

**FORM D
INSTRUCTIONS**

**MICHIGAN STATE UNIVERSITY
Office of the Provost**

RECOMMENDATION FOR REAPPOINTMENT, PROMOTION, OR TENURE ACTION

Recommendations for reappointment, promotion or tenure action are based upon a faculty member's scholarly contribution. As Provost Wilcox has noted in his annual fall memorandum to deans, directors, and chairpersons, "The essence of scholarship is the thoughtful discovery, transmission, and application of knowledge, including creative activities, that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as scholarship is that it be deeply informed by the most recent knowledge in the field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate, and criticism."¹ Consistent with the fact that there are multiple forms of scholarship, the attached forms provide the opportunity to document, provide evidence for, and assess faculty scholarship in the functional areas of instruction, research and creative activities, and service within the academic and broader community, as well as in cross-mission initiatives.

It is often difficult to identify a scholarly activity as belonging solely to one of the main functional areas of instruction, research and creative activities, and service. Candidates should list scholarly contributions according to their primary focus. They should further describe, where appropriate, any value added by such activities to the other functional areas. Thus instruction may have research, creative, and service components, while specific research and creative activities may have identifiable instructional and service segments. Similarly activities primarily and traditionally thought of as being service may also contribute to any or all of the main functional areas. Examples include outreach, professional/clinical, international (including International Studies and Programs), urban (including Urban Affairs Programs), and MSU Extension activities. Chairpersons and directors are encouraged to evaluate faculty accomplishments for those activities in preparing the summary evaluation for each of the functional areas and, where appropriate, to comment on the impact on communities of the candidate's work. In addition to a section for each of the main functions, another section is provided that, as relevant, allows the candidate to summarize and the chair to evaluate scholarly work that is integrated across the functions or does not necessarily fit into one or more of the other categories.

All faculty activities and accomplishments must be judged upon their quality, which requires both continuing improvement and continuous engagement. A specific framework for evaluating scholarly activities and contributions includes (but is not restricted to) the following dimensions: scholarship, significance, impact, and attention to context. These dimensions are embedded as possible criteria for assessment in the summary evaluation by chairpersons and directors for each functional area.

- Scholarship – To what extent is the effort consistent with the methods and goals of the field and shaped by knowledge and insight that is current or appropriate to the topic? To what extent does the effort generate, apply, and utilize knowledge?
- Significance – To what extent does the effort address issues that are important to the scholarly community, specific constituents, or the public?
- Impact – To what extent does the effort benefit or affect fields of scholarly inquiry, external issues, communities, or individuals? To what extent does the effort inform and foster further activity in instruction, research and creative activities, or service?
- Attention to Context – To what extent is the effort consistent with the University Mission Statement, issues within the scholarly community, the constituents' needs, and available resources?

¹ The Provost's annual fall memorandum also indicates that the quality of performance by faculty in instruction, research and creative activities, and service is fundamental for decisions about reappointment and tenure. The needs of the academic unit can, on occasion, be more important than performance as a factor in the decision (see especially the statement on Non-Tenured Faculty in the Tenure System).

Fuller explanation and discussion of these four dimensions appears in *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach* available through University Outreach's website:

www.msu.edu/unit/outreach/publications.html

A complete submission should include the following:

- | | |
|------------|--|
| Form D-I | Recommendation Form to be filled out by chairpersons or directors and deans |
| Form D-II | Summary Information to be filled out by chairpersons or directors and deans |
| Form D-III | Summary Evaluation of each of the functional areas: Instruction, Research and Creative Activities, and Service within the Academic and Broader Community to be filled out by chairpersons or directors |
| Form D-IV | Materials submitted by the candidate: <ul style="list-style-type: none">• Evidence of scholarly activities as requested on pages 7-16• A reflective essay about accomplishments over the reporting period (5 page maximum)• A curriculum vita as a more complete listing of scholarly activities and works• Other evidence as required by the unit (such as letters from reviewers) or desired by the candidate |

Please note that, wherever needed, additional sheets may be attached.

The review period begins with the date of appointment or most recent reappointment/promotion. The reporting period is that period actually discussed and reported upon in the various sections of Form D by the candidate, chairperson or director, and dean. The reporting period is normally the same as the review period, but this may be inappropriate in certain extraordinary situations (for instance, due to leaves, change in assignment, or an abnormally short or long review period). In such a case, the candidate, chairperson or director, and dean should agree upon an appropriate reporting period, which they should then justify and support within the body of the form.

