

Faculty Handbook Revision

Process and Highlights

Why this presentation?

- History - How did this process come about?
- What are the next steps?
- What decision processes led to the current draft? How was faculty opinion preserved?
- What are the major differences in the new Handbook?

History

2011

- Faculty Senate Ad Hoc Tenure and Promotion Committee proposed new policy on tenure
- “The overriding goal is to instill in the candidate a commitment to excellence in teaching, scholarship, and service.”

2012

- Sep: Tenure document approved by all faculty
- Oct: Board of Governors began consulting with ad-hoc committee, legal counsel, and administration
- Realization that the entire Handbook required review

History

2013

- April: Faculty Handbook Committee created. Committee realized that the task was too large for one committee.
- Sep: Dean’s Council served as a taskforce to research best practices from peer institutions; Faculty Welfare proposes Emeritus Faculty policies

2014

- Faculty Senate Ad Hoc Committee on Promotion produces recommendation
- Jan-Feb: Faculty volunteers sought. Five Special Focus Groups (SFGs) and Faculty Handbook Revision Oversight Committee (FHROC) created. **Sixty-one** faculty volunteered.

Group 1: Academic Statements & Faculty Policies and Responsibilities

- **William Delehanty** Arts & Sciences/Social Science
- Lanny Ackiss Arts & Sciences/English
- Tony Adamopoulos Education/Psychology
- Amila Appuhamy Arts & Sciences/Mathematics
- Maryann Mitts Education/Kinesiology
- Brett Peine Health Sciences/EMS
- Bill Pinet Business/CIS
- Olive Sullivan Arts & Sciences/Communications

Group 2: Faculty Appointments

- **Stacie Scrivner** Health Sciences/Dental Hygiene
- Jeanie Cozens Education/Teacher Education
- Jean Hobbs Education/Kinesiology
- Mike Kennedy Arts & Sciences/Biology
- Kimberly Kester Arts & Sciences/IEP
- Bill Kumbier Arts & Sciences/English
- Nick Nicoletti Arts & Sciences/Social Science
- Alan Schiska Health Sciences/Radiology

Group 3: Tenure

- **Chip Curtis** Arts & Sciences/Mathematics
- Nancy Crabtree Library
- Brian Fronzaglia Arts & Sciences/Music
- Andrea Hacker Education/Kinesiology
- Sheryl Hill Health/Nursing
- Jim Lile Arts & Sciences/Theatre
- Tom Schmidt Business/Mgmt & Marketing
- Ree Wells-Lewis Arts & Sciences/Social Science

Group 4: Evaluation Criteria

- **Jonathan Adongo** Business/Finance
- Teresa Boman Arts & Sciences/Biology
- Holly Hackett Education/Psychology
- Wendy McGrane Library
- Diane Moore Health/Dental Hygiene
- Trina Scott Arts & Sciences/Criminal Justice
- Steve Smith Arts & Sciences/Social Science
- Karen Turman Arts & Sciences/Foreign Lang.

Group 5: Promotion

- **Leslie Smith** Arts & Sciences/Foreign Languages
- Marsi Archer Arts & Sciences/Chemistry
- Elke Howe Business/Engineering Technology
- Lynn Korvick Health/Nursing
- Melissa Locher Education/Teacher Education
- Pat Murphy Arts & Sciences/English
- Gail Taubel Health/Dental Hygiene
- Susan Tucker Education/Psychology

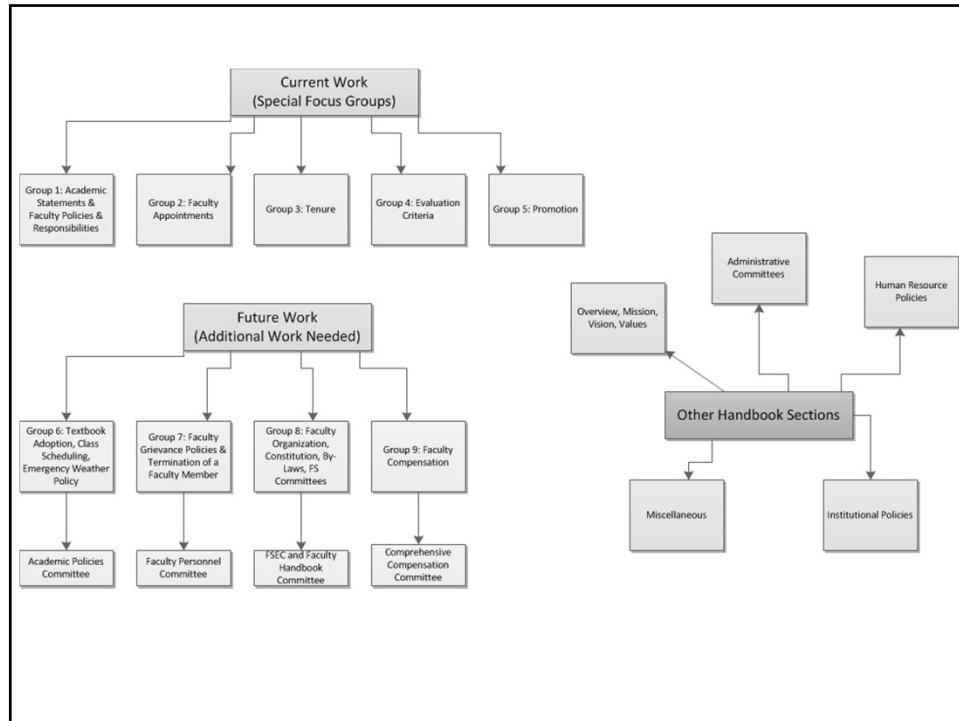
History

2014

- March-May: Two open forums were held. Special Focus Groups 1-5 met and drafted suggestions.
- Sep-Nov: SFGs complete recommendations. SFGs 6-9 formed. FHROC Begins weekly meetings to integrate work into complete draft piece-by-piece.

2015

- Jan-March: FHROC begins meeting twice weekly. Drafts continually discussed with Dean's Council, administration, and legal counsel
- Integration of work from SFGs 6-9



As time expired...

- Organization into chapters; addition and updating of other institutional and faculty policies; creation of assessment tools
- Last updates made in cooperation with legal counsel and to determine how to handle transition period.

Faculty Input

- SFGs 1-5 were composed of faculty volunteers from all schools
 - Tenured
 - Tenure-track
 - Non-tenure-track
 - Department chairs
- SFGs 6-9 were existing committees, mostly faculty

FHROC (Oversight Committee)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Faculty <ul style="list-style-type: none"> – Grace Ayton
(Health Sciences) – Lorinda Hackett
(Education) – Brian Nichols
(Business) – Scott Wells
(Arts and Sciences) – Wendy McGrane
(Library) | <ul style="list-style-type: none"> • Faculty Senate Exec Committee <ul style="list-style-type: none"> – Joy Dworkin
(Pres/Past-pres) – Michael Garoutte
(Pres-elect/Pres) • Dean's Council <ul style="list-style-type: none"> – Crystal Lemmons
(Assistant VPAA) – Al Cade
(School of Ed) |
|---|---|

Next Steps

- Open Q&A Sessions April 20 and 21
- All-Faculty Vote April 29
- Board of Governors Academic Affairs Committee (May?)
- Board of Governors regular meeting (June?)
- If approved, implementation beginning July 1, 2015.

Chapter List

- | | |
|--|--|
| 1. University Mission and Governance (SFG1) | 6. Promotion (SFG5) |
| 2. Faculty Organization (FSEC) | 7. Compensation (SFG9, CCC) |
| 3. Faculty Appointments and Recruitment (SFG2) | 8. Faculty Policies and Responsibilities (SFG6, FHROC) |
| 4. Tenure (SFG3) | 9. Grievance and Termination (SFG7) |
| 5. Evaluation Policies (SFG4) | 10. Academic Operating Procedures (SFG6) |
| | Appendices (FHROC) |

CHAPTER 1: UNIVERSITY MISSION AND GOVERNANCE

- University Mission, Vision and Values
- University history
- Added Academic mission statements

CHAPTER 2: CONSTITUTION AND BY-LAWS OF THE FACULTY ORGANIZATION AND FACULTY SENATE COMMITTEES

- Drafted by FSEC with input from all Faculty Senate Committees
- Approved unanimously at February Faculty Senate Meeting (except for revised Academic Policies Committee structure)
- All faculty in two categories: *Voting* and *Nonvoting*.
- Full-time administrative faculty are *nonvoting*

CHAPTER 3: FACULTY APPOINTMENTS AND RECRUITMENT

- Ranked (tenure-track) Faculty:
Assistant Prof/Associate Prof/Professor
- Unranked (non-tenure-track) Faculty:
 - Lecturer
 - Clinical Instructor
 - Visiting Assistant Professor
 - In-Residence, Visiting Scholar
 - Adjunct Faculty, Adjunct Clinical Faculty
 - Emeritus Faculty

