

## CRITERIA FOR PROMOTION TO PROFESSOR

This section delineates the criteria that are used for promotion to Professor once the eligibility requirements have been met. The specific criteria that must be met is shown in the chart below.

	<b>Associate Professor to Professor</b>
<b>Guiding Principle</b>	Required
<b>Teaching</b>	
1. Course design – demonstrates the practical application of teaching philosophy	Required
2. Out-of-Class academic support – demonstrates regular and meaningful feedback on student academic work	Required
3. Continuing Development – continuously develops professional knowledge and, where appropriate, incorporate into teaching	Required
4. Collegiality – demonstrates working with others through teaching activities	Required
<b>Research and Scholarly Activity</b>	
1. Scholarly and Creative Endeavors – demonstrates consistent scholarly involvement through traditional or applied endeavors	Required
2. Scholarly and Creative Recognition – receives recognition both inside and outside Midwestern State University	Required
<b>Service</b>	
1. University	
a. Effective participation in administration of department/college activities	Must meet both a and b
b. Effective participation within Midwestern State University academic community	
2. Profession/Community	
a. Profession – makes professionally meaningful contributions with their expertise and actively engages in professional academic activities	Must meet both a and b
b. Community – provides meaningful services to the community connected to the mission of Midwestern State University	

## **A. Teaching**

Quality and effectiveness in teaching, as demonstrated through course design, instruction, continuing development, and collegiality, are expected for consideration in tenure and promotion decisions. Submitted materials must include (a) a statement of the faculty member's teaching philosophy, (b) copies of the Annual Faculty Personal Report and Evaluation for the past five years or for every year on contract if the faculty member has served MSU for fewer than five years, including copies of grade distributions and course evaluations, (c) representative copies of course syllabi, (d) a summary of student evaluations of the faculty member for the past five years or for every year on contract if the faculty member has served for fewer than five years, and (e) a summary and explanation of grade distributions for each course taught. Additional materials representative of teaching effectiveness beyond those suggested above, such as peer evaluations, may also be included.

All supporting documentation should be inserted in Section 4 of the portfolio.

### **1. Course Design**

Faculty members should demonstrate the practical application of their teaching philosophy into course design and excellence in instruction. To this end, they should demonstrate the ability to develop and implement pertinent and applied course objectives; design a coherent and appropriate series of class topics and exercises; utilize instructional approaches that encourage independent and critical thinking; and create suitably rigorous course assignments/assessments appropriate to the course level.

In addition, faculty members should explain how they use student learning outcomes and measures of student learning in their courses to shape and/or adapt their approach to teaching their subject matter.

Faculty members who promote diversity in their course content, modify instruction for diverse populations or to include multi-cultural or diversity topics, and/or develop new courses focused on diversity, equity and inclusion topics and issues should make special notation of this work as a furthering of MSU Texas' commitment to DEI.

Supporting documentation may include examples of syllabi, class assignments, field trips, debates, papers, bibliographies, case analyses, student performances, etc. The documentation should point to the faculty member's ability to present topics in a clear, organized, and enthusiastic manner; to explain and apply abstract ideas and theories; to motivate students to work and participate in course activities; and to present a researched and informed treatment of subject matter. Faculty members will use one to three specific courses to exemplify their skills in this area.

**2. Out-of-Class Academic Support**

Faculty members will provide specific examples of out-of-class academic support of students by offering regular and meaningful feedback on student academic work, providing effective out-of-class instruction/supervision, completion of research related to coursework, independent studies, and/or being available to students outside of class (i.e. faculty supervision of EURECA).

### **3. Continuing Development**

Faculty members will continuously develop their pedagogical and professional knowledge and, where appropriate, incorporate this knowledge into their teaching. Faculty should provide examples of professional knowledge and teaching development (e.g. professional readings, conference attendance, participation in continuing education seminars, acquisition of professional certification, and successful completion of advanced coursework). Faculty members will provide two to three specific examples of how this knowledge informed their teaching and learning.

#### **4. Collegiality**

Where applicable, faculty should demonstrate that they work with colleagues to effectively coordinate and collaborate on curricular matters. Collegiality may be demonstrated through team teaching; interdisciplinary teaching; demonstrating willingness to teach at odd times and in a variety of formats (e.g. online and other distance courses, concurrent courses, and honors courses); volunteering to develop and teach new classes; contributing to the development, maintenance, and teaching of multiple-section courses; presenting guest lectures when appropriate; substituting and/or guest teaching for peers when the need arises; relating to others in a respectful and courteous manner inside and outside the classroom; cooperating in the preparation of course/teaching schedules; contributing to the development of common syllabi; sharing resources; and following prescribed curricula.

## **B. Research and Scholarly Activity**

Consistent with its mission, Midwestern State University recognizes that scholarship may take diverse forms depending on the discipline.

Traditional forms include (1) ongoing research through continuing publication of books, book contributions, textbooks, articles in refereed journals in the faculty member's field (printed or electronic), or refereed conference proceedings, (2) presentations of papers at professional meetings, and (3) work demonstrating continuing professional commitment to the visual, performing, or literary arts through creative performances and/or presentations, (4) scholarly achievement in the professional disciplines.

