MISSOURI STATE UNIVERSITY

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

DEPARTMENT: PAMS

COLLEGE: CNAS

SEMESTER/YEAR OF CURRENT REVIEW: FA/2016

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: 2019

DEPARTMENT ADOPTION SIGNATURES:

Date 3-14-17
Department Personnel Committee Chair

Date 3-14-17
Department Head

APPROVAL SIGNATURES:

Date 3/15/17
Dean

Date 3-22-17
Provost

THIS PLAN IS IN EFFECT FROM XXXX, THROUGH XXXX.
Department of Physics, Astronomy, and Materials Science
Promotion and Tenure Plan 2017

This document includes the Department of Physics, Astronomy, and Materials Science Merit Evaluation Plan (MEP) by reference. The MEP lists possible faculty accomplishments as items under Levels A, B, or C for each of Teaching, Research, and Service. Faculty members can use their accomplishment of those items as evidence in meeting the Faculty Handbook requirements for promotion and tenure. The next major section of this document will delineate which specific MEP accomplishments can be used as evidence of demonstrating success in specific Faculty Handbook areas. Latter sections will establish minimum success levels for promotion or tenure. Meeting these expectations make candidates only eligible for promotion and/or tenure; it in no way guarantees a successful outcome. During years when the MEP is not used for salary increases, prospective applicants will calculate their scores based on the MEP criteria and negotiate a MEP score with the Department Head at their annual meeting. If there are MEP score disagreements, the Department Personnel Committee will review the documentation as if it were a MEP year.

The Department Personnel Committee (DPC) will be comprised of all tenured faculty members in the department and it will be responsible for reappointment, tenure, and promotion evaluations. The Department Head will call the first meeting of the DPC each fall at which the DPC membership will elect a chair. The chair will work with the Department Head to establish and communicate internal deadlines, convene committee meetings, and write personnel recommendations based on the deliberations of the DPC.

Appeals are described in Section 4.7 and Applicant’s rights are described in Section 4.8.1 of the 2016 Faculty Handbook (herein simply referred to as the Faculty Handbook).

The documentation necessary to accompany a promotion or tenure application is described in greater detail below.

Alignment of MEP Accomplishments and Faculty Handbook Success Areas

TEACHING
Faculty are expected to demonstrate accomplishments in teaching that result in a significant contribution to the educational growth of Missouri State University students. As described in Section 4.2.1.2 of the Faculty Handbook, success in effective teaching at its core is evidenced in high levels of student engagement and deeper learning as is success in areas that represent essential elements of teaching effectiveness (Knowledge, Teaching Strategies, Evaluation and Response to Feedback) and, when appropriate, in areas that represent additional aspects of teaching effectiveness (Accessibility, Diversity). An alignment between these goals/areas and the accomplishment items of the MEP will be detailed next.
Evidence demonstrating success in the Knowledge area may come from MEP Teaching Accomplishments as shown in the table below (MR means Minimum Requirements and capital letter means Level).

<table>
<thead>
<tr>
<th>Faculty Handbook Item</th>
<th>MEP Items</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up-to-date course content</td>
<td>MR. a</td>
<td>Book copyright date</td>
</tr>
<tr>
<td></td>
<td>A. a, d, i</td>
<td>Published date (authored book, monograph, course materials, etc.)</td>
</tr>
<tr>
<td></td>
<td>B. a, c, d, j</td>
<td>Describe new course</td>
</tr>
<tr>
<td></td>
<td>C. g</td>
<td>Describe course redesign or materials authored</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Advising</td>
<td>A. b, f, h, i</td>
<td>Thesis and undergraduate students’ names</td>
</tr>
<tr>
<td></td>
<td>B. b, e, i, j</td>
<td>Award details</td>
</tr>
<tr>
<td></td>
<td>C. a, b, f, g</td>
<td>Advisee numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Evidence demonstrating success in Teaching Strategies may come from meeting the following MEP Teaching Accomplishment items:

<table>
<thead>
<tr>
<th>Faculty Handbook Item</th>
<th>MEP Item</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives</td>
<td>MR. a</td>
<td>From Course Policy Statement/Syllabus</td>
</tr>
<tr>
<td>Grading Systems</td>
<td>MR. a</td>
<td>From Course Policy Statement/Syllabus</td>
</tr>
<tr>
<td></td>
<td>C. g</td>
<td>In-class experiential discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post information online</td>
</tr>
<tr>
<td>Accessibility to students</td>
<td>MR. a, b, c</td>
<td>From Course Policy Statement/Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respond to student questions ASAP regardless of communication medium</td>
</tr>
<tr>
<td>High-impact practices</td>
<td>MR. a</td>
<td>Assignments in Course Policy Statement/Syllabus, etc. requiring community engagement, problem solving, experiential and collaborative activities.</td>
</tr>
<tr>
<td></td>
<td>B. j</td>
<td>In-class assignments requiring just listed items.</td>
</tr>
<tr>
<td></td>
<td>C. g</td>
<td>In-class assignments requiring just listed items.</td>
</tr>
<tr>
<td>Learner-focused content and strategies</td>
<td>MR. a</td>
<td>Including and following Disability Accommodation policy in Course Policy Statement/Syllabus</td>
</tr>
<tr>
<td></td>
<td>B. j</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. g</td>
<td></td>
</tr>
</tbody>
</table>
Evidence demonstrating success in Evaluation and Response to Feedback may come from meeting the following MEP Teaching Accomplishment items:

<table>
<thead>
<tr>
<th>Faculty Handbook Item</th>
<th>MEP Item</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-reflection</td>
<td>A. i</td>
<td>Included in Annual Review Document</td>
</tr>
<tr>
<td></td>
<td>B. j</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. g</td>
<td></td>
</tr>
<tr>
<td>Professional reviews</td>
<td>A. e, f, i</td>
<td>Teaching Awards</td>
</tr>
<tr>
<td></td>
<td>B. e, j</td>
<td>Mentoring Awards</td>
</tr>
<tr>
<td>SLO assessment</td>
<td>C. g</td>
<td>Mentor assessments</td>
</tr>
<tr>
<td>Student evaluations</td>
<td>MR. d</td>
<td>Assessment Documents</td>
</tr>
<tr>
<td></td>
<td>A. g</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. h</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. e</td>
<td>Student evaluation summaries</td>
</tr>
</tbody>
</table>

Evidence demonstrating success in Accessibility may come from meeting the following MEP Teaching Accomplishment items:

<table>
<thead>
<tr>
<th>Faculty Handbook Item</th>
<th>MEP Item</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend education</td>
<td>A. d, i</td>
<td>Delivering content at a distance (remote site)</td>
</tr>
<tr>
<td>beyond the traditional classroom</td>
<td>B. a, j</td>
<td>Develop or deliver online courses</td>
</tr>
<tr>
<td></td>
<td>C. g</td>
<td>Give public lectures or workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deliver education to community and K-12 schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop accessible education materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other out-of-classroom education activities</td>
</tr>
</tbody>
</table>

Evidence demonstrating success in Diversity may come from meeting the following MEP Teaching Accomplishment items:

<table>
<thead>
<tr>
<th>Faculty Handbook Item</th>
<th>MEP Item</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest speakers</td>
<td>A. i</td>
<td>Intra- and extra-mural colleagues</td>
</tr>
<tr>
<td></td>
<td>B. j</td>
<td>Faculty position interviewees</td>
</tr>
<tr>
<td></td>
<td>C. g</td>
<td>Other experts</td>
</tr>
<tr>
<td>Out-of-classroom</td>
<td>A. i</td>
<td>Field trips to diversity-rich settings</td>
</tr>
<tr>
<td>experiences for students</td>
<td>B. j</td>
<td>Extended campus activities</td>
</tr>
<tr>
<td></td>
<td>C. g</td>
<td>Lead foreign travel experience</td>
</tr>
<tr>
<td>Require student to seek out diversity</td>
<td>A. i</td>
<td>Course Policy Statement/Syllabus</td>
</tr>
<tr>
<td></td>
<td>B. j</td>
<td>Assignments</td>
</tr>
</tbody>
</table>
RESEARCH

Research accomplishments should demonstrate significant contributions to expanding our knowledge in the sciences. As described in Section 4.2.2 of the Faculty Handbook, success in Expand[ing] Knowledge and/or Demonstrate[ing] Growth in Area of Expertise is required as is success in one or more of the following areas: Application of Research to Benefit of Constituents, Transmission, or Involvement of Students. An alignment between these goals/areas and the accomplishment items of the MEP will be detailed next.

