointment is responsible for demonstrating proficiency in teaching and service. See *Faculty Handbook* 3.6.2. Although promotion from Instructor to Senior Instructor is distinctly not a contractual promise, non-tenure track faculty
members interested in this promotion must show consistent and marked progress toward meeting the
requirements for promotion to Senior Instructor.

- **Non-Tenured Status:** See *Faculty Handbook* 3.6.

**Promotion from Instructor to Senior Instructor: MCL Criteria and Expectations**
Minimum eligibility to apply is set by *Faculty Handbook* 3.6.2. See also the *College of Arts and Letters Promotion and Tenure Guidelines*.

- **Teaching:** See *Faculty Handbook* 4.2.1 and Section VI, below). Evidence of effective teaching and successful student outcomes must be reflected in letters of observation from department members and in Departmental student evaluations. Other evidence of effective teaching may include: summaries of student evaluation scores and comments, active involvement in development of new courses, participation in workshops, teaching seminars, technological initiatives.

- **Research:** See *Faculty Handbook* 4.2.2 and Section VI, below). While not specifically listed, disciplinary research related to the University, College, and/or departmental missions may be counted toward promotion to Senior Instructor.

- **Service:** See *Faculty Handbook* 4.2.3 and Section VI, below). Service should demonstrate interest and activity in the affairs and concerns of the university at several levels. Curriculum development and advising are two particularly appropriate concerns, but others will be considered. In general, quality of service will take priority over raw quantity of service.

**V. Annual Evaluation and Performance Pay Procedures for All MCL Faculty**

The MCL Department procedures and criteria for Annual Evaluation and (when applicable) for determining performance pay eligibility are consistent with the guidelines in the *Faculty Handbook* and the *College of Arts and Letters Promotion and Tenure Guidelines*. They are also consistent with the guidelines and criteria specified by the MCL Promotion and Tenure guidelines, as specified in this document.

All full-time faculty, tenured and non-tenured alike, participate in an annual evaluation (see *Faculty Handbook* 4.6). This annual evaluation process is entirely separate from the reappointment/promotion/tenure process described in Sections III and IV of this document. The Annual Evaluation results are also used to determine eligibility for performance pay in those years where a sufficient raise pool has been identified by the University.

**Procedure for Submission and Evaluation of Materials**

- Each faculty member will submit to the chair of the Evaluation Subcommittee a brief summary of activities, including a self-assigned ranking of 0 through 5 (with 0 the lowest) for each of the three areas listed below under “MCL Performance Criteria:” teaching, research, and service. The self-assigned rankings may include .5 scores (e.g., 5.0, 4.5, 4.0 etc) and must include a rationale for each self-assigned ranking.

- Each faculty member will use the evaluation form supplied each year by the Department Head, but may supplement that form with explanatory materials not to exceed three pages in length.

**Procedure for Evaluation of Materials**

- Each member of the Evaluation Subcommittee assigns a ranking of 0 through 5 (with 0 the lowest) to each faculty member (except self) for each of the three areas: teaching, research, and service, and must include a rationale for each ranking. The Evaluation Subcommittee then meets to establish a consensus numerical evaluation for each member of the faculty in each of the three areas. The complete set of evaluations is forwarded to the Department Head.

- The Department Head makes an individual evaluation of each faculty member in each of the three areas: teaching, research, and service. The Department Head’s recommendations may include .5 scores (e.g., 5.0, 4.5, 4.0 etc).
The Department Head meets with the Evaluation Subcommittee to discuss any areas of disagreement. The final product constitutes the written result of the Annual Evaluation.

VI. Evaluation Criteria for All MCL Faculty

MCL Performance Criteria: Definitions

(a) **Teaching** includes everything which pertains to the production of educated persons. In the widest sense this occurs wherever learning or training takes place, including non-traditional venues such as web resources. See *Faculty Handbook* 4.2.1.

(b) The defining feature of **Research** is its aim at developing and disseminating new findings (whether on academic subjects or pedagogy) to the audience of scholars (and teachers-as-scholars). See *Faculty Handbook* 4.2.2.

