

## **Guidelines for Annual Review, Reappointment, Awarding of Continuing Appointment Status, and Promotion of Academic Specialists**

The MSU [Academic Specialist Handbook](#) outlines the policies related to employment as an Academic Specialist including University minimum requirements for reappointment and promotion. This Handbook specifies that each unit must establish appropriate procedures and criteria for guiding reappointment and promotion of Academic Specialists. This document specifies the criteria and procedures used by the Broad College of Business (Broad) and its affiliated units related to the appointment, reappointment, review, award of continuing appointment status, and promotion of Academic Specialists.

Academic Specialists can be appointed into the Continuing System or as Fixed Term status. Continuing System Academic Specialists are under probationary periods and are reviewed per the probationary guidelines in the Academic Specialist Handbook. Academic Specialists that have been granted Continuing status are no longer under probationary periods. Fixed Term Academic Specialists are employed on a fixed term basis with an end date and do not have probationary review periods.

For Academic Specialists in the Continuing System, reappointment, including the awarding of continuing appointment status and promotion to the rank of senior academic specialist, is predicated not merely on time spent in the position, but on the exemplary performance of assigned duties, professional development, excellence in scholarly and creative activity, leadership, and contributions to the institution. The underlying premise is that individuals appointed as academic specialists are professionals dedicated to the performance of their responsibilities, the advancement of the University and maintaining Michigan State University as a premier land-grant, AAU University. In the Broad College of Business, review narratives should be articulated in terms of the candidate's cultivated path to intellectual leadership organized around the categories of sharing knowledge, expanding opportunities, and mentorship/stewardship. As they progress in rank, they take on broader values-based mentorship and stewardship roles.

Academic specialists are appointed to undertake responsibilities in a range of functional areas, including teaching, curriculum development, academic advising, research, and service /outreach. Because the responsibilities of academic specialists vary widely, each position must have an individualized written job description associated with it. The initial or subsequent appointment description (the academic specialist form) defines the basic area(s) in which the individual should devote energy and attention in career progression. Detailed descriptions of these are provided in the [Academic Specialist Handbook – Appendix A](#).



The unit administrator should consult with the candidate at the start of the appointment and the review committee at the start of the review process as to the candidate's specific job descriptions and corresponding expectations. Candidates with multiple areas of responsibility must be evaluated in all areas of responsibility. This document describes Broad policies and procedures for continuing system appointments.

## ANNUAL REVIEW

All specialists, regardless of appointment type, must receive an annual performance review by the appointing unit.

All academic specialists must maintain an on-going *position portfolio* that documents their activities and contributions. This portfolio should contain materials recording their professional development and documenting the contributions they have made to their unit, APUE, the University, and their professional field beyond the university. These materials provide the basis of the annual review.

Academic Specialists with a probationary appointment or with continuing appointment, shall be evaluated annually to determine progress toward goals and/or the identification of goals. The academic specialist shall be notified when the evaluation is to take place, what procedures are to be followed, and what criteria are to be used for the evaluation. This notification should be at the time of appointment and, subsequently, two months prior to the evaluation.

- A written summary of this evaluation shall be placed in the personnel file in the unit and given to the academic specialist within 30 calendar days of the evaluation. Unit administrators must review such evaluations personally with the academic specialist.

Academic specialists with fixed term appointments must be reviewed annually by their unit administrator. Appointments lasting six months or more should be reviewed by no later than two months prior to the appointment ending date regardless of the probability of reappointment.

The annual evaluation procedures for the academic specialist in the continuing appointment system are to be used for this annual evaluation to the fullest extent possible. A summary of this evaluation shall be placed in the personnel file in the unit and be given to the academic specialist.

For academic specialists engaged in teaching, peer evaluations of teaching should be included in their annual evaluation for at least the first three years of service as an MSU instructor and should continue to be performed annually if the unit has any concerns about the individual's teaching. In addition, a peer teaching evaluation should be performed the year before reappointment or promotion. The time period between peer teaching evaluations should not exceed three years.