Evidence demonstrating success in Expand[ing] Knowledge and/or Demonstrate[ing] Growth in Area of Expertise MUST come from meeting the following MEP Research Accomplishment items:

- Level A: a, b, c, d
- Level B: a, b, c, d, e, f, g, h, i
- Level C: a, b

Evidence demonstrating success in Application of Research to Benefit University Constituents may come from meeting the following MEP Research Accomplishment items:

- Level A: e, f, g
- Level B: j, k, l
- Level C: c, d, e, f, g, h, i, j, k, l, m, n

Evidence demonstrating success in Transmission may come from meeting the following MEP Research Accomplishment items:

- Level A: e, f, g
- Level B: j, k, l
- Level C: c, d, e, f, g, h, i, j, k, l, m, n

Evidence demonstrating success in Involvement of Students may come from meeting the following MEP Research Accomplishment items:

- Level A: e, f, g
- Level B: j, k, l
- Level C: c, d, e, f, g, h, i, j, k, l, m, n

SERVICE
As described in Section 4.2.3 of the Faculty Handbook, success in University Citizenship is required as is success in one or more of the following areas: Professional Service, Public Service, and Professional Consultation. An alignment between these goals/areas and the accomplishment items of the MEP will be detailed next.

Evidence demonstrating success in University Citizenship MUST come from meeting the following MEP Service Accomplishment items:

- **Department Service:**
  - Level A: e, f, g
  - Level B: i, n, o
  - Level C: d, h, i

Evidence demonstrating success in Professional Service may come from meeting the following MEP Service Accomplishment items:

- Level A: a, b, c, d, g
- Level B: a, b, c, d, e, f, g, h, i, o
- Level C: a, b, c, g, i

Evidence demonstrating success in Public Service may come from meeting the following MEP Service Accomplishment items:

- Level A: g
- Level B: j, k, m, o
- Level C: e, f, i

Evidence demonstrating success in Professional Consultation may come from meeting the following MEP Service Accomplishment items:

- Level A: g
- Level B: o
- Level C: i

**Promotion to Associate Professor and Tenure**

The Faculty Handbook (Section 3.3.2) makes no distinction between the Criteria for Promotion to the Associate Professor level and Tenure.

**MINIMUM REQUIREMENTS**

Through submission of an evaluation dossier containing evidence of success in multiple areas as delineated above and by the Faculty Handbook, candidates must demonstrate sustained
effectiveness in teaching, peer-reviewed scholarship, research or creative activity, and service as defined in the Assistant Professor Rank. This sustained effectiveness must be present for promotion to Associate Professor or for the grant of Tenure.

“Sustained effectiveness” will be defined as receiving an average Performance Rating of 3.6 or greater in EACH category of Teaching, Research, and Service for the last five (5) years with no instances of a Performance Rating of less than 3.* Consistent with Faculty Handbook Section 4.2 and for tenure considerations only, the service category Performance Rating 5-year average of probationary faculty members is reduced to 3.0.

Promotion to Professor

The Faculty Handbook lists the “Basis of Appointment” to Professor in Section 3.3.3 as (1) promotion from the Associate Professor rank or (2) terminal degree and a minimum of five years of experience equivalent to academic service to Missouri State University in the rank of Associate Professor. Furthermore, the definition of professor in Section 3.3.3 of the Faculty Handbook is of a recognized leader having a cumulative record of teaching effectiveness, of peer-reviewed scholarship, research or creative activity appropriate to the discipline, and of substantial service appropriate to the discipline.

MINIMUM REQUIREMENTS

Through submission of an evaluation dossier containing evidence of success in multiple areas as delineated above and by the Faculty Handbook, candidates must demonstrate a cumulative record of teaching effectiveness, of peer-reviewed scholarship, research or creative activity appropriate to the discipline, and of substantial service appropriate to the discipline. A “cumulative record” will be defined as receiving an average Performance Rating of 3.7 or greater in EACH category of Teaching, Research, and Service for the most recent seven (7) years.*

* As stated in Section 3.3.1 of the Faculty Handbook, individuals with exceptional records of accomplishments may apply for tenure in their fourth or fifth year. In this case, the Departmental Personnel Committee must evaluate and justify that the candidate’s accomplishments are consistent with this requirement.

