

Dean's-Level Expectation:

What is an Assistant Professor?

(with specific reference to MSU as a research, intensive, Land Grant institution, with international obligations)

There is clear and abundant evidence that the assistant professor is **confirming the potential seen in her or him at the time of initial appointment.**

1. **Establishing focus in one's work-one's "headline"-is critical.** Focus represents a targeted area of scholarship for which one is known, a domain in which a scholarly reputation is built. There must be evidence that the declaration of focus is substantiated by high-quality, nationally (and/or internationally) competitive work in at least one dimension of the academic mission.
2. **There is abundant evidence that all assignments are being undertaken with attention to scholarly quality and with work completed on a timely basis.** Put another way, there are no apparent weaknesses in any of the primary areas of responsibility. The faculty member is perceived to be competent and has her or his "act together."
3. **There is widespread recognition of collegial engagement and contributions.** The faculty member works collaboratively with peer and takes on and completes (with quality) assignments in teams. This includes project work, team-teaching, and governance and related assignments at the unit level and beyond.
4. **There is evidence of contributions being made to students-undergraduate and/or graduate.** These contributions include guest lecturing, teaching courses, serving as a club advisor, and mentoring-advising graduate students.
5. **There is a strong conviction that the faculty member "is on the right track" with a high probability of experiencing a positive review at time of promotion to associate professor with tenure.** Weaknesses in 1-4 are noted at the first reappointment...unless it is felt that the burden of evidence suggests against a reasonable chance of success at the time of the next review.

When submitting dossiers for reappointment there is documentation of evidence and alignment of commentary-with what the candidate says about himself/herself and what the unit administrator and MSU peers say about the candidate's work. A point of comparison is the candidate's performance relative to what would be expected at MSU's peer institutions.

What is an Associate Professor?

(with specific reference to MSU as a research-intensive, land-grant institution, with international obligations)

There is clear and abundant evidence that the associate professor has established himself or herself as an accomplished academic.

1. **It is obvious-by declaration, evidence, and reputation-that the associate professor has established her or his "headline" of academic focus.** Focus represents a targeted area of scholarship for which one is known, a domain in which a scholarly reputation is built. The associate professor's reputation is substantiated by high-quality, nationally (and/or internationally) competitive work in at least one dimension of the academic mission.
2. **There is abundant evidence that all assignments are being undertaken with attention to scholarly quality and with work completed on a timely basis.** Put another way, there are no apparent weaknesses in any of the primary areas of responsibility. The faculty member is perceived to be competent and has her or his "act together."
3. **There is widespread recognition of collegial engagement and contributions.** The faculty member works collaboratively with peer and takes on and completes (with quality) assignments in teams. This includes project work, team-teaching, and governance and related assignments at the unit level and beyond. In taking on these assignments, the associate professor is viewed by many peers and others (e.g., administrators) as an academic leader-a person who (with time) will have senior standing in the Academy.
4. **There is evidence of contributions being made to students-undergraduate and/or graduate.** These contributions include guest lecturing, teaching courses, serving as a club advisor, and mentoring-advising graduate students.
5. **There is a strong conviction that the faculty member "is on the right track" with a high probability of experiencing a positive review at time of promotion to professor.** Weaknesses in 1-4 are noted at the time of promotion to associate professor ... unless it is felt that the burden of evidence suggests against a reasonable chance of success at the time of the next review.

Dean's-Level Expectations:

What is a Professor?

(specific reference to MSU—

a research-intensive, Land Grant institution, with international obligations)

- 1 A professor has an **established reputation at the national and/or international level(s)** in her or his field(s) of study*. The reputation has been earned through years of sustained success and includes a verifiable record of accomplishment.

- 2 The professor has a **reputation of being at the leading-edge of thinking and, often, practicing**. True to the definition of scholarship, the professor creates or generates new knowledge, which is peer-reviewed and/or affirmed, and (then) used by others in their work. This approach translates into having a record of securing grants and contracts; of advancing knowledge through publication in high-end publications; and being cited by peers and practitioners as a source for their work.

- 3 A professor **has presence, as a leader, at MSU and beyond** (e.g., professional societies, national-level and/or international organizations). She or he "leaves a mark" because Initiatives and programs exist because of a professor's engagement. In light of a professor's standing, she or he is invited to speak at conferences; earns awards and honors from professional, civic, and industry organizations; is invited to serve on review panels; and is, generally, a "go to" person on topics associated with her or his expertise.

- 4 There is a **longstanding and consistent track record of quality of performance with impact of activities** in (at least) one dimension of the academic mission (e.g., research), and frequently in multiple dimensions, across the mission. The professor takes pride in doing work well, whether that work involves teaching an undergraduate class, chairing a task force, or writing a research proposal. Others provide testimony to the quality and impact of a professor's work.

- 5 A professor **mentors well, giving time and attention to the importance of guiding the next generation of scholars**--from undergraduate students, to graduate students, to post-docs, and to junior faculty members. A professor often has a successful track record in graduate education; and strives to involve undergraduate students in innovative and career-influencing ways. A professor also serves as a faculty mentor-informally and formally-and she or he often has a presence in academic governance at the department, college, or university levels.

*When submitting dossiers for promotion to professor there is documentation of evidence and alignment of commentary--from what the candidate says about himself or herself; to what the unit administrator and MSU peers say about the candidate's work; to what is written about the candidate by nationally-internationally recognized scholars from MSU peer institutions.