



MISSOURI SOUTHERN  
STATE UNIVERSITY

# FACULTY HANDBOOK

Approved by the Missouri Southern State University Board of Governors September 9, 2022



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## **PREFACE**

This faculty handbook is designed to be a summary of information, policies, and procedures pertinent to the faculty of the Missouri Southern State University. This handbook is not a substitute for official catalogs and bulletins of the University. It does not supersede the official minutes of the Board of Governors nor policy memoranda from the appropriate administrative offices. Furthermore, all policies within this handbook are subject to overall University policies. While no Faculty Handbook can anticipate every circumstance or question about policy, every attempt has been made to ensure that this Handbook is as complete as possible and that the policies and procedures contained herein conform to local, state, and federal requirements as well as to recognized principles of employment practices and standards. If Handbook statements are found to be in conflict with existing or future state or federal laws, regulations, policies or procedures, such rules shall supersede and prevail over the Handbook statements.

All University officers and faculty acting on behalf of the University are expected to comply with relevant laws, grant and contract requirements, regulations, policies and practices, and all applicable University and professional standards. No unethical practice will be condoned on the grounds that it is customary or that it serves worthy or honorable goals.

All University officers and faculty acting on behalf of the University have a responsibility to ensure that all funds received are used prudently, ethically, and for their designated purposes. Neither tangible nor intangible assets of the University may be used for personal or illegal gain. Permission must be obtained for personal use of facilities and equipment, in compliance with applicable procedures.

All University officers and faculty are expected to read, understand, and comply with the policies of the Faculty Handbook, as well as all applicable laws and regulations. Failure to do so may result in disciplinary action or civil and/or criminal penalties. All University officers and faculty acting on behalf of the University are expected to report violations of these or other applicable standards to their supervisor or an appropriate University officer.

Please note that this edition of the Faculty Handbook supersedes any previous editions.

## FACULTY HANDBOOK HISTORY

Growing from its roots in Joplin Junior College, Missouri Southern became a baccalaureate institution in 1965. Policies governing the Faculty were developed gradually, and oftentimes first existed as separate documents and memoranda. By the late 1990s, a formal *Faculty Handbook* was distributed to newly hired faculty, but it was updated only irregularly. The *Faculty Handbook* of Missouri Southern State College published in 1997 was a compilation of many of these policies. In 2007, a significant revision was produced, including input from administrators and an ad-hoc Faculty Handbook Committee, and in 2009 some further minor updates were made. However, from 1965 to 2015, no formal procedure was implemented to incorporate policy changes into the Handbook, or to propose revisions to existing policies, and so the practice of maintaining policies in various locations persisted.

In the late 2000s, an economic recession, a decline in state funding, and systemic changes in higher education brought a renewed scrutiny of the place of tenure in academic faculty, including at Missouri Southern. In a self-analytical process, a Faculty Senate Ad-Hoc Committee on Tenure and Promotion examined institutional and best practices and in 2011 proposed a new policy on tenure at MSSU, stating, “The overriding goal is to instill in the candidate a commitment to excellence in teaching, scholarship, and service.” This proposal was brought for review to the Board of Governors in the fall of 2012. As the Board considered whether to adopt a new policy on tenure and promotion, it asked its legal counsel for an opinion, and it soon became apparent that the entire *Faculty Handbook* would need to be reviewed both for internal consistency and to bring it into line with current and best practices, and with changes to legal requirements over the years.

As a first step, a six-member Faculty Handbook Committee was formed in the spring of 2013 and tasked with proposing revisions to the entire Handbook. However, this Committee discovered that many policy statements were underdeveloped or mismatched to current practice, and some important areas were omitted entirely. The task was clearly too great for one small committee to accomplish.

Over the summer and fall of 2013, the Dean’s Council served as a taskforce to research best practices from several peer institutions and to create a draft Handbook from scratch that would be appropriate for a contemporary University moving into the realm of graduate education. At the same time, the Faculty Welfare Committee and a new Faculty Senate Ad-Hoc Committee on Promotion worked to propose new policies on Emeritus Faculty and on the types of ranked faculty positions that would be appropriate for the institution moving forward.

MSSU chose shared governance as a goal of special emphasis for the 10-year Higher Learning Commission (HLC) accreditation cycle from 2008–2018. The HLC Handbook of Accreditation Criterion 1 – Core Component 1d states: “The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.”

With the special emphasis of shared governance in mind, the assistant Vice-President for Academic Affairs reached out to two members of the Faculty Senate Executive Committee. In January of 2014, these three individuals solicited faculty volunteers to serve on five Special Focus Groups (SFGs) and one Faculty Handbook Revision Oversight Committee (FHROC). Sixty-one faculty volunteered, and 40 of these were placed immediately in one of the newly formed groups.

The five SFGs were supplemented by two open forum meetings and four more SFGs, utilizing existing committees (Academic Policies, Faculty Personnel, Faculty Handbook, Ad-Hoc Comprehensive Compensation, Faculty Senate Executive Committee). The SFGs each reviewed a section of the draft Handbook, making recommendations or editing the draft policies. The SFGs completed their work between September and December 2014. In September, the FHROC began meeting weekly to integrate

work into a complete draft. By January, the FHROC was meeting twice a week, including two-way communication with administration and legal counsel, to ensure the draft would be tenable to all parties. The draft was distributed to all faculty on April 7, 2015, and approved by a 77% to 23% margin at the All-Faculty Meeting on April 29, 2015. Moving forward, an annual revision will include approved changes from the prior academic year. Faculty may propose revisions to the Handbook *via* the Faculty Handbook Committee.

## ACKNOWLEDGEMENTS

The diligent efforts of numerous faculty and staff were essential to the major revision process in 2011-15, resulting in the current version of this *Faculty Handbook*.

**2011-2012:** Ad Hoc Tenure and Promotion Committee

**2013-2014:** Dean's Council, Faculty Senate Executive Committee, Ad Hoc Promotion, Faculty Welfare Committee, SFG 1: Academic Statements & Faculty Policies and Responsibilities, SFG 2: Faculty Appointments, SFG 3: Tenure, SFG 4: Evaluation Criteria, SFG 5: Promotion, SFG 6: Academic Policies Committee, SFG 7: Faculty Personnel Committee, SFG 8: Faculty Handbook Committee, Committee on Committees, SFG 9: Ad-Hoc Comprehensive Compensation Committee, Faculty Handbook Revision Oversight Committee,

**2015-2016:** Faculty Handbook Committee, a standing committee of Faculty Senate, took ownership of the Handbook

University President: Alan Marble

**Legal Counsel:** Husch Blackwell

# CHAPTER 1: UNIVERSITY MISSION AND GOVERNANCE

## I. University Mission, Vision, and Values

\*Approved by Board of Governors April 25, 2018

### A. Mission

Missouri Southern State University will educate and graduate knowledgeable, responsible, successful global citizens.