CHAPTER 3: FACULTY APPOINTMENTS AND RECRUITMENT

- Visiting Assistant Professor
 - Maximum three years at this position
 - May be offered a tenure-track position to begin in year 4
 - This provision is intended to avoid rotating three-year positions
- Current faculty in non-tenure-track, ranked positions
 - Will be given the option of transitioning to a tenure-track appointment.
- Search Process detailed

CHAPTER 4: TENURE

- Completely revised process clarifies the expectations and adds validity to tenure-track faculty appointments
 - Tenure-track: Requires “meeting expectations” in all three evaluation areas
- Preserves much of original Ad-Hoc committee ideas and intent
 - Tenure portfolio
 - Mentoring
 - Tenure Committee (separate from Promotion Committee)
 - Colleague Appraisals

CHAPTER 5: EVALUATION POLICIES

- Three-tier taxonomy
 - Exceeds/Meets/Does not meet Expectations
- Expectations Clarified
 - Teaching Mission, Scholarly/Creative Activity Mission, Service Mission
 - Guidelines for evaluating in each category
- Builds Ownership Within Departments
 - Responsibility for development of new faculty shared in department instead of on chair only
 - Colleague appraisals, tenure meetings, mentoring

CHAPTER 6: PROMOTION

- Strengthened Process for a University
 - Contents of Promotion Packet detailed
 - Teaching must be “Exceeds Expectations” for 3 of 4 years
 - Scholarly/Creative Activity and Service must be “Exceeds Expectations” (cumulative since hire or last promotion)
- For Faculty Hired After Implementation
 - Must have terminal degree to be eligible

CHAPTER 7: COMPENSATION

- Captures current practice
 - “Leapfrogging” situation already rectified
- Accountability
 - Academic Affairs will publish pay schedules and make salary data available to Faculty Welfare Committee
- Salary Review Process
 - Comprehensive study at least every three years (First review is complete)
 - Faculty may request salary review

CHAPTER 8: FACULTY POLICIES AND RESPONSIBILITIES

- Teaching Load/Office Hours unchanged
- Captures current Advising Mission
- Faculty Mentoring = Service
- Sabbaticals no longer require BoG Approval
- Collects and details many other items
 - Conflict of interest, absence policy, examination and attendance policies, distance education, recording devices, religious accommodation, grades...

CHAPTER 9: FACULTY GRIEVANCE AND TERMINATION POLICIES

- “Faculty Personnel Committee” renamed itself “Faculty Grievance Committee”
 - Will receive mandatory training yearly
- Grievance Procedures clarified
 - Other policies apply for harassment, discrimination (e.g. Title IX)

CHAPTER 10: ACADEMIC OPERATING PROCEDURES

- Updated policies
 - Course scheduling: includes current summer-semester practice
 - Dual-credit, continuing education
 - FERPA
 - ADA
 - Use of copyrighted materials
 - etc.

APPENDICES

- All New! Resources for faculty, such as:
 - Flow chart summary for distribution of curricular proposals
 - Tenure portfolio checklist
 - Certificate of eligibility for tenure
 - Evaluation timeline summary
 - Teaching, scholarship and service assessment tools
 - Sample vita
 - Evaluation timeline table for probationary tenure-track faculty
 - Colleague appraisal form
 - Certificate of eligibility for promotion
 - Statement of core values of academic advising
 - Faculty mentor checklist

To-Do List

- Teaching load/office hours
- Textbook adoption policies
- Departmental standards for evaluation criteria
- Intellectual property policies

Revision Info and Complete Draft

- SharePoint (Intranet) Site:
 - Other Academic Sites
 - Faculty Handbook Revision

Questions?

Next Steps

- Open Q&A Sessions April 20 and 21
- All-Faculty Vote April 29
- Board of Governors Academic Affairs Committee (May?)
- Board of Governors regular meeting (June?)
- If approved, implementation beginning July 1, 2015.

Faculty Evaluation - BEFORE

X. Faculty Evaluation

A. Tenured Faculty

Each tenured faculty member will be fully evaluated at least every other year. A full evaluation constitutes student evaluations given in all the faculty member's full classes, as well as at least one other evaluation of teaching, generally a class visit by the department head. The department head will write a formal evaluation of the faculty member addressing four categories: classroom instruction, scholarly/creative activity, University service (which include community service), and overall summary. In addition to the written portion of this formal evaluation, the department head will assign ratings (i.e. Very Good, Good, Satisfactory, fair, or poor). The department head and the faculty member will meet to discuss the evaluation and to ensure that the faculty member understands the evaluation and has an opportunity to provide additional information if desired as a rebuttal. A copy of the completed evaluation and updated vita on each faculty member should be filed

Each year, the department head will send the dean and the Vice President for Academic Affairs an alphabetical list of the faculty members who were fully evaluated along with the summary ratings for each of these faculty members.

B. Probationary Tenure-Track Faculty

Probationary tenure-track faculty members are evaluated each year, using the same evaluation process described above for tenured faculty. In addition, each probationary tenure-track faculty member will have a conference meeting with the dean and department head. At the conclusion of this conference, the dean will add his or her recommendation, including recommendation for reemployment, to the formal evaluation. Each year, a copy of the completed evaluation and an updated vita on each faculty member should be filed with the faculty member, department head, dean and Vice President for Academic Affairs.

In the third probationary year, the faculty member being evaluated will have a conference meeting with the dean, department head, and the Vice President for Academic Affairs. During this conference, one of the following administrative conclusions will be reached and shared with the faculty member:

1. If the faculty member continues with his or her present progress, it is likely the faculty member will be granted tenure at the beginning of his or her sixth year of service.
2. If the faculty member continues with his or her present progress and satisfactorily addresses recommendations for improvement, it is likely that the faculty member will be granted tenure at the beginning of his or her sixth year of service.
3. On the basis of the faculty member's past performance, the faculty member will not be recommended for reemployment.

In the fifth probationary year, the department head and dean will recommend in writing whether the faculty member should be granted tenure beginning the following year. A recommendation for tenure must include a written statement by both the department head and dean that the faculty member's classroom instruction is at least above average (i.e. Good or Very Good).

C. Non-Tenure-Track Faculty, with one-year renewable appointments

The evaluation process for this category of faculty is the same as that described for probationary tenure-track faculty, with the exception that no interviews are scheduled with the dean or Vice President for Academic Affairs unless the department head so desires. The faculty member's completed evaluation is filed with the department head and a copy is sent to the faculty member.

D. Non-Tenure-Track Faculty, with one-year appointments

No written evaluation is required unless the department head expects to recommend reappointment for the following year. If reappointment will be recommended, the faculty member must be fully evaluated through student and department head evaluations; in these cases, the department head evaluation will focus primarily on the faculty member's classroom instruction. The faculty member's evaluation is filed with the department head and a copy is sent to the faculty member.

E. Part-time Faculty

Written evaluations are left to the discretion of the department head. Student evaluations of part-time faculty members are strongly recommended.

Faculty Evaluation - AFTER

CHAPTER 5: EVALUATION POLICIES

I. Faculty Performance Evaluation Process

All full-time faculty members, both ranked and unranked, participate in regularly scheduled performance evaluations. Ranked faculty include those who hold faculty appointments of Assistant Professor, Associate Professor, and Professor. Unranked faculty include those who hold faculty appointments of Visiting Assistant Professor, Lecturer, Clinical Instructor, In-Residence Faculty, and Visiting Scholar. For probationary faculty (tenure-track), annual evaluations are completed for the purpose of evaluating appropriate progress towards tenure and promotion. Tenured faculty are formally evaluated every other year for performance, and if appropriate, progress towards promotion. Ranked faculty are formally evaluated in three categories: teaching job performance, scholarly/creative activity, and service. All other full-time faculty are formally evaluated annually for teaching performance, with consideration given to scholarly/creative activities and service as appropriate for the appointment. Adjunct faculty are formally evaluated each semester, or at least once per academic year in cases where adjunct faculty member may teach for both fall and spring semesters for teaching job performance. In all cases, evaluations are conducted by the Department Chair, with the School Dean conducting evaluations when indicated as part of the regular evaluation procedures as described within this chapter (see Appendix D for an Evaluation Timeline Summary). Department Chair evaluations will be conducted by the School Dean, following regular evaluation procedures. Classroom observations may be announced or unannounced and are performed at the discretion of the Department Chair and/or School Dean.

The Office of the VPAA/Provost will publish a timeline at the beginning of each academic year that will contain all applicable dates pertaining to faculty personnel items. All evaluation processes shall adhere to this timeline. Faculty should submit evaluation materials by the established deadline. Faculty who begin their employment in January will be formally evaluated for the first time in their first full academic year of employment. Each department is expected to create and maintain documentation of evaluations, and vision appropriate recommendations for tenure and/or promotion. All faculty evaluations are based on University-level criteria and the guidelines and expectations specified in departmental and college documents (see Appendixes E, F, and G for Teaching Job Performance, Scholarship, and Service Assessment Tools, respectively) and any specific contractual agreements that may exist.

