# Form on Progress and Excellence: Recommendation for Promotion of Fixed-Term Faculty

## Table of Contents

[Form on Progress and Excellence: Recommendation for Promotion of Fixed-Term Faculty 1](#_Toc194997208)

[Table of Contents 1](#_Toc194997209)

[Instructions for Dossier Preparation 3](#_Toc194997210)

[Section 1 (to be completed by the faculty member) 4](#_Toc194997211)

[Section 1A (to be completed by the unit/college) 4](#_Toc194997212)

[Section 2: Committee Votes and Review Letters (to be completed by the unit/college) 5](#_Toc194997213)

[Committee Votes 5](#_Toc194997214)

[Review Letters (external where required by college/unit policy) 5](#_Toc194997215)

[Section 3: Summary Information (to be completed by the unit/college) 6](#_Toc194997216)

[Summary Ratings of Scholarly Contributions by Department Chairperson or School Director 6](#_Toc194997217)

[Summary Statements by Chairperson/Director and Dean 7](#_Toc194997218)

[Summary Evaluation of Instruction by Department Chairperson or School Director (if applicable) 8](#_Toc194997219)

[Summary Evaluation of Research and/or Creative Activities by Department Chairperson or School Director (if applicable) 9](#_Toc194997220)

[Summary Evaluation of Service by Department Chairperson or School Director (if applicable) 10](#_Toc194997221)

[Summary Evaluation of Curriculum Development by Department Chairperson or School Director (if applicable) 11](#_Toc194997222)

[Summary Evaluation of Administration by Department Chairperson or School Director (if applicable) 12](#_Toc194997223)

[Summary Evaluation of Outreach/Community Engagement by Department Chairperson or School Director (if applicable) 13](#_Toc194997224)

[Summary Evaluation of Extension by Department Chairperson or School Director (if applicable) 14](#_Toc194997225)

[Summary Evaluation of Clinical Practice by Department Chairperson or School Director (if applicable) 15](#_Toc194997226)

[Summary Evaluation of Other Appointment Categories by Department Chairperson or School Director (if applicable) 16](#_Toc194997227)

[Additional Comments by Department Chairperson or School Director (if applicable) 17](#_Toc194997228)

[Section 4: Instruction (if applicable; to be completed by the faculty member) 18](#_Toc194997229)

[Instructions and Guidance 18](#_Toc194997230)

[Undergraduate and Graduate Credit Instruction 18](#_Toc194997231)

[Non-Credit Instruction 19](#_Toc194997232)

[List of Instructional Works 20](#_Toc194997233)

[Academic Advising and Mentoring 20](#_Toc194997234)

[Other Evidence of Instructional Activity 21](#_Toc194997235)

[Section 5: Research/Creative Works (if applicable; to be completed by the faculty member) 22](#_Toc194997236)

[Instructions and Guidance 22](#_Toc194997237)

[List of Research/Creative Works 22](#_Toc194997238)

[Number of Grants Received (Primarily in Support of Research and Creative Activities) 22](#_Toc194997239)

[Other Evidence of Research/Creative Activity 22](#_Toc194997240)

[Evidence of Other Scholarship 22](#_Toc194997241)

[Section 6: Service (if applicable; to be completed by the faculty member) 23](#_Toc194997242)

[Instructions and Guidance 23](#_Toc194997243)

[Service to Scholarly and Professional Organizations 23](#_Toc194997244)

[Service within the University 23](#_Toc194997245)

[Service within the Broader Community 23](#_Toc194997246)

[Section 7: Curriculum Development (if applicable; to be completed by the faculty member) 24](#_Toc194997247)

[Instructions and Guidance 24](#_Toc194997248)

[Section 8: Administration (if applicable; to be completed by the faculty member) 25](#_Toc194997249)

[Instructions and Guidance 25](#_Toc194997250)

[Section 9: Outreach and/or Community Engagement (if applicable; to be completed by the faculty member) 26](#_Toc194997251)

[Instructions and Guidance 26](#_Toc194997252)

[Section 10: Extension (if applicable; to be completed by the faculty member) 27](#_Toc194997253)

[Instructions and Guidance 27](#_Toc194997254)

[Section 11: Clinical (if applicable; to be completed by the faculty member) 28](#_Toc194997255)

[Instructions and Guidance 28](#_Toc194997256)

[Section 12: Additional Appointment Categories (if applicable; to be completed by the faculty member) 29](#_Toc194997257)

[Instructions and Guidance 29](#_Toc194997258)

[Additional Appointment Categories 29](#_Toc194997259)

[Integration Across Multiple Mission Functions 29](#_Toc194997260)

[Other Awards/Evidence 29](#_Toc194997261)

[Section 13: Grants and Proposals (if applicable; to be completed by the faculty member) 30](#_Toc194997262)

## Instructions for Dossier Preparation

* Please note that the 85-page limit does **not** include this form, the faculty member’s CV, peer review letters, or annual review letters.
  + The five most recent annual review letters should be included whenever possible and must be included with dossiers submitted after the spring of 2025.
  + If annual review letters are omitted, the unit must provide a rationale explaining why they are omitted.
* Please see “Guidelines for College Fixed-Term Promotion” for additional details.