(c) **Service** includes contributions made to the academic community at any level – department, college, university and scholarly discipline, and (in keeping with the Public Affairs Mission) to the community at large. See *Faculty Handbook* 4.2.3.

(d) The specific criteria listed below for Teaching, for Research, and for Service represent suggested minimal qualifications for a given level, and carry no contractual force. Moreover, it is understood that the specific criteria are cumulative:

MCL Performance Criteria: For the Applicant

(a) The applicant for performance pay is responsible for clearly but succinctly documenting his/her achievements. There is an understandable temptation to include everything remotely pertinent and let the evaluators sort out what is or is not meritorious. While this may save time for the applicant, it greatly complicates the evaluation process by forcing all of the evaluators to work that much harder. Less is often more.

(b) However, there are many possible instances in which artifacts (“before” and “after” syllabi, for instance, or a referee’s report on an article) or even narrative (a brief explanation on how a paper or article builds on the applicant’s previous work) can greatly strengthen a case for performance pay. The same is true of cases in which an applicant wishes to document progress on a long-term teaching, research, or service project.

(c) For certain of the Performance Criteria listed below, the applicant has the option of choosing the area (teaching, research, or service) under which a given achievement is to be counted. Each of these Performance Criteria is indicated with an asterisk. The applicant should state succinctly his or her rationale for this choice.

Evaluation Subcommittee Guidelines

(a) One standard for higher credit is ‘reach’ or the size of the target audience: thus in teaching it is only fair to give some preference to colleagues who serve more students, with more credit hours (as such measures are quantifiable); an article in a prestigious international journal counts more than one in a little-known regional publication because it will reach a wider audience; and service to the university or to a national organization will often deserve special credit as it affects a larger community.

(b) No less important, however, is the value attached to the intensive work we do with small groups, work that is essential to the role of this department in the university mission. These include teaching the advanced courses essential for majors and graduate students; preparing BS Ed students for a teaching career; working with service-learning; directing or assisting with a thesis. The same principle applies to service: some departmental committees are as demanding as any and absolutely essential to our success.

(c) The evaluator may use .5 scores (e.g., 5.0, 4.5, 4.0 etc) in his or her ratings.

MCL Performance Criteria for Teaching (in roughly descending order of value toward merit pay)

- Evaluation and appropriate adjustment of instruction and/or course construction
- Evidence of excellent teaching (student evaluations)
- University teaching award
- Supervising BSEd students
- Teaching upper-level courses on a regular basis
- Directing student language clubs and activities (including film festivals and reading groups)
- Significant new curricular development
• Organizing and overseeing a language program abroad
• Advising graduate or undergraduate students
• Directing independent studies, Service Learning components, or internships
• Participation in professional development programs
• Writing and submitting grant proposals

MCL Performance Criteria for Research (in roughly descending order of value toward merit pay)

• Editing a journal
• Publication of an original, peer-reviewed scholarly book
• Publication of more than one original, peer-reviewed scholarly article
• University research award
• Receiving a competitive external grant
• Editing a peer-reviewed scholarly anthology
• Publication of an original, peer-reviewed scholarly article
• Completion of a review for accreditation
• Publication of a chapter in a peer-reviewed book, anthology of articles, or other scholarly resource
• Published translations from English to a modern language or vice versa
• Presentation of an original peer-reviewed scholarly paper at a national or international convention
• Publication of a book review and/or film review
• Presentation of an original peer-reviewed scholarly paper at a regional or state convention
• Writing and publishing a newspaper or magazine articles in areas of expertise
• Receiving a competitive external grant
• Editing a peer-reviewed scholarly anthology
• Publication of an original, peer-reviewed scholarly article
• Completion of a review for accreditation

MCL Performance Criteria for Service (in roughly descending order of value toward merit pay)

• Leadership role in professional organization
• Leadership role on responsible college or university committees
• University service award
• Serving the department, college, or university in an administrative function or position
• Providing language training to groups and/or organizations
• Leadership role on responsible department committee
• Completion of a review for accreditation
• Significant new curricular development
• Leadership role in a local, state, regional, national, or international group
• Leadership role in a community group
• Sponsoring a student organization or activity not related to the discipline
• Service on a responsible department committee
• Service within a community group
• Presentations to the community

VII. Mentoring Policy for All MCL Faculty

All MCL faculty, regardless of rank and/or tenure status, have the right to receive mentoring as they work toward achieving their professional goals. The mentoring of candidates for tenure and/or promotion is of particular importance, but more established faculty may well benefit from mentoring in fields such as (strictly for example) curriculum development, instructional technology, or acquiring a new scholarly specialty.

