

MISSOURI STATE UNIVERSITY

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

DEPARTMENT: _____

COLLEGE: _____

SEMESTER/YEAR OF CURRENT REVIEW: _____

SEMESTER/YEAR OF NEXT REQUIRED REVIEW: _____

DEPARTMENT ADOPTION SIGNATURES:



Department Personnel Committee Chair


Date



Department Head

Date

APPROVAL SIGNATURES:



Dean

10/8/24

Date



10/11/2024

Provost

Date

THIS PLAN IS IN EFFECT FROM _____, THROUGH _____.

DEPARTMENT of LANGUAGES, CULTURES, and RELIGIONS

Guidelines for
Annual Performance Review, and
Reappointment, Tenure, and Promotion

Approved – March 22, 2024

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I. Philosophy

The Department of Languages, Cultures, and Religions (LCR) is committed to the equitable evaluation of each candidate for reappointment, promotion and tenure, 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 LCR regards the nurturing and development of faculty to be among its highest priorities, mentoring assistance is offered to all LCR faculty members.

The Department recognizes that while its overall profile must present a balanced picture of teaching, scholarship, and service, LCR 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 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.

The guidelines contained in this document pertain only to LCR full-time ranked faculty, instructors, senior instructors, and administrators. For policies relating to other faculty categories (per-course, visiting, emeritus, etc.), see Faculty Handbook 3.5.3–3.6.3.

For all purposes outlined in these guidelines, the definitions of the terms Teaching, Research, and Service are intended to be consistent with those provided in Faculty Handbook 4.2.1, 4.2.2, and 4.2.3, respectively.

II. Annual Performance Review

All full-time faculty, with the exception of probationary, tenure-track faculty, participate in an annual performance review (see *Faculty Handbook* 4.6.6). This annual evaluation process is entirely separate from the reappointment/promotion/tenure process described in Section III of this document.

The LCR Department procedures and criteria for annual performance review are consistent with the guidelines in the Faculty Handbook and the Reynolds College of Arts, Social Sciences, and Humanities Promotion and Tenure Guidelines. They are also consistent with the guidelines and criteria specified by the LCR Reappointment, Promotion and Tenure guidelines, as specified in this document.

A. Submission and Evaluation of Materials

Faculty will document their accomplishments in Teaching, Research, and Service in Watermark. A complete but succinct report of all relevant activities is usually sufficient. However, faculty members may, at their discretion, supplement the form with narrative explanations and/or artifacts in support of specific accomplishments. The Department Head will assign a rating of “Meets Expectations,” “Does Not Meet Expectations,” or “Exceeds Expectations” for each area.

Since probationary faculty will be submitting a reappointment dossier that covers their accomplishments for the year, that dossier will serve for their annual performance review report.

B. Annual Performance Review Accomplishments/Evaluation Criteria

1. Teaching

The following are examples of Teaching accomplishments or Teaching performance evaluation criteria:

- Prestigious teaching award (granted by University or external body)
- Presenting evidence of excellent teaching (student evaluations, peer evaluations)
- Teaching large numbers of students (generating substantial credit hour production)
- Use of assessment data to improve course design and/or instructional methods
- Proposing grants related to improvement of teaching and learning
- Making presentations at pedagogy-focused conferences
- Participating in professional development conferences, meetings, or training/certification programs
- Proposing significant curricular development (new program proposal, major program revisions, etc.)
- Supervising teacher certification candidates (student teaching, other practica)
- Organizing and overseeing an Education Abroad program
- Directing independent studies, Service Learning components, or internships
- Gaining or maintaining Master Advisor status
- Advising undergraduate or graduate students, including working on master’s theses and degree papers
- Evidence of course redesign, change in course modality, or new course creation.
- Supervising a completed master’s thesis, degree paper, or portfolio.