**Important Note Regarding Sections that are Not Applicable**

* **The faculty member must complete sections 4-13 even if they do not apply to their work or circumstances**. There is a checkbox titled “Not applicable” that you must mark if it does not apply to you.

# 

# Section 1 (to be completed by the faculty member)

Date: Click or tap here to enter text.

|  |  |  |
| --- | --- | --- |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Last | First | Middle |

Name:

Present Rank: Click or tap here to enter text.

Appointment Basis:  Academic Year  Annual

Do you have Designation B Status?  Yes  No

Date Designation B Status Awarded (if applicable): Click or tap here to enter text.

|  |  |  |
| --- | --- | --- |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Primary Department Name | Second Department Name | Other Department Name |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Primary College Name | Second College Name | Other College Name |

Years of Faculty Service at MSU as of Next Aug. 16:

* Instructor: Click or tap here to enter text.
* Assistant Professor: Click or tap here to enter text.
* Associate Professor: Click or tap here to enter text.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Highest Degree(s) Achieved | Click or tap here to enter text. | Institution | Click or tap here to enter text. | Date | Click or tap here to enter text. |

Review Period Begin Date: Click or tap here to enter text.

*The review period begins with the date of appointment or most recent promotion,* ***not including Designation B****.*

# Section 1A (to be completed by the unit/college)

|  |  |  |
| --- | --- | --- |
|  | **Recommendation by Department Chair/School Director:** | **Recommendation by Dean:** |
| Promote to Senior Instructor |  |  |
| Promote to Associate Professor |  |  |
| Promote to Professor |  |  |
| Do not promote |  |  |



# Section 2: Committee Votes and Review Letters (to be completed by the unit/college)

## Committee Votes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Summary of Committee Votes** | | | | | | | | | | |
| **Department/School1** | | | | |  | **College** | | | | |
|  | Yes | No | Abstentions | Total |  |  | Yes | No | Abstentions | Total |
| Number of votes | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Number of votes | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

## Review Letters (external where required by college/unit policy)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Recommended by** | |  |  |
|  | **Reviewer Solicited** | **Candidate**  **(Yes/No)** | **Unit**  **(Yes/No)** | **Letter Included**  **(Yes/No)** | **Reason solicited letter was not received2** |
| 1 | Name: Click or tap here to enter text. | Yes  No | Yes  No | Yes  No | Click or tap here to enter text. |
| Academic Rank, Title, Department: Click or tap here to enter text.  Institution\*: Click or tap here to enter text. | | | | |
| 2 | Name: Click or tap here to enter text. | Yes  No | Yes  No | Yes  No | Click or tap here to enter text. |
| Academic Rank, Title, Department: Click or tap here to enter text.  Institution\*: Click or tap here to enter text. | | | | |
| 3 | Name: Click or tap here to enter text. | Yes  No | Yes  No | Yes  No | Click or tap here to enter text. |
| Academic Rank, Title, Department: Click or tap here to enter text.  Institution\*: Click or tap here to enter text. | | | | |
| 4 | Name: Click or tap here to enter text. | Yes  No | Yes  No | Yes  No | Click or tap here to enter text. |
| Academic Rank, Title, Department: Click or tap here to enter text.  Institution\*: Click or tap here to enter text. | | | | |
| 5 | Name: Click or tap here to enter text. | Yes  No | Yes  No | Yes  No | Click or tap here to enter text. |
| Academic Rank, Title, Department: Click or tap here to enter text.  Institution\*: Click or tap here to enter text. | | | | |
| 6 | Name: Click or tap here to enter text. | Yes  No | Yes  No | Yes  No | Click or tap here to enter text. |
| Academic Rank, Title, Department: Click or tap here to enter text.  Institution\*: Click or tap here to enter text. | | | | |
| 7 | Name: Click or tap here to enter text. | Yes  No | Yes  No | Yes  No | Click or tap here to enter text. |
| Academic Rank, Title, Department: Click or tap here to enter text.  Institution\*: Click or tap here to enter text. | | | | |
| 8 | Name: Click or tap here to enter text. | Yes  No | Yes  No | Yes  No | Click or tap here to enter text. |
| Academic Rank, Title, Department: Click or tap here to enter text.  Institution\*: Click or tap here to enter text. | | | | |