### B. Vision

Missouri Southern State University will be a leader in offering relevant undergraduate and graduate programs that fulfill the educational needs of each student. To attain our vision, we will:

- Be the University of Choice for Students, Faculty and Staff
- Create Transformative Experiences through Innovative Programs
- Promote our Culture of Excellence
- Engage in High-quality Scholarly Activities
- Grow and Thrive

### C. Values

We believe in:

- Service
- Integrity
- Respect
- Transparency
- Global Perspectives
- Community
- Responsibility and Accountability
- Diversity and Inclusion
- Broad-based Learning

## II. Academic Mission and Statements

### A. Academic Mission

Missouri Southern's Academic Mission is to promote advancement of the intellectual and social condition for all citizens by developing educated persons. The foundation of this mission is based upon excellence in teaching within quality programs, scholarly/creative activity appropriate to the discipline, and faculty service that is supportive of the University's mission and programs. In particular, faculty members provide significant educational efforts that support the University mission in areas of international education, liberal arts, and professional and pre-professional programs. An educated person:

- is a self-motivated learner who can analyze, synthesize, evaluate, understand, and communicate knowledge and information;
- understands the responsibility of global citizenship, and is aware of global issues and their significance;
- possesses a broad foundational knowledge of diverse topics that support lifelong learning and social responsibility;
- can blend theory with practice to explore challenges and find solutions by using general and

- specific knowledge and skills;
- understands that education is a lifelong process and is supported by civility and respect for diversity.

## **B. Academic Responsibility and Ethical Conduct**

Teaching is the most important responsibility of an institution of higher education. As part of this responsibility, faculty members adhere to the highest standard of ethical conduct. Missouri Southern has adopted the following Statement on Professional Ethics by the American Association of University Professors (2009) consisting of the following statements (1) to (5):

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens.
6. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Each faculty member is responsible for maintaining their own ethical conduct. University officers and faculty acting on behalf of the University are expected to maintain the highest ethical standards, observing applicable policies, practices, regulations, laws, and professional standards. In addition, faculty members should adopt the highest standard of professionalism and collegiality in activities such as teaching, scholarly and creative activity, and service work as well as performing as a

responsible member of the University community.

### **C. Academic Freedom**

Academic freedom is an integral part of any institution of higher education. Missouri Southern subscribes to the following principles contained within the Statement of Academic Freedom and Educational Responsibility by the Association of American Colleges and Universities (2006, p. 1) excerpted below:

Academic freedom to explore significant and controversial questions is an essential precondition to fulfill the academy's mission of educating students and advancing knowledge.

Faculty are responsible for establishing goals for student learning, for designing and implementing programs of general education and specialized study that intentionally cultivate the intended learning, and for assessing students' achievement. In these matters, faculty must work collaboratively with their colleagues in their departments, colleges, and institutions as well as with relevant administrators. Academic freedom is necessary not just so faculty members can conduct their individual research and teach their own courses, but so they can enable students—through whole college programs of study—to acquire the learning they need to contribute to society.

Missouri Southern has adopted the following excerpt from the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors pertaining to academic freedom (p. 2):

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

With a faculty member's right to academic freedom also comes the recognition that academic freedom is not unlimited and carries with its inherent responsibility. The privilege of academic freedom does not supersede any laws; faculty members must abide by laws such as copyright laws or laws pertaining to accommodations for disabilities or Title IX. Missouri Southern endorses the following principles in the Statement of Freedom and Responsibility by the Council of the American Association of University Professors (1990, pp. 173-174):

Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways that injure individuals or damage institutional facilities or disrupt the classes of

one's teachers or colleagues. Speakers on campus must not only be protected from violence, but also be given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that significantly impede the functions of the institution.

Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the teacher-student relationship. Faculty members may not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course. Students should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or their own social behavior. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, color, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, national origin, age (40 or older), disability and genetic information (including family medical history), degree of political activism, or personal beliefs.

It is the mastery teachers have of their subjects and their own scholarship that entitles them to their classrooms and to freedom in the presentation of their subjects. Thus, it is improper for an instructor persistently to intrude material that has no relation to the subject, or to fail to present the subject matter of the course as announced to the students and as approved by the faculty in their collective responsibility for the curriculum.

### **III. University Governance and History**

#### **A. Higher Education in Missouri**

Public higher education is made up of the University of Missouri System with campuses at Columbia, St. Louis, Kansas City and Rolla, the State Universities at Joplin, Maryville, Kirksville, Cape Girardeau, Springfield, St. Joseph, Warrensburg, Harris-Stowe located at St. Louis, and Lincoln University located at Jefferson City.

The Coordinating Board is made up of nine lay members and a professional staff that advises the Governor on matters of higher education. The Board is charged with preparing an annual report on the status of higher education in Missouri. By executive order and statute, the Board is responsible for budgetary recommendations to the Governor, for planning and coordinating all federal programs, and for coordinating all post-secondary education in Missouri.

Each state university has a governing body called the Board of Regents, Board of Governors, or the Board of Curators. The members of each board are appointed by the Governor with the consent of the Senate. Missouri Southern has seven members with each serving a six-year term. The terms rotate with a new member appointed each year.

Each Board appoints a Chair to serve as Chief Executive Officer of the college or university. The President of each institution is directly responsible to their Board for complete operation of the unit.

#### **B. University History**

The citizens of Joplin, who in the late 1930s asked the public-school district to offer college classes, could not have envisioned the sprawling campus and multidiscipline curriculum that today is Missouri Southern State University. From that initial request came Joplin Junior College, founded in 1937 as part of the Joplin school system. Nine faculty members and 114 students began classes under the auspices of the Extension Division of the University of Missouri in the new high school building.

In the spring of 1938, voters approved almost five-to-one a bond proposal that would assure the continuation of the junior college. During the next 25 years Joplin Junior College established a

national reputation for outstanding academic strength, a strong foundation for what was to come. By the mid- 1960s, area citizens again recognized the need for expanded educational opportunities.

In 1964, the citizens voted eight to one to create the Junior College District of Jasper County with a Board of Trustees to govern the newly named Jasper County Junior College. The following year, the Missouri General Assembly established a two-year senior college to be funded by the state when facilities of the junior college became available. The district would continue to fund the freshman and sophomore years.

The area again responded with enthusiastic and generous support to fund the building of a new campus on the site of the Mission Hills Farm to house the growing college. Administration and faculty, working with other college educators around the state, began developing the new curriculum. In August 1967, students gathered for the first time on the new campus of Missouri Southern State College.