Note: Performance Ratings are the integer numbers for each category assigned by the Department Merit Evaluation Committee. The composite Merit Score developed by the department head is not to be used for finding the average Performance Rating.

Promotion to Senior Instructor

The Faculty Handbook (Section 3.5.2) states that an Instructor who has demonstrated excellence in teaching and service at Missouri State University for at least five years (not necessarily consecutive) may be appointed to the Senior Instructor rank. Senior Instructors are expected to
provide leadership in teaching, contribute to course and curriculum development and provide appropriate University service.

MINIMUM REQUIREMENTS

Even though an Instructor may demonstrate some success in multiple areas as delineated above and by the Faculty Handbook, candidates must have demonstrated sustained effectiveness in Teaching and Service. This sustained effectiveness must be present for promotion to Senior Instructor.

"Sustained effectiveness" will be defined as receiving an average Performance Rating of 3.6 or greater in each category of teaching and service for the last five (5) years with no instances of a Performance Rating of two (2) or lower.

Eligibility for application for early promotion and/or tenure

The applicant is strongly encouraged to consult with the Department Head prior to applying for early promotion and/or tenure. Beyond the regular promotion and/or tenure requirements described above, the higher minimum requirements listed below must be met in order for consideration for early promotion and/or tenure.

Faculty of the rank of Assistant Professor, whom wish to apply for early promotion to Associate Professor and/or tenure must minimally meet the condition of "exceptional records of accomplishments" by receiving a MEP score of 3.9 or greater in EACH category of Teaching, Research, and Service over all years in the current rank.

Faculty of the rank of Associate Professor, whom wish to apply for early promotion to full Professor must minimally meet the condition of "exceptional records of accomplishments" by receiving a MEP score of 4.0 or greater in EACH category of Teaching, Research, and Service over all years in the current rank.

Last updated January 2017
Department of Physics, Astronomy, and Materials Science

Merit Evaluation Plan

Each full-time member of the PAM faculty shall submit an Annual Report by the January deadline (whenever it occurs), summarizing all accomplishments in teaching, research and scholarly activities, and service for the preceding calendar year. Full citation information should be included for each accomplishment listed. Faculty must provide evidence for each significant accomplishment, such as for a research, teaching or service award, invited talk, etc.

Each faculty member’s merit evaluation will be based on the accomplishments reported on the annual report for the preceding year in teaching and service. However, research accomplishments for the preceding two years should be reported on the annual report because many research activities, such as producing a research publication or turning a conceived idea into a research proposal for external funding, take time.

The PAM Merit Evaluation Committee will recommend a separate integer rating (5, 4, 3, 2, or 1) for each faculty member’s performance in each of the three areas of faculty responsibility—teaching, research, and service—based on the departmental performance criteria listed on the following pages. The Committee will judge and evaluate the Annual Reports submitted by all full-time members and will tabulate all the accomplishments that qualify at Performance Ratings 5, 4, 3, and 2 in each of the three areas of performance for each faculty member. Evaluation of the accomplishments will include consideration of the workload assigned to the faculty member, i.e. faculty with higher assigned research time will have to have more research productivity to reach a ranking than those with lower assigned research time. The committee, in consultation with the Department Head, will then adjust the appropriate ratings necessary to give a reasonable distribution consistent with the goals prescribed in the Final Report of the University’s Compensation Committee.

The PAM Merit Evaluation Committee will consist of three full-time tenured faculty members of the PAM faculty. To put this committee structure in place and to provide continuity in experience, one longest serving person of the committee will be replaced by the Head every year in January. That is, the term of membership on the PAM Merit Evaluation Committee is three years. No faculty member is eligible for appointment to a second term until all other eligible PAM faculty members have served a term.

The Department Head will submit to the Dean a total of seven numbers for each full-time faculty member: an integer performance rating for each of the three areas of faculty responsibility; a percentage weighting for each of the three areas; and a composite “Merit Score” based on the weighted performance ratings. For the performance ratings, the Department Head will follow the recommendations of the departmental Merit Evaluation Committee in all instances unless there is a compelling reason to question one or more of those recommendations. The percentage weightings will be selected by the faculty member, within the allowable ranges prescribed by the Provost and Dean for that faculty member’s rank and teaching load, prior to the evaluation. The composite “Merit Score” determined by
multiplying each merit rating by its respective weighting percentage, will be reported to the
Dean with two significant digits.