*\*Note: An explanation is needed, as necessary, for non-peer/aspirant reviewer institutions and/or reviewers who have not attained the academic rank of the candidate.*

# 

# Section 3: Summary Information (to be completed by the unit/college)

## Summary Ratings of Scholarly Contributions by Department Chairperson or School Director

The purpose of this summary is to assess the candidate’s performance in relationship to expectations across the functional areas to which they are appointed (e.g., instruction, research and/or creative activities, service, curriculum development, administration, outreach and/or community engagement, extension, clinical) within the academic and broader community. For relevant sub-functions, indicate the faculty member’s performance by checking the box (“X”) under the most appropriate rating (from excellent to poor). Performance should be evaluated relative to the most appropriate comparison group and to assigned duties as reflected in percentage of time. For example, the most appropriate level of comparison for the function of “instruction” is a strong record of teaching excellence within the institution. The faculty member should be evaluated holistically, based on their appointment percentages over time. Performance ratings should be summative.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Function | Sub-Functions | Performance Ratings | | | | |
|  |  | Excellent | Very Good | Average | Below Average | Poor |
| Instruction | Undergraduate\* |  |  |  |  |  |
|  | Graduate\* |  |  |  |  |  |
|  | Non-Credit Instruction |  |  |  |  |  |
|  | Academic Advising |  |  |  |  |  |
| Research and/or  Creative Activities | Research and Creative Activities |  |  |  |  |  |
| Service | Academic: Within Scholarly and Professional Organizations |  |  |  |  |  |
|  | Academic: Within the University |  |  |  |  |  |
| Curriculum Development |  |  |  |  |  |  |
| Administration |  |  |  |  |  |  |
| Outreach and/or  Community Engagement | Within the Broader Community |  |  |  |  |  |
| Extension |  |  |  |  |  |  |
| Clinical |  |  |  |  |  |  |
| Other  Click or tap here to enter text. | Other (specify)  Click or tap here to enter text. |  |  |  |  |  |
| Overall Rating |  |  |  |  |  |  |

**Faculty-Reported Appointment Percentages**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Date Range | Instruction | Research and/or Creative Activity | Service | Outreach and/or Community Engagement | Curriculum Development | Administration | Extension | Clinical | Other Click or tap here to enter text.\_\_\_\_\_\_\_\_ |
| Present appointment percentages | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Past appointment percentages | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Past appointment percentages | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Past appointment percentages | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

## Summary Statements by Chairperson/Director and Dean

1. Summary comments by department chairperson/school director. Provide comments by function and across functions, citing strengths and weaknesses. Please refer to the person’s appointment percentages by category and allocated time.

Click or tap here to enter text.

1. Summary statement by dean. The dean must provide a statement of concurrence with the chairperson/director if there is no other summary statement by the dean.

Click or tap here to enter text.

## Summary Evaluation of Instruction by Department Chairperson or School Director (if applicable)

Evaluate the faculty member’s contributions to instruction **if such activity is part of the faculty member’s appointment**. Dimensions to be addressed may include (but are not limited to):

* Credit instruction, on and off campus; course development; experimental courses; development of instructional materials such as textbooks or software; technology-enhanced instruction.
* Non-credit instructional activities such as the development of certificate programs, community programs and extension programming.
* International instruction, such as instruction abroad and comparative/international courses on campus.
* Patient care activities in support of instruction.
* Academic advising (clarifying the appropriate responsibilities and expectations).
* Instructional activities in professional/clinical, extension, international or underserved areas.
* Professional pedagogical contributions at the university, local, regional, state, national or international level.

The evaluation should address the significance, impact and attention to context of the faculty member’s accomplishments as evidenced, for instance, in: peer evaluation of instruction; evaluations by affected groups; teaching portfolios, including course syllabi, examinations; websites; publications and presentations related to pedagogy; guest lectures and visiting/adjunct appointments; grants received in support of instruction; student evaluation forms and/or letters of support; and instructional awards or other forms of professional/alumni recognition. **If the faculty member does not have a research and/or creative activity expectation but has demonstrated professional pedagogical contributions, such as conference presentations and publications, and has included evidence of these for review, please address them here.**

**Not applicable**

Click or tap here to enter text.

## Summary Evaluation of Research and/or Creative Activities by Department Chairperson or School Director (if applicable)

Evaluate the faculty member’s contributions to research and creative activities **if such activity is part of the faculty member’s appointment.** Dimensions to be addressed may include (but are not limited to):

* Discovery of new knowledge, including creative activities and originality of approach.
* Development of innovative problem-solving strategies or methodologies.
* Application and dissemination of knowledge, including extension activities.
* Patient care activities in support of research and creative activities.
* Creative activities such as exhibitions, performances and published works.
* Research and creative activities in outreach, professional/clinical, extension, international or underserved arenas.