Formal faculty evaluations will take into account all of the faculty member's work since the last evaluation. Faculty applying for promotion will be evaluated according to their accumulated performance in the present rank. Faculty applying for tenure will be evaluated according to their performance in accumulated assignments since employment at Missouri Southern in a tenure-track appointment unless otherwise negotiated at the time of initial appointment. If credit towards tenure and/or promotion is given for years in prior assignment, corresponding professional activities during those years of credit shall be considered in the tenure and/or promotion review process as long as they are contiguous to present assignment.

Each year, a copy of the completed evaluation and an updated vita for each full-time faculty member should be filed with the faculty member, Department Chair, School Dean and Vice President for Academic Affairs. Each year, the Department Chair will provide an alphabetical list of the faculty members who were fully evaluated along with the summary ratings for each of these faculty members to the School Dean and the VPAA/Provost.

II. Evaluation Criteria

All faculty who hold ranked appointments (assistant professor, associate professor, professor) and the appointment of Visiting Assistant Professor are formally evaluated in three categories of performance: teaching job performance, scholarly/creative activity, and service. All faculty who hold full-time unranked appointments (lecturer, clinical instructor, in-residence faculty) are formally evaluated for

teaching job performance and at least one of the following categories, depending upon the position: scholarly/creative activity and service. Evaluation goals and criteria are designed to support the University's mission, as well as the individual missions for teaching job performance, scholarly/creative activity, and service. Of the three areas of performance, teaching job performance is of the utmost importance, and faculty members must demonstrate excellence in teaching job performance consistently as part of the evaluation process. The University does recognize that faculty members may place more emphasis in one category over another depending on the needs of the discipline and experience of the faculty member.

The University recognizes that there may be additional performance goals relative to a specific program, department, or school. In addition, there may be additional performance goals relative to accrediting or regulatory entities for specific programs or departments.

A. Teaching

1. Teaching Mission

The Teaching Mission at Missouri Southern is to provide effective teaching demonstrated by engaging instruction, professionalization, and evidence of student learning. Faculty members are professional educators who are enthusiastic in their discipline. Excellence in teaching requires the design and implementation of discipline-appropriate student assessments, planning, organization, and self-evaluation in all courses.

2. Evaluating Teaching Effectiveness

Evidence of effective teaching should reflect the University's teaching and academic missions. The teaching effectiveness of a faculty member will be evaluated based on the following criteria:

- a. Faculty members demonstrate effective design and implementation of student assessments. Evidence that may be used to evaluate teaching include clearly communicated outcomes linked to a comprehensive assessment of student learning. Assessments implemented include, but are not limited to assignments, exams, lab reports, discussion questions, presentations, and so forth. Instructor feedback on these assessments is timely, of consistently high quality and students are able to use the feedback in the learning process.
- b. Faculty members provide a professional environment that is engaging and supportive of learning. Student learning occurs through course-specific work, advising, extracurricular activities, and through participation in the intellectual life of the campus. Evidence that may be used to evaluate teaching includes the incorporation of differentiated and challenging learning opportunities that convey high expectations and support instructional outcomes. Lesson structure is coherent and appropriately paced to allow for student interaction and contributions as well as reflection and closure. Faculty members display professionalism towards students and enthusiasm for the subject material.
- c. Faculty members use pedagogy appropriate to the discipline, including up to date course material and relevancy of course materials for the discipline. Evidence that may be used to evaluate teaching includes utilization of a wide range of pedagogical approaches incorporating professional resources in course materials to enhance instruction and student learning. Diverse examples, including the effective use of technology, are creatively implemented to enhance lesson delivery and connections with students and reflect best practices for the discipline.

Faculty Evaluation – AFTER

- d. Faculty members demonstrate appropriate course management and organization. Evidence that may be used to evaluate teaching includes maintenance of formal course syllabi, clearly communicated course expectations for student responsibilities such as attendance, holding courses as scheduled, availability of office hours to maximize opportunities to advise students on academic matters, performance of other related instructional duties as assigned, and self-reflection regarding instructional effectiveness and the extent to which learning outcomes were achieved.

In addition to meeting the above criteria, faculty evaluations made by students, peers, and administrators should be supportive of the faculty member's effectiveness in teaching. Only department and/or University administered student evaluations will be considered for the formal evaluation of the faculty member and will not comprise the majority of the faculty evaluation pertaining to teaching effectiveness. Faculty members may also demonstrate effective teaching by evidence of external recognition for outstanding performance in teaching and external recognition of students for outstanding work produced within applicable courses.

B. Scholarly/Creative Activity

1. Scholarly/Creative Activity Mission

The process of scholarly and creative activities includes critical evaluation and artistic creation and performance, as well as discovery and application of facts. Dissemination and external review of scholarly and creative work is understood to be a means to support one's academic discipline, and a venue to promote the University and benefit the community.

2. Evaluating Scholarly/Creative Activity

Evidence of scholarly/creative activity should reflect the University's scholarly/creative and academic missions. The University recognizes that scholarly and creative activities may encompass a broad range of topics and venues with respect to the variety and individual demands of specific disciplines. For all disciplines, faculty are expected to complete scholarly/creative activities that are supportive of maintaining currency within their specific discipline. Glazick et al.² suggest the following standards for evaluating the scholarly component of educational innovations:

- **Clear goal:** Is the basis of the work clearly stated? Are the questions addressed important, and the objectives realistic and achievable?
- **Adequate preparation:** Does the scholar display an understanding of existing scholarship in the field and the skills needed to assemble the necessary resources and do the work?
- **Appropriate method:** Were the methods used appropriate for the goals, applied effectively, and suitably modified when necessary?
- **Significant result:** Were the goals achieved? Did the work contribute significantly to the field?
- **Effective presentation:** Was the work presented effectively and with simplicity in appropriate format?
- **Reflective critique:** Does the scholar critically evaluate his or her own work, bringing an appropriate breadth of evidence to the critique and using the critique to improve the quality of future work?

For evaluation purposes, a faculty member may complete scholarly/creative work in any or all of the scholarship categories described below.

² C.E. Glazick, M.T. Howe, and G.I. Mowaff, *Scholarship Assessed: Evaluation of the Profession*, Jossey-Bass, San Francisco, 1997.

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- a. The **Scholarship of Teaching** includes the study, creation, application, and dissemination of new pedagogical and best practices methodologies appropriate to the discipline. Scholarly teachers view teaching as a profession with the knowledge base on teaching and learning as a second discipline in which to develop expertise. Scholarly teachers reflect on and assess their teaching, discuss teaching issues with colleagues, and read and apply the literature on teaching and learning in their disciplines. The scholarship of teaching includes investigations that begin with the purpose of understanding and improving teaching and learning and leads to results that can be shared beyond the classroom.

Evidence that may be used to evaluate the Scholarship of Teaching includes, but is not limited to: verifiability of courses developed or taught; development of instructional materials (shared with faculty or academic forums for peers); attendance at conferences or workshops having content relevant to disciplinary or pedagogical topics or techniques; published instructional materials or presentations at academic or professional conferences; documented work done to advance pedagogical methods (analysis of course data, case studies, interviews, questionnaires); the pursuit of advanced degrees, certification, postdoctoral study, internships, and fellowships that directly impact pedagogy; active membership in professional organizations with emphasis on pedagogy.

- b. The **Scholarship of Discovery/Creation** involves critical analysis of knowledge and includes creative synthesis of views and insights regarding the original work of others. It also includes conducting research appropriate to a discipline as well as the creation of works that produce new styles or modes of expression.

Evidence that may be used to evaluate the Scholarship of Discovery/Creation includes, but is not limited to: performance, presentations, exhibitions, and other creative activities in the fine and performing arts; engaging or completed research projects, including work involving students; publications of reviews, articles, books, chapters, or works in progress; papers, posters, or lecture presentations at other institutions, conventions, workshops, symposia; procurement of external funding such as grants, donations, or stipends.

- c. The **Scholarship of Application** can be defined as scholarly service that both applies and contributes to human knowledge or to the solution of problems. It includes translating research results into new services, products, processes, or artistic expressions to benefit other entities such as those associated with the discipline or in the community.

Evidence that may be used to evaluate the Scholarship of Application includes, but is not limited to: publication of articles, books, chapters, or works in progress; presentations, papers, lectures, or poster sessions shared on campus or at other institutions, conventions, workshops, symposia; development of instructional materials shared with other educators; pedagogical research performed and disseminated to peers, writing published reviews; serving as a referee or editor for professional publications; or serving as a reader for an academic press.

C. Service

1. Service Mission

Faculty service provides for a strong platform of shared governance, promotes the University by bringing recognition to it as a result of service work, supports the professional needs of the disciplines, and strengthens academic departments.