As long experience clearly indicates, no single mentoring procedure or format can adequately serve a diverse group of faculty members. Therefore, each new faculty member will meet, early in his or her first semester of employment, with the Department Head and the Personnel Committee Chair to develop and begin implementing an appropriate, individualized mentoring program. The new faculty member may also request that a member from his or her language section be involved in developing the mentoring program. It is expected that such a program will involve both group-based (for example, Showcase on Teaching and various University/College workshops) and individual (for example, face-to-face discussion with departmental colleagues) mentoring opportunities.
Other faculty members interested in receiving formal mentoring for any purpose at any time are welcome to initiate this process with the Department Head, the Personnel Committee Chair, or both.

VIII. Departmental Governance

This section of the document supersedes all previous stand-alone “Departmental Governance” documents.

Department Head

The primary duties of the MCL Department head are clearly spelled out in Faculty Handbook 1.5.1.5.6. The Department Head is also responsible for appointing MCL departmental committees and MCL departmental representatives as necessary. The Department Head is also responsible for arranging elections, such as those for Faculty Senate Representative, College Council Representative, and Personnel Committee Chair.

Personnel Committee

The structure and function of the MCL Personnel Committee is treated in Section II of this document. The Personnel Committee will also be charged with reviewing this document at the end of each academic year and recommending to the Department Head any necessary changes.

Section Coordinators

The head designates one senior member of each section (Classics, French, German, Spanish) to serve in the role of Section Coordinator. Section Coordinators do not receive additional direct compensation. However, their contributions to departmental leadership are recognized as significant service to the department for purposes relating to faculty evaluation (including tenure and promotion review, as applicable). Consistent with the department’s Workload Policy, Section Coordinators may be eligible for a course release because of an unusually high volume of work in a particular semester or after several semesters of service.

The responsibilities of Section Coordinators include and are generally limited to:

- Assisting the head and the administrative assistant with the scheduling of section teaching assignments
- Calling and presiding over section meetings (to discuss general section business, curricular changes, textbook adoptions, assessment, etc.)
- Providing input on and reviewing policies pertinent to their sections
- Helping with advising issues in special cases
- Helping to disseminate information from the head
- Collecting input/feedback from section members as requested by the head

While Section Coordinators provide an important service to their sections and to the department as a whole in assisting the head in these ways, they are not administrators and do not have authority in excess of their fellow section members. Any concerns which arise between a Section Coordinator and one or more section members (or vice versa) should be communicated to the head, who will work with all parties concerned to resolve the situation.

At the head’s discretion, Section Coordinators may serve indefinitely. They may also step down whenever they wish or be replaced by the head at any time.
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Annual Reappointment: MCL Criteria and Expectations

Probationary faculty (faculty members under consideration for tenure and/or promotion to Associate Professor) are responsible for demonstrating sustained proficiency in teaching, research and service. Throughout the probationary period, the tenure-track faculty member is expected to demonstrate consistent and marked progress toward meeting the requirements for tenure and promotion to Associate Professor. Absence of satisfactory progress can be grounds for non-renewal. For details, see also Faculty Handbook 4.6.1.

Probationary faculty are subject to “annual review,” as described in Faculty Handbook 4.6.1. At the same time as the Annual Evaluation (see Section V) occurs, probationary faculty will submit to the Personnel Committee Chair for “annual review”: 1) a copy of his or her Annual Evaluation activities summary, and 2) a brief dossier containing an up-to-date curriculum vitae, copies of all previous personnel letters, an updated progress toward tenure matrix (index to departmental criteria for tenure and promotion) and any relevant artifacts demonstrating how the candidate continues to make progress toward tenure. The entire Personnel Committee will act upon this “annual review” and forward its findings to the Department Head.