The dual funding arrangement with the state continued until 1977 when on July 1st the State of Missouri officially took on the responsibility of funding the entire college. The next major milestone occurred August 28, 2003, when the college officially became Missouri Southern State University–Joplin. The Joplin reference was later dropped by legislation. With this latest change the institution took on a broader state mission and expanded its programs. Partnering with other universities in Missouri, joint graduate degree programs were offered. Today Missouri Southern State University remains a proud member of the state’s higher education family while continuing to serve the region that is an integral part of its past and beyond.

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

## I. Constitution of the Faculty

### Article I. Name

This organization shall be called the Faculty Organization of Missouri Southern State University.

### Article II. Object

The Faculty Organization is an advisory body at Missouri Southern State University and is properly concerned with all matters affecting the welfare of the University, including, but not limited to recommending and evaluating curricula, recommending and interpreting faculty policies, and promoting the best interests of the University. The Faculty Organization expresses its opinion through the Faculty Senate and at times through votes of the entire faculty. It makes available its aid and counsel to the Provost and Vice President for Academic Affairs, the President, and the Board of Governors.

### Article III. Membership

**Section 1.** Membership in the Faculty Organization shall include the following groups as defined below:

#### A. Voting Faculty

1. **Teaching Faculty:** All full-time faculty members, both ranked and unranked, who hold a faculty position by virtue of appointment by the Board of Governors that has an inherent teaching component.
2. **Library Faculty:** All full-time faculty members, both ranked and unranked, who hold a faculty position by virtue of appointment by the Board of Governors and serve as librarians.

#### B. Nonvoting Faculty

1. **Administrative Faculty:** All full-time faculty members who hold a faculty position by virtue of appointment by the Board of Governors that have full-time administrative duties. Administrative Faculty can include:
  - (a) President of the University
  - (b) Provost and Vice President for Academic Affairs
  - (c) Associate Vice President for Academic Affairs and Vice Provost
  - (d) Academic College Deans and any Assistant College Deans
  - (e) Director of the Institute of International Studies
  - (f) Library Director
2. Part-time faculty (adjunct faculty): Employees who teach less than a full load and do not have other duties that constitute a full workload as a faculty member.

**Section 2.** Titles may be added to, or deleted from, the list of Voting Faculty upon the concurrence of the Faculty Senate, the President of the University, and the Board of Governors. Titles may be added to, or deleted from, the list of Nonvoting Faculty at the discretion of the President of the University.

### Article IV. Officers of the Faculty Organization

**Section 1.** The officers of the Faculty Senate, as described below, shall also be the officers of the Faculty Organization.

**Section 2.** If any office is vacated, it shall be filled by a person elected by and from the Faculty Senate.

**Section 3.** All newly elected officers and committees shall assume their responsibilities beginning at the last regular meeting of the Faculty Senate in the Spring, after the seating of the newly elected representatives.

## **Article V. Meetings**

**Section 1.** Regular meetings may be held at the end of the Spring semester for the election of the Representatives-At-Large of the Faculty Senate and the election of any other officers hereinafter provided. Other business may be considered at any of these meetings.

**Section 2.** Special meetings may be called by the President of the Faculty Organization on their own initiative or at the request of either the Executive Committee of the Faculty Senate or any standing committee that has been created by the Faculty Organization.

**Section 3.** Fifty percent of the Voting Faculty shall constitute a quorum at any Faculty meeting.

**Section 4.** In the absence of the President of the Faculty Organization, an appointee designated by them shall act as chair.

## **Article VI. The Faculty Senate**

### **Section 1. Purpose**

The Faculty Senate, as the representative body of the faculty in routine affairs, shall receive and act upon reports and proposals of Faculty Senate Committees, initiate and formulate policy recommendations, and promote the right of due process for faculty members. It is answerable to the faculty and may refer important or troublesome matters to the entire Faculty Organization for decision.

### **Section 2. Eligibility**

Any member of the Voting Faculty is eligible for Senate membership.

### **Section 3. Senate Officers and Executive Committee Officers:**

#### **A. Officers of the Faculty Senate**

The officers of the Faculty Senate shall be as follows:

1. **President:** The President shall be a member of the voting faculty whose appointment does not include an evaluative component. (An evaluative component means that the member has a role in evaluating the performance of other faculty.)
2. **President-Elect:** shall be a member of the voting faculty whose appointment does not include an evaluative component.
3. **Secretary**
4. **Parliamentarian**

#### **B. Executive Committee:**

The Executive Committee shall be composed of the Officers of the Faculty Senate plus the Past-President of the Faculty Senate and one Member-At-Large.

#### **C. Election**

1. Executive Committee members shall be elected by and from the Faculty Senate. Election of new Officers and the Member-At-Large shall take place at the last regular meeting of the Faculty Senate in the Spring, after the seating of the newly elected at-large and area representatives.
2. Each Executive Committee member shall be elected by a majority vote of the Faculty Senate. If successive ballots are needed, the person receiving the lowest number of votes on the

previous ballot shall be dropped from the list, provided there are three or more nominees.

#### **D. Duties**

1. The Executive Committee shall make recommendations to the Provost and Vice President for Academic Affairs for faculty appointments to all standing administrative committees, except when otherwise provided for.
2. The Faculty Senate President will contact deans, department chairs, and other administrators as necessary to ensure that committee vacancies are filled.
3. The Executive Committee shall prepare agendas for all Senate Meetings.
4. The Executive Committee shall serve as a nominating committee and shall present, at the Spring meeting of the Faculty Organization, a slate of nominees for any Representative-at-Large vacancies to be filled.
5. Any other duties shall be those prescribed by Robert's Rules of Order.

#### **E. Term of Office:**

1. The President-Elect shall be elected from the membership of the Faculty Senate for a one-year term, to be immediately followed by a second year as President and a third year as Past-President. If the term as Faculty Senator of the individual chosen as President-Elect would expire before the three-year service as an officer, the term shall be extended until the three years are complete.
2. The Secretary, Parliamentarian, and Member-At-Large shall be elected for a one-year term from those Senators having at least one year remaining on their term as a Faculty Senator.
3. All Executive Committee members will assume office before the conclusion of the last regular meeting of the Faculty Senate in the Spring, and will serve until replaced.
4. If any office is vacated, the Faculty Senate shall elect an individual to complete the remaining term of office of the position vacated.

### **Section 4. Membership and Representation**

#### **A. Representation Formula**

The representation by department shall be based upon the number of Voting Faculty. The following formula shall be used:

One (1) representative for each department with three to fourteen (14) Voting Faculty members; two (2) representatives for each department with fifteen (15) or more Voting Faculty members. Library Faculty will have one (1) representative.