2. Evaluating Service

Service work should reflect the University's service and academic missions. The University recognizes that service activities may vary depending on the needs of the discipline as well as the

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Faculty Evaluation – AFTER

experience and rank of the faculty member. For evaluation purposes, a faculty member may complete service work in any or all of the service categories described below.

a. University Citizenship

- (1) Faculty members participate in decision-making processes at the University and are responsible for maintaining and promoting shared governance. Evidence that may be used to evaluate such service includes, but is not limited to, serving on program, departmental, school, and university committees and task forces and participating in campus discussions.
- (2) Faculty members provide service that contributes to the overall collegiate well-being of the University. Evidence that may be used to evaluate such service includes, but is not limited to, providing professional development, sponsoring student clubs or organizations, participating in mentoring or alumni efforts, advising students, mentoring of another faculty member, participating in activities within the community which enhance the reputation and/or usage of the University, participating in activities intended to enhance public understanding of the University, accreditation work (program or University level).

b. Professional Service and Collaboration

- (1) Faculty members contribute to professional organizations appropriate for the discipline. Evidence that may be used to evaluate such service includes, but is not limited to, holding office in professional organizations; serving on advisory boards or other entities for other institutions or the general community; organizing or facilitating competitions, symposia, or continuing education programs appropriate to the discipline.
- (2) Faculty members provide professional expertise or service to business, industry, schools, community organizations, and colleagues in other university programs, appropriate to the discipline. Evidence that may be used to evaluate such service includes, but is not limited to, consultant work on project collaborations with other institutions.

c. Public Service

- (1) Faculty members use their professional skills and expertise to serve the community. Evidence that may be used to evaluate such service includes, but is not limited to, media-related events such as with newspapers, radio, television, etc.; participating in events that promote public outreach and representation for the University; using the faculty member's professional skills to perform or conduct community events or business.

III. Evaluating Probationary (Tenure-Track) Faculty

A. Evaluation Procedure for Tenure-Track Faculty Employed on or before June 30, 2015 in a Tenure-Track Appointment

The procedure outlined below shall apply to faculty who commenced tenure-track employment on or before June 30, 2015. Such tenure-track faculty shall be covered under the following policy with regard to the procedure for achieving tenure. Probationary tenure-track faculty members are formally evaluated each year. As part of the evaluation process, all full-time probationary faculty will submit a vita (see Appendix II for Sample Vita) with the appropriate format and written self-evaluation that includes a description of the faculty member's progress in teaching job performance, scholarly/creative activity, and service. Student evaluations will be given at all the faculty member's fall classes, but may be administered in additional classes at the request of the faculty member or at the discretion of the Department Chair or School Dean. For probationary tenure-track faculty members, the Department Chair will conduct a classroom observation during both fall and spring semesters for the first two years of the probationary period. In addition to student evaluations, there will be at least one other evaluation of teaching (generally a class visit by the Department Chair). The School Dean will conduct a class visit if requested by the

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faculty or Department Chair, the School Dean may also conduct a class visit if he/she feels it is warranted. During the third and fifth years of the probationary period, as applicable regarding the tenure timeline, the faculty member will submit at least two colleague appraisals from tenured faculty, chosen from within the faculty member's department whenever possible (see Appendix J for the Colleague Appraisal form). The colleague appraisals should assess the probationary faculty member's strengths and weaknesses with respect to each of the three areas: teaching, scholarly/creative activity, and service. The Department Chair will take into consideration the self-evaluation and colleague appraisals and will construct a formal evaluation of the faculty member addressing four categories: teaching/job performance, scholarly/creative activity, University service, and an overall summary. As part of the written evaluation, the Department Chair will assign ratings describing the faculty member's performance for each category using the following taxonomy: "Exceeds Expectations", "Meets Expectations", or "Does Not Meet Expectations". In addition, each probationary tenure-track faculty member will have a conference meeting with the School Dean and Department Chair. At the conclusion of this conference, the School Dean will submit his or her recommendation, including recommendations for reemployment, to the formal evaluation. In the third probationary year, the faculty member being evaluated will have a conference meeting with the School Dean, Department Chair, and the Vice President for Academic Affairs. During this conference, one of the following administrative conclusions will be reached and shared with the faculty member:

- 1) The faculty member is making satisfactory progress toward achieving tenure.
- 2) Areas that need improvement have been identified and specific recommendations for improvement have been presented to the faculty member.
- 3) The faculty member's work and overall progress has not been satisfactory. The faculty member will not be recommended for reemployment.

For any probationary year, the faculty member will be notified of continuation of appointment to a subsequent year or notified of non-reappointment by March 1. Non-reappointment indicates that the faculty member's employment with the University will be terminated upon expiration of the current contract.

During the second and fourth years of the probationary period, the Department Chair will conduct a conference with all of the tenured faculty members within the department to allow tenured faculty to provide input about the probationary faculty member's progress, as applicable regarding the tenure timeline. The Department Chair will provide a written report of the conference to the probationary faculty member. If there are fewer than three tenured faculty within the department, the School Dean will construct a committee of tenured faculty from closely related departments, with no fewer than three tenured faculty members in addition to the department chair. Other faculty members who have written colleague appraisals will also be included in the conference. Throughout this process, confidentiality must be maintained regarding the conference of the tenured faculty members. The progress of the probationary faculty member should not be discussed outside of the conference.

In the fifth probationary year, the Department Chair and School Dean will recommend in writing whether the faculty member should be granted tenure beginning the following year. A recommendation for tenure must include a written statement by both the Department Chair and School Dean that the faculty member's classroom instruction is at least "Meets Expectations". It may be helpful to review the Evaluation Timeline Table for Probationary Tenure-Track Faculty (see Appendix L).

B. Evaluation Procedure for Tenure-Track Faculty Employed on or after July 1, 2015 in a Tenure-Track Appointment

Probationary tenure-track faculty members are formally evaluated each year. As part of the evaluation process, all full-time probationary faculty will submit a vita (see Appendix II for Sample Vita) with the appropriate format and written self-evaluation that includes a description of the faculty member's

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Faculty Evaluation – AFTER

progress in teaching, scholarly/creative activity, and service. Student evaluations will be given in all the faculty member's fall classes, but may be administered in additional classes at the request of the faculty member or at the discretion of the Department Chair or School Dean. For probationary tenure-track faculty members, the Department Chair will conduct a classroom observation during both fall and spring semesters for the first two years of the probationary period. In addition to student evaluations, there will be at least one other evaluation of teaching (generally a class visit by the Department Chair). The School Dean will conduct a class visit if requested by the faculty or Department Chair; the School Dean may also conduct a class visit if he/she feels it is warranted. During the first, third, and fifth years of the probationary period, the faculty member will also submit at least two colleague appraisals from tenured faculty, chosen from within the faculty member's department whenever possible (See Appendix J for the Colleague Appraisal form). The colleague appraisal should assess the probationary faculty member's strengths and weaknesses with respect to each of the three areas: teaching, scholarly/creative activity, and service. The Department Chair will take into consideration the self-evaluation and colleague appraisals and will construct a formal evaluation of the faculty member addressing four categories: teaching/job performance, scholarly/creative activity, University service, and an overall summary, according to established criteria. As part of the written evaluation, the Department Chair will assign ratings describing the faculty member's performance for each category using the following taxonomy: 'Exceeds Expectations', 'Meets Expectations', and 'Does Not Meet Expectations'. The School Dean will formally evaluate the faculty member during the third year of the probationary period. An annual conference meeting will occur between the faculty member, Department Chair, and School Dean and will conclude with one of the following recommendations:

- 1) The faculty member is making satisfactory progress toward achieving tenure.
- 2) Areas that need improvement have been identified and specific recommendations for improvement have been presented to the faculty member.
- 3) The faculty member's work and overall progress has not been satisfactory. The faculty member will not be recommended for reemployment.

For any probationary year, the faculty member will be notified of continuation of appointment to a subsequent year or notified of non-employment by March 1. Non-employment indicates that the faculty member's employment with the University will be terminated upon expiration of the current contract.

In addition to the formal evaluation procedures described above, distinct activities will occur in specific probationary years as described below.

First Year Faculty: The faculty member will be assigned a Faculty Mentor and begin a Tenure Portfolio which includes a self-evaluation on progress toward tenure. The Tenure Portfolio will be maintained and updated by the faculty member for the length of the entire probationary period.

Second Year Faculty: The Department Chair will conduct a conference with all of the tenured faculty members within the department to allow tenured faculty to provide input about the probationary faculty member's progress. The Department Chair will provide a written report of the conference to the probationary faculty member, which will be placed within the Tenure Portfolio. If there are fewer than three tenured faculty within the department, the School Dean will construct a committee of tenured faculty from closely related departments, with no fewer than three tenured faculty members in addition to the department chair. Other faculty members who have written colleague appraisals will also be included in the conference. Throughout this process, confidentiality must be maintained regarding the conference of the tenured faculty members. The progress of the probationary faculty member should not be discussed outside of the conference.