The "scope" or "audience level" for each accomplishment will be as follows (in order of
increasing significance): Department (PAMS); College (CNAS); University (Missouri State);
Community (Springfield and surrounding counties); State (Missouri); Regional (Missouri
and one or more additional states); National; International
Criteria – Teaching

Minimum Requirements

a. Prepare and distribute appropriate Policy Statements and Course Descriptions for all assigned courses. Require an appropriate level of rigor in student work and course content.

b. Meet all assigned classes regularly and reliably.

c. Maintain office hours.

d. Administer student evaluations as required by department, college, or university policy during the evaluation period. As the faculty handbook notes, student evaluations are an important part of measuring teaching effectiveness but should constitute no more than 50% of the evaluation of teaching effectiveness (4.2.1.2.5).

e. Meeting all Minimum Requirements counts as three (3) Level-C points or three Level-C Teaching Accomplishments. Each Minimum Requirement not met will reduce the number of points or Level-C Teaching Accomplishments by one (1) point. No other Teaching points or Teaching Accomplishments at any level shall be credited if these Minimum Requirements are not met.

To be ranked Performance Rating 5 in Teaching requires:

- All Minimum Requirements AND
- A University-wide (Foundation) award in Teaching, OR
- Three Level-A Teaching Accomplishments, OR
- Two Level-A Teaching Accomplishments plus two Level-B Teaching Accomplishments, OR
- One Level-A Teaching Accomplishments plus four Level-B Teaching Accomplishments, OR
- Twelve points with no more than eight from levels C and B and no more than four from level C.

To be ranked Performance Rating 4 in Teaching requires:

- All Minimum Requirements AND
- Two Level-A Teaching Accomplishments, OR
- One Level-A Teaching Accomplishment plus two Level-B Teaching Accomplishments, OR
- Four Level-B Teaching Accomplishments, OR
- Three Level-B Teaching Accomplishments plus two Level-C Teaching Accomplishments, OR
- Two Level-B Teaching Accomplishments plus four Level-C Teaching Accomplishments, OR
- Eight points with no more than four from Level-C.

To be ranked Performance Rating 3 in Teaching requires:
To be ranked Performance Rating 2 in Teaching requires:

- Three Minimum Requirements AND
- Three points.

Note: You cannot receive achievements in more than one level for the same type of activity (e.g. your participation in thesis work can count as A or B or C but not as one of each)

Level-A Teaching Accomplishments (4 points each except as noted)

- Write, edit (major), or compile a textbook published and distributed commercially
- Serve as chair of the thesis committee for at least TWO graduate students, serve as thesis committee member for at least THREE graduate students, OR serve as mentor for at least THREE undergraduate research projects. (You can't get more than one Level A-teaching Accomplishment per evaluation period from thesis advising or research projects).
- Obtain (as Principal Investigator (PI) or significant Co-PI) external Teaching funding totaling on order of $50,000/Investigator/year (it is expected that such funding will include significant support for staff and/or students and/or buying equipment for teaching). (Limited to one Level-A Teaching Accomplishment or 4 points per evaluation period)
- Develop a new course of 3 or more credit hours and teach it for the first time.
- Receive a significant award for Teaching.
- Receive a University-wide or external award for thesis direction or undergraduate advisement.
- Administer student evaluations for all sections during the evaluation period and receive scores on the OVERALL MEAN averaging better than 1.4 for sections with fewer than TEN students and better than 1.6 for sections with TEN or more students.
- Advise 16 or more undergraduate academic advisees.
- Other activities not specified above: (Include brief descriptions in the Annual Report—200 words maximum each—including brief discussions of why you feel the activity should qualify as a Level-A Teaching Accomplishment.)