2. Research

The following are examples of Research accomplishments or Research performance evaluation criteria:

- Prestigious research award (granted by University or external body)
- Publication of an original, peer-reviewed scholarly book
- Publication of a peer-reviewed scholarly anthology (edited volume)

- Publication of more than one original, peer-reviewed scholarly article or book chapter
- Publication of an original, peer-reviewed scholarly article
- Publication of a chapter in a peer-reviewed book, anthology of articles, or other scholarly resource
- Receiving an external research grant or fellowship
- Publication of a scholarly translation in a peer-reviewed venue
- Publication of a book review and/or film review
- Receiving an internal research grant or fellowship or sabbatical
- Presentation of an original peer-reviewed scholarly paper at a national or international convention
- Presentation of an original peer-reviewed scholarly paper at a regional or state convention
- Presenting research by invitation at a scholarly venue
- Presenting research at a Missouri State University venue
- Publishing non-peer-reviewed public-facing research

3. Service

The following are examples of Service accomplishments or Service performance evaluation criteria:

- Prestigious service award (granted by University or external body)
- Editing a scholarly journal or reviewing manuscripts for journals
- Leadership role in professional organization (national, regional, state, or local)
- Serving the Department, College, or University in an administrative function or position
- Completion of a report/review for accreditation
- Leadership role on responsible College or University committees
- Leadership role on Department committee
- Service on a Department, College and/or University committee
- Directing student language clubs and activities (including film festivals and reading groups)
- Sponsoring a student organization/association (related or not to the discipline)
- Making discipline-related presentations to the community
- Engaging in recruitment activities for the department's programs and courses
- Discipline-related service to the community

III. Reappointment, Promotion, and Tenure Procedures and Criteria

A. General Concerns:

1. Procedures

The following constitute the general application and review procedures for all probationary LCR faculty applying for reappointment, tenure, and/or promotion:

- The LCR Personnel Committee Chair/Co-Chairs, in consultation with the LCR Department Head, specifies deadline dates for submission of reappointment, tenure, and promotion dossiers to the LCR Personnel Committee consistent with the University's Academic Work Calendar (see *Faculty Handbook* §4.6).
- The applicant submits a dossier in the format specified by the Office of the Provost and the Reynolds College of Arts, Social Sciences, and Humanities Promotion and Tenure Guidelines.
- Each level of review has access to the dossiers and the written recommendations made at prior levels and in previous years at the University. The faculty member receives the written recommendations produced at each level of review. A negative recommendation from the Personnel Committee and/or the Department Head and/or the Dean does not oblige the faculty member to withdraw his/her application.
- When reviewing candidate eligibility for reappointment, promotion, and tenure, Personnel Committee members and the Department Head must at all times adhere strictly to the criteria and processes set forth in these Guidelines. Failure to evaluate faculty accomplishments and their supporting evidence objectively or the introduction or discussion of irrelevant criteria, standards, or factors constitute violations of this policy. If such behavior occurs, it should be reported by the Personnel Committee Chair or any member to the Department Head or Dean. Reviewers found to have engaged in such behavior may face sanctions as set forth in the *Faculty Handbook* in sections 13.2.3 and 13.2.4.1.

For annual reappointment of probationary faculty:

- Both the Personnel Committee and the Department Head review the dossier, and both will evaluate the dossier independently. The Department Head forwards his/her recommendation, along with that of the Personnel Committee, to the Dean by the specified University Deadline. In cases where the Department Head's recommendation differs from that of the Personnel Committee, s/he will provide the Personnel Committee and the faculty member affected with a letter explaining his/her compelling reasons for disagreeing.

For promotion decisions:

- The LCR Personnel Committee reviews the dossier and prepares a recommendation regarding tenure and promotion. The LCR Personnel Committee's recommendation on tenure and promotion cases is presented to the faculty to be assessed, discussed, and voted on only by faculty members of equal or superior rank to which the candidate is applying. If either the Personnel Committee's or the faculty of equal or superior rank's vote is not unanimous, those who dissent may offer a minority report (see *Faculty Handbook* 4.8.3). The decision by the faculty will then be sent to the Department Head at a deadline date specified by the Department Head.