Third Year Faculty: The VPAA Provost will review the Department Chair and School Dean evaluations. A conference meeting will occur between the faculty member, Department Chair, School Dean, and VPAA Provost and will conclude with one of the following recommendations:

- 1) The faculty member is making satisfactory progress toward achieving tenure.
- 2) Areas that need improvement have been identified and specific recommendations for improvement have been presented to the faculty member.
- 3) The faculty member's work and overall progress has not been satisfactory. The faculty member will not be recommended for reemployment.

Fourth Year Faculty: The Department Chair will conduct a conference with all of the tenured faculty members within the department to allow tenured faculty to provide input about the probationary faculty member's progress. The Department Chair will provide a written report of the conference to the probationary faculty member, which will be placed within the Tenure Portfolio. If there are fewer than three tenured faculty within the department, the School Dean will construct a committee of tenured faculty from closely related departments, with no fewer than three tenured faculty members in addition to the department chair. Other faculty members who have written colleague appraisals will also be included in the conference. Throughout this process, confidentiality must be maintained regarding the conference of the tenured faculty members. The progress of the probationary faculty member should not be discussed outside of the conference.

Fifth Year Faculty: Faculty members may choose to apply for tenure during this year or wait until the sixth year of probation. If applying for tenure, the Tenure Portfolio should be completed and submitted to the Department Chair as part of the tenure application. The Department Chair and School Dean will recommend in writing whether the faculty member should be granted tenure beginning the following year. A recommendation for tenure must include a written statement by both the Department Chair and School Dean that the faculty member's performance in each of three evaluative areas: teaching, scholarly/creative activity, and University service, is a minimum of 'Meets Expectations'. Recommendations from the Department Chair and School Dean will be included in the Tenure Portfolio and submitted to the Tenure Committee. The Tenure Committee will make a recommendation to the VPAA Provost, who in turn will make a recommendation to the President. The President will make a recommendation to the Board of Governors. The application process will terminate with the approval or disapproval by the Board of Governors. The faculty member may withdraw his/her application at any time during the tenure review process. If tenure is granted, a tenured appointment will begin with the next annual contract. If tenure is not granted by the Board of Governors, the faculty member will no longer be employed in a tenure-track appointment and the University reserves the right to not employ the faculty member in any capacity.

Sixth Year Faculty: This is the final year of the probationary period, and faculty members must apply for tenure this year. Faculty members should complete the Tenure Portfolio and submit it to the Department Chair as part of the tenure application. The Department Chair and School Dean will recommend in writing whether the faculty member should be granted tenure beginning the following year. A recommendation for tenure must include a written statement by both the Department Chair and School Dean that the faculty member's performance in each of three evaluative areas: teaching, scholarly/creative activity, and University service, is a minimum of 'Meets Expectations'. Recommendations from the Department Chair and School Dean will be included in the Tenure Portfolio and submitted to the Tenure Committee. The Tenure Committee will make a recommendation to the VPAA Provost, who in turn will make a recommendation to the President. The President will make a recommendation to the Board of Governors. The application process will terminate with the approval or disapproval by the Board of Governors. If tenure is granted, a tenured appointment will begin with the next annual contract. If tenure is not granted by the Board of Governors, the faculty member will no longer be employed in a tenure-track appointment and the University reserves the right to not employ the faculty member in any capacity. It may be helpful to review the Evaluation Timeline Table for Probationary Tenure-Track Faculty (see Appendix I).

Faculty Evaluation – AFTER

IV. Evaluating Tenured Faculty

Each tenured faculty member will be formally evaluated at least every other year. As part of the evaluation process, the faculty member will submit a vita (see Appendix H for Sample Vita with the appropriate format) and written self-evaluation that includes a description of the faculty member's progress in teaching job performance, scholarly/creative activity, and service. Student evaluations will be given in all the faculty member's fall classes, but may be administered in additional classes at the request of the faculty member or at the discretion of the Department Chair or School Dean. In addition to student evaluations, there will be at least one other evaluation of teaching (generally a class visit by the Department Chair). The School Dean will conduct a class visit if requested by the faculty or Department Chair; the School Dean may also conduct a class visit if he/she feels it is warranted. The faculty member will submit at least one colleague appraisal from tenured faculty, chosen from within the faculty member's department whenever possible (See Appendix J for the Colleague Appraisal form). The colleague appraisal should assess the probationary faculty member's strengths and weaknesses with respect to each of the three areas: teaching, scholarly/creative activity, and service. The Department Chair will take into consideration the self-evaluation and colleague appraisal and will construct a formal written evaluation of the faculty member addressing four categories: teaching, scholarly/creative activity, University service, and an overall summary, according to established criteria and appropriate to rank. The evaluation should take into account all of the faculty member's work since the last evaluation. As part of the written evaluation, the Department Chair will assign ratings describing the faculty member's performance for each category using the following taxonomy: 'Exceeds Expectations', 'Meets Expectations', and 'Does Not Meet Expectations'. A conference meeting will occur between the Department Chair and faculty member to review the evaluation. If the faculty member's rating in any category is 'Does Not Meet Expectations', then the Department Chair, School Dean and the faculty member will develop a written Improvement Plan which shall contain areas identified that need specific improvement as well as specific recommendations for improvement. The faculty member will then be formally evaluated every year for a period not to exceed two years. If, at the end of the two year time period, the faculty member has achieved a minimum rating of 'Meets Expectations' in all categories, then the faculty member will remain a regular evaluation cycle of a formal evaluation every other year. If, at the end of the two year time period, the faculty member has not achieved a minimum rating of 'Meets Expectations' in all categories, then the faculty will receive notice of termination of employment, according to University policy. Exceptions may be made to this policy upon approval of the VPAA Provost.

V. Evaluating Non-Tenure-Track Faculty

A. Full-Time Faculty

Full-time non-tenure-track faculty members are formally evaluated each year. As part of the evaluation process, the faculty member will submit a vita (see Appendix H for Sample Vita with the appropriate format) and written self-evaluation that includes a description of the faculty member's progress in teaching job performance, scholarly/creative activity, and service. Student evaluations will be given in all the faculty member's fall classes, but may be administered in additional classes at the request of the faculty member or at the discretion of the Department Chair or School Dean. In addition to student evaluations, there will be at least one other evaluation of teaching (generally a class visit by the Department Chair). The School Dean will conduct a class visit if requested by the faculty or Department Chair; the School Dean may also conduct a class visit if he/she feels it is warranted. The faculty member will submit at least one colleague appraisal from tenured faculty, chosen from within the faculty member's department whenever possible (See Appendix J for the Colleague Appraisal form). The colleague appraisal should assess the probationary faculty member's strengths and weaknesses with respect to each of the three areas: teaching, scholarly/creative activity, and service. The Department Chair

will take into consideration the self-evaluation and colleague appraisal and will construct a formal written evaluation of the faculty member addressing four categories: teaching (includes classroom instruction), scholarly/creative activity, University service, and an overall summary, as indicated by the faculty appointment. As part of the written evaluation, the Department Chair will assign ratings describing the faculty member's performance for each category using the following taxonomy: 'Exceeds Expectations', 'Meets Expectations', and 'Does Not Meet Expectations'. An annual conference meeting will occur between the Department Chair and faculty member to review the evaluation. If employment is not to continue, the faculty member will receive notice of termination, according to University policy.

B. Part-Time Faculty

Adjunct faculty members, excluding affiliate adjunct faculty, are evaluated each semester or at least once a year if the faculty member is teaching both fall and spring semesters within the category of teaching/job performance. Student evaluations will be given in all the faculty member's fall classes, but may be administered in additional classes at the request of the faculty member or at the discretion of the Department Chair or School Dean. In addition to student evaluations, there will be at least one other evaluation of teaching (generally a class visit by the Department Chair). The School Dean will conduct a class visit if requested by the faculty or Department Chair; the School Dean may also conduct a class visit if he/she feels it is warranted. The Department Chair will construct a written evaluation of the faculty, assigning a rating to describe the faculty member's performance using the following taxonomy: 'Exceeds Expectations', 'Meets Expectations', and 'Does Not Meet Expectations'. A conference meeting will occur between the Department Chair and faculty member to review the evaluation. A copy of the completed evaluation shall remain on file within the department.