Level-B Teaching Accomplishments (2 points each except as noted)

- Significantly update or redesign an existing course, teach an existing course via a new delivery mode (ITV, Web, etc.), using a new instructional technology (BlackBoard, web notes, etc.) for the first time, or teach an existing course for the first time.
b. Serve as chair of the thesis committee for at least ONE graduate student, serve as thesis committee member for TWO graduate students, OR serve as mentor for TWO undergraduate research projects. (You can’t get more than one level B-teaching Accomplishment per evaluation period from thesis advising or research projects).

c. Write a laboratory manual or set of supplemental course materials (significant in scope) printed and distributed commercially, locally, or in-department.

d. Publish (as author or significant co-author) a scholarly review monograph.

e. Receive a lower than University-wide award for thesis direction or undergraduate advisement.

f. Obtain grant funding (external, internal, or combined) totaling at least $25,000/l yr for an educational purpose such as conducting teacher-training workshops or short courses and/or for the purchase of teaching equipment and/or teaching materials.

g. Submit a grant proposal for Teaching funding on order of $50,000/l yr (it is expected that such funding will include significant support for staff and/or students).

h. Administer student evaluations for all sections during the evaluation period and receive scores on the OVERALL MEAN averaging better than 1.8 for sections with fewer than TEN students and better than 2.0 for sections with TEN or more students.

i. Advise 5-15 undergraduate academic advisees.

j. Other activities not specified above: (Include brief descriptions in the Annual Report—200 words maximum each—including brief discussions of why you feel the activity should qualify as a Level-B Teaching Accomplishment.)

Level-C Teaching Accomplishments (Maximum 1 point each.)

a. Serve as second or third member of the thesis committee for one graduate student.

b. Serve as mentor for one undergraduate research project.

c. Obtain grant funding (external, internal, or combined) totaling at least $5,000 for an educational purpose such as conducting teacher-training workshops or short courses and/or for the purchase of teaching equipment and/or teaching materials.

d. Submit a grant proposal for Teaching funding on order of $25,000/l yr (it is expected that such funding will include significant support for staff and/or students).

e. Administer student evaluations for all sections during the evaluation period and receive scores on the OVERALL MEAN averaging better than 2.3 for sections with fewer than TEN students and better than 2.5 for sections with TEN or more students.

f. Advise 1-4 undergraduate academic advisees.
g. Other activities not specified above: (Include brief descriptions in the Annual Report—200 words maximum each—including brief discussions of why you feel the activity should qualify as a Level-C Teaching Accomplishment.)
Criteria – Research or Scholarly Activity

To be ranked Performance Rating 5 in Research requires:

- A University-wide (Foundation) award in Research, OR
- Three Level-A Research Accomplishments, OR
- Two Level-A Research Accomplishments plus two Level-B Research Accomplishments, OR
- One Level-A Research Accomplishments plus four Level-B Research Accomplishments, OR
- Twelve points with no more than eight from levels C and B and no more than four from level C.

To be ranked Performance Rating 4 in Research requires:

- Two Level-A Research Accomplishments, OR
- One Level-A Research Accomplishment plus two Level-B Research Accomplishments, OR
- Four Level-B Research Accomplishments, OR
- Three Level-B Research Accomplishments plus two Level-C Research Accomplishments, OR
- Two Level-B Research Accomplishments plus four Level-C Research Accomplishments, OR
- Eight points with no more than four from level C.

To be ranked Performance Rating 3 in Research requires:

- Four Research Accomplishments of Level C or higher, OR
- Four points.

To be ranked Performance Rating 2 in Research requires:

- Three Research Accomplishments of Level C or higher, OR
- Three points.

Level-A Research Accomplishments (4 points each, 8 points maximum from items a-d and 8 points maximum from items e-g)

a. Publish (as author or significant co-author (to justify contribution)) a scholarly book reporting original research or educational research findings.

b. Publish (as author or significant co-author) at least two full-length articles reporting research findings; at least one article should be peer-reviewed, whereas the second may be a proceedings, of international or national scope.

c. Obtain (as inventor or significant co-inventor (to justify contribution)) of a patent (multiple international patents on the same invention do not increase the number of accomplishments).
d. An invited professional talk at a prominent international or national conference recognized by the science community.

e. Obtain (as Principal Investigator (PI) or significant Co-PI (to justify his/her contribution)) external research or educational research funding totaling on order of $50,000/Investigator/year (it is expected that such funding will include significant support for staff and/or students and/or buying equipment). (Note—This counts as a single Level-A Research Accomplishment regardless of whether it comes from a single grant on order of $50,000/l/yr or a number of smaller grants totaling on order of $50,000/l/yr.)

f. Receive a regional (e.g., university-wide/state), national or international award for Research recognized by the science community.

g. Other activities not specified above: (Include brief descriptions in the Annual Report—200 words maximum each—including brief discussions of why you feel the activity should qualify as a Level-A Research Accomplishment.)