Each year, during the required annual performance review, unit administrators should discuss with eligible academic specialists the criteria for review and the specialist's

progress in the context of the review timeline. The administrator shall provide a written copy of the annual review to the academic specialist. The administrator should also involve the individual in the drafting of any relevant memoranda of understanding (MoU) between units in the case of a joint appointment or joint assignment and provide a copy with the signature of all parties and the College of the resulting MoU to the individual so that it may be included in their review materials. Each individual must be given an opportunity to attach a written response that will be kept on file as part of the review.

## FIXED-TERM SPECIALISTS

Fixed term appointments are utilized for a variety of reasons including how the position is funded, uncertain demand, or a temporary need. The fixed-term academic specialist is appointed with an end date on an academic year or annual basis or for shorter periods. Generally, repeated fixed-term appointments should not be used as a mechanism to by-pass the continuing appointment system. However, positions funded with grant or other non-general funds normally are fixed term in nature. Should circumstances around the position change, it may be possible to move into the continuing system.

The decision to move a Specialist from fixed-term to continuing system should rest on a) anticipation of the continuing need for the position, b) anticipation that funding will continue into the future, c) the responsibilities of the position are more appropriately assigned to academic specialists in the continuing system. In order to move a Fixed-Term Academic Specialist employee into the Continuing System, the employee must provide a current CV and updated [position description form](#) to the Unit Administrator. The Unit Administrator will consult with the Senior Associate Dean on the merits of the case and will need to provide a memo of support to the Dean's Office. If the unit approves of this change in employee classification, the employee and unit must then follow the procedure specified in this policy.

Academic Specialists in the continuing system must go through two probationary periods prior to being awarded Continuing System Status. Fixed-term specialists seeking to join the continuing system must also go through a probationary period prior to seeking Continuing System Status. In rare cases, previous appointment service (within or outside of the University) **may** be counted toward the Academic Specialist Appointment System probationary periods. The major criteria for awarding credit for previous service are the level of performance and similarity of duties in the previous and new positions. Requests for recognition of prior employment service as applicable to Academic Specialist Appointment System service requires a written recommendation by the unit administrator, written concurrence of the dean/separately reporting director, and the written approval of the Provost.

Appointment in the Continuing system must precede the award of Continuing System Status. Requests for appointing a fixed-term specialist into the continuing system must happen at the appointment renewal time for the employee. It is not related to the timeline in Appendix A for continuing system reviews.

## REAPPOINTMENT AND AWARD OF CONTINUING APPOINTMENT STATUS

An academic specialist in the continuing system is appointed initially for a probationary period of three years and may be reappointed for an additional probationary period of three years. If an academic specialist in the continuing system is appointed beyond the two probationary periods, continuing appointment status is granted.

### Sample timeline in the Academic Specialist in the Continuing System

Year	Year 1	Year 2	Year 3*	Year 4	Year 5	Year 6**	Year 7+
<b>Status</b>	First Probationary Period			Secondary Probationary Period			Continuing Appointment Status
<b>Action</b>		Initial reappointment review			Review to award continuing appointment		
<p><i>*Year 3 becomes the terminal year if reappointment is not granted</i></p> <p><i>**If continuing appointment is granted, it takes effect July 1 of Year 6 after it has been approved by the Board of Trustees. If continuing appointment status is not granted, year 6 is the terminal year of appointment.</i></p>							

Note that promotion and award of continuing appointment status are considered separate decisions by the Broad College and require distinct support for each decision. Appendix A of this document provides the timeline for submitting materials in support of a request for reappointment and the process of reviewing and recommending reappointment.

Reviews for reappointment and reappointment with award of continuing appointment status are based on the individual's performance in all assigned duties for the position. Reappointment after the first probationary period is granted based on demonstrated satisfactory performance and demonstrated growth toward meeting the criteria for granting continuing status. Granting of continuing status is based on demonstrated on-going outstanding performance of the responsibilities assigned to the position, and a demonstrated and growing capacity for broader leadership within and outside the university.