2. Dossier Guidelines and Requirements

Whether applying for reappointment, tenure, or promotion, applicants must prepare their dossiers in accordance with the format specified by the Office of the Provost and the Reynolds College of Arts, Social Sciences, and Humanities Promotion and Tenure Guidelines.

LCR faculty members 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 LCR 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; LCR 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.

Each application for tenure and promotion must have at least two (three are preferred) external letters of evaluation. "External" means "external to Missouri State University," not "external to LCR." Consistent with the procedure stipulated in the Reynolds College of Arts, Social Sciences, and Humanities Promotion and Tenure Guidelines, the LCR Department Head, in consultation with the LCR Personnel Committee and the candidate, selects the potential external reviewers and requests the letters. 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.

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.

B. Tenure-Track and Tenured Faculty: Reappointment, Promotion, and Tenure Criteria

1. Annual Reappointment: 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 and 4.6.3.

Probationary faculty are subject to "annual review," as described in *Faculty Handbook* 4.6.1. At the same time as the Annual Performance Review (see Section II) occurs, probationary faculty will submit to the Personnel Committee Chair/Co-Chairs a Progress toward Tenure dossier containing an up-to-date curriculum vitae, copies of all previous personnel letters, an updated progress toward tenure matrix (indexed 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 reviews this dossier and provides a summary assessment in Watermark, which is forwarded to the Department Head. The Department Head also reviews each probationary faculty member's Progress toward Tenure dossier and writes an evaluation. Both reports are added to the candidate's dossier, which is forwarded to the dean of the Reynolds College of Arts, Social Sciences, and Humanities.

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* 3.7.2.

3. Promotion from Assistant Professor to Associate Professor and Tenure: Criteria and Expectations

Minimum eligibility to apply is set by *Faculty Handbook* 3.3.1. For details, see also *Faculty Handbook* 4.6.4.

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

- **Teaching:** In order to introduce the Personnel Committee to a faculty member's teaching, the dossier must include:
 - A list or table of courses taught, arranged by semester and year.
 - A sample syllabus in its most recent version from each distinct course, e.g., HBW 101, HBW 102, REL 101, REL 327, etc.—not from every section, nor from every semester.

In order to document a sustained record of effective teaching, dossiers must include the following:

- Summaries of student evaluations for each semester. Student evaluations for each semester taught must indicate evidence of effective teaching in subject area.
- Evidence of effective teaching materials, such as class handouts, assessments, and other teaching supports.
- At least four peer teaching observation reviews from tenured LCR Department colleagues, with a minimum of one per year over four consecutive years. It is in the applicant's interest to obtain more than the minimum number of observations. The faculty, in consultation with the Department Head and Personnel Committee, may choose these observation reviews to be in the form of letters or standardized reports with quantitative elements. Peer observations of online instruction must also be available to faculty. All peer teaching observation reviews requested must

be included in the dossier. An official FCTL approval of a new asynchronous online course design may replace one peer teaching evaluation letter.

- Other evidence of effective teaching and involvement in teaching-related professional development should be evident in the dossier. Examples of teaching development may include, but are not limited to, teaching awards, funded teaching-related grants, leading an Education Abroad educational program, presentations at teaching conferences, completion of significant teaching-related trainings or certifications, evidence of student success, direct involvement in curricular development, and additional peer teaching observation reviews from tenured faculty external to the Department, or from non-tenured faculty within the Department.
- Documentation of excellence in advising, including obtaining and maintaining certification as a Master Advisor, and maintaining regular knowledgeable contacts with advisees documented in advising notes is required of faculty.

The four categories of student evaluations, teaching materials, teaching observations, and “other evidence” should be given roughly the same weight in the overall evaluation of teaching effectiveness. Excellence in advising is a requirement of faculty, and its absence could significantly weaken a candidate’s application.