Applied forms include such activities as (1) basic research conducted for immediate practical application rather than for publication, (2) the integration of information across disciplines or research accomplished to assist organizations, (3) special pedagogical applications of existing or original research, (4) application of existing or original research to artistic pursuits and projects, (5) special applications of technology to scholarly or artistic endeavors, (6) development of educational materials and/or software, and (7) primary responsibility (verified in writing by the Chair and/or Dean) for collection, analysis, and reporting of information or data in connection with assessment and accreditation self-studies.

Creative forms may be either traditional or applied in nature, so they may include any of the above and/or other activities as defined in the college and departmental guidelines.

In addition to the forms listed above, faculty may include (1) documentation of internal or external research grants (including authoring of substantial unsuccessful grant requests) and (2) research/creative projects involving students where both the faculty member and student serve as authors. (Supervision of student research outside of faculty publication or presentation falls under the area of service.)

College and departmental guidelines will define and clarify traditional or applied research and creative endeavors more specifically for the faculty member's particular discipline.

All supporting documentation should be inserted in Section 5 of the portfolio.

## **1. Scholarly and Creative Activities**

Faculty members should show consistent scholarly/creative involvement through regular completion of traditional research, creative activity, applied endeavors, grant writing and/or presentations. Traditional research, creative activity, and applied endeavors should demonstrate intellectual breadth or depth as well as originality and creativity. Intellectual breadth may be documented either by cross-disciplinary involvement or by research activity, artistic endeavors, or scholarship that demonstrates professional diversity. Intellectual depth may be documented by research activity, artistic endeavors, or scholarship in specialized areas that demonstrates continuing development of skills and knowledge.

Faculty members may include documentation of internal or external research grants that support their individual scholarly or creative inquiry or that benefit their department, college, or the university. Unsuccessful authoring of substantial grant requests may also be included.

Presentation of papers and/or posters, performances, exhibitions, and workshops at professional meetings should be included here. Participation in the Midwestern State University Faculty Forum may be counted as part of an applicant's presentations.

Faculty members may include research/creative projects/presentations and/or publications involving students if both the faculty member and student serve as authors. Projects in this category should be work done collaboratively with students, not supervision of student work. (Supervision of student research outside of faculty publication falls under the area of service.)

Faculty members who actively conduct research focused on diversity, equity and inclusion related issues should make special notation of this work as a furthering of Midwestern State University's commitment to DEI.

## **2. Scholarly and Creative Recognition**

Faculty members' work receives recognition both inside and outside Midwestern State University. This recognition may take the form of invited papers, performances, or exhibitions; reprint requests; citations of the faculty member's work in the published literature; awards; and other accolades deemed meritorious by the department or college. The quality, originality, and creativity of the faculty member's research and scholarly activity will be assessed at each level of review but must be addressed in detail by the College Tenure and Promotion Committee or a recognized group of scholars in the applicant's fields.



## C. Service

Ongoing, meaningful, and collegial service is required of all full-time faculty members at Midwestern State University. Service may be demonstrated on a number of levels: contributions to the faculty member's department, contributions to the college, university-wide involvements, and professional/community efforts.

All supporting documentation should be inserted in Section 6 of the portfolio.

### 1. Service to the University

- a. **Effective participation in, and administration of, department/college activities.** This category may include activities associated with undergraduate and graduate instructional programs; committees; student and faculty recruitment; curriculum development; preparation of government documents; and *assistance with* collection, analysis, and reporting of information or data in connection with assessment and accreditation self-studies. NOTE: *Primary responsibility* (verified in writing by the Chair and/or Dean) for assessment and accreditation activities may be reported as applied research.

- b. **Effective participation within the Midwestern State University academic community.** This category may include university committee work; service on Faculty Senate; university-sponsored public service programs; activities as seminars, panel discussions and judging, sponsorship of professional or scholarly activities on campus, and participation in the formulation of academic policies.

## **2. Service to the Profession/Community**

- a. Profession – Faculty should make professionally meaningful contributions using their expertise. They should actively engage in professional academic activities, for instance reviewing and/or refereeing papers for conferences and publications; adjudicating artistic presentations/performances; serving on the editorial boards of professional or scientific organizations/journals; consulting in one's area of expertise; and/or evaluating external theses and/or grant proposals, or tenure and promotion applications at other institutions. Other professional activities may include ongoing and active involvement in professional organizations, such as organizing and chairing conference sessions; serving as a state or regional representative; holding offices; and/or serving on regional, state, or national committees. The faculty member should explain how their professional service activities contribute to the betterment of the discipline, profession, and university.

- b. Community – Faculty should engage in meaningful service to the community that is connected to the mission of Midwestern State University. Faculty members provide such service through community involvement; pro bono consulting for non-profit and for-profit organizations; providing or participating in community clinics and workshops; and/or engaging in other public and community service activities.

Faculty who actively participate in service promoting diversity, equity, and inclusion in the profession and/or community should make special notation of this work as a furthering of Midwestern State University's commitment to DEI.