It is recommended that the entire package, including these instructions, be provided to those members of the faculty who are being considered for promotion, tenure, or reappointment action.

In accordance with the Bylaws for Academic Governance, the Office of the Provost consulted with the University Committee on Faculty Affairs and the University Committee on Faculty Tenure on this form, with final advice received on December 5, 2000 and January 10, 2001, respectively.

FORM D - I

**MICHIGAN STATE UNIVERSITY
Office of the Provost**

RECOMMENDATION FOR REAPPOINTMENT, PROMOTION, OR TENURE ACTION

Name _____ Date _____
Last First Middle

Present Rank _____ Appointment Basis AY or AN

Primary Department Name _____ Second Department Name _____ Other Dept. Name _____

Primary College Name _____ Second College Name _____ Other College Name _____

U.S. Citizen or Permanent Resident? YES NO (If NO, tenure cannot be awarded)

Years of full-time MSU faculty service as of next August 16 as:

INSTRUCTOR _____ ASSISTANT PROFESSOR _____ ASSOCIATE PROFESSOR _____

Years of full-time faculty experience as of next August 16 (MSU & other) _____

Highest Degree _____ Institution _____ Date _____

Additional Training/Education/Certifications/Licensure _____

Review Period Begin Date _____
The review period begins with the date of appointment or most recent reappointment/promotion.

RECOMMENDATION BY DEPARTMENT CHAIRPERSON/SCHOOL DIRECTOR:

- Reappoint as Assistant Professor for probationary period of three years
- Reappoint as Assistant Professor and award tenure
- Reappoint as Associate Professor and award tenure
- Do not reappoint
- Promote to Assistant Professor
- Promote to Associate Professor and award tenure
- Promote to Associate Professor
- Promote to Professor and award tenure
- Promote to Professor

Recommendation by Dean: _____

Recommendation by Provost: _____

Primary Chairperson/Director Signature _____ Second Chairperson/Director Signature _____ Other Chairperson/Director Signature _____

Primary Dean/Adm. Head Signature _____ Second Dean/Adm. Head Signature _____ Other Dean/Adm. Head Signature _____

Provost Signature _____

Reappointment without tenure and non-reappointment for faculty with a probationary end date of August 15 of next year is effective August 16 of next year. Reappointment with tenure is effective the first day of the month following the Board of Trustees' approval. Promotion without granting tenure is effective July 1. Promotion plus granting tenure is effective the first day of the month following Board of Trustees' approval.

FORM D – II SUMMARY INFORMATION

Summary Ratings of Scholarly Contributions by Department Chairperson/School Director:

The purpose of this summary is to assess the candidate’s performance in relationship to expectations across the functional areas of instruction, research and creative activities, and service within the academic and broader community. For relevant sub-functions, indicate the faculty member’s performance by placing an “X” under the most appropriate rating (from excellent to poor). Performance should be evaluated relative to 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 “research and creative activities” is a national/international comparison within the discipline.

Particular care should be taken with scholarly contributions that have their traditional home as service within the broader community. (Arenas singled out for mention are MSU Extension, Professional/Patient Care Activities, International Studies and Programs, and Urban Affairs Programs.) Such activities should be evaluated where they are most appropriate, be that instruction, research and creative activities, or service within the academic and broader community.

Performance Ratings

Function	Sub-Functions	Assignment % of Time	Excellent	Very Good	Avg.	Below Avg.	Poor
INSTRUCTION	Undergraduate*						
	Graduate*						
	Non-Credit Instruction						
	Academic Advising						
RESEARCH & CREATIVE ACTIVITIES	Research & Creative Activities						
SERVICE	<i>Academic:</i> Within Scholarly and Professional Organizations						
	<i>Academic:</i> Within the University						
	<i>Within the Broader Community:</i> MSU Extension						
	Professional/Patient Care Activities						
	International Studies and Programs						
	Urban Affairs Programs						
	Other						
OTHER**	Other (specify)						
OVERALL RATING		100%					

* Include credit courses only, on and off campus.

