



MURRAY STATE
UNIVERSITY

College of Education and Human Services

Annual Review of Faculty

Annual Review of Faculty (ARF)¹
MSU College of Education and Human Services

Faculty Name: _____

Academic Year: _____

The Annual Review of Faculty (ARF) is the procedure utilized by the College of Education and Human Services (CoEHS) to document professional activities for each calendar year from January 1 to December 31. Reviews are due by February 28 by **all** full-time faculty. Tenure track faculty who are in their first year at MSU will complete their initial review by the end of February of their first year of employment. Tenure track and tenured faculty are required to submit documentation that reflects their performance across the domains of teaching, service and research. Instructors and lecturers are required to submit documentation that reflects their performance across teaching and service. The standard for acceptable performance for instructors and lecturers will be the same as for tenure track and tenured faculty.

- **Teaching Excellence:** Documentation for meeting teaching expectations will be provided with the aggregation of one year of course evaluations for every course taught during the academic year. Tenured faculty are required to provide course evaluations from one academic semester but are encouraged to provide course evaluations from both semesters. Include the first four summative items on the instrument with the average scores as well as the average scores from the Student Engagement Index. Faculty should include creative activities such as development of curriculum and instructional materials, clinical procedures and methods, etc. in the narrative.
- **Service:** List service activities that include serving on committees at department, college, or university levels; participation in professional organizations at the local, state and national levels; in-field service expertise through interaction with P-12 school partners, at clinical settings and with civic organizations through consulting, providing professional development or other professional services.
- **Research and Creative Activity:** List presentations at professional conferences and symposiums, in-field publication in professional journals and periodicals, and document grant activity with a short description of the grant, the role the faculty took in the implementation of the grant, and the funding status.

Attach a copy of a current vita to this form. The ARF is intended to be vita-driven although a brief narrative to document teaching, service, and research activities (not to exceed one page each) should be attached as well to provide evidence that cannot be documented in the vita.

	Meets Performance Expectations	Below Performance Expectations
Teaching Excellence		
Service		
Research & Creative Activity		

Comments:

Faculty Member Signature

Chair Signature

¹ Adopted by COEHS Faculty - May 13, 2016

Course #1 Semester: Year:	N		Median
	Course Enrollment	Responses	
Overall Summative Rating (1 - 4)			
The course as a whole was:			
The course content was:			
The instructor's contribution to the course was:			
The instructor's effectiveness in teaching the subject matter was:			
Challenge and Engagement Index			

Course #2 Semester: Year:	N		Median
	Course Enrollment	Responses	
Overall Summative Rating (1 - 4)			
The course as a whole was:			
The course content was:			
The instructor's contribution to the course was:			
The instructor's effectiveness in teaching the subject matter was:			
Challenge and Engagement Index			

Course #3 Semester: Year:	N		Median
	Course Enrollment	Responses	
Overall Summative Rating (1 - 4)			
The course as a whole was:			
The course content was:			
The instructor's contribution to the course was:			
The instructor's effectiveness in teaching the subject matter was:			
Challenge and Engagement Index			

Course #4 Semester: Year:	N		Median
	Course Enrollment	Responses	
Overall Summative Rating (1 - 4)			
The course as a whole was:			
The course content was:			
The instructor's contribution to the course was:			
The instructor's effectiveness in teaching the subject matter was:			
Challenge and Engagement Index			

Promotion and Tenure

Research

A faculty member is expected to develop and pursue a research and creative activity agenda that includes both scholarly presentations and publications. For tenure, the faculty member must have at least five research products from the list over the 5-year period, including at least **two** peer-reviewed publications over the probationary period. Promotion to associate professor similarly requires at least five research products from the list over the 5-year period and at least **two high-quality** national or international peer-reviewed publications. For promotion to professor, the faculty member must have at least seven research products from the list, including at least **three high-quality** national or international peer- and blind-reviewed publications from the date of the promotion to associate professor. Research products not included in the promotion to associate professor application should be included in the application for promotion to professor. It is the responsibility of the applicant to provide evidence of the quality of the product(s); it is the responsibility of the departmental and college level committees to verify and judge the quality of product(s). Sources of verification in judging the quality of the published materials include metrics such as acceptance rates, number of citations in the literature, and readership of the publishing source, as well as the product's complexity, degree of innovation, and unique contribution to the field as determined by the departmental chair and the tenure and promotion committees.