Level-B Research Accomplishments (2 points each, 6 points maximum from items a-i and 6 points maximum from items j-l)

a. Publish (as author or significant co-author) a scholarly review monograph.

b. Publish (as author or significant co-author) a full-length (i.e. not abstract) review article in a peer-reviewed journal of international or national scope.

c. Publish (as author or significant co-author) a full-length (i.e. not abstract) article (or chapter) reporting primary research or educational research findings in a peer-reviewed edited volume of international or national scope, including a peer-reviewed “Proceedings” volume of an international or national conference.

d. Publish (as author or significant co-author) a full-length (i.e. not abstract) review article (or chapter) in a peer-reviewed edited volume of international or national scope, including a peer-reviewed “Proceedings” volume of an international or national conference.

e. Publish (as author or significant co-author) a peer-reviewed scholarly book reporting original research or educational research findings.

f. Publish (as author or significant co-author) a full-length (i.e. not abstract) article (or chapter) reporting primary research or educational research findings in a peer-reviewed edited volume of regional or state scope, including a peer-reviewed “Proceedings” volume of a regional or state conference.

g. Publish (as author or significant co-author) an abstract reporting primary research or educational research findings in a peer-reviewed journal of international or national scope.
h. Give a presentation of primary research or educational research findings at a professional meeting of international or national scope. (Note—If an abstract of the presentation is published in the conference program or an abstracts volume, the abstract does not count as a separate Level-B Research Accomplishment.)

i. Present an invited professional talk at a regional or state conference.

j. Obtain research or educational research funding (external, internal, or combined) totaling on order of $25,000/I/yr.

k. Submit a grant proposal for research or educational research funding (NOT a resubmission!) on order of $50,000/I/yr (it is expected that such funding will include significant support for staff and/or students and/or equipment).

l. Other activities not specified above: (Include brief descriptions in the Annual Report—200 words maximum each—including brief discussions of why you feel the activity should qualify as a Level-B Research Accomplishment.)

Level-C Research Accomplishments (Maximum 1 point each)

a. Publish (as author or significant co-author) a full-length (i.e. not abstract) review article in a peer-reviewed journal of regional or state scope.

b. Publish (as author or significant co-author) a full-length (i.e. not abstract) review article (or chapter) in a peer-reviewed edited volume of regional or state scope, including a peer-reviewed “Proceedings” volume of a regional or state conference.

c. Publish (as author or significant co-author) an abstract reporting primary research or educational research findings in a journal of state or higher scope.

d. Give a presentation of primary research or educational research findings at a professional meeting of regional, state, or community scope. (Note—If an abstract of the presentation is published in the conference program or an abstracts volume, the abstract does not count as a separate Level-C Research Accomplishment.)

e. Publish (as author or co-author) a full-length (i.e., not an abstract) non-refereed working paper or contract report in support of one of the University’s research centers (CASE, etc.).

f. Document at least two new citations published within the period of the review or recorded for the first time in Citations Index within the period of this review. (Note—Citing yourself does not count)

g. Present an invited seminar or colloquium.

h. Present a contributed professional talk at state or higher venue.

i. Describe a research or educational research project in progress.

j. Participate in a scholarly activity such as attending a conference, Chautauqua, or other in-depth study.
k. Obtain research or educational research funding (external, internal, or combined) totaling of order of $5,000/I/yr.

l. Submit a grant proposal for (NOT a resubmission) research or educational research funding (external, internal, or combined) totaling on order of $25,000/I/yr.

m. Actively and significantly participate in a funded grant as PI or Co-PI (Note—Maximum of two points from two or more funded grants.)

n. Other activities not specified above: (Include brief descriptions in the Annual Report—200 words maximum each—including brief discussions of why you feel the activity should qualify as a Level-C Research Accomplishment.)
Criteria – Service

To be ranked “Performance Rating 5” in Service requires:

- Department One-Person Committee and Other Department Service Accomplishments (Exemplary Service) \textbf{AND}
- A University-wide (Foundation) award in Service, OR
- Three Level-A Service Accomplishments, OR
- Two Level-A Service Accomplishments plus two Level-B Service Accomplishments, OR
- One Level-A Service Accomplishments plus four Level-B Service Accomplishments, OR
- Twelve points with no more than eight from levels C and B and no more than four from level C.