The evaluation should address the scholarship, significance, impact and attention to context of the faculty member’s accomplishments as evidenced, for instance, in: publications, presentations, poster sessions, websites, performances and exhibits; scores, showings, recordings and curatorial activities; citations of one’s work by others; evaluations by peers and affected groups including comments by outside evaluators, journal editors and referees; grants received in support of research; and research awards or other forms of professional/alumni recognition. If the faculty member has a research expectation and has demonstrated professional contributions (e.g., conference presentations, publications), and has included evidence of those for review, please address them here.

**Not applicable**

Click or tap here to enter text.

## Summary Evaluation of Service by Department Chairperson or School Director (if applicable)

Evaluate the faculty member’s contributions to service within the academic community **if such activity is part of the faculty member’s appointment**—within professional and scholarly organizations or the university. Dimensions to be addressed may include (but are not limited to):

* Membership in professional organizations/societies external to the university.
* Role as editor of scholarly or professional journal or other similar publication.
* Leadership role in internal academic governance and/or unions and/or in internal program leadership and/or in external professional organizations.
* Membership on department/school, college and university governance committees.
* Ad hoc service involvement such as special study groups/committees, service on internal/external review panels and service on grievance panels.

The evaluation should address the significance, impact and attention to the context of the faculty member’s accomplishments as evidenced, for instance, in committee accomplishments (policies, reports, organizational changes), evaluation by committee colleagues/chairperson or organization executive officers, and service awards or other forms of professional/alumni recognition.

**Not applicable**

Click or tap here to enter text.

## Summary Evaluation of Curriculum Development by Department Chairperson or School Director (if applicable)

Evaluate the faculty member’s contributions to curriculum development **if such activity is part of the faculty member’s appointment**. Dimensions to be addressed may include (but are not limited to):

* Instructional or assessment materials that have been developed.
* Evidence of participation in high-impact, co-curricular activities, awards, materials supporting teaching and learning related to research or creative scholarship, workshops or presentations whether on-campus or for professional organizations.
* Materials related to committee service and/or other similar curriculum-related activities.
* Evidence of collaborative work with other areas of the college or campus and/or evidence of work in inclusive teaching practices.
* Other evidence of leadership in this area.

**Not applicable**

Click or tap here to enter text.

## Summary Evaluation of Administration by Department Chairperson or School Director (if applicable)

Evaluate the faculty member’s contributions to administration within the academic community **if such activity is part of the faculty member’s appointment**. Dimensions to be addressed may include (but are not limited to):

* Evidence of supportive work on or leadership of new administrative initiatives, materials supporting related scholarship, workshop, or conference presentations whether on-campus, as part of extension, in the community, or for professional organizations.
* Materials related to committee service.
* Evidence of inclusive and equitable administrative and/or managerial practices in alignment with MSU’s stated mission.
* Evidence of collaborative administrative work with other areas of the college, campus, extension or other leadership in this area.
* Evidence of a commitment to MSU’s professional standards (e.g., completing annual reviews for direct reports)

**Not applicable**

Click or tap here to enter text.

## Summary Evaluation of Outreach/Community Engagement by Department Chairperson or School Director (if applicable)

Evaluate the faculty member’s contributions to service within the broader community **if such activity is part of the faculty member’s appointment**. Dimensions to be addressed may include (but are not limited to):

* Application of instructional expertise and/or scholarship to voluntary roles in community-based organizations.
* Establishment of community links, and voluntary leadership roles in community-based organizations.
* Success in achieving grants and other forms of support for community service activities.
* Success in completing assignments and projects for community service activities.
* Responsiveness to societal needs and attention to the assets and goals of external groups.
* Effectiveness in promoting the inclusion and advancement of diverse groups.
* Development and evaluation of innovative approaches, strategies, technologies and service delivery systems.
* Broader community service activities in professional/clinical, extension, international, rural or urban areas.

The evaluation should address the scholarship, significance, impact and attention to the context of the faculty member’s accomplishments as evidenced, for instance, in publications, programs offered; presentations, performances, exhibits, broadcasts, websites, brochures and other print materials, and collection development; grants received in support of community activities; evaluations by affected groups including comments by outside evaluators, conference organizers, and/or media representatives.

**Not applicable**

Click or tap here to enter text.

## Summary Evaluation of Extension by Department Chairperson or School Director (if applicable)

Evaluate the faculty member’s contributions in extension within the broader community **if such activity is part of the faculty member’s appointment**. Dimensions to be addressed may include (but are not limited to):

* Evidence of participation in workshops, field days or other extension events.
* Collaboration with extension agents, community organizations or industry partners.
* Development, implementation and/or delivery of new extension programs/initiatives.

**Not applicable**

Click or tap here to enter text.

