

Matrix, Tenure & Promotion to Senior Instructor Application
Department of Communication Personnel
Committee Procedure Manual and
Evaluation Guidelines (Revised August 2014)

Candidates should provide evidence of excellence in each category, but candidates do not need to provide evidence for each example listed within. The following demonstrates possible options an instructor can use to provide evidence of excellence in the three categories of evaluation.

Evidence of successful student learning outcomes

The applicant must show strong teaching in multiple categories below.

<i>Criteria for Promotion</i>	<i>Accomplishments (examples below in italics...to be filled in by applicant)</i>	<i>Artifacts</i>
A summary of all available student evaluations, semester by semester, for each semester taught over the prior five or more academic years, indicating sustained excellence in teaching. REQUIRED	Tables with summary course evaluation data are included in Teaching Documentation section. During this evaluation period my evaluations each semester were at or above dept means.	<i>Section page number(s)</i> A 1-6
<i>Documents required: course syllabi</i>	Courses taught: COM115 COM115H COM307 GEP101 COM397 Political Speechwriting	<i>B 1-7 C 1-4 D 1-2 E1-6 F 1-6</i>
In addition, candidates must provide documentation to support your case from the list below		
Departmental teaching evaluations with an aggregate mean of at least 4.5 out of 6.0 for the previous five years	On average my evaluations ranged above 4.5 and my COM307 evaluations are more than 1.5 points over the departmental mean	A 1-6
Typically receiving MSU Online teaching evaluations of at least 4.0 out of 5.0 for online courses taught within the previous five years	Not applicable	
Presentation(s) at a formal faculty teaching development opportunity (e.g., Faculty Center for Teaching and Learning workshop, Showcase on Teaching & Learning, external conference related to teaching)	Presented on Ethical Leadership at MSUTalks - September 2014. Presented <i>Beyond the Syllabus: Using</i> with Dr. Gloria Galanes & Lynn Borich at the Showcase on Teaching & Learning – August 2013	<i>G 1 G 25</i>

Evidence of consistent participation and involvement in student development or recruitment events	Participated in the Majors Fair in September of 2009, 2010, 2011, 2012, & 2013. Represented the Communication Department at COAL's Kansas City recruitment event in March 2010.	
Invitations to teach to external audiences based on reputation or professional expertise	Led a workshop on successful campaigns to the Community Leadership Conference 2012. Presented to the Southwest Missouri League of Women Voters in May 2010. Developed a presentation on Successful Neighborhood Communication for Caring Communities in 2010.	
Student awards (department, college, university, etc.) with the assistance of the faculty member	My students won the Showcase in FA13 and SP14. Five of my COM115/COM115H students placed in the top five in the Vicki Stanton Public Speaking Showcase in FA10- SP13.	
Evidence of effective training and supervision of teaching and graduate assistants over the course of the evaluation period	Mentored 15 COM115 graduate teaching assistants as assigned 2009-2013. Provided classroom observations, reviewed lesson plans, and was regularly observed by GAs.	G 27
Favorable peer/colleague evaluation based on class observation and changes noted in teaching and learning based on that feedback	Observed by Dr. Shawn Wahl 2014, Jerri Lynn Kyle & Randy Dillon – 2011, by Deborah Craig – 2010. Observed by John Bourhis – 2003. Noted and integrated suggestions based on feedback.	B 24-27 E 48 G 42
Receiving teaching awards or honors (on the local (department/college/university), regional or national level)	Received the 2013 Marcia Morriset Award for Outstanding Service to Honors Education - Honors College	G 29-30
Pre-and post evaluations (if available) of student learning to demonstrate an increase in knowledge and skills taught in a specific content area		

Evidence of the use of effective teaching modalities

The applicant must demonstrate effectiveness in multiple categories below.

<i>Criteria for Promotion</i>	<i>Accomplishments (to be filled in by applicant)</i>	<i>Artifacts</i>
The ability to adapt teaching methods to the needs of students;	Adapted to anxious students and none to limited experience by providing numerous low-risk speaking opportunities. Adapted to students with extensive public speaking experience by providing appropriate feedback to ensure continued improvement and growth. Used discussion boards to allow students to respond to assigned material in a written format. Used frequent, relevant video examples to reinforce concepts.	B 28-31 B 27a C 31-32 D 3 E 49-50 F 36-37