The Dean offers a recommendation to the Provost based on a review of all materials submitted to the dean's office, including the recommendation of the review committee and that of the candidate's supervisor.

## PROMOTION TO SENIOR ACADEMIC SPECIALIST

In addition to excellence in performance which warrants reappointment and/or continuing appointment status, a small number of academic specialists may achieve a level of distinction to justify promotion to the rank of senior academic specialist. Such a distinction is to be limited to a small number of individuals appointed in the academic specialist appointment system. As an Academic Specialist, promotion to senior status should be based on long-term, high-level performance, not merely time in rank (for a minimum of 60 FTE at the university).

This long-term, high performance in the position is demonstrated by assigned duties and recognition by peers and colleagues both within the University and regionally, nationally, or internationally based on what is appropriate for the specific position. Such recognition is to be based on external peer review involving evaluation of performance of the specialist according to their Specialist Position Description in one or more of their assigned functional areas: teaching, advising, curriculum development, research/creative activity, and/or public service/outreach.

A promotion recommendation requires a robust review of the specialist's ability to demonstrate (1) long-term, high performance in their position, (2) endorsement by the unit review committee, academic unit administrator, intermediate administrators/head of MAU, and the Provost that merits the award of promotion to the rank of Senior Specialist.

This rank designation is limited to:

- Individuals who either have continuing appointment status or would achieve such a status on positive recommendation for promotion to the rank of senior academic specialist.
- Academic specialists with fixed term appointments who have completed 60 FTE service months are eligible for promotion to senior academic specialist, subject to the same standards and criteria applicable to individuals in the continuing appointment system

A promotion recommendation requires endorsement not only by the immediate academic unit administrator but by intermediate administrators (usually the Dean) and the Provost.

## ACADEMIC SPECIALIST REVIEW PACKET

The packet of materials in support of reappointment (the packet) provided by each unit to the Dean's Office should include a complete version of [Form on Progress and Excellence](#), an updated [position description form](#), current CV, a reflective essay from the candidate describing their contributions and future plans in the unit (no more than five pages), a recommendation of the unit leader addressing the candidate's performance in each of their assigned responsibilities, annual review letters since hire or the last change in appointment, and external letters when required (see requirements below regarding external letters) must be gathered by and considered by the applicant's supervisor in formulating their recommendation. Appendix B provides a checklist of these items to be submitted for the review.

## CANDIDATE MATERIALS

Candidates should assemble a compendium of scholarly achievements in all their assigned function areas: teaching/advising/curriculum development, research, and/or public service/outreach. This should include evidence of distinction and recognition of external peers and colleagues. Candidates submit their documentation to support consideration for promotion to their unit administrator. Candidates with joint appointments or assignments compile and submit only one dossier to the primary unit administrator. The dossier should include:

- A. [Form on Progress and Excellence](#) (formerly Form C) – complete candidate questions
- B. Updated [Position Description Form](#)
- C. CV updated as of January of the current year
- D. Reflective essay about accomplishments during the reporting period (5 pages maximum), detailing activities of intellectual leadership undertaken
  - i. Evidence to substantiate excellence in intellectual leadership in their relevant scholarly activities, i.e., course/curriculum development, teaching, publications, creative activity, public service/outreach, academic advising, grants, creativity in program development and leadership in other areas related to assigned duties.
- E. If teaching is an assigned duty, the candidate must provide the unit with a “Teaching Portfolio” that must include the following: Course materials, including syllabi, assignments, exercises, and related course materials from the evaluation period. Any on-line or hybrid or other multi-media/digital course materials must be evaluated in the media for which it was intended. Evidence of participation in, organization of, or leading of professional development activities. In addition, as stipulated in MSU policy for all teaching faculty, candidates must use unit approved student instructional ratings forms (or online equivalent) in all classes (every course, every section, every semester), and make these forms available to the unit for collection and analysis.
- F. If applicable, candidates may include the following: evidence of student or faculty/academic staff mentoring, including Honors options, laboratory supervision, undergraduate or graduate committee service, honors or awards, pertinent teaching related outreach that is not otherwise in the job description. If applicable, candidates may include scholarship of teaching and learning activities if research is not otherwise in the job description. A teaching review committee will review this portion of the dossier.