Faculty Evaluation – BEFORE & AFTER

- Four-part rating system that was not effective
 - “Satisfactory” really isn’t satisfactory
- Timeline has been retained except for probationary faculty (lengthened by one year)
- Inconsistent language regarding “full” and “formal” evaluations
- Established teaching, scholarly/creative activity, and service missions and criteria
- Evaluation criteria aligned with faculty appointment
- Effective three-part rating system
- Faculty mentor system
- Colleague appraisals
- Departmental input
- Increased classroom observations for new faculty
- Assessment tools for criteria categories
- Required Improvement Plans
- Clarification regarding the scope of the evaluation (cumulative vs. yearly)
- Required evaluations for part-time faculty

Tenure - BEFORE

2. *Tenured Appointments*

- a. The sixth annual appointment (exclusive of special appointments and terminal contracts) of a probationary faculty member shall constitute a tenured appointment.
- b. Tenure shall not be granted to administrative positions, athletic coaches, positions in student services, or to library personnel. Administrators, student services, librarians, and coaches may, at the discretion of the Board, be granted or continue to hold tenure in a discipline. Any administrator or coach who is notified that he or she will not be continued in that position may make a written request for reconsideration. After 5 years continuous employment, the due process procedure as described in this handbook shall apply to the division of student services and library personnel.
- c. Not more than one year of credit toward tenure may be granted by the President of the University for previous service in industry, appropriate public or private school service, full-time teaching with the rank of assistant professor or higher in other accredited universities or in special appointment at Missouri Southern. If granted, it will be specified in writing with one copy given to the faculty member and one copy retained in his file.
- d. In exceptional cases early appointments of tenure may be granted by the Board of Governors.
- e. These policies shall not affect the tenure of faculty members heretofore granted by the Board of Governors.

Tenure – AFTER

CHAPTER 4: TENURE

I. Definition and Purpose

A. Definition

Tenure is an arrangement under which a faculty appointment is continued until the faculty member resigns, retires, is discharged for cause, is laid off pursuant to a reduction in force and/or becomes disabled beyond performing the essential functions of the job.

B. Purpose

Tenure is intended to assure the university that there will be continuity in its experienced faculty and in the academic functions for which they are responsible. Appointment to tenure recognizes a commitment by the faculty member to exemplify the highest professional and academic standards. By such recognition, the university pays homage to the worth of independence of the mind and freedom of inquiry, and the faculty member acknowledges an obligation to the students and its mission.

Tenure grants faculty protection from arbitrary dismissal, granting the contractual right to be reemployed for succeeding academic years. Only faculty who hold a tenure-track appointment and have successfully completed their probationary period are eligible for tenure. A decision to grant tenure must reflect an assessment of high professional competence and performance. Tenured faculty have proven their ability to contribute significantly in their discipline and to work productively in their field. The attainment of tenure is accompanied by the expectation of continued professional growth and productivity in the areas of teaching, scholarly/creative activity, and service. Tenured faculty should be strong advocates for quality work and service, and are expected to provide support and guidance to junior colleagues, as well as to become increasingly involved in the life and governance of the University by assuming key positions that allow them to do so.

C. Procedure

Tenure is based on a thorough evaluation of the applicant's total contribution to the University, with the exception of those faculty who may be hired with a tenured appointment as depicted in section G of this chapter. An application for tenure should include the Tenure Portfolio Checklist, Certificate of Eligibility for Tenure, and the Tenure Portfolio (see Appendices B and C for the Tenure Portfolio Checklist and the Certificate of Eligibility for Tenure, respectively). It is the responsibility of the applicant to provide sufficient relevant documentation as evidence in support of meeting University criteria pertaining to teaching, scholarly and creative activity, and service.

Application for tenure proceeds from the Department Chair, to the School Dean, to the Tenure Committee, and to the VPAA Provost. The VPAA Provost makes recommendations to the President, who in turn makes recommendations to the Board of Governors.

The faculty member may withdraw his/her application at any time during the tenure review process. The tenure application process terminates with the approval or disapproval by the Board of Governors.

¹ Office of Human Resources, Faculty Handbook, Southern Illinois University, 2013.
Faculty Handbook, University of Central Arkansas, 2013

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II. Eligibility

In all cases for any faculty appointment, de facto tenure will not occur.

It is important to note that schools may adopt a policy that requires additional criteria for tenure in order to meet accreditation requirements or reflect discipline or industry standards. Schools may not adopt any policy in which the criteria for tenure would be less than that of normal University standards.

A. Tenure Eligibility for Faculty Hired On or Before June 30, 2015

Faculty employed within a tenure-track appointment, on or before June 30, 2015, while not required to apply for tenure, are expected to meet University standards for teaching, as evidenced by receiving a cumulative rating of a minimum of "Meets Expectations" on evaluation. Post evaluation with cumulative ratings of a minimum of "Good" will serve as equivalent to "Meets Expectations". For probationary faculty who commenced tenure-track employment on or before June 30, 2015, a written recommendation during the fifth probationary year, from the Department Chair and School Dean will indicate if tenure should be granted, beginning with the following year. The written recommendations must include a statement from both the Department Chair and the School Dean that the faculty member's teaching is rated as a minimum of "Meets Expectations".

B. Tenure Eligibility for Faculty Hired On or After July 1, 2015

Effective for hires following July 1, 2015, tenure will be granted only to tenure-track faculty who apply for tenure and are approved through normal procedures set forth in this Handbook (see Chapter 5, Section 10-20). For those faculty, a written recommendation from the Department Chair and School Dean during the fifth or sixth probationary year, will indicate if tenure should be granted. Faculty who have been awarded credit towards tenure upon appointment, can apply for tenure, at the earliest during the fourth year of the probationary period. The written recommendations for tenure must include a statement by both the Department Chair and School Dean that the faculty member's cumulative performance in each of nine evaluative areas: classroom instruction/teaching, scholarly/creative activity, and University service, is a minimum of "Meets Expectations".

III. Timeline

A. Prior Service and the Probationary Period

The probationary period for tenure-track faculty will not exceed six academic years. Credit towards the probationary period may be granted by the President for prior full-time service to Missouri Southern State University or to other accredited baccalaureate degree-granting institutions of higher education, industry, or the equivalent as determined by the VPAA Provost and/or President. No more than two years of credit can be awarded for prior service. Awarded credit for prior service will be noted in a written letter, with copies sent to the faculty member and retained on file within his/her personnel file as well as within the Office of the Academic Affairs. If a faculty member fails to achieve tenure at the end of the probationary period, the faculty member will no longer be employed by Missouri Southern State University in a tenure-track position and the University reserves the right to not employ the faculty member in any capacity.

Although faculty hired in January or mid-year may count all work accomplished since the date of hire, the tenure clock for them will begin the following August, unless otherwise stipulated and noted in writing at the time of the appointment in a document signed by the President or authorized designee.

B. Stopping the Clock

The probationary period may be extended at the request of the faculty member for reasons of a medical condition or to accommodate family care issues for a period of one academic year. During this period, the

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Tenure – AFTER

Faculty member's work, including the annual evaluation, will not be counted toward tenure on that the year be counted toward tenure eligibility. After the end of this period, the faculty member will resume the role of a tenure-track appointment with all of the inherent expectations and responsibilities thereof. The Board of Governors may grant the extension upon the request of the faculty member, with the recommendation of the Department Chair, School Dean, and VPAA Provost.

Whenever possible, the request should be submitted, in writing to the Department Chair, prior to the start of the academic year in question. Requests will be reviewed on a timely manner. Individuals preventing requests will be notified of approval or denial as expeditiously as possible.

Only one stopping of the tenure-track clock may be granted to each faculty member unless warranted by extraordinary circumstances. In order to evaluate the request, additional documentation, such as medical information, may be required.

C. Tenure Upon Hire

An applicant for the position of Associate Professor or Professor may be offered tenure as a condition of employment only when each of the following criteria have been met: 1) applicant possesses academic credentials reflecting exemplary teaching and service experience, as well as evidence of excellence in scholarly/creative activity in the applicant's discipline, and 2) an affirmative vote of a majority of the tenured faculty in the affected department, and 3) there is written approval of the President upon a recommendation from the VPAA Provost. There does not need to be a faculty committee vote prior to the written approval of the votes the applicant is being hired into a full-time administrative position. If the department has fewer than three tenured faculty members, a committee of tenured faculty members will be selected by the VPAA Provost to review the applicant's qualifications. An affirmative vote by this committee would serve as support for tenure to be awarded upon employment, subject to approval of the President upon a recommendation from the VPAA Provost.

IV. Tenure Portfolio and Committee

A. Tenure Portfolio

The tenure portfolio shall include the tenure-track faculty member's vita, self-evaluation, department chair recommendation, summary of conferences with tenured faculty members (provided by department chair), and department recommendations as well as any supportive documents or evidence of work that will indicate progress towards tenure (examples include but are not limited to colleague approval, colleague letters of support, evidence of scholarly/creative work). The tenure portfolio will be created and maintained by the tenure-track faculty member, and will be submitted for review to the Department Chair as indicated by regular evaluation procedure.