Promotion from Assistant Professor to Associate Professor and Tenure: MCL Criteria and Expectations

Promotion from Assistant Professor to Associate Professor: Minimum eligibility to apply is set by Faculty Handbook 3.4.2. For details, see also Faculty Handbook 4.6.2.

Tenure: Because tenure establishes a long-term mutual commitment between a faculty member and the University, the Personnel Committee’s tenure recommendation must be based not only upon professional achievement but on promise of continued development as a teacher, scholar, and servant of the University community. The faculty member must show active and productive engagement in teaching, research, and service over the probationary period, and demonstrate a commitment to continued professional growth through the years to come. For details, see Faculty Handbook 3.8.2.

Candidates for promotion from Assistant Professor to Associate Professor and for tenure are evaluated on the basis of the following criteria:

- **Teaching:** See Faculty Handbook 4.2.1. Evidence of effective teaching must be reflected in letters of observation from department members and in Departmental student evaluations. Dossiers must include class observation or peer review letters from at least two-thirds of the department’s tenured faculty. Peer reviews from other full-time faculty may also be included. All peer reviews requested must be included, and two-thirds of such peer reviews must be positive. Other evidence of effective teaching may include: summaries of student evaluation scores and comments, evidence of active involvement in development of new courses, new curricula, capstone courses, participation in workshops, teaching seminars, technological initiatives, etc.

- **Research:** See Faculty Handbook 4.2.2. There should be sustained high achievement in the area of research. Candidates must publish at least three (3) original, substantive, peer-reviewed publications (journal articles, book chapters, etc.) during the probationary period to be eligible for Promotion to Associate Professor and Tenure. Publication of an original, substantive, peer-reviewed scholarly monograph or textbook also satisfies the research requirement.
• **Service:** See *Faculty Handbook 4.2.3.* Service should demonstrate interest and activity in the affairs and concerns of the university at several levels, i.e. section, department, college, and university. Discipline-related service to the profession and on various civic communities is also encouraged. **Applicants must be able to document sustained service commitments and meaningful contributions at the departmental, college, and university levels.** Evidence of such involvement may include statements summarizing the candidate’s activities, acknowledgements from colleagues, and other forms of documentation. In general, quality of service will take priority over raw quantity of service.

**Early Tenure and Promotion to Associate Professor:** Faculty who meet the service criteria and significantly exceed the teaching and research criteria set forth above prior to the sixth year of their probationary period (or the application deadline specified in their initial appointment letter) may, upon securing approval from the Department Personnel Committee Chair and the Department Head, apply for early Tenure and Promotion (see *Faculty Handbook 3.3.1* and 4.6.4). Examples of exceptional teaching accomplishments beyond the minimum criteria which constitute eligibility for early tenure and promotion include teaching awards at the college or university level; external recognitions of teaching accomplishments from state, regional, or national organizations; or major curricular initiatives (e.g. successful new program proposals). Exceptional research accomplishments beyond the minimum criteria which constitute eligibility 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 four publications (including at least one in a top-tier indexed journal).

**Promotion from Associate Professor to Professor: MCL Criteria and Expectations**

Minimum eligibility to apply is set by *Faculty Handbook 3.4.3.* The rank of Professor is awarded in recognition of substantial contribution beyond the standard for Associate Professor in the areas of teaching, research and service.

A tenured faculty member may request, one to two years before application for promotion to Professor, a pre-promotion review, as described in *Faculty Handbook 4.6.3.1.*

• **Teaching:** See *Faculty Handbook 4.2.1* and Section VI, below). Evidence of effective teaching must be reflected in letters of observation from department members and in Departmental student evaluations. Other evidence of effective teaching may include: summaries of student evaluation scores and comments, active involvement in development of new courses, new curricula, participation in workshops, teaching seminars, technological initiatives, etc.