## REVIEW COMMITTEE

A review committee shall be established to advise the primary unit administrator about awarding promotion. The Unit Administrator must submit the names of the review committee members to the Dean’s Office for approval.

- A. The review committee shall be composed of a range of individuals knowledgeable about the position under review and the Academic Specialist Appointment System and may include academic specialists or faculty members of other academic personnel systems. If the academic specialist is jointly

appointed or assigned, the review committee should include at least one member from each additional unit. At least one academic specialist at or above the review rank shall be on the committee and must include at least one academic specialist in the same lead functional area (i.e. outreach, curriculum development, advisor, etc.). An academic specialist from outside of the relevant unit(s) can be appointed, if necessary, with voice but no vote.

- B. No member of the committee should be directly involved in preparing the case for reappointment. The review committee makes a recommendation along with a review of the candidate's worthiness for reappointment to the Dean of the Broad College.
- C. The unit administrator shall provide the review committee with unit guidelines consistent with the Academic Specialist Handbook; and direct the review committee to determine objectively the level of accomplishment and excellence in the relevant academic specialist function area(s) and duty assignments specified in the Specialist Position Description form.
- D. The Review Committee shall be provided with the following candidate materials:
  - i. Form on Progress and Excellence (formerly Form C)
  - ii. Annual Performance Reviews
  - iii. External Peer Reviews
  - iv. Updated Position Description
  - v. CV
  - vi. Reflective Essay
  - vii. Teaching portfolio (if applicable)
  - viii. Additional review materials (optional)
- E. .
- F. The Review Committee may only consider material that has occurred since the candidate's last appointment/reappointment date as evidence for the current review.
  - i. In the case of promotion to Senior Academic Specialist, the employee's contributions since their hire date may be considered.
- G. The individual under review must be provided an opportunity to confer with the review committee before it provides advice to the primary unit administrator. Recommendations of the unit review committee are forwarded to the appropriate academic unit administrator and subsequently to the Dean's Office.

## **TEACHING REVIEW SUBCOMMITTEE**

If applicable, Form Teaching Review Committee/Subcommittee: If teaching is a primary activity in the candidate's assignment (30% or more), the College suggests that the unit assemble a Teaching Review Committee or create a subcommittee of the Review Committee to complete this task in the same manner. The unit chair will work with the candidate to assemble a committee consisting of at least one tenure-system faculty member, one academic specialist at the review rank or above, and one other faculty member or academic staff of any rank. If the candidate teaches online or hybrid courses, then at least one member of the committee should have experience in teaching online or hybrid courses as well in order to help with the evaluation of these courses.

The Teaching Review Committee/Subcommittee should use the following general process in assessing the candidate's teaching performance:

- A. Meet with the individual to discuss course syllabi, assignments, philosophy of teaching, and methodologies and strategies. Prior to this meeting, the individual will provide the Teaching Review Committee/Subcommittee with a teaching portfolio (as described in item 2.c.iii. of this document).
- B. Set two agreed-upon dates during one (preferably the fall) semester for classroom visitations when at least two of the three committee members can be present; the candidate can request additional visitations if they so desire.
- C. Meet with the candidate after the classroom visitations are completed for discussion, questions, clarifications, and feedback.
- D. Write a committee report focusing on organization and presentation of concepts, skills, and reading and discussion materials;
- E. interaction with students; and effective and productive use of class period in relation to instructional objectives.
- F. Submit a draft of the report to the candidate, who shall have the opportunity to respond to it in person or in writing, in order to make relevant comments regarding points of substance, emphasis, or neglect.
- G. Submit a revised and final report to the primary unit administrator and the chair of the reappointment, continuing status, and promotion review committee. If there is a revision to the letter, the candidate shall be provided with a final copy of the report and shall sign and date a copy to be returned to the Department Chair. The candidate may request a conference with the Chair to discuss the report and may file a response to the report that will become part of the permanent record.