- **Research:** There should be sustained high achievement in the area of research. Since the promotion to Associate rank brings with it the expectation of continuing research, a statement by the candidate about her/his research agenda and work in progress for the future should accompany the dossier.

To be tenured and promoted, candidates must meet this standard by publishing:

- At least three substantive, peer-reviewed publications (journal articles, book chapters, etc.). At least one peer-reviewed article or book chapter must be solo-authored. One in-press article or book chapter may count toward this requirement. The candidate must provide evidence that the publication has been accepted in its final form. This publication will not count toward the total required for any subsequent promotions. Or ...
- A substantive, peer-reviewed solo-authored scholarly monograph (if not in print, the candidate must provide evidence that the monograph is in final production). Or ...
- A peer-reviewed anthology or edited volume that includes at least one chapter by the candidate, and at least one additional substantive, peer-reviewed publication. Or ...
- A peer-reviewed textbook with a significant research component, and at least one additional substantive, peer-reviewed publication.
- And in addition: Two conference presentations, at least one of which should be at a national or international professional meeting.
- Other evidence of sustained high achievement in research should be evident in the dossier. Examples of this sustained research activity may include, but are not limited to, peer-reviewed research publications, scholarly research published in

non-peer reviewed works or websites, research awards, receiving an internal and/or external grant, published book reviews or film reviews, research presentations in scholarly venues, and evidence of an ongoing research agenda throughout the probationary period.

Publications prior to a candidate's hire at Missouri State University may only count if stipulated in the letter of appointment.

- **Service:** Candidates must document sustained service commitments and meaningful contributions, including in leadership positions or in other positions of significant responsibility, in various University contexts, as well as involvement in service to the community and/or to the profession. Service should demonstrate the following:
 - Interest and activity in the affairs and concerns of the University at several levels, i.e., section, Department, College, and University. While not all probationary faculty will be able to serve at multiple levels, applicants must document a sustained record of meaningful committee service and other University service involvement.
 - Service to the Department in regard to the recruitment of students. Examples of such service may include, but not be limited to: participation in the University's Showcase events; participation in the Majors Fair; the promotion of the department's general education and upper division courses, service on the Department's Recruitment Committee, and/or presentations to students relating to a Religious Studies, Global Studies, and/or Language degree and future employment.
 - Service to the discipline or profession is encouraged and recognized. Examples of such service may include but are not limited to:
 - Membership and active participation in professional organizations.
 - Service to the discipline, such as manuscript review or editorial work, or discipline-specific/specialized translation that forms part of a larger scholarly publication.
 - Discipline-related outreach and service to the public or broader community.

Evidence of service contributions 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.

4. 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* 3.3.2 and 4.8.5). Candidates for Early Tenure and Promotion to

Associate Professor must be aware that the examples set forth establish a minimal eligibility and are not a guarantee of a successful application.

- **Teaching:** 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., a successful new degree program.
- **Research:** Examples of exceptional research accomplishments beyond the minimum criteria which constitute eligibility for early promotion to associate professor include:
 - Five or more peer-reviewed articles or book chapters. At least one peer-reviewed article or book chapter must be solo-authored. In order to count, publications must be published at time of application, however, one in-press article or book chapter may count toward this requirement. The candidate must provide evidence that the publication has been accepted in its final form. Or ...
 - A substantive, peer-reviewed solo-authored scholarly monograph (if not in print, the candidate must provide evidence that the monograph is in final production), and at least two additional substantive, peer-reviewed publications. Or ...
 - A peer-reviewed anthology or edited volume that includes at least one chapter by the candidate, and at least three additional substantive, peer-reviewed publications. Or ...
 - A peer-reviewed textbook with a significant research component, and at least three additional substantive, peer-reviewed publications.
 - And in addition: The presentation of three distinct scholarly papers, at least two of which should be at a national or international professional meeting.

Publications prior to a candidate's hire at Missouri State University may only count if stipulated in the letter of appointment.