• **Research:** See *Faculty Handbook 4.2.2* and Section VI, below). There should be sustained high achievement in the area of research. A general guideline would be that there be at least three (3) substantive and original publications in established, refereed professional journals after achieving the rank of Associate Professor. A substantive and original monograph, or book chapters may well fulfill the objectives of sustained and exceptional achievement.

• **Service:** See *Faculty Handbook 4.2.3* and Section VI, below). Service should be at all levels of the university, i.e. section, department, college, and university. Service should include leadership positions at various levels and demonstrate an interest and involvement in the affairs and concerns at several levels. Service to various civic communities is also encouraged. **In general, quality of service will take priority over raw quantity of service.**

**IVb. Reappointment and Promotion for Non-Tenure Track Faculty (Instructors)**

Reappointment and Evaluation

The following criteria and expectations are not intended to be hierarchical or conclusive. Consideration may also be granted in unforeseeable situations.

• **Reappointment:** The faculty member who is under consideration for annual reappointment is responsible for demonstrating proficiency in teaching and service. See *Faculty Handbook 3.6.2.* Although promotion from Instructor to Senior Instructor is distinctly not a contractual promise, non-tenure track faculty
members interested in this promotion must show consistent and marked progress toward meeting the
requirements for promotion to Senior Instructor.

- **Non-Tenured Status:** See *Faculty Handbook 3.6.*

**Promotion from Instructor to Senior Instructor: MCL Criteria and Expectations**
Minimum eligibility to apply is set by *Faculty Handbook 3.6.2.* See also the *College of Arts and Letters Promotion and Tenure Guidelines.*

- **Teaching:** See *Faculty Handbook 4.2.1* and Section VI, below). Evidence of effective teaching and
successful student outcomes must be reflected in letters of observation from department members and in
Departmental student evaluations. Other evidence of effective teaching may include: summaries of student
evaluation scores and comments, active involvement in development of new courses, participation in
workshops, teaching seminars, technological initiatives.

- **Research:** See *Faculty Handbook 4.2.2* and Section VI, below). While not specifically listed, disciplinary
research related to the University, College, and/or departmental missions may be counted toward
promotion to Senior Instructor.

- **Service:** See *Faculty Handbook 4.2.3* and Section VI, below). Service should demonstrate interest and
activity in the affairs and concerns of the university at several levels. Curriculum development and
advising are two particularly appropriate concerns, but others will be considered. In general, quality of
service will take priority over raw quantity of service.

**V. Annual Evaluation and Performance Pay Procedures for All MCL Faculty**

The MCL Department procedures and criteria for Annual Evaluation and (when applicable) for determining
performance pay eligibility are consistent with the guidelines in the *Faculty Handbook and the College of Arts and
Letters Promotion and Tenure Guidelines.* They are also consistent with the guidelines and criteria specified by the
MCL Promotion and Tenure guidelines, as specified in this document.

All full-time faculty, tenured and non-tenured alike, participate in an annual evaluation (see *Faculty Handbook 4.6.*
This annual evaluation process is entirely separate from the reappointment/promotion/tenure process described in
Sections III and IV of this document. The Annual Evaluation results are also used to determine eligibility for
performance pay in those years where a sufficient raise pool has been identified by the University.

**Procedure for Submission and Evaluation of Materials**

- Each faculty member will submit to the chair of the Evaluation Subcommittee a brief summary of activities,
including a self-assigned ranking of 0 through 5 (with 0 the lowest) for each of the three areas listed below
under "MCL Performance Criteria:" teaching, research, and service. The self-assigned rankings may
include .5 scores (e.g., 5.0, 4.5, 4.0 etc) and must include a rationale for each self-assigned ranking.

- Each faculty member will use the evaluation form supplied each year by the Department Head, but may
supplement that form with explanatory materials not to exceed three pages in length.

**Procedure for Evaluation of Materials**

- Each member of the Evaluation Subcommittee assigns a ranking of 0 through 5 (with 0 the lowest) to each
faculty member (except self) for each of the three areas: teaching, research, and service, and must include
a rationale for each ranking. The Evaluation Subcommittee then meets to establish a consensus numerical
evaluation for each member of the faculty in each of the three areas. The complete set of evaluations is
forwarded to the Department Head.