- Author or coauthor a manuscript in a regional (multistate), national, or international peer-reviewed publication (While collaboration is encouraged, the applicant must describe his/her level of involvement.)
- Make a peer-reviewed presentation at a regional, national, or international meeting (Two state-level peer reviewed presentations will meet this standard.)
- Peer-reviewed published book
- Book (if in field of expertise)
- Author or coauthor a chapter in a published book (includes textbooks)
- Obtain and direct an externally funded grant of at least \$30K (This could substitute for a high quality publication.)
- Other comparable activities as defined/judged by the Departmental committee (It is incumbent upon the faculty member to demonstrate the merit of their research and creativity when their scholarly activities do not meet one of the options, such as other grants or contracts, not listed above.)
- Vanity publications will not be considered.

Service

A faculty member should demonstrate responsibility to their institution and profession through a range of meaningful service avenues. Faculty members must seek ways to demonstrate consistent service during the probationary period in order to obtain tenure as well as promotion to associate professor and professor. The tenure and promotion to associate professor decision will be based on a combination of service activities at three levels: 1) the departmental, collegiate, and university levels, 2) the community and state levels, including community agencies and organizations, and 3) the professional levels. Applicants for promotion to professor are expected to demonstrate/exhibit some service and leadership at the state and national levels. Each service activity will be evaluated based on the leadership relevance of the activity and the professional time commitment to the activity. It is incumbent upon the faculty member to describe their level of commitment and upon the pertinent committees to judge the quality, importance, and meaningfulness of the activity. In general, it is the responsibility of the individual departments to establish what is considered to be acceptable performance.

Samples of service options are provided below, although this list is not exhaustive.

- Serve on a department committee
- Serve on a college committee
- Serve on a university committee
- In-field service consistent with expertise
- Coordinate service learning activities
- Residential college service
- Chair a college committee

- Service as a faculty senator
- Serve as an officer in a local professional organization
- Service as an officer in a state professional organization
- Serve as an officer in a regional professional organization
- Serve as an officer in a national professional organization
- Serve as a program chair in state professional organization
- Serve as a program chair in a regional professional organization
- Serve as a program chair in a national professional organization
- Unpaid consulting with appropriate agencies and organizations
- Actively serve on a state committee related to the profession
- Actively serve on a national committee related to the profession
- Organize a conference (local, state, or national)
- Program coordinator
- Serve as a member of an editorial board at the state level
- Serve as member of an editorial board at the regional level
- Serve as a member of an editorial board at the national level
- Serve as a member of an editorial board at the international level
- As determined by departmental leadership

Teaching

Teaching excellence is critically important within the CoEHS and is judged by the respective department chairs and tenure and promotion committees which have the responsibility to carefully analyze the evidence in the applicant's teaching portfolio. Importantly, the departmental committee(s) are responsible for determining if the faculty "meets performance standards." The teaching portfolio requires the compilation of specific items that need to be collected during each semester for probationary (untenured) faculty and assistant professors. For both tenure and promotion to associate professor, the faculty member is expected to demonstrate "meets performance expectations" judgments for at least the last three years prior to seeking tenure and promotion to associate professor. For promotion to professor, the applicant is expected to demonstrate teaching excellence that clearly exceeds the standard for associate professor. It is the responsibility of the applicant to provide clear and meaningful evidence that demonstrates their teaching effectiveness in their portfolio. In general, it is the responsibility of the individual departments to establish what is considered to be acceptable teaching performance. It is the responsibility of the tenure (and promotion) committees to verify this documentation and to determine if the portfolio reflects the standard needed for tenure and promotion to associate professor (see "meets performance expectations on the ARF"). Although tenured faculty are not required to provide more than one semester's teaching evaluations per year, it is incumbent upon the applicant to professor to provide clear, unequivocal evidence of their teaching effectiveness. The teaching portfolio should include:

- A thoughtfully generated Reflective Teaching Statement that describes their teaching responsibilities, advising efforts, philosophies, strategies, and objectives; their efforts to improve teaching (such as workshops and conferences, readings) over time; the relationship between teaching and research
- Relevant changes to course syllabi
- Efforts to revise curriculum and/or program(s)
- Evaluations (Student Ratings) with a table (see attached) that describes class size, type of course (e.g., face-to-face, hybrid, online), number of evaluations returned, and a grade distribution (Faculty teaching hybrid and online courses should explicitly encourage students to return course evaluations and other indicators of students' perception of the instructor's effectiveness.)