## Summary Evaluation of Clinical Practice by Department Chairperson or School Director (if applicable)

Evaluate the faculty member’s contributions to clinical practice. Dimensions to be addressed may include (but are not limited to):

* Evidence of delivery of high-quality patient care.
* Evidence of a scholarly approach to treating patients.
* Evidence of teaching/mentoring of medical students, residents and other healthcare team members.
* Evidence of activities directed at maintaining or enhancing clinical skills.
* Evidence of participation and/or collaboration in clinical studies/research sponsored externally.
* Materials supporting leadership on committees of the department, the college or other committees that deal with patient care issues.
* Evidence of participation in relevant local, state, regional, national and/or international professional associations or organizations.

**Not applicable**

Click or tap here to enter text.

## Summary Evaluation of Other Appointment Categories by Department Chairperson or School Director (if applicable)

To account for the differences across colleges and units, here we ask for an evaluation of the faculty member’s contributions in any other category included in their appointment and not otherwise counted above.

**Not applicable**

Click or tap here to enter text.

## Additional Comments by Department Chairperson or School Director (if applicable)

This space provides an opportunity for special comments where, for example, the faculty member’s work shows integration across functions, has had a particular focus, or shows a special commitment to the unit, college or university mission. This is also the appropriate place to discuss any contributions or accomplishments that do not naturally fit elsewhere.

**Not applicable**

Click or tap here to enter text.

# Section 4: Instruction (if applicable; to be completed by the faculty member)

The faculty member is encouraged to use a range of evidence demonstrating accomplishment, which can be included in portfolios or compendia of relevant materials. **The faculty member is only expected to provide information on this form and accompanying evidence for categories that reflect their appointment percentages during the review period and will be evaluated accordingly**.

**Not applicable**

## Instructions and Guidance

This section will form the basis for evaluation of teaching. This section should reflect a faculty member’s instructional quality and engagement throughout their assigned courses. Overall, teaching quality should be assessed holistically, considering all the materials included in this section, which should include evidence of excellence for all modalities of instruction in which the faculty member engages including in-person, virtual/asynchronous and hybrid courses.

The evaluation should address the significance, impact and attention to contextof the faculty member’s accomplishments as evidenced, for instance, in peer evaluation of instruction; evaluations by affected groups; teaching portfolios, including course syllabi, examinations; websites; publications and presentations related to pedagogy; guest lectures and visiting/adjunct appointments; grants received in support of instruction; student evaluation forms and/or letters of support; and instructional awards or other forms of professional/alumni recognition.

Below is a list of suggested items to include in this section:

* Course syllabi and assignments
* Statement of teaching philosophy and/or descriptive narrative of demonstrated excellence in teaching
* Demonstrated excellence in teaching through peer evaluations of instruction, student evaluations and teaching awards
* Development of innovative teaching methods or curricula
* Involvement in advising and mentoring students
* Contributions to course development or program improvement
* Evidence of continuous improvement in teaching effectiveness
* Exposure to real-world practitioners through curricula, guest speakers, club meetings, site visitations and other activities
* Instructional design team inquiry has been made to enhance the learning platform

### Undergraduate and Graduate Credit Instruction

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or university online courses. In determining the “past six semesters,” the faculty member may elect to exclude any semesters during which they were on leave; additional semesters may be included on an additional page. If your college has an integrated curriculum, please use a separate page to outline your efforts.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Semester and Year | Course Number | Credits (Number or Var) | Number of Sections Taught Lec Rec Lab | Number of Students | Number of Assistants[[1]](#footnote-2) | Notes |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

### 

### Non-Credit Instruction

List other instructional activities such as non-credit courses/certificate programs, licensure programs, conferences, seminars, and workshops. Include non-credit instruction that involves international, comparative or global content delivered to domestic or international groups, either here or abroad.

Click or tap here to enter text.

### List of Instructional Works

List publications, professional presentations, papers, grants received, teaching tools/resources, clinical/basic science simulations and/or other works that are primarily in support of or emanating from instructional activity. **If the faculty member has generated research or creative work that emanates from their instruction and has research/creative works in their appointment, they may account for that work under Section 5, Research/Creative Works**.

Click or tap here to enter text.

### Academic Advising and Mentoring

1. Faculty member’s activity in academic advising and/or mentoring. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition and evidence of student recognition.

Undergraduate: Click or tap here to enter text.

Graduate: Click or tap here to enter text.

Graduate/Professional: Click or tap here to enter text.

Faculty and Academic Staff: Click or tap here to enter text.

Student Organizations: Click or tap here to enter text.

Other: Click or tap here to enter text.