5. Promotion from Associate Professor to Professor: Criteria and Expectations

Minimum eligibility to apply is set by *Faculty Handbook* 3.3.2. For details, see also *Faculty Handbook* 4.6.5. 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* 4.6.5.1.

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

- **Teaching:** In order to introduce the Personnel Committee to a faculty member's teaching, the dossier must include:
 - A list or table of courses taught, arranged by semester and year.

- A sample syllabus in its most recent version from each distinct course, e.g., HBW 101, HBW 102, REL 101, REL 327, etc.—not from every section, nor from every semester.

In order to document a sustained record of effective teaching, dossiers must include the following:

- Summaries of student evaluations for each semester. Student evaluations for each semester taught must indicate effective teaching in subject area.
- Evidence of effective teaching materials, such as class handouts, assessments, and other teaching supports.
- Peer teaching observation reviews from at least half of the LCR Department’s faculty at the full professor rank, with a minimum of two (if there are not two professors, a letter from a full professor outside the Department could be included) and a maximum of four. These letters should be spread over the two years prior to the application. The faculty, in consultation with the Department Head and Personnel Committee, may choose these observation reviews to be in the form of letters or standardized reports with quantitative elements. Peer observations of online instruction must also be available to faculty. All peer teaching observation reviews requested must be included in the dossier. An official FCTL approval of a new asynchronous online course design may replace one peer teaching evaluation letter.
- Other evidence of effective teaching and involvement in teaching-related professional development should be evident in the dossier. Examples of teaching development may include, but are not limited to, teaching awards, funded teaching-related grants, leading an Education Abroad educational program, presentations at teaching conferences, completion of significant teaching-related trainings or certifications, evidence of student success, direct involvement in curricular development, and additional peer teaching observation reviews from tenured faculty external to the Department, or from non-tenured faculty within the department.
- Documentation of excellence in advising, including obtaining and maintaining certification as a Master Advisor, and maintaining regular knowledgeable contacts with advisees documented in advising notes is required of faculty.

The four categories of student evaluations, teaching materials, teaching observations, and “other evidence” should be given roughly the same weight in the overall evaluation of teaching effectiveness. Excellence in advising is a requirement of faculty, and its absence could significantly weaken a candidate’s application.

- **Research:** There should be sustained high achievement in the area of research. The promotion to Professor rank recognizes a consistent record of research and publication, and is accompanied by an expectation of continuing research. A statement by the candidate about her/his research agenda and work in progress for the future should accompany the dossier.

To be promoted, candidates must meet this standard by publishing:

- At least three substantive, peer-reviewed publications (journal articles, book chapters, etc.). At least one peer-reviewed article or book chapter must be solo-authored. Or ...
- A substantive, peer-reviewed solo-authored scholarly monograph. Or ...
- A peer-reviewed anthology or edited volume that includes at least one chapter by the candidate, and at least one additional substantive, peer-reviewed publication. Or ...
- A peer-reviewed textbook with a significant research component, and at least one additional substantive, peer-reviewed publication.
- And in addition: Two presentations, at least one of which should be at a national or international professional meeting.
- Other evidence of sustained high achievement in research should be evident in the dossier. Examples of this sustained research activity may include, but are not limited to, peer-reviewed research publications, scholarly research published in non-peer reviewed works or websites, research awards, receiving an internal and/or external grant, published book reviews or film reviews, research presentations in scholarly venues, and evidence of an ongoing research agenda.

In order to count, publications must be in print at time of application. Publications prior to a candidate's hire at Missouri State University may only count if stipulated in the letter of appointment.