B. Tenure Committee

The Tenure Committee shall consist of six members. There shall be at least one tenured faculty representative from each of the four school units and one faculty representative from the library. Three members shall be appointed by the Executive Committee of the Faculty Senate and three members shall be appointed by the Vice President for Academic Affairs. On initial appointment, the term of each member shall be designated as one, two, or three years. The members of the Executive Committee of the Faculty Senate and the Vice President of Academic Affairs shall each appoint one new member each year thereafter for a three-year term. Vacancies shall be filled by the party making the appointment of the retiring member. The term of committee members shall be three years (two to be replaced each year). The Committee shall recommend approval or disapproval of all applications submitted. The Committee shall meet with the Vice President of Academic Affairs at least annually to discuss its recommendations.

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The Committee will submit a written statement to each applicant indicating the disposition of the Committee on the application and indicating deficiencies if an unfavorable recommendation is made.

If, at any step in the tenure process the applicant does not receive a favorable recommendation, he/she may submit an appeal statement rebutting reported deficiencies to the individual(s) responsible for making a recommendation at the next level. The faculty member shall submit the statement within five working days of notification of an unfavorable recommendation.

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Tenure – BEFORE & AFTER

- Tenure is awarded in the 6th year (to tenure-track faculty)
- Established tenure definition and purpose
- Tenure portfolio
- Application process
- University Tenure Committee
- Departmental input
- Stopping tenure clock provision
- Flexible probationary period

Faculty Appointments – BEFORE

VIII. Appointments to the Faculty

A. Initial Procedure

The head of a department usually initiates a proposed new appointment, generally with the assistance of a faculty committee. New appointments are recommended on the basis of competence in teaching, education, experience, and recognition in the field.

The department head will recommend two or more candidates to the school dean and to the Vice President for Academic Affairs. The Vice President for Academic Affairs may recommend the appointment of any new faculty member to the President of the University. If the President approves the recommendation, he or she in turn may recommend employment to the Board of Governors, in whom the final authority for employment is vested.

B. Statement of Terms of Appointment

1. The general terms and conditions of every appointment to the faculty will be stated in a written contract, signed by both parties, and a copy of the contract will be supplied to the faculty member. Any extensions or modifications of the contract which may be agreed to shall be set forth in writing.

2. With the exception of temporary appointment clearly limited to a brief association with the institution, all full-time appointments to the rank of instructor or higher are of three types: (1) probationary; (2) tenured; and (3) special appointments.

C. Types of Appointments

1. Probationary appointments

Probationary faculty members are those non-tenured faculty members who have been employed continuously five years or less.

2. Tenured appointments

a. The sixth annual appointment (exclusive of special appointments and terminal contracts) of a probationary faculty member shall constitute a tenured appointment.

b. Tenure shall not be granted to administrative positions, athletic coaches, positions in student services, or to library personnel. Administrators, student services, librarians, and coaches may, at the discretion of the Board, be granted or continue to hold tenure as a discipline. Any administrator or coach who is notified that he or she will not be continued in that position may make a written request for reconsideration. After 5 years continuous employment, the due process procedure as described in this handbook shall apply to the division of student services and library personnel.

c. Not more than one year of credit toward tenure may be granted by the President of the University for previous service in industry, appropriate public or private school service, full-time teaching with the rank of assistant professor or higher in other accredited universities or in special appointment at Missouri Southern. If granted, it will be specified in writing with one copy given to the faculty member and one copy retained in his file.

d. In exceptional cases early appointments of tenure may be granted by the Board of Governors.

e. These policies shall not affect the tenure of faculty members heretofore granted by the Board of Governors.

3. Term appointments

The following positions are unranked faculty positions. Persons who hold unranked positions are given term contracts which automatically terminate upon the expiration of the specified term. No notice of non-reappointment is given, and reemployment of the employee after the conclusion of the contractual term is solely within the discretion of the University. Unranked faculty members are not eligible for tenure, educational leave, or sabbatical leave. Normally time spent in an unranked position does not count towards tenure eligibility if the individual later becomes a member of the ranked faculty.

a. **One-Year Appointments.** Occasionally a faculty member may be appointed to teach specific courses on a one-year contract. A faculty member on a one-year contract will teach a full load, will be compensated in like manner, and will earn fringe benefits. The contract will be for one academic year. A faculty member on a one-year contract must hold at least a master's degree and must be qualified by academic or practical experience appropriate for the responsibilities assigned.

b. **Part-Time Appointments.** A part-time teacher is appointed on a semester basis to teach no more than six semester hours. Part-time faculty members should meet the minimum qualifications for ranked faculty at the instructor rank. They are hired with a part-semester contract and are compensated on a per credit hour basis. Fringe benefits are not earned during this appointment. Part-time faculty have duties directly associated with teaching and do not perform committee work or assume other responsibilities required of ranked faculty.

c. **Other.** Positions supported in whole or part by funds available to the institution on a short-term basis, such as grants and foundation-sponsored projects shall not be considered tenure-track positions.

4. General Rule

a. At the time of initial appointment, the faculty member will be furnished a copy of the faculty handbook and will be notified in writing of any applicable policy changes thereafter made. The most current version of the faculty handbook is available at the Academic Affairs website: <http://www.missouri.edu/academicaffairs/>. The rules governing the faculty, as adopted by the Board of Governors from time to time, will become a part of the contract each year between the faculty member and the University.

b. Throughout the period of probationary appointment there will be a conference at least annually with the faculty member, the department head, and the school dean. Unless already notified of non-renewal of contract, there will be a conference during the third year of service with the department head, school dean, the Vice President of Academic Affairs, and the faculty member. Based upon that meeting, the administrators will prepare an evaluation which will be submitted to the faculty member and the President.

c. Written notice that a probationary appointment is not to be renewed will be given to the faculty member not later in the year in which the current contract expires than March 15 in the first probationary year and December 15 for all subsequent years.

Faculty Appointments – AFTER

CHAPTER 3: FACULTY APPOINTMENTS AND RECRUITMENT

I. Term of Appointment

A. Overview and Definitions

The information contained within this section is meant to describe the requirements for a faculty member to be minimally eligible for consideration of a faculty appointment at Missouri Southern. During the first month of employment, any new faculty shall meet with the Department Chair/Director and review University and departmental evaluation, tenure, and promotion expectations and policies as applicable. New faculty are provided access to the Faculty Handbook at the initial time of hire. All faculty must acknowledge receipt of the Faculty Handbook (a copy of this form can be located at the beginning of the Faculty Handbook). Acknowledgment forms are kept on file in the Academic Affairs and Human Resources offices.

All of the faculty appointments described within this section may apply to both undergraduate and graduate education. Faculty must possess adequate credentials in the specific discipline or field. Faculty who teach graduate courses are generally responsible for fulfilling supervisory responsibilities as well as providing leadership in the graduate program. Professional qualifications of faculty who teach graduate courses should include the appropriate doctoral degree, or the terminal degree appropriate to the discipline, or evidence that clearly demonstrates necessary professional competencies and mastery of material. Generally, the undergraduate faculty and faculty who teach graduate courses are one and the same, with graduate faculty assuming duties and responsibilities in both programs.

The following definitions shall apply pertaining to types of appointments at Missouri Southern:

- 1) "Ranked Faculty" refers specifically to the three appointment pertaining to tenure-track and tenured faculty—Assistant Professor, Associate Professor, and Professor. Ranked faculty are eligible for promotion and sabbatical leave.
- 2) "Unranked Faculty" refers to any faculty appointment other than Assistant Professor, Associate Professor, and Professor. Unranked faculty are not eligible for tenure, promotion, or sabbatical leave.

B. Faculty Contractual Information

The general terms and conditions of every appointment to the faculty will be stated in a written contract, signed by both parties, and a copy of the contract will be applied to the faculty member. Any extension or modification of the contract must be agreed to and be in writing. All tenure-track and tenured teaching faculty are issued a one-month (10 month) contract of employment, unless otherwise indicated in writing at the time of the appointment. All tenure-track and tenured library faculty are issued a one-year (12 month) contract of employment, unless otherwise indicated in writing at the time of the appointment. Two-month (10 month) faculty contracts generally begin August 1 and end May 31. Twelve-month (12 month) faculty contracts begin July 1 and end June 30. Contracts are issued on the January-June 30. All faculty contracts must be signed and returned to the Office of the Vice President for Academic Affairs and Provost. Twelve-month (12 month) contracts must be returned by the second Thursday of July and one-month (10 month) contracts must be returned by the fourth Thursday of July. If either of the above days falls on a holiday, then the contract will be due on the next business day. No contract is valid or binding on the University unless signed by the Provost or authorized designee. In cases of non-reappointment, probationary tenure-track and non-tenure-track faculty will be notified in writing by the VPAA/Provost by March 1. Non-reappointment indicates that the faculty member's employment with the University will be terminated upon expiration of the current contract.