- The Department Head makes an individual evaluation of each faculty member in each of the three areas:
teaching, research, and service. The Department Head's recommendations may include .5 scores (e.g.,
5.0, 4.5, 4.0 etc).
• The Department Head meets with the Evaluation Subcommittee to discuss any areas of disagreement. The final product constitutes the written result of the Annual Evaluation.

VI. Evaluation Criteria for All MCL Faculty

MCL Performance Criteria: Definitions
(a) Teaching includes everything which pertains to the production of educated persons. In the widest sense this occurs whenever learning or training takes place, including non-traditional venues such as web resources. See Faculty Handbook 4.2.1.
(b) The defining feature of Research is its aim at developing and disseminating new findings (whether on academic subjects or pedagogy) to the audience of scholars (and teachers-as-scholars). See Faculty Handbook 4.2.2.
(c) Service includes contributions made to the academic community at any level — department, college, university and scholarly discipline, and (in keeping with the Public Affairs Mission) to the community at large. See Faculty Handbook 4.2.3.
(d) The specific criteria listed below for Teaching, for Research, and for Service represent suggested minimal qualifications for a given level, and carry no contractual force. Moreover, it is understood that the specific criteria are cumulative:

MCL Performance Criteria: For the Applicant
(a) The applicant for performance pay is responsible for clearly but succinctly documenting his/her achievements. There is an understandable temptation to include everything remotely pertinent and let the evaluators sort out what is or is not meritorious. While this may save time for the applicant, it greatly complicates the evaluation process by forcing all of the evaluators to work that much harder. Less is often more.
(b) However, there are many possible instances in which artifacts ("before" and "after" syllabi, for instance, or a referee’s report on an article) or even narrative (a brief explanation on how a paper or article builds on the applicant’s previous work) can greatly strengthen a case for performance pay. The same is true of cases in which an applicant wishes to document progress on a long-term teaching, research, or service project.
(c) For certain of the Performance Criteria listed below, the applicant has the option of choosing the area (teaching, research, or service) under which a given achievement is to be counted. Each of these Performance Criteria is indicated with an asterisk. The applicant should state succinctly his or her rationale for this choice.

Evaluation Subcommittee Guidelines
(a) One standard for higher credit is ‘reach’ or the size of the target audience: thus in teaching it is only fair to give some preference to colleagues who serve more students, with more credit hours (as such measures are quantifiable); an article in a prestigious international journal counts more than one in a little-known regional publication because it will reach a wider audience; and service to the university or to a national organization will often deserve special credit as it affects a larger community.
(b) No less important, however, is the value attached to the intensive work we do with small groups, work that is essential to the role of this department in the university mission. These include teaching the advanced courses essential for majors and graduate students; preparing BS Ed students for a teaching career; working with service-learning; directing or assisting with a thesis. The same principle applies to service: some departmental committees are as demanding as any and absolutely essential to our success.
(c) The evaluator may use .5 scores (e.g., 5.0, 4.5, 4.0 etc) in his or her ratings.

MCL Performance Criteria for Teaching (in roughly descending order of value toward merit pay)
• Evaluation and appropriate adjustment of instruction and/or course construction
• Evidence of excellent teaching (student evaluations)
• University teaching award
• Supervising BSEd students
• Teaching upper-level courses on a regular basis
• Directing student language clubs and activities (including film festivals and reading groups)
• Significant new curricular development
• Organizing and overseeing a language program abroad
• Advising graduate or undergraduate students
• Directing independent studies, Service Learning components, or internships
• Participation in professional development programs
• Writing and submitting grant proposals