- **Service:** Candidates must document sustained service commitments and meaningful contributions, including in leadership positions or in other positions of significant responsibility, in various University contexts, as well as involvement in service to the community and/or to the profession. Service should demonstrate the following:
 - Interest and activity in the affairs and concerns of the University at several levels, i.e., section, Department, College, and University. Applicants must document a sustained record of meaningful committee service at multiple levels and other University service involvement.
 - Service to the Department in regard to the recruitment of students. Examples of such service may include, but not be limited to: participation in the University's Showcase events; participation in the Majors Fair; the promotion of the department's general education and upper division courses, service on the Department's Recruitment Committee, and/or presentations to students relating to a Religious Studies, Global Studies, and/or Language degree and future employment.
 - Service to the discipline or profession is strongly encouraged. Examples of such service may include but are not limited to:
 - Membership and active participation in professional organizations.
 - Service to the discipline, such as review or editorial work, or discipline-specific/specialized translation that forms part of a larger scholarly publication.

- Discipline-related outreach and service to the public or broader community.

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.

6. Early Promotion to Professor: Criteria and Expectations

Faculty who significantly exceed the teaching, research, and service criteria set forth above prior to the fifth year in the rank of Associate Professor may, upon securing approval from the Department Personnel Committee Chair and the Department Head, apply for early Promotion (see *Faculty Handbook* 3.3.2 and 4.8.5). Candidates for Early Promotion to Full Professor must be aware that the examples set forth establish a minimal eligibility and are not a guarantee of a successful application.

- **Teaching:** Examples of exceptional teaching accomplishments beyond the minimum criteria which constitute eligibility for early promotion include: teaching awards at the college or university level; external recognitions of teaching accomplishments from state, regional, or national organizations; major curricular or pedagogical innovations; or major curricular initiatives (e.g. a successful new degree program).
- **Research:** Examples of exceptional research accomplishments beyond the minimum criteria which constitute eligibility for early promotion to full professor include:
 - Five or more peer-reviewed articles or book chapters. At least one peer-reviewed article or book chapter must be solo-authored. In order to count, publications must be published at time of application, however, one in-press article or book chapter may count toward this requirement. The candidate must provide evidence that the publication has been accepted in its final form. Or ...
 - A substantive, peer-reviewed solo-authored scholarly monograph (if not in print, the candidate must provide evidence that the monograph is in final production), and at least two additional substantive, peer-reviewed publications; or
 - A peer-reviewed anthology or edited volume that includes at least one chapter by the candidate, and at least three additional substantive, peer-reviewed publications; or
 - A peer-reviewed textbook with a significant research component, and at least three additional substantive, peer-reviewed publications.
 - And in addition: Two book reviews; and
 - The presentation of three scholarly papers, at least two of which should be at a national or international professional meeting.

Publications prior to a candidate's hire at Missouri State University may only count if stipulated in the letter of appointment.

- **Service:** Examples of exceptional service accomplishments beyond the minimum criteria which constitute eligibility for early promotion include: discipline-related service to the profession in organizations at the state, regional or national level, such as leading a professional organization; leadership in discipline-related service to the community.

C. Non-Tenure Track Faculty (Instructors): Reappointment and Promotion Procedures and Criteria

1. Reappointment

As indicated in *Faculty Handbook* 3.5.1 and 3.5.2, non-tenure track full-time faculty (Instructors and Senior Instructors) are appointed to terms ranging from one to five years and are reappointed at the end of each term. The decision to reappoint non-tenure track faculty is a Department Head prerogative and is generally made on the basis of the Annual Performance Review process. In addition to satisfactory performance, reappointment of Instructors and Senior Instructors is contingent upon instructional needs within the Department and the availability of funding.

2. Promotion from Instructor to Senior Instructor: Criteria and Expectations

Although promotion from Instructor to Senior Instructor is distinctly not a contractual promise, eligible non-tenure track faculty members may apply for this promotion. Minimum eligibility to apply is set by *Faculty Handbook* 3.5.2. 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 Reynolds College of Arts, Social Sciences, and Humanities Promotion and Tenure Guidelines.