Teaching review committees should restrict their reports to the substance of teaching and instruction according to the areas identified above and to the course and instructional materials made available to them. Committee members should also recognize a diversity of instructional methodologies and strategies that can be used to reach common curricular goals. The Teaching Review Committee's deliberations are to remain confidential within the Teaching Review Committee and the chair may consult the unit head as needed.

## **LETTERS OF REVIEW**

Letters of review are required for reappointment with continuing status as well as promotion to Senior Academic Specialist

- A. 3-6 letters are required
- B. All letters must be signed by the evaluator and on their institutional letterhead, whenever possible.
- C. All external reviewers should be of equal rank or higher, for example:
  - i. Reviewers for the award of Continuing System Status, should have earned that Status
  - ii. Reviewers for promotion to Sr. Academic Specialist should have earned that rank
- D. A conflict of interest cover page must be included when submitting letters of review. The sheet must include:
  - i. Name, title, and institution of reviewer



- ii. If reviewer as requested by the candidate or the supervisor
- iii. If there are any conflicts of interest between the reviewer and candidate
- iv. If a letter was solicited but the evaluator declined to write one, include it on the list along with the refusal reason

For more information on external review letters please see [Academic Specialist Handbook](#)

External review letters should be external to the university when possible. If the Specialist being reviewed does not have an “external facing” role letters from individuals external to the department are acceptable. The notion of external review helps us to validate the specialist’s contributions to the profession. Amongst other considerations, individuals whose work has made an impact beyond the department and their scholarship has some “reach” should be a component of evaluation. Note that at least two letters must come from institutions of higher education. Letters should demonstrate recognition by peers and colleagues both within the University and regionally, nationally, and internationally.

No more than half of the external reviewers should be from names submitted by the candidate to the unit administrator. The unit administrator should consult with the review committee for other names and with any additional related unit administrator should the academic specialist hold a joint appointment or assignment. If the candidate has a research designation or has published scholarship of teaching and learning activities, these must be evaluated by an external reviewer when letters are being requested. For other areas, every effort should be used to secure letters that are external to the university. Others should be external to the college.

## Evaluation of Candidate Materials

The evaluation of each academic specialist shall be based on the individual's assignment specified in the Specialist Position Description and on the effectiveness in the appropriate functional area(s): advising/teaching/curriculum development, research, or service/outreach. The kinds of evidence to be considered must be established at the time of appointment. Each academic specialist is to be evaluated based on individual merit, not merely on time spent in the position.

In addition to the review committee's advice, the unit administrator may also consult with administrative staff, faculty, students, and/or other qualified individuals inside or outside the unit regarding the reappointment review.

The academic specialist should be informed of those individuals from whom the unit administrator is requesting advice; the academic specialist is not informed of those individuals who provide letters of evaluation, unless stipulated by unit policy. (See also "[Confidentiality of Letters of Reference for Reappointment, Promotion and Tenure Recommendations](#)" in the Faculty Handbook)

An assessment is made of the availability of position funds and/or changes in the needs of the department or unit which may result in the need for non-reappointment.

Reappointment or award of continuing appointment status must promote the objectives of improving academic strength and quality.

Review the promotion material submitted by academic specialist candidates in the same manner in which they review tenure system promotion candidates, though focusing only the duties assigned to the academic specialist candidate. Promotion to senior academic specialist is not common (as described in the MSU Academic Specialist Handbook) and is based on demonstrated outstanding performance of the assigned responsibilities, demonstrated outstanding leadership, and high impact within and outside the university. Time in service alone is not a qualification for promotion to senior specialist

The Dean will review the dossiers and make a final recommendation to the Office of the Provost, according to the timetable for the academic year in question. See Appendix A in this document for general timeline and Appendix B for the checklist of items to submit.

## Evaluation Criteria

The following are the specific criteria for different types of specialist positions.

### TEACHING

*Reappointment:* High-quality and improving teaching as demonstrated by student evaluations (teaching evaluations must be collected for every class taught), in class peer evaluation, and evaluation of the teaching portfolio, including evidence of student learning. Successful professional development related to teaching and higher education. Engagement with teaching and educational issues within the university and beyond.