MCL Performance Criteria for Research (in roughly descending order of value toward merit pay)
• Editing a journal
• Publication of an original, peer-reviewed scholarly book
• Publication of more than one original, peer-reviewed scholarly article
• University research award
• Receiving a competitive external grant
• Editing a peer-reviewed scholarly anthology
• Publication of an original, peer-reviewed scholarly article
• Completion of a review for accreditation*
• Publication of a chapter in a peer-reviewed book, anthology of articles, or other scholarly resource
• Published translations from English to a modern language or vice versa
• Presentation of an original peer-reviewed scholarly paper at a national or international convention
• Publication of a book review and/or film review
• Presentation of an original peer-reviewed scholarly paper at a regional or state convention
• Writing and publishing a newspaper or magazine articles in areas of expertise
• Reviewing papers for a professional society convention or referred journal
• Receiving an internal research grant or fellowship
• Writing and submitting grant proposals

MCL Performance Criteria for Service (in roughly descending order of value toward merit pay)
• Leadership role in professional organization
• Leadership role on responsible college or university committees
• University service award
• Serving the department, college, or university in an administrative function or position
• Providing language training to groups and/or organizations
• Leadership role on responsible department committee
• Completion of a review for accreditation*
• Significant new curricular development*
• Leadership role in a local, state, regional, national, or international group
• Leadership role in a community group
• Sponsoring a student organization or activity not related to the discipline
• Service on a responsible department committee
• Service within a community group
• Presentations to the community

VII. Mentoring Policy for All MCL Faculty

All MCL faculty, regardless of rank and/or tenure status, have the right to receive mentoring as they work toward achieving their professional goals. The mentoring of candidates for tenure and/or promotion is of particular importance, but more established faculty may well benefit from mentoring in fields such as (strictly for example) curriculum development, instructional technology, or acquiring a new scholarly specialty.

As long experience clearly indicates, no single mentoring procedure or format can adequately serve a diverse group of faculty members. Therefore, each new faculty member will meet, early in his or her first semester of employment, with the Department Head and the Personnel Committee Chair to develop and begin implementing an appropriate, individualized mentoring program. The new faculty member may also request that a member from his or her language section be involved in developing the mentoring program. It is expected that such a program will involve both group-based (for example, Showcase on Teaching and various University/College workshops) and individual (for example, face-to-face discussion with departmental colleagues) mentoring opportunities.
Other faculty members interested in receiving formal mentoring for any purpose at any time are welcome to initiate this process with the Department Head, the Personnel Committee Chair, or both.

VIII. Departmental Governance

This section of the document supersedes all previous stand-alone "Departmental Governance" documents.

Department Head

The primary duties of the MCL Department head are clearly spelled out in Faculty Handbook 1.5.1.5.6. The Department Head is also responsible for appointing MCL departmental committees and MCL departmental representatives as necessary. The Department Head is also responsible for arranging elections, such as those for Faculty Senate Representative, College Council Representative, and Personnel Committee Chair.

Personnel Committee

The structure and function of the MCL Personnel Committee is treated in Section II of this document. The Personnel Committee will also be charged with reviewing this document at the end of each academic year and recommending to the Department Head any necessary changes.

Section Coordinators

The head designates one senior member of each section (Classics, French, German, Spanish) to serve in the role of Section Coordinator. Section Coordinators do not receive additional direct compensation. However, their contributions to departmental leadership are recognized as significant service to the department for purposes relating to faculty evaluation (including tenure and promotion review, as applicable). Consistent with the department's Workload Policy, Section Coordinators may be eligible for a course release because of an unusually high volume of work in a particular semester or after several semesters of service.

The responsibilities of Section Coordinators include and are generally limited to:

- Assisting the head and the administrative assistant with the scheduling of section teaching assignments
- Calling and presiding over section meetings (to discuss general section business, curricular changes, textbook adoptions, assessment, etc.)
- Providing input on and reviewing policies pertinent to their sections
- Helping with advising issues in special cases
- Helping to disseminate information from the head
- Collecting input/feedback from section members as requested by the head

While Section Coordinators provide an important service to their sections and to the department as a whole in assisting the head in these ways, they are not administrators and do not have authority in excess of their fellow section members. Any concerns which arise between a Section Coordinator and one or more section members (or vice versa) should be communicated to the head, who will work with all parties concerned to resolve the situation.

At the head's discretion, Section Coordinators may serve indefinitely. They may also step down whenever they wish or be replaced by the head at any time.