Candidates for promotion from Instructor to Senior Instructor are evaluated on the basis of the following criteria:

- **Teaching:**

In order to introduce the Personnel Committee to an instructor's teaching, the dossier must include:

- A list or table of courses taught, arranged by semester and year.
- A sample syllabus in its most recent version from each distinct course, e.g., HBW 101, HBW 102, REL 101, REL 327, etc.—not from every section, nor from every semester.

In order to document a sustained record of effective teaching, dossiers must include the following:

- Summaries of student evaluations for each semester. Student evaluations for each semester taught must indicate effective teaching in subject area.
- Evidence of effective teaching materials, such as class handouts, assessments, and other teaching supports.
- At least four peer teaching observation reviews, with at least three from tenured LCR Department colleagues. The instructor, in consultation with the Department Head and Personnel Committee, may choose these observation reviews to be in

the form of letters or standardized reports with quantitative elements. Peer observations of online instruction must also be available to instructors. All peer teaching observation reviews requested must be included in the dossier. An official FCTL approval of a new asynchronous online course design may replace one peer teaching evaluation letter.

- Other evidence of effective teaching and involvement in teaching-related professional development should be evident in the dossier. Examples of teaching development may include, but are not limited to, teaching awards, funded teaching-related grants, leading an Education Abroad educational program, presentations at teaching conferences, completion of significant teaching-related trainings or certifications, evidence of student success, direct involvement in curricular development, and additional peer teaching observation reviews from tenured faculty external to the Department, or from non-tenured faculty within the Department.
- Documentation of excellence in advising, including obtaining and maintaining certification as a Master Advisor, and maintaining regular knowledgeable contacts with advisees documented in advising notes is required of instructors.

The four categories of student evaluations, teaching materials, teaching observations, and “other evidence” should be given roughly the same weight in the overall evaluation of teaching effectiveness. Excellence in advising is a requirement of faculty, and its absence could significantly weaken a candidate’s application.

- **Research:** While not specifically listed, disciplinary research related to the University, College, and/or departmental missions may be counted toward promotion to Senior Instructor.
- **Service:** 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, including discipline-related service to the community and/or the profession, are encouraged. Candidates may wish to include, for example, evidence of advising student organizations, engagement in organizing events, or other activities that contribute to the University community. In general, quality of service will take priority over raw quantity of service.

Appendix: Summary of Research Requirements

Assistant to Associate (§III.B.3)	Early Tenure and promotion to Associate (§III.B.4)	Associate to Full (§III.B.5)	Early promotion to Full (§III.B.6)
Three substantive, peer-reviewed publications ¹ OR One solo-authored scholarly monograph OR A peer-reviewed anthology w/ one chapter by the candidate, and one peer-reviewed publication OR A peer-reviewed textbook w/ a research component, and one additional publication AND Two presentations, one at a national or international meeting AND Evidence of sustained high achievement in research	Five or more peer-reviewed articles or book chapters ¹ OR A solo-authored monograph, & two additional publications OR A peer-reviewed anthology w/ one chapter, & three additional publications OR A peer-reviewed textbook, and at least three additional publications AND Three scholarly papers, two at a national or international meeting	Three substantive, peer-reviewed publications ¹ OR One solo-authored scholarly monograph OR A peer-reviewed anthology w/ one chapter by the candidate, and one peer-reviewed publication OR A peer-reviewed textbook w/ a research component, and one additional publication AND Two presentations, one at a national or international meeting AND Evidence of sustained high achievement in research	Five or more peer-reviewed articles or book chapters ¹ OR A solo-authored monograph, & two additional publications OR A peer-reviewed anthology w/ one chapter, & three additional publications OR A peer-reviewed textbook, and at least three additional publications AND Three scholarly papers, two at a national or international meeting AND Two book reviews
¹ At least one peer-reviewed article or book chapter must be solo-authored, etc.	¹ At least one peer-reviewed article or book chapter must be solo-authored, etc.	¹ At least one peer-reviewed article or book chapter must be solo-authored, etc.	¹ At least one peer-reviewed article or book chapter must be solo-authored, etc.