1. Candidate’s undergraduate advisees/mentees (if applicable to the individual under review):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Freshman | Sophomore | Junior | Senior |
| Number of current undergraduate advisees | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Number of honors and/or entrepreneurial options supervised | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Number of recommendation letters written | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

1. If the candidate advises graduate students, the candidate’s graduate/graduate-professional advisees/mentees:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Masters | Doctoral | Professional |
| Number of students currently enrolled or active | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Number of graduate committees during the reporting period | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Degrees awarded during the reporting period | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Degrees awarded during career | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

### 

### Other Evidence of Instructional Activity

Cite other evidence of instructional productivity such as works/grants in progress or under review. Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities. Include evidence of instructional awards and peer recognition (within and outside the university).

Click or tap here to enter text.

# Section 5: Research/Creative Works (if applicable; to be completed by the faculty member)

The faculty member is encouraged to use a range of evidence demonstrating accomplishment, which can be included in portfolios or compendia of relevant materials. The faculty member is only expected to provide information on this form and accompanying evidence for categories that reflect their appointment percentages during the review period and will be evaluated accordingly. If the faculty member has generated research or creative work that emanates from their instruction and does not have research/creative works in their appointment, they should account for that work under Section 4, Instruction.

**Not applicable**

## Instructions and Guidance

Interaction with colleagues at conferences, media, journals, articles, newspapers and social media is excellent exposure and provides further education for the presenter as it does the audience.  All interactions with scholarship are appreciated. Below is a list of suggested items to include in this section:

* Media interactions: Non-tenured faculty/instructors are encouraged to interact with media outlets about their expertise and MSU in general. These efforts create MSU exposure to the public.
* Permanent media: Publishing a book or involvement in permanent media will be treated as bonus points toward the overall review unless included in the original contract.
* Publication of scholarly articles, books, book chapters or other academic contributions.
* Presentations at conferences or workshops.
* Participation in media interviews or contributions to popular media outlets related to their field.
* Obtaining grants or external funding to support research or projects.
* Recognition or awards for scholarly or creative work.

### List of Research/Creative Works

If applicable, provide a list of publications, presentations, papers, artistic and creative endeavors such as film and creative writing, performances, exhibitions, podcasts, websites, data sets, software, tools, projects with a public-engagement component and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and accurately indicate activity from the reporting period.

Click or tap here to enter text.

### Number of Grants Received (Primarily in Support of Research and Creative Activities)

* **During the reporting period**: Click or tap here to enter text.
* **During career**: Click or tap here to enter text.

### Other Evidence of Research/Creative Activity

Cite other evidence of research and creative productivity such as seminars, colloquia, invited papers; works/grants in progress or under review; patents; formation of research-related partnerships with organizations, industries or communities; and curatorial and patient care activities. Include evidence of peer recognition (within and outside the university).

Click or tap here to enter text.

### Evidence of Other Scholarship

Cite evidence of “other” scholarship (i.e., functions outside of instruction, research and creative activity, and servicewithin the academic and broader community). Address the scholarship, significance, impact and attention to the contextof these accomplishments.

Click or tap here to enter text.

# Section 6: Service (if applicable; to be completed by the faculty member)

The faculty member is encouraged to use a range of evidence demonstrating accomplishment, which can be included in portfolios or compendia of relevant materials. **The faculty member is only expected to provide information on this form and accompanying evidence for categories that reflect their appointment percentages during the review period and will be evaluated accordingly**.

**Not applicable**

## Instructions and Guidance

Service is defined as assisting internal and external MSU contact points. Being involved is of the utmost importance for cross-disciplines to interact and benefit from each other’s expertise.

Below is a list of suggested items to include in this section:

* Service to students, student clubs, extracurricular activities and continuing educational functions
* Service to MSU colleagues such as on committees, departmental duties, school/college assignments and task forces, and internal peer review groups
* Leadership roles in academic or professional organizations
* Collaborative efforts with MSU departments and organizations
* Service to external organizations (e.g., board membership, study sections)

### Service to Scholarly and Professional Organizations

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national and international levels) including elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization; editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affectedgroups or peers).

Click or tap here to enter text.

### Service within the University

List significant committee/administrative responsibilities and contributions within the university. Include service that advances the university’s commitment to diversity, equity and inclusion. Committee service includes appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards or graduate committees. Administrative responsibilities include the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; and grants received in support of the institution. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

Click or tap here to enter text.

### Service within the Broader Community

As a representative of the university, list significant contributions to local, national or international communities that have not been listed elsewhere (please note there is a separate Outreach/Community Engagement section if that is more appropriate for your appointment.). Appropriate contributions or activities may include technical assistance, consulting arrangements and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants, of activity that is primarily in support of or emanating from service within the broader community.

Click or tap here to enter text.