The representation will be reviewed by the Committee on Committees (COC) at least every five (5) years. The COC will make recommendations for changes in the formula based on the number of faculty members in each College and department on the last day of the fall semester. It may seek input from Academic Affairs, Institutional Effectiveness, Human Resources, or other departments to help determine the number of faculty members in each department. Any changes to the departmental formula or to representation of the Colleges and/or departments will be included in a COC proposal to the Faculty Senate. When a curricular department has experienced a change in status of full-time faculty members that would warrant a review of the representational formula, that department can petition the Faculty Senate to request a review of its representation on the Faculty Senate and its committees of jurisdiction before the mandatory five (5) year representation review. If the petition is granted by the Faculty Senate, the Faculty Senate Executive Committee will provide the COC with a charge to address the petition.

## **B. At-Large Representatives**

One (1) at-large representative will be elected for every thirty (30) members (or portion thereof) of the Voting Faculty.

## **C. Non-Voting Liaisons**

Representatives of the administration, staff, and students may be selected to serve as non-voting liaisons to the Faculty Senate. As liaisons are not members of the Senate, they may not propose or vote on resolutions but may be recognized to participate in debate by asking or answering questions. Liaisons can include, but are not limited to:

1. President of the University
2. Provost and Vice President for Academic Affairs
3. Staff Senate Representative
4. Student Senate Representative

## **D. Term of Office**

All members shall be elected for a period of three years, assume office before the conclusion of the last regular meeting of the Faculty Senate in the Spring, and serve until replaced. Faculty Senators may serve up to two consecutive terms. After being elected to two terms, a faculty member must be off Faculty Senate for two years before being eligible for re-election or re-appointment.

## **E. Election**

1. The Executive Committee shall serve as a nominating committee to prepare a slate of candidates for At-Large Representative.
2. The At-Large Representatives shall be elected at the All-Faculty meeting at the end of the Spring semester from the slate prepared by the nominating committee plus any nominations made from the floor. Members shall be elected by a majority vote. If a second ballot is required, the election judges may delete the names of candidates receiving a vote amounting to less than one-third of the ballots cast in the previous round, unless this makes the number of candidates fewer than the number of positions to be filled.
3. The departmental representatives shall be selected before the end of the Spring semester by the respective department.

## **F. Vacancies**

1. Should a vacancy occur in the Senate, the respective department is responsible for providing a new Representative to fill the unexpired term.
2. Should a vacancy occur among at-large representatives, the Faculty Senate Executive Committee shall appoint a member to fill the vacancy until the next regular election in the Spring. At the next regular election, a new Representative will be elected to fill the remaining term (if any). If the appointed member is subsequently elected to the Senate, the partial term shall not count toward the term limit set in Section 4-D.

## **Section 5: Faculty Senator Job Description**

### **A. Definition**

A Faculty Senate Representative (Faculty Senator) is a full-time member of the Voting Faculty. They are selected by their department, or by the Voting Faculty as an at-large Representative, to a three-year term.

### **B. Qualifications**

- Strong commitment to Students, University, Academy, College, Department, Faculty and

- Community
- Ability to work independently and collaboratively
- Ability to fairly represent competing viewpoints
- Knowledge of Department, College, and University operations

### **C. Responsibilities**

- Attend and participate in Faculty Senate meetings
- Routinely communicate issues under Faculty Senate consideration to department and/or College faculty
- Coordinate and communicate with Faculty Senators within each College on issues of importance to the University, the College, the Students, and/or Faculty
- Be willing to participate on additional committees

## **Section 6. Procedure of the Senate**

### **A. Regular Meetings**

Regular Meetings shall be held on the first Monday of each month during the Fall and Spring semesters. In addition to the business of the Senate, the agenda will typically include reports from the President of the University, the Provost and Vice President for Academic Affairs, other liaisons to the Faculty Senate, and other special reports.

### **B. Special Meetings**

Special meetings may be called by the President and/or the Executive Committee with at least 48 hours' notice. The agenda of the special meeting must be made known to the faculty at the time the meeting is announced. In case of emergency, the President of the Faculty Senate may waive the 48-hour requirement.

### **C. All meetings**

All meetings shall be opened to university faculty members, staff members and students. Faculty members who are not members of the Senate may be heard if approved by a majority vote of the Faculty Senate present.

### **D. Quorum**

One-half plus one of the members shall constitute a quorum.

### **E. Minutes**

Minutes of each meeting shall be published to the whole faculty.

### **F. Rules**

Robert's Rules of Order shall be followed.

## **Article VII. The Right to be Heard**

**Section 1.** Any faculty member has various methods of appeal besides the general faculty meeting. They can appeal to the Faculty Grievance Committee or to any other appropriate committee (and any committee has the constitutional right to request a special meeting of the Faculty Senate or of the entire faculty).

**Section 2.** They can petition the Faculty Senate and shall be given the right to be heard if their petition carries signatures of 15 percent of the voting faculty.

**Section 3.** They can require consideration of the entire faculty at a regular or special meeting if their petition bears the signatures of one-third of the voting faculty.

## **Article VIII. Final Approval**

**Section 1.** Any action taken by this organization is subject to the approval of the President of the University and/or the Board of Governors.

## **Article IX. Amendments**

**Section 1.** If an amendment to, or a revision of, the Constitution is desired, the proposed amendment or revision shall be presented by any member of the Faculty Senate to the Executive Committee of the Faculty Senate, which shall act as a constitution committee. Upon approval of the committee, a copy shall be sent to each member of the faculty at least one week in advance of the meeting at which action is to be taken.

**Section 2.** An amendment or revision shall be recommended to the Faculty if it receives a two-thirds vote of those representatives present in the Faculty Senate meeting, a quorum being present.

**Section 3.** The amendment or revision must be ratified by a secret ballot vote of the faculty. A two-thirds majority of the votes cast will be necessary for ratification.

**Section 4.** Any amendment so approved shall then be submitted to the Board of Governors for final approval.

## **II. By-Laws of the Faculty Organization**

### **Article I. Rules of Order**

**Section 1.** All business shall be conducted according to Robert's Rules of Order unless otherwise specified in this Constitution and its By-Laws.

**Section 2.** Unless otherwise specified in this Constitution and its By-Laws, voting on questions submitted to the Faculty, or to its Senate, shall be by acclamation unless the Faculty requests some other form of expression. A majority vote of a quorum of the Voting Faculty, or its Senate, is necessary to pass or reject a measure, and actions so decided shall be declared official.

**Section 3.** On secondary motion, the affirmative vote of eight members of the Senate may require a roll call vote.

**Section 4.** All committee reports to the Faculty Senate shall be submitted to the Secretary of the Senate for distribution to Senate members before debate and action.

### **Article II. Duties of Officers**

**Section 1.** The duties of any officer of the Faculty Organization or of the Faculty Senate shall be such as defined in Robert's Rules of Order except as otherwise specified in this Constitution and its By-Laws.