To be ranked “Performance Rating 4” in Service requires:

- Department One-Person Committee and Other Department Service Accomplishments (Superior Service) \textbf{AND}
- Two Level-A Service Accomplishments, OR
- One Level-A Service Accomplishment plus two Level-B Service Accomplishments, OR
- Four Level-B Service Accomplishments, OR
- Two Level-B Service Accomplishments plus four Level-C Service Accomplishments, OR
- Eight points with no more than four from Level-C.

To be ranked “Performance Rating 3” in Service requires:

- Department One-Person Committee and Other Department Service Accomplishments (Expected Service) \textbf{AND}
- At least four Service Accomplishments of Level-C or higher, OR
- Four points.

To be ranked “Performance Rating 2” in Service requires:

- Department One-Person Committee and Other Department Service Accomplishments (Less than Expected Service) \textbf{OR}
- Fewer than three Service Accomplishments of Level-C or higher, OR
- Three points.

Level-A Service Accomplishments (4 points each)

a. Serve as editor or associate editor for a refereed journal of national or international audience.

b. Serve as an officer of a national or international professional organization.

c. Serve as chair or officer of a committee or working group for a national or international professional organization.
d. Organize and host a professional meeting or research conference for a national or international audience.

e. Serve as primary organizer/coordinator for a state or regional outreach activity, e.g., Expanding Your Horizons, Science Olympiad, Science Fair, MO Junior Academy of Science, etc.

f. Chair a body of the faculty governance system, e.g. Faculty Senate, Graduate Council, College Council, CGEIP, or other College or University level committee.

g. Other activities not specified above: (Include brief descriptions in the Annual Report—200 words maximum each—including brief discussions of why you feel the activity should qualify as a Level-A Service Accomplishment.)

Level-B Service Accomplishments (2 points each)

a. Serve as editor or associate editor for a refereed journal of state or regional audience.

b. Serve as an officer of a regional or state professional organization.

c. Serve as member of a committee or working group for a national or international professional organization.

d. Serve as chair or officer of a committee or working group for a state or regional professional organization.

e. Organize and host a professional meeting or research conference for a state or regional audience.

f. At the request of the editor, review an article submitted for publication in a peer-reviewed journal of national or international audience.

g. At the request of the program director, review a proposal seeking external grant funding.

h. Serve as a member of a site-visit team for the accreditation of an academic program at another institution.

i. Serve as an external reviewer for a tenure or promotion application for a faculty member at another institution.

j. Use professional expertise to serve as a member of a public service board, regulatory agency, planning committee, or professional registration commission of state, regional; national, or international scope.

k. Use professional expertise to give a public affairs (as opposed to research) presentation to a state, regional, national, or international audience.

l. Serve as a member of a body of the faculty governance system, e.g., Faculty Senate, Graduate Council, College Council, CGEIP, or other College or University level committee.

m. Serve as faculty adviser for a University-sanctioned student organization, e.g. SPS, OAAC.

n. Prepare and supervise a section or theme session for a regional or statewide outreach activity, e.g. Expanding Your Horizons, Science Olympiad, Science Fair, MO Junior Academy of Science, etc.
o. Other activities not specified above: (Include brief descriptions in the Annual Report—200 words maximum each—including brief discussions of why you feel the activity should qualify as a Level-B Service Accomplishment.)

Level-C Service Accomplishments (1 point each)

a. Serve as a member of a committee or working group for a state or regional professional organization.

b. At the request of the editor, review an article submitted for publication in a peer-reviewed journal of state or regional audience.

c. At the request of the conference organizer, review an article submitted for presentation at a state or regional research conference.

d. Give a presentation at or serve as a judge for a community, state, or regional outreach activity, e.g. Expanding Your Horizons, Science Olympiad, Science Fair, MO Junior Academy of Science, etc.

e. Use professional expertise to serve as a member of a community, state, or regional public service board, regulatory agency, planning committee, or professional registration commission.

f. Use professional expertise to give a public affairs (as opposed to research) presentation to any College or University level audience or any community schools, civic organizations, etc.

g. At the request of the conference organizer, review an article submitted for presentation at a national or international research conference.

h. Participate in any recruitment activity at any level.

i. Other activities not specified above: (Include brief descriptions in the Annual Report—200 words maximum each—including brief discussions of why you feel the activity should qualify as a Level-C Service Accomplishment.)