*Granting of Continuing Status:* Outstanding teaching as demonstrated by student evaluations (teaching evaluations must be collected for every class taught), in class peer evaluation, and evaluation of the teaching portfolio, including evidence of student learning. Successful, growing engagement with and leadership related to broader teaching and educational issues within the university and beyond.

*Promotion to Senior Specialist:* Continued outstanding teaching as demonstrated by student evaluations (teaching evaluations must be collected for every class taught), in-class peer evaluation, and evaluation of the teaching portfolio, including evidence of student learning. Outstanding leadership and impact related to teaching and educational issues within the university and beyond.

### ADVISING

*Reappointment:* High-quality and improving student advising as demonstrated by evaluation and feedback from students, faculty and staff served by the advisor. Demonstrated understanding of university policies, procedures, and curriculum as it

relates to advisor's responsibilities. Successful professional development related to advising and higher education. Engagement in advising and educational issues within the university and beyond.

*Granting of Continuing Status:* Outstanding student advising as demonstrated by evaluation and feedback from students, faculty and staff served by the advisor. Demonstrated understanding of university policies, procedures, and curriculum as it relates to the advisor's responsibilities. Successful and growing engagement and leadership related to broader advising and educational issues within the university and beyond.

*Promotion to Senior Specialist:* Continued outstanding student advising as demonstrated by evaluation and feedback from students, faculty and staff served by the advisor. Demonstrated contributions to the evaluation and revision of department policies, procedures, and curriculum. Outstanding leadership and impact related to broader advising and educational issues within the university and beyond.

## **CURRICULUM DEVELOPMENT**

*Reappointment:* High-quality and improving development of curricula and curricular materials as demonstrated by evaluation of the written materials related to the curricula, implementation of the curricula, and evidence of student learning. Professional development related to curriculum development and higher education. Engagement with broader curriculum development and educational issues within the university and beyond

*Granting of Continuing Status:* Outstanding development of curricula and curricular materials as demonstrated by evaluation of the written materials related to the curricula, implementation of the curricula, and evidence of student learning. Continuing engagement with professional development activities related to curriculum development and higher education. Successful and growing engagement and leadership related to broader curriculum development and educational issues within the university and beyond.

*Promotion to Senior Specialist:* Continued outstanding development of curricula and curricular materials as demonstrated by evaluation of the written materials related to the curricula, implementation of the curricula, and evidence of student learning. Outstanding leadership and impact related to broader curriculum development and educational issues within the university and beyond.

## **SERVICE/OUTREACH**

*Reappointment:* High-quality and improving engagement with and contributions to service and outreach activities as demonstrated by evaluation of the written materials related to the service or outreach activities assigned and impact on the clientele for the activities. Successful professional development related to service/outreach and higher education. Engagement with broader service/outreach and educational issues within the university and beyond.

*Granting of Continuing Status:* Outstanding engagement with and contributions to service and outreach activities as demonstrated by evaluation of the written materials related to the service or outreach activities assigned and impact on the clientele for the activities. Continuing engagement with professional development activities related to service/outreach and higher education. Successful and growing engagement and leadership related to broader service/outreach and educational issues within the university and beyond.

*Promotion to Senior Specialist:* Continued outstanding engagement with and contributions to service and outreach activities as demonstrated by evaluation of the written materials related to the service or outreach activities assigned and impact on the clientele for the activities. Outstanding leadership and impact related to engagement with broader service/outreach and educational issues within the university and beyond.

## **RESEARCH**

*Reappointment:* High-quality and improving performance of the research activities assigned, as demonstrated by publications in scholarly or practitioner outlets, research grants, or written evaluation from the clientele of research services, as appropriate. Successful professional development related to the research activities of the position. Engagement with broader research-related activities, programs, and issues within the university and beyond.