II. Appointment and Rank of Tenure-Track or Tenured Faculty

A. General Criteria for Tenure-Track or Tenured Appointments

1. Qualifications

Tenure-track or tenured faculty must possess a doctorate or terminal degree relative to field or discipline. Exceptions to this policy may be granted upon approval of the VPAA/Provost. Faculty on tenure-track appointments will be considered probationary faculty with the probationary period not to exceed six years. Faculty are expected to complete criteria that would support an application for tenure and promotion with respect of applicable time lines established by the University. Tenure-track and tenured appointments are full-time faculty appointments.

2. Rank and Advancement

There are three ranks pertaining to tenure-track and tenured faculty: Assistant Professor, Associate Professor, and Professor. Advancement to each higher rank carries with it expectation of a greater contribution to the University's mission in teaching, scholarly/creative activity, and service. Advancement also carries with it the expectation that the faculty member will accept responsibility for assuming leadership roles, which is supportive of shared governance. Positions supported in whole or in part by funds available to the University on a short-term basis, such as grants and donated funds, shall not be considered tenure-track positions. For all faculty appointments, faculty are expected to maintain currency within their specific discipline and within relevant and up to date teaching methodologies/professional skills. Tenure-track and tenured faculty are eligible for promotion and sabbatical leave.

B. Tenure-Track or Tenured Appointments

1. Assistant Professor

The rank of Assistant Professor is one who exhibits promise or demonstration of excellence in teaching/job performance and has potential for professional development in scholarly/creative activity and service appropriate to the discipline and to the University mission. An Assistant Professor should demonstrate mastery of the subject matter of some segment of the general field of the discipline.

The rank of Assistant Professor may be awarded as a non-tenure-track appointment to a faculty member who is ABD with the understanding that the faculty member will complete all requirements for a terminal degree completion within one year of being VPAA official documentation of completion of the terminal degree is received, and all other evaluations of the faculty member are acceptable, the appointment will become a tenure-track effective with the subsequent contract for the next academic year. If the terminal degree has not been obtained at the end of the one-year time limit, then continued employment in this position will not be recommended. In exceptional cases, where demonstrated promise requires greater time or extenuating circumstances apply, a contract may be renewed for a second academic year upon approval of the VPAA/Provost. If the faculty member has not obtained a terminal degree by February 1 of the second academic year, continued employment with the University will not be recommended.

2. Associate Professor

The rank of Associate Professor is one who has demonstrated a sustained record of excellence in teaching/job performance, scholarly/creative activity, and service appropriate to the discipline and to the University mission. An Associate Professor should demonstrate a comprehension of a significant portion of the discipline. It should be evident that scholarly/creative activities are up to date, that there is promise of continued accomplishment in teaching, scholarly/creative activity, and service, and that continued work will make sound contributions to teaching and learning.

Faculty Appointments – AFTER

3. Professor

The rank of Professor is one who is a recognized leader with a cumulative record of excellence in teaching/job performance, sound contributions of scholarly/creative activity, and substantial service appropriate to the discipline and to the University mission. A Professor should demonstrate a national command of the discipline. It should be evident that high standards in teaching and scholarly/creative activity with continued substantial service have resulted in significant contributions to the University and recognition of the faculty member as a leader of academic professionals.

III. Appointment of Non-Tenure-Track Faculty

A. General Criteria for Non-Tenure-Track Appointments

Non-tenure-track faculty must possess a minimum of a master's degree relative to field or discipline. Exceptions to this policy may be granted upon approval of the VPAA/Provost. Non-tenure-track faculty appointments are not ranked appointments. Non-tenure-track faculty are not eligible for tenure, promotion, or sabbatical leave. There are five appointment categories to full-time non-tenure-track faculty: Lecturer, Clinical Instructor, Visiting Assistant Professor, In-Residence Faculty, and Visiting Scholar. For all faculty appointments, faculty are expected to maintain currency within their specific discipline and within relevant and up to date teaching methodologies.

B. Non-Tenure-Track Appointments

1. Lecturer

A Lecturer is an academic appointment of an individual who has potential or demonstrated teaching ability performance and a willingness to serve the department, school, and University. A Lecturer who teaches must have knowledge of the particular course materials and an unimpaired vision for incorporating relevant teaching methodologies that are appropriate to the discipline. Although the primary responsibility is teaching/job performance, a Lecturer may perform scholarly/creative activity or service work appropriate to the position. Contingent upon performance reviews and the educational and financial needs of the University, a Lecturer appointment can be renewable.

2. Clinical Instructor

A Clinical Instructor is an academic appointment of an individual whose primary responsibilities are clinical education and service; clinical instructors must be qualified as defined by professional/discipline standards, have practical experience appropriate for the responsibilities assigned, and maintain appropriate professional credentials. Although the primary responsibility is clinical education, a Clinical Instructor may perform scholarly/creative activity or service work appropriate to the position. Contingent upon performance reviews and the educational and financial needs of the University, a Clinical Instructor appointment can be renewable.

3. Visiting Assistant Professor

A Visiting Assistant Professor is an individual who has all of the qualifications to be appointed as either a Lecturer/Clinical Instructor or Assistant Professor. Although the primary responsibility is teaching/job performance, a Visiting Assistant Professor may perform scholarly/creative activity and service work appropriate to the discipline and to the University mission. Contingent upon performance reviews, a Visiting Assistant Professor appointment may be renewed a maximum of two years. Upon recommendation and approval of the Department Chair, School Dean, and VPAA/Provost, a Visiting Assistant Professor will be offered a tenure-track appointment if the University determines it is in its best interest to do so in light of its educational and financial needs. Should it be so determined, a faculty member would be offered a tenure-track appointment in the third year of employment at Missouri Southern, serving as a Visiting Assistant Professor appointment. A Visiting Assistant

Professor can only be offered a tenure-track appointment if the faculty member meets the qualifications and credentials of such an appointment.

4. In-Residence Faculty

An In-Residence faculty appointment may be awarded to an outstanding professional within a particular discipline who renders a specified service to the University. An In-Residence faculty member is chosen on the basis of outstanding professional attainment and recognition in his or her specific field. This appointment requires a master's degree relative to the field or discipline. Exceptions to this policy may be granted upon approval of the VPAA/Provost. An In-Residence faculty member may be appointed for a specified term not to exceed five years, with reappointment possible based upon performance reviews, the educational needs of the department, and the financial needs of the University upon approval of the VPAA/Provost. In-Residence faculty could include Visiting-In-Residence, Executive-In-Residence, Artist-In-Residence, and other types of in-residence appointments.

5. Visiting Scholar

A Visiting Scholar is an individual who has all of the qualifications to be appointed as faculty rank or who holds faculty rank at another institution and who is appointed to a specific term at the University. A Visiting Scholar is not eligible for promotion.

6. Adjunct Faculty/Adjunct Clinical Faculty (Teaching)

Adjunct teaching faculty are appointed on a semester basis and may teach no more than twelve credit hours during the calendar year, excluding summer sessions. Exceptions to this policy must be approved by the VPAA/Provost. Employment terminates automatically at the end of the appointment period. Contingent upon satisfactory performance reviews and the needs of the University, an adjunct faculty appointment may be renewed. Adjunct library faculty teach a part-time position, no more than twelve hours per week. Exceptions to this policy must be approved by the VPAA/Provost. An adjunct library faculty member who has any other type of part-time employment at Missouri Southern State University is subject to an overall limitation of 1000-hours over any twelve month (12 month) period. It is possible for an adjunct faculty member to have teaching assignments that include both undergraduate and graduate coursework. Adjunct faculty have duties that are directly associated with teaching with no expectation to perform committee work or to perform other responsibilities required of full-time faculty. They have the opportunity to participate in departmental activities, such as department meetings and curricular discussions, and should be included as part of the regular communication flow within the department. Adjunct faculty do not receive retirement or insurance benefits. However, they may be allowed the use of all campus facilities in accordance to regular University policies.

7. Adjunct Faculty (Library)

Adjunct library faculty are issued a one-year (12 month) contract of employment, unless otherwise indicated in writing at the time of the appointment. Employment terminates automatically at the end of the appointment period. Contingent upon satisfactory performance reviews and the needs of the University, an adjunct library appointment may be renewed. Adjunct library faculty teach a part-time position, no more than twelve hours per week. Exceptions to this policy must be approved by the VPAA/Provost. An adjunct library faculty member who has any other type of part-time employment at Missouri Southern State University is subject to an overall limitation of 1000-hours over any twelve month (12 month) period. Adjunct library faculty must possess a Master's of Science (M.S.), which is recognized as the terminal degree for the discipline by Missouri Southern and the American Library Association (ALA). Exceptions to this policy may be granted upon approval of the VPAA/Provost. They have the opportunity to participate in departmental activities, such as department meetings, and should be included as part of the regular communication flow within the

Faculty Appointments – BEFORE & AFTER

- No clear descriptions for all faculty appointments (full-time and part-time)
- Scattered information throughout
- Qualifications and descriptions clearly established
- Rank and advancement defined
- Contractual information expanded
- Appointment information gathered in one chapter