# 

# Section 7: Curriculum Development (if applicable; to be completed by the faculty member)

The faculty member is encouraged to use a range of evidence demonstrating accomplishment, which can be included in portfolios or compendia of relevant materials. **The faculty member is only expected to provide information on this form and accompanying evidence for categories that reflect their appointment percentages during the review period and will be evaluated accordingly**.

**Not applicable**

## Instructions and Guidance

This section will form the basis for the evaluation of curriculum development. This section should reflect a faculty member’s quality and engagement throughout their assigned appointment. Overall, curriculum development should be assessed holistically.

Below is a list of suggested items to include in this section:

* Instructional or assessment materials that have been developed for use by others in credit or not-for-credit learning environments.
* Evidence of participation in high-impact, co-curricular activities, awards and materials in support of teaching and learning; related research or creative scholarship, workshop, or presentations whether on-campus or for professional organizations.
* Materials related to committee service and/or other similar curriculum-related activities.
* Evidence of collaborative work with other areas of the college or campus.
* Evidence of diversity, equity and inclusion-related work in this area.
* Development of internal (MSU-specific) materials designed to support professional development for faculty, academic staff, extension and other communities
* Development of external (outside of MSU) materials designed to support professional development for educators, administrators and other communities.
* Other evidence of leadership in this area.

Click or tap here to enter text.

# Section 8: Administration (if applicable; to be completed by the faculty member)

The faculty member is encouraged to use a range of evidence demonstrating accomplishment, which can be included in portfolios or compendia of relevant materials. **The faculty member is only expected to provide information on this form and accompanying evidence for categories that reflect their appointment percentages during the review period and will be evaluated accordingly**.

**Not applicable**

## Instructions and Guidance

This section will form the basis for the evaluation of administration. Examples of materials that may be submitted as part of a dossier in administrative responsibility may include (but are not limited to):

* Evidence of leadership work supporting new administrative initiatives, and materials supporting related scholarship or presentations (e.g., conferences, workshops) whether they are on-campus, through extension, in the community or for professional organizations
* Materials related to committee service
* Evidence of inclusive and equitable administrative and/or managerial practices in alignment with MSU’s stated mission
* Evidence of collaborative administrative work with other areas of the college, campus, extension or other leadership in this area
* Evidence of a commitment to MSU’s professional standards (e.g. completing annual reviews for direct reports)

Click or tap here to enter text.

# Section 9: Outreach and/or Community Engagement (if applicable; to be completed by the faculty member)

The faculty member is encouraged to use a range of evidence demonstrating accomplishment, which can be included in portfolios or compendia of relevant materials. **The faculty member is only expected to provide information on this form and accompanying evidence for categories that reflect their appointment percentages during the review period and will be evaluated accordingly**.

**Not applicable**

## Instructions and Guidance

This section will form the basis for the evaluation of service within the broader community **if such activity is part of the faculty member’s appointment**. Dimensions to be addressed may include (but are not limited to):

* Application of instructional expertise and/or scholarship to voluntary roles in community-based organizations
* Establishment of community links, and voluntary leadership roles in community-based organizations
* Success in achieving grants and other forms of support for community service activities
* Success in completing assignments and projects for community service activities
* Responsiveness to societal needs and attention to the assets and goals of external groups
* Effectiveness in promoting the inclusion and advancement of diverse groups
* Development and evaluation of innovative approaches, strategies, technologies and service delivery systems
* Broader community service activities in professional/clinical, extension, international, rural or urban areas

Click or tap here to enter text.

# Section 10: Extension (if applicable; to be completed by the faculty member)

The faculty member is encouraged to use a range of evidence demonstrating accomplishment, which can be included in portfolios or compendia of relevant materials. **The faculty member is only expected to provide information on this form and accompanying evidence for categories that reflect their appointment percentages during the review period and will be evaluated accordingly**.

**Not applicable**

## Instructions and Guidance

This section will form the basis for the evaluation of extension. MSU extension reaches a diverse audience of community members. Any support or involvement with extension is taken with high regard. Serving the immediate community, the state of Michigan, the Midwest and the nation is an excellent way to make a lasting impact on one’s profession. Extension activities and research can be found on the MSU Extension website. An identified and confirmed channel of support shall be monitored through the faculty success portal and brought up at each review session.

Below is a list of suggested items to include in this section:

* Participation in workshops, field days or other extension events.
* Collaboration with extension agents, community organizations or industry partners.
* Development, implementation and/or participation in new or updated extension programs.

Click or tap here to enter text.

# Section 11: Clinical (if applicable; to be completed by the faculty member)

The faculty member is encouraged to use a range of evidence demonstrating accomplishment, which can be included in portfolios or compendia of relevant materials. **The faculty member is only expected to provide information on this form and accompanying evidence for categories that reflect their appointment percentages during the review period and will be evaluated accordingly**.