*Granting of Continuing Status:* Outstanding performance of the research activities assigned, as demonstrated by publications in refereed scholarly or practitioner outlets, research grants, or written evaluation from the clientele of research services, as appropriate. Continuing engagement with professional development related to the research activities of the position. Successful and growing engagement with broader research-related activities, programs, and issues within the university and beyond.

*Promotion to Senior Specialist:* Continued outstanding performance of the research activities assigned, as demonstrated by publications in highly regarded scholarly or practitioner journal, research grants, or written evaluation from the clientele of research services, as appropriate. Outstanding leadership and impact related to engagement with broader research-related activities, programs, and issues within the university and beyond.

## **LEADERSHIP AND ADMINISTRATION**

Occasionally, academic specialists are assigned responsibilities related to unit, college or university leadership or administrative activities. The nature and extent of these responsibilities should be specified explicitly in the individual's job description, and should be annually evaluated based on appropriate criteria and as part of the processes related to reappointment, granting of continuing status, and promotion to senior specialist.

# Appendix A: TIMELINE

*\*Dates are approximate*

October 1	Units should inform the Dean's Office of any candidates wishing to pursue promotion to Senior Academic Specialist. The Dean's Office will give a preliminary sign-off to move forward with preparing the materials
November 15	Academic Human Resources sends list of Academic Specialists due for review as well as updated materials and instructions Dean's Office communicates instructions and deadlines to the units
March 15	Form A, B, and candidate materials due to the Dean's Office Unit should communicate their recommendation to candidates
May 1	Materials due to AHR Dean's Office will notify candidates of the recommendation forwarded to the Provost
August 1	Provost's Office sends unification of actions to the Dean's Office Dean's Office communicates final decision to the candidates and units

# Appendix B: Review Checklist

## Required Annually of All Units

	Document	Action Needed	Notes
<input type="checkbox"/>	Form B	Fill in dates, sign, return to Dean's Office	
<input type="checkbox"/>	FTE 60+ Month	Review only	

## Required for Units with Individuals Being Reviewed

	Document	Action Needed	Notes
<input type="checkbox"/>	Form A	Indicate unit decision, sign, return to Dean's Office	

## Required for Each Individual Being Reviewed

	Document	Responsible Party	Notes
<b>Form on Progress and Excellence (formerly Form C)</b>			
<input type="checkbox"/>	Form on Progress and Excellence (formerly Form C) - Academic Specialist Recommendation Page	Unit Administrator	Indicate recommendation and sign this page
<input type="checkbox"/>	Form on Progress and Excellence (formerly Form C) - Summary Information	Unit Administrator	
<input type="checkbox"/>	Form on Progress and Excellence (formerly Form C) Questions: 4, 5, 6, 8, 9, 10, 11, 13, 15, 16, 17, 18, 20, 22, 24, 25, 26, 27, 28	Candidate	
<input type="checkbox"/>	Form on Progress and Excellence (formerly Form C) Questions: 7, 12, 14, 19, 21, 23,	Unit Administrator	
<b>Form on Progress and Excellence (formerly Form C) Attachments:</b>			
<input type="checkbox"/>	<a href="#">Specialist Position Description</a>	Candidate	Include as separate attachment
<input type="checkbox"/>	Letters of Recommendation	Unit Administrator	3-6 Required for awarding continuing status or promotion
<b>Additional Attachments</b>			
<input type="checkbox"/>	Letter from Department Head/Unit Administrator	Unit Administrator	
<input type="checkbox"/>	Letter from Review Committee	Review Committee	
<input type="checkbox"/>	Reflective Essay	Candidate	5 page max
<input type="checkbox"/>	C.V	Candidate	Must be updated as of January of the current year
<input type="checkbox"/>	Annual Reviews	Unit Administrator	Since last reappointment/status change

### Implementation and Revision History

Revision #	Date	Revisor	Section(s) Modified	Reason
1	11/14/2023	Nick Bonardelli	Fixed-Term Specialist, Promotion to Senior Academic Specialist, Review Committee, Letters of Review	Updated language to match MSU policies regarding Academic Specialist reviews, clarified language, removed outdated language, added updated links