Address multiple learning styles;	Incorporated a variety of teaching methods and discussion of learning and listening styles into classroom discussion in order to meet the needs of students with a mix of styles. Organized class activities and assignments to meet diverse needs of students using a combination of class discussions, activities, and projects including structured facilitation of chapters from the text. Examples of a group activities as well as other activity examples are included in the portfolio.	<i>B 11-12 C 3-4 E15-18</i>
Incorporate feedback into teaching methods; using instructional tools and technologies appropriately;	Using student feedback, have increased the quantity of example speeches shown in class and have incorporated online assignments allowing students to watch speeches and debates as out of class assignments.	<i>C 7</i>
Incorporate cognitive, behavioral and affective learning goals;	Developed activities to enhance content mastery, skill reinforcement, and application of concepts. Incorporate small group activities to allow peer to peer teaching to occur. Students report the use of relevant activities including; reviewing example speeches, doing group work, facilitating chapter discussions, applying chapter readings to current event analyses, etc., increase their understanding of the course content	<i>B 11-12 C 29-30 F13-35 F36-37</i>
Incorporate the public affairs mission.	Use assignments introduce/reinforce engagement with the public affairs mission and developed a speech assignment focused on ethical citizenship. Provided opportunities for students to experience hands-on learning of unfamiliar cultures.	<i>C 5 F 7 F 8</i>
Evidence can be demonstrated using examples from below:		
Documentation of student satisfaction with assignments as contributing to course goals	Varied assignments and activities used for students to engage with the course content. Students report satisfaction with the classes on midterm and end of course evaluations as a result of their experiences working in groups, with activities and relevant examples.	<i>E 49</i>
The incorporation of service learning or practical projects into courses	The final project for GEP101 requires students to integrate what they have learned about themselves as well as campus resources during the semester enabling them to proceed through subsequent semesters more successfully. The final exam for Honors sections is an oral final in which students analyze their skill development and experiences in the course.	<i>F13-35 C 8</i>
Teaching courses online or via distance education		

Descriptions and examples of effective instructional technologies used to present concepts and to facilitate class organization, activities, and discussions	Developed Ted Talks assignment for use in COM115 and COM115H. Use of discussion boards in COM307 and COM115 organized around assigned readings and current events. Group assignment in COM115H is facilitated by use of Blackboard groups.	<i>B 8</i>
Evidence of successful grant proposals and funding to enhance teaching		
Participation in Study Away programs		
Development of new materials or significant innovation used in traditional course delivery		
Evidence of involvement with and effectiveness in interdisciplinary courses or approaches to teaching	Participation in high-impact Learning Communities since 2010. Used linked courses connecting my own GEP and COM115 sections for student cohorts in FA11, FA12, FA13 & FA14 and linked my GEP and COM sections to other instructor's classes in FA10 & FA11. Moderated SGA debate in April 2014	<i>F 1-37</i> <i>G 24</i>
Successful implementation of teaching techniques gathered from participation in faculty teaching development opportunities		

Evidence of leadership in curriculum development, advising or other appropriate university service

This includes the willingness and ability to make significant contributions to one's courses and to the department, college, university and community

The applicant must demonstrate effectiveness in multiple categories below.

<i>Criteria</i>	<i>Accomplishments (to be filled in by applicant)</i>	<i>Artifacts</i>
Development of a new course	Developed COM397 – Political Speechwriting as an intersession course	<i>G 32-35</i>
Evidence of commitment to official Department academic advising duties, including lists of advisees, Master Advisor status for each year, accomplishments	Advised SOAR students since 2010. Obtained Master Advisor status in January 2010 and have maintained Master Advisor status. Advise 35 students, departmental guideline for instructors is 15.	<i>G 7-16</i> <i>G 20-23</i>
Effective management or coordination of programs within the Department		
Service to the University in the form of consistent, active participation in Departmental, College of Arts and Letters, and University committees	Elected as the Instructor rank representative to Faculty Senate 2013-2014. Service on departmental scholarship committee 2011-present, member of Family Program Coordinator search committee 2014, member of COAL scholarship committee 2013-2014, member of Basic Course Director search	

	committee 2013, member of the Common Reader Curriculum Committee 2012-present, member of department head search committee 2012.	
Evidence of effective advising to student organizations		
Evidence of organizing events, conferences, or other activities that contribute to the Missouri State University community	Collaborated with Women's History Month committee to obtain and host a screening of and panel discussion about the documentary <i>Miss Representation</i> 2012	G 36-38
Engagement in professional activities at national, regional, and/or state levels (e.g., NCA, review papers for conferences or serve on association committees)	Attended the American Democracy Project conference in 2013 & 2014 and received training in use of Global Challenges curriculum. Attended the National Communication Association conference in 2011,	
Participation in community service related to the mission of the University or teaching duties	Promote, recruit and advise for the campus participants in the Sue Shear Institute for Women in Public Life's 21 st Century Leadership Academy 2010-present. Promotion of the common reader to community partners 2013-present. Developed a presentation on effective neighborhood communication for use by Caring Communities 2010.	G 3-6 G 18-19
Serving as a mentor to a graduate assistant	Mentored 15 COM115 graduate teaching assistants as assigned 2009-2013. Provided classroom observations, reviewed lesson plans, and was observed by GAs.	G 27
Receipt of awards or honors based on service to a community or professional organization in an area of professional expertise	Silver Addy award for early literacy public service announcement 2010	
Hold an office or participate in active service to a professional committee in national, regional, or state organization in the area of expertise		