**Not applicable**

## Instructions and Guidance

This section will form the basis for the evaluation of clinical work. As non-tenured faculty/instructors, exposure to professions early in the learning phases is highly impactful to a student’s skillset when entering the workforce.

Below is a list of suggested items to include in this section:

* Further certifications or “terminal certificate” efforts that give MSU a better standing in the professional world and are useful for additional continuing education.
* Impactful exposure to real-world practitioners such as through curricula, guest speakers, club meetings and site visitations
* Continuing education that furthers knowledge of one’s specialty or industry focus through industry, innovation center and research involvement (paid or unpaid)
* Recognition by peers or professional organizations for clinical expertise
* Leadership in clinical program development or administration

Click or tap here to enter text.

# Section 12: Additional Appointment Categories (if applicable; to be completed by the faculty member)

The faculty member is encouraged to use a range of evidence demonstrating accomplishment, which can be included in portfolios or compendia of relevant materials. **The faculty member is only expected to provide information on this form and accompanying evidence for categories that reflect their appointment percentages during the review period and will be evaluated accordingly**.

## Instructions and Guidance

Additional duties may include other duties not covered in the previous categories.

**Not applicable**

### Additional Appointment Categories

If all your appointment categories are not listed in sections 2-5, list significant responsibilities and activities here.

Click or tap here to enter text.

### Integration Across Multiple Mission Functions

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and servicewithin the academic and broader community—as relates to your appointment percentages, past and present.

Click or tap here to enter text.

### Other Awards/Evidence

Cite other distinctive awards, professional development activities and any other evidence not covered in the preceding pages. If the reporting period differs from the usual review period, then justify and support that period here.

Click or tap here to enter text.

# Section 13: Grants and Proposals (if applicable; to be completed by the faculty member)

List grant proposals submitted during the reporting period related to teaching, research and creative activities, or service within the academic and broader community. Include grants supporting outreach, international, urban and extension activities.

**Please note that you may download a table from CGA instead of completing this form.**

**Not applicable**

|  | |  |  | Status | | |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Name of Granting Agency (Grantor:)  Focus of Grant (Focus:) | Date Submitted | Dollar Amount Requested | Pending | Dollar Amount Funded | Not Funded | Dollar Amount Assigned to Faculty Candidate (if Applicable) | Principal/Co-Investigators (if Not the Faculty Candidate) |
| I. | Instruction |  |  |  |  |  |  |  |
|  | Grantor: Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Click or tap here to enter text. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Focus:Click or tap here to enter text. | | | | | | | |
|  |  | | | | | | | |
|  | Grantor: Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Click or tap here to enter text. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Focus:Click or tap here to enter text. | | | | | | | |
|  |  | | | | | | | |
| II. | Research/Creative Activity |  |  |  |  |  |  |  |
|  | Grantor: Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Click or tap here to enter text. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Focus:Click or tap here to enter text. | | | | | | | |
|  |  | | | | | | | |
|  | Grantor: Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Click or tap here to enter text. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Focus:Click or tap here to enter text. | | | | | | | |
|  |  | | | | | | | |
|  | Grantor: Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Click or tap here to enter text. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Focus:Click or tap here to enter text. | | | | | | | |
|  |  | | | | | | | |
|  | Grantor: Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Click or tap here to enter text. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Focus:Click or tap here to enter text. | | | | | | | |
| III. | a. Service – Academic Community |  |  |  |  |  |  |  |
|  | Grantor: Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Click or tap here to enter text. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Focus:Click or tap here to enter text. | | | | | | | |
|  |  | | | | | | | |
| III. | b. Service – Broader Community |  |  |  |  |  |  |  |
|  | i. MSU Extension |  |  |  |  |  |  |  |
|  | Grantor: Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Click or tap here to enter text. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Focus:Click or tap here to enter text. | | | | | | | |
|  |  | | | | | | | |
|  | ii. Professional/Patient Care Activities |  |  |  |  |  |  |  |
|  | Grantor: Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Click or tap here to enter text. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Focus:Click or tap here to enter text. | | | | | | | |
|  |  | | | | | | | |
|  | iii. International Studies and Programs |  |  |  |  |  |  |  |
|  | Grantor: Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Click or tap here to enter text. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Focus:Click or tap here to enter text. | | | | | | | |
|  |  | | | | | | | |
|  | vi. Urban Affairs Programs |  |  |  |  |  |  |  |
|  | Grantor: Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Click or tap here to enter text. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Focus:Click or tap here to enter text. | | | | | | | |
|  |  |  |  |  |  |  |  |  |
|  | v. Other |  |  |  |  |  |  |  |
|  | Grantor: Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |  | Click or tap here to enter text. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Focus:Click or tap here to enter text. | | | | | | | |

1. Graduate assistants, undergraduate learning assistants and/or graders. [↑](#footnote-ref-2)