** See Form D-IVD, “Additional Reporting.”

FORM D - III A INSTRUCTION

Summary Evaluation of Instruction by Department Chairperson or School Director:

Evaluate the faculty member's scholarly contributions whose primary focus is **instructional**. Dimensions to be addressed may include (but are not limited to):

- *Credit instruction, on and off campus; course and curriculum development; experimental curricula; development of instructional materials such as textbooks or software; technology enhanced instruction;*
- *Non-credit instructional activities including the development of certificate programs, community programs, extension programming, etc.;*
- *International instruction such as instruction abroad, comparative/international courses on campus, etc.;*
- *Patient care activities in support of instruction;*
- *Academic advising (making clear what the appropriate responsibilities and expectations are); and*
- *Instructional activities in professional/clinical, extension, international, or urban arenas.*

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

FORM D - III B RESEARCH AND CREATIVE ACTIVITIES

Summary Evaluation of Research and Creative Activities by Department Chairperson or School Director:

Evaluate the faculty member's scholarly contributions whose primary focus is **research and creative activities**. 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; and*
- *Research and creative activities in outreach, professional/clinical, extension, international, or urban 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, etc.; 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, referees, etc.; grants received in support of research; and research awards or other forms of professional/alumni recognition.*

FORM D – III C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

Summary Evaluation of Academic Service by Department Chairperson or School Director:

1. Evaluate the faculty member's scholarly contributions in activities whose primary focus is **service within the academic community**—within professional and scholarly organizations or within 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 in external professional organizations;*
 - *Membership on department/school, college and university governance committees;*
 - *Ad hoc service involvement in special study groups/committees, service on internal/external review panels, member of grievance panels, etc.; and*
 - *Academic service activities in outreach, professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to 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.*

2. Evaluate the faculty member's scholarly contributions in activities whose primary focus is **service within the broader community**. Dimensions to be addressed may include (but are not limited to):
 - *Application of scholarship to voluntary roles in community-based organizations;*
 - *Establishment of community links, 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 systems of service delivery.*
 - *Broader community service activities in professional/clinical, extension, international, or urban 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, 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.*

FORM D - III D ADDITIONAL REPORTING

Summary Evaluation of Candidate's Special Foci by Department Chairperson or School Director:

Where appropriate, evaluate the faculty member's scholarly activities and contributions **across the functional areas** of instruction, research and creative activities, and service within the academic and broader community. While the faculty member's accomplishments may be reported under any of the functional areas or on the additional reporting page (D-IVD), this space provides an opportunity for special comments where the faculty member's work shows integration across the functions or has had a particular focus. This is also the appropriate place for discussion of any contributions or accomplishments that do not naturally fit elsewhere.

FORM D – IV A INSTRUCTION, continued

3. Academic Advising:

a. Faculty member’s activity in the area of academic advising. 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:

Graduate:

Graduate/Professional:

Other:

b. Candidate’s undergraduate advisees (if applicable to individual under review):

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees				

c. Candidate’s graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):

	Masters	Doctoral	Professional
Number of students currently enrolled or active			
Number of graduate committees during the reporting period			
Degrees awarded during the reporting period			
Degrees awarded during career			

FORM D – IV A INSTRUCTION, continued

4. List of Instructional Works:

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

5. Other Evidence of Instructional Activity:

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

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

1. List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, 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, in particular, accurately indicate activity from the reporting period. Items to be identified:

- 1) Books
- 2) Book chapters
- 3) Bulletins or monographs
- 4) Articles
- 5) Reviews
- 6) Papers and presentations for learned professional organizations and societies
- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
- 8) Reports or studies

Indicate peer-reviewed or refereed items with a “*”.

Indicate items with a significant outreach component with a “**” (determined by the faculty member)

2. Quantity of Research/Creative Works Produced:

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period								
During career								

3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):

During the reporting period: _____

During career: _____

4. 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 (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

1. Service within the Academic Community

a. 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 (refer to Form D-IVE); 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 affected groups or peers).

b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. 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; grants received in support of the institution (refer to Form D-IVE), etc. 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).

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY,
continued

2. 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. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. 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 (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

FORM D - IV D ADDITIONAL REPORTING

1. Evidence of Other Scholarship:

Cite evidence of “other” scholarship as specified on p. 1 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

2. 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 service within the academic and broader community.

3. Other Awards/Evidence:

Cite other distinctive awards, accomplishments of sabbatical or other leaves, 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.)

FORM D - IV E GRANT PROPOSALS

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

Name of Granting Agency (Grantor: Focus of Grant (Focus:))	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/ Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
I. Instruction							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
II. Research/Creative Activity							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							

* Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/ Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
III. a. Service – Academic Community							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
III. b Service – Broader Community							
i. MSU Extension							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
ii. Professional/Patient Care Activities							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
iii. International Studies and Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
vi. Urban Affairs Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
v. Other							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							

* Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.