### **Article III. Faculty Senate Committees**

#### **Section 1. Method of Selection**

- A. The Executive Committee of the Faculty Senate shall make recommendations to the Provost and Vice President for Academic Affairs for faculty appointments to all standing committees, except when otherwise provided for. The Student Senate shall make recommendations to the Provost and Vice President for Academic Affairs for student appointments to such standing committees as are authorized below. The Provost and Vice President for Academic Affairs will then make appointments to all standing committees of the faculty on or before the date of the first fall meeting of the Faculty Organization.
- B. Any committee may ask any member of the Faculty Organization to appear before it for information or consultation.

## **Section 2. Committee Member Eligibility**

- A. Faculty committee members may be any member of the Faculty Organization.
- B. Student members may be any regularly enrolled full-time student who shall have earned at least 30 semester hours in residence at Missouri Southern State University and who shall have had at least a cumulative 2.5 GPA at the end of the preceding semester.

## **Section 3. Committee Structure**

- A. The following standing committees, and such others as may later be deemed necessary, with their stated organization and duties, shall be considered the regular committee structure of the Faculty Organization.
- B. For those committees having membership terms of more than one year, terms will be staggered to ensure committee continuity. Unless otherwise specified in these By-laws, the Executive Committee of the Faculty Senate has the responsibility to implement this policy.

## **Section 4. Committee Reports**

- A. All committees of the Faculty Senate shall be responsible directly to the Faculty Senate. The Faculty Senate liaison to each committee shall be its spokesperson at meetings of the Senate. All committees of the Faculty Senate shall submit a copy of minutes of each meeting to the Secretary of the Senate within one week of any committee meeting, and any committee desiring action on a proposal must submit to the President of the Senate a copy of such proposals prior to the Senate meeting at which action is desired.
- B. The Secretary of the Faculty Senate will, in coordination with Academic Affairs, ensure that copies of the minutes and reports of the Senate and its committees are archived electronically in a permanent location easily accessible to all University employees.

## **Section 5. Committee Organization**

- A. Each committee of the Faculty Senate shall have a chair and secretary, and for any such committee whose chair or secretary is not specified by these By-Laws, the committee shall elect its chair from its faculty members at its first meeting of the academic year.
- B. The committee secretary shall be elected at the same meeting. Each committee shall meet as often as needed.

# **Article IV. Amendments**

## **Section 1. By-laws**

These By-Laws may be amended or revised in the same manner as the Constitution. If a divisional reorganization occurs, the Senate shall plan for the necessary reapportionment of representatives.

# **III. Faculty Senate Committees**

## **A. General Policies**

1. Unless otherwise specified, one member of the Faculty Senate shall be elected or appointed to serve a one-year term as a nonvoting liaison to each Faculty Senate Committee. The liaison shall have the responsibility of calling the first meeting of the Committee in the Fall semester and reporting to the Senate the names of the Chair and Secretary of the Committee. The liaison shall ensure that reports of the Committee are presented at regularly scheduled meetings of the Faculty Senate and shall bring any recommendations of the Committee to the Senate for action.
2. A Faculty Senator who is also a member of a Committee may serve a dual role as the Faculty Senate liaison to that Committee.

3. Committee members are elected or appointed to terms as specified in each Committee description. Faculty members may serve up to two consecutive terms on a particular Committee. After two terms, a faculty member must be off the committee for the period of one regular term before being eligible for re-election or re-appointment.
4. Should a vacancy occur in an elected Committee position, the Faculty Senate Executive Committee shall appoint a member to fill the vacancy until the next regular election in the Spring. If the member is subsequently elected to the Committee, the partial term shall not count toward the term limit set in area A.3.
5. To provide continuity, terms of office shall be staggered whenever possible so that a majority of Committee members are retained in the Fall from the previous year. The Faculty Senate Executive Committee shall have the authority to adjust terms of office when necessary to achieve this goal.

## **B. Academic Policies Committee**

### 1. Organization of the Academic Policies Committee (APC)

#### a. Voting members shall consist of:

- |  |           |
|--|-----------|
| i. College of Arts & Sciences                          | 4 members |
| ii. College of Business, Communication, and Technology | 4 members |
| iii. College of Health, Life Sciences, and Education   | 4 members |

#### b. The Campus Core 42 MDHEWD representative will be a member of the APC.

- #### c. The APC will meet bi-monthly during the Academic Year and its organizational structure will include a Chair and Chair-Elect. The first meeting each Academic Year is focused on training members on SharePoint and curricular change processes. The Chair will mentor the Chair-Elect. The Chair-Elect will serve as the APC secretary and will become the Chair the next Academic Year. A new Chair-Elect will be elected, selected by the voting members of the APC, at the final meeting (April) of the current Academic Year.

See Appendix S for Academic Policies Committee Chair, Chair-Elect, and Membership Job Descriptions, Roles, and Responsibilities.

See APPENDIX T for Academic Policy Committee Policies, Procedures, and Flow Chart.

See APPENDIX U for Approval Path for Academic Documents and Examples.

#### d. Nonvoting members shall consist of:

- i. Provost and Vice President for Academic Affairs or designee (ex-officio)
- ii. University Registrar (ex-officio)
- iii. The College Deans (ex-officio)
- iv. A secretary appointed by the chairperson (without voting rights, unless selected from voting members)
- v. One member of the Faculty Senate selected by the Executive Committee of the Faculty Senate to serve as a nonvoting liaison for a one-year term.
- vi. One member of the Student Senate selected by the Executive Committee of the Student Senate to serve as a nonvoting liaison for a one-year term.

### 2. Duties of the Academic Policies Committee (APC)

- a. The APC will meet the second and fourth Monday of each month during the academic year. All course and program changes begin with a first reading. They are returned to

departments when editing or changes are required. The second meeting of each month will include a second reading of course and program changes and final approval.

- b. Review proposals regarding curricular changes to programs. All undergraduate courses and program changes are considered and approved by APC. All Core 42 courses are considered and approved by APC. Courses with Missouri Transfer (MOTR) numbers will be considered and approved by APC. (MOTR is an acronym that refers to the 42 credit hours that are transferable across public colleges and universities and some private colleges and universities.) Graduate courses and programs will be considered and approved by the Graduate Council. Program approvals are required to be reviewed by the Missouri Department of Higher Education and Workforce Development and the Higher Learning Commission.
- c. Ensure that proposals are written in correct style and follow all policies of the University.
- d. Recommend to Faculty Senate only those proposals which they feel will preserve or improve the quality of the education provided by the University.
- e. Determine whether proposed curricular changes are likely to affect other programs. Verify that the responsible individuals in the affected areas agree to the curricular change before approving the proposal.
- f. Adjudicate disputes regarding curriculum proposals between academic departments.
- g. Initiate and consider proposal for academic development of the University.
- h. Make recommendations to the Faculty Senate regarding any policy change in curricula.
- i. When departmental matters and professional and pre-professional programs are under discussion, the Committee shall invite counsel from the responsible persons in the areas involved.
- j. The APC is responsible for General Education Curriculum. Accordingly, it will:
  - Collect, review, and recommend to the Academic Policies Committee all course changes in the General Education Curriculum submitted by academic departments.
  - Ensure the University's core curriculum is consistent with state requirements, flexible to meet the unique needs of the institution's various academic programs, and assessable from a student learning perspective. This committee is responsible for the structure of the general education curriculum and the inclusion/exclusion of specific courses as meeting the stated requirements.
  - Review the General Education Curriculum every three years to determine how well the curriculum goals are being met. The review will result in a written report given to the Faculty Senate and the President of the University.

### **C. Committee on Committees**

#### **1. Organization**

- a. Provost and Vice President for Academic Affairs (ex-officio)
- b. President-Elect of the Faculty Senate or designated member of the Faculty Senate Executive Committee (ex-officio)
- c. One faculty member elected by each College for a two-year term.
  - i. College of Arts and Sciences 1 member
  - ii. College of Business, Communication, and Technology 1 member

- iii. College of Health, Life Sciences, and Education 1 member
- d. One member from the Library elected by members of the Library faculty for a two-year term.
- e. Each year the committee shall elect a chair and secretary from its membership in areas 1c or 1d.

2. Duties

The Committee shall continually review organizational structures and functions of the Faculty Senate and shall make recommendations to the Faculty Senate regarding any changes in these structures and functions.

**D. Faculty Grievance Committee**

1. Organization

- a. One tenured, full-time teaching faculty member elected by the members of each College for a three-year term.
  - i. College of Arts and Sciences 1 member
  - ii. College of Business, Communication, and Technology 1 member
  - iii. College of Health, Life Sciences, and Education 1 member
- b. One member from the Library elected by the members of the Library faculty for a three-year term.
- c. One tenured full-time teaching faculty member shall be elected by the faculty-at-large to serve a three-year term as member-at-large.
- d. The terms of members from a, b, and c will be staggered so that only 1/3 of those members are replaced in any year.
- e. The chair and the secretary of the Committee shall be elected by the Committee from its membership in areas 1a, 1b or 1c.

2. Duties

- a. The President of the Faculty Senate will call the first meeting to elect a chair and secretary. Due to the confidential nature of the committee, there will be no liaison between Faculty Senate and the Faculty Grievance Committee and, thus, no report.
- b. The voting members of the Faculty Grievance Committee shall serve as members of the Hearing Panel.
- c. The Committee shall choose Hearing Panel members to replace Committee members recused due to a conflict of interest or direct association with the individuals involved in the grievance.

**E. Faculty Handbook Committee**

1. Organization

- a. Vice President for Academic Affairs/Provost or designated representative (ex-officio)
- b. President of the Faculty Senate or designated member of the Faculty Senate Executive Committee (ex-officio)
- c. One full-time teaching faculty member (5 years of teaching experience suggested) elected by each College for a two-year term.
  - i. College of Arts and Sciences 1 member

- ii. College of Business, Communication, and Technology 1 member
    - iii. College of Health, Life Sciences, and Education 1 member
  - d. One member from the Library elected by Library faculty for a two-year term.
  - e. One full-time teaching faculty member shall be elected by the faculty-at-large to serve a two-year term as member-at-large.
  - f. Voting members of this committee include those from areas 1c, 1d and 1e.
  - g. At the beginning of each academic year, the committee shall elect a chairperson and secretary from its membership in areas 1c, 1d or 1e.
2. Duties
- a. The Faculty Handbook Committee will, at least annually, provide a summary of recommendations received and any actions taken. This summary will be submitted as a report to Faculty Senate prior to the April Senate meeting.
  - b. In addition to actions on specific recommendations received, the Faculty Handbook Committee shall ensure that all portions of the Handbook are reviewed within each ten-year period.
  - c. The Committee shall physically incorporate changes or revisions into the Faculty Handbook after they have been approved by the Faculty Senate, the Faculty Organization (if required), the University President and the University Board of Governors, and shall submit the revised documents to the Academic Affairs office for publication.

## **F. Faculty Information Technology Committee**

1. Organization
- a. One faculty member from each of the following areas, to be elected by their respective areas for two-year terms, one half of the committee to be elected each year:
    - i. College of Arts and Sciences 1 member
    - ii. College of Business, Communication, and Technology 1 member
    - iii. College of Health, Life Sciences, and Education 1 member
    - iv. Library 1 member
  - b. One member of the Faculty Senate Executive Committee, or its designee (ex officio).
  - c. One member of the Staff, designated by the Staff Senate.
  - d. MSSU Chief Information Officer (CIO), or a designee (ex officio).
  - e. MSSU faculty members may attend the Committee's meetings and participate in its discussions (ex officio).
  - f. MSSU employees of Information Technology (IT) may attend the Committee's meetings and participate in its discussion at the discretion of the CIO (ex officio).
  - g. Members of 1.a., 1.b., 1.c., 1.d. and 1.e are eligible to bring interest-oriented issues, provided they are germane to the Committee's scope, to the Committee's meetings for discussion and adjudication.
  - h. The Committee shall elect its chair and secretary from 1.a. at its first meeting each academic year.
  - i. The Committee may create subcommittees comprised of at least one faculty member and at least one employee of IT.

2. Duties
  - a. The Committee shall facilitate sustained dialogue between the faculty and IT.
  - b. The Committee shall review and make recommendations pertinent to adequate communications to the faculty.
  - c. The Committee may initiate and review information, including faculty feedback and ideas regarding IT. This action may include sending surveys and meeting with faculty in open forums.
  - d. The Committee may develop, review, and communicate the University's information technology related policy, as they relate to the faculty.
  - e. In collaboration with IT, the Committee will review, assess, and make recommendations regarding computing and technology, as they relate to the faculty:
    - i. The information security policy and information security related matters, which will be subject to periodical review.
    - ii. The University's technology-related facilities.
    - iii. The current and future hardware and software needs.
    - iv. The trends and emerging technology.
    - v. The broad recommendations regarding allocation of resources.

## **G. Faculty Welfare Committee**

1. Organization
  - a. Faculty members from each of the following areas, to be elected by their respective areas for three-year terms, one third of the committee to be elected each year.  
 Number of Representatives
 

i. College of Arts and Sciences	2 members
ii. College of Business, Communication, and Technology	2 members
iii. College of Health, Life Sciences, and Education	2 members
iv. Library	1 member
  - b. One member of the Faculty Senate selected by the Executive Committee of the Faculty Senate to serve as a nonvoting liaison for a one-year term.
  - c. The chair and secretary of the Committee shall be elected by the Committee from its membership in area 1a.
2. Duties
  - a. The Faculty Welfare Committee shall serve as a research and advisory committee to the President of the University, the Provost and Vice President for Academic Affairs, and the Faculty Senate in matters of general policy regarding faculty salaries and benefits, promotions, tenure, retention, faculty, and sabbatical appointments, and leaves of absence. Faculty Senate approval of recommendations will be presented by the Faculty Senate to the Provost/VPAA and/or the University President. The final decision shall be made by the President of the University and/or approved by the Board of Governors.
  - b. The Committee shall review and make recommendations pertinent to adequate communications within the faculty.

## **H. International Studies Committee**

1. Organization
  - a. Director of the International Institute (ex-officio)
  - b. One full-time teaching faculty member elected by each College for a two-year term:
    - i. College of Arts and Sciences 1 member
    - ii. College of Business, Communication, and Technology 1 member
    - iii. College of Health, Life Sciences, and Education 1 member
    - iv. Library 1 member
  - c. One member from the Modern Languages Program elected by Modern Languages faculty for a two-year term.
  - d. One member from the Library elected by members of the Library faculty for a two-year term.
  - e. One member of the Faculty Senate selected by the Executive Committee of the Faculty Senate to serve as a nonvoting liaison for a one-year term.
  - f. Two faculty members with staggered two-year terms, one being elected each year from the pool of faculty who have taught International Studies courses within the previous two years.
  - g. Each year the committee will elect a chair and secretary from its membership in areas 1b, 1c, 1d, and 1f.
2. Duties
  - a. Missouri Southern State University includes in their mission statement “a strong commitment to international education”. The Committee shall oversee the three primary areas of the Institute of International Studies—Study Abroad, Themed Semester Events, and the International Studies degree—making recommendations for improvements, extension, and development of each area.
  - b. The committee shall annually review the role of the Institute for International Studies on our campus, providing and analyzing assessments for determining if current and strategic goals and objectives are being met.
  - c. The committee shall propose to the General Education Committee changes in Area I of the General Education Requirements. Area I is the Institutional requirement for an International Studies course.

## **I. Library Advisory Committee**

1. Organization
  - a. Library Director (ex-officio)
  - b. One faculty member elected by each College for a two-year term:
    - i. College of Arts and Sciences 1 member
    - ii. College of Business, Communication, and Technology 1 member
    - iii. College of Health, Life Sciences, and Education 1 member
  - c. One member representing the Library elected by the members of the Library faculty for a two-year term.
  - d. Two student members chosen by the Student Senate for a one-year term.

- e. One member of the Faculty Senate selected by the Executive Committee of the Faculty Senate to serve as a nonvoting liaison for a one-year term.
  - f. Other Library faculty, who shall be non-voting members of this committee.
  - g. Each year the committee will elect a chair from its membership areas 1b and 1e; the committee will elect a secretary from its membership areas 1b, 1e, and 1f.
2. Duties
- a. The Committee shall recommend policy regarding services rendered by the Library to the University community, including improvements, extension, and development of the Library.
  - b. The Committee shall recommend policy regarding the allocation of the Library funds to departments.
  - c. The Committee shall communicate library-relevant information, policies, or issues to the University community.
  - d. The Committee shall routinely review the Library Strategic Plan.

## **J. Teaching and Learning Committee**

1. Organization
- a. Provost/VPAA or designee in an ex-officio capacity, indefinite term.
  - b. One full-time teaching faculty member of the Department of English & Philosophy who teaches first-year composition, in an ex-officio capacity, indefinite term.
  - c. Writing Coordinator, if applicable, indefinite term.
  - d. Faculty members from each of the following areas, to be elected by their respective areas for three-year terms, approximately one-third of the committee to be elected each year.
 

i. College of Arts and Sciences	1 member
ii. College of Business, Communication, and Technology	1 member
iii. College of Health, Life Sciences, and Education	1 member
iv. Library	1 member
  - e. One member each from the Student Success Center and the TRIO Programs (combined representation) for a three-year term in an ex-officio capacity.
  - f. The previous year's outstanding teachers and advisors to serve during the subsequent Fall and Spring semesters.
  - g. One member of the Faculty Senate selected by the Executive Committee of the Faculty Senate to serve as a non-voting liaison for a one-year term.
  - h. Each year the committee will elect a chair and a secretary from its members in areas 1c, 1d, and 1f.
2. Duties
- a. The Committee shall serve as a resource to help faculty improve the quality of their teaching and their students' learning.
  - b. The Committee shall serve as a resource to help faculty and students improve their writing.
  - c. The Committee shall facilitate arrangements for seminars and workshops, to be presented

by Missouri Southern faculty and/or experts from off-campus, on the content and methods of university teaching and learning.

- d. The Committee shall facilitate arrangements for providing resources to and organizing writing seminars and workshops for the professional development of faculty and the advancement of their writing strategies.
- e. The Committee shall bring to the attention of the Faculty Senate, the Academic Policies Committee, and other appropriate University offices any matters pertaining to teaching and learning that require an institution-wide response.
- f. The Committee shall recommend policies, procedures, goals, methods, and evaluation through the lens of the teaching, learning, and writing pedagogy of faculty.

# CHAPTER 3: FACULTY APPOINTMENTS AND RECRUITMENT

## I. Terms 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. Additionally, faculty credentials must be consistent with Higher Learning Commission (HLC) faculty qualifications, program-level accreditation requirements, and departmental mission and needs. Faculty who teach graduate courses are generally responsible for fulfilling instructional responsibilities as well as providing leadership in the graduate programs. 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 appointments 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 with the exception of and unranked faculty holding Master Instructor and Clinical Instructor appointments, who may be eligible to apply for promotion with compensation increase at one-half the compensation rate received by ranked faculty.
3. **“Interim Faculty”** refers to any faculty appointed to fill a leadership position for an indeterminate period of time. Interim appointments are a change to an existing appointment and may necessitate altering the conditions of employment of the interim faculty. Such employment alterations may be made at the discretion of the Provost/VPAA who will negotiate mutually agreed upon terms with the interim faculty. If employment conditions are altered, the changes will be documented in writing and shared with all relevant parties.

### 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 supplied to the faculty member. Any extensions or modifications of the contract which may be agreed to shall be set forth in writing. All tenure-track and tenured teaching faculty are issued a ten-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. Ten-month (10 month) faculty contracts generally begin August 1 and end May 31. Twelve-month (12 month) faculty contracts generally begin July 1 and end June 30. Contracts are issued at the latest by June 30. All faculty

contracts must be signed and returned to the Office of the Provost and Vice President for Academic Affairs; twelve-month (12 month) contracts must be returned by the second Thursday of July and ten-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 President or authorized designee.

Faculty members are required to provide a minimum of thirty days' notice to the immediate supervisor and the Office of Human Resources. Should a faculty member's resignation occur prior to completion of the designated contract term, the faculty will be ineligible for rehire. In cases of non-reappointment, probationary tenure-track and non-tenure-track faculty will be notified in writing by the Provost/VPAA by March 1. Non-reappointment indicates that the faculty member's employment with the University will be terminated upon expiration of the current contract. At the discretion of the Provost/VPAA, a faculty notified of termination may be granted a one-year non-tenure-track terminal contract. In such cases, all rights and privileges associated with ranked faculty are null and void.

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

### **A. General Criteria for Tenure-Track or Tenured Appointments**

#### **Qualifications**

Tenure-track or tenured faculty must possess a doctorate or terminal degree relative to field or discipline. Additionally, faculty credentials must be consistent with Higher Learning Commission (HLC) faculty qualifications, program-level accreditation requirements, and departmental mission and needs. Exceptions to this policy may be granted upon approval of the Provost/VPAA. 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 timelines established by the University. Tenure-track and tenured appointments are full-time faculty appointments.

#### **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 the 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 utilize 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 hiring. When 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 dissertation writing requires greater time or extenuating circumstances apply, a contract may be renewed for a second academic year upon approval of the Provost/VPAA. 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, scholarship/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.

## **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 substantial 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. Additionally, faculty credentials must be consistent with Higher Learning Commission (HLC) faculty qualifications, program-level accreditation requirements, and departmental mission and needs. Exceptions to this policy may be granted upon approval of the Provost/VPAA. Non-tenure-track faculty appointments are not ranked appointments. Non-tenure-track faculty are not eligible for tenure, promotion, or sabbatical leave; however, faculty with an appointment of Master Instructor or Clinical Instructor *may* be eligible to apply for an unranked promotion as outlined in Chapter 4. There are six appointments pertaining to full-time non-tenure-track faculty: Master Instructor, Master Instructor, 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 utilize relevant and up to date teaching methodologies.

## **B. Non-Tenure-Track Appointments**

### **1. Master Instructor**

A Master Instructor is an individual who has potential or demonstrated teaching ability/job performance and a willingness to serve the department, College, and University. A Master Instructor must have knowledge of the particular course materials and an intellectual vision for incorporating relevant teaching methodologies that are appropriate to the discipline. The

Master Instructor's primary responsibility is teaching/job performance. Therefore, the Master Instructor is expected to teach a total of thirty (30) teaching load hours within one academic year, excluding summer semesters. A Master Instructor may perform scholarly/creative activity or service work as is appropriate to the position and each department. Contingent upon performance reviews and the educational and financial needs of the University, a Master Instructor 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 Master Instructor, 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 the University mission. Contingent upon performance reviews, a Visiting Assistant Professor appointment may be renewed a maximum of two times. Upon recommendation and approval of the Department Chair, College Dean, and Provost/VPAA, 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 in 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 attainments and recognition in their 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 Provost/VPAA. 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 Provost/VPAA. In-Residence faculty could include Writer-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 at 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 semesters. Exceptions to this policy

must be approved by the Provost/VPAA. Employment terminates automatically at the end of the appointment period. Contractual aspects of the Faculty Handbook do not apply to adjunct faculty. Adjunct faculty should possess a master's degree or the equivalent professional credential in a field determined acceptable by the College Dean. Exceptions to this policy may be granted upon the approval of the Provost/VPAA. An Adjunct 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 nor 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 work a part-time schedule, no more than twenty hours per week. Exceptions to this policy must be approved by the Provost/VPAA. 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 of Science (MLS), 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 Provost/VPAA. 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 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.

### **IV. Appointment of Graduate Faculty**

#### **A. Graduate Faculty**

There are two classifications of Graduate Faculty membership at MSSU, Graduate Faculty and Adjunct Graduate Faculty.

##### **1. Membership**

Faculty are eligible to apply for membership if the following criteria are met:

- a. Hold a regular Faculty Appointment (tenure or tenure-track) at MSSU with the rank of Assistant Professor or higher and;
- b. Possess a terminal degree appropriate to specialties, or equivalent qualifications and meet the criteria of their academic unit; or
- c. Hold a Graduate Faculty appointment from another regionally accredited, United States university.
- d. Faculty are automatically considered eligible for appointment to the Graduate Faculty for three years following the completion of a terminal degree.

*Special Cases*

Members of the staff of a research center or institute who are fulltime employees of Missouri Southern State University, and individuals who hold faculty appointments totaling at least .75 FTE at MSSU are eligible for appointment to the Graduate Faculty or Adjunct Graduate Faculty membership if the following criteria are met:

- a. Hold an academic appointment at the rank of Assistant Professor or above in an academic unit offering a graduate degree;
- b. Hold a terminal degree or equivalent as determined by the academic unit and;
- c. The faculty member's area of research relates to major aspects of graduate programs offered by the academic unit;
- d. The quality and significance of their research are of a high level as attested to by the department/division Chair, who must be willing to equate their involvement in research proportionate to instructional activity; or
- e. The faculty member is regularly participating in instructional and/or advisory or supervisory functions involving graduate students in the department/division where they hold a faculty appointment.

## **2. Criteria**

- a. Nominations for appointment to the Graduate Faculty are reviewed by the Academic Deans to determine if applicants have been engaged in scholarly or creative activity according to the Boyer Model of Scholarship (See Appendix V – Boyer Model of Scholarship) of a professional caliber that meets the unit-specific criteria approved by the respective academic unit.
- b. During the previous five years, applicants must meet the minimum standard of two significant scholarly accomplishments as outlined by departmental evaluation guidelines. In most instances, these accomplishments are expected to be peer reviewed publications, performances, or juried exhibitions. Although quantity is an important factor in judging the level of scholarship and creative activity, the primary consideration for appointment to the Graduate Faculty must be the quality of the applicant's accomplishments.
- c. Each discipline or academic unit has the responsibility to determine the qualitative and quantitative criteria for acceptable performance and to provide the Dean with an assessment of how each applicant fulfills the unit-specific criteria. See: Academic Unit Specific Criteria.

## **3. Selection**

Nominations for membership in the Graduate Faculty originate with the faculty of an academic unit and are submitted to the academic Dean who reviews and approves or disapproves each nomination.

## **4. Review of Appointments: Selection**

Appointments to the Graduate Faculty are reviewed by the academic Dean throughout the academic year and all appointments are in effect for six years. The academic chair conducts this review and submits recommendations to the academic Dean.

## **5. Responsibilities and Privileges of Graduate Faculty members include:**

- a. Teach graduate level courses.
- b. Advise graduate students.
- c. Serve on supervisory and examining committees for graduate students.
- d. Direct master's theses.

- e. Differential teaching load for graduate course(s).

## **B. Adjunct Graduate Faculty**

### **1. Membership**

Duly nominated and approved Adjunct Graduate Faculty of the University:

- a. Possess a terminal degree appropriate to specialties, or equivalent qualifications; or
- b. Possess an expertise essential to the graduate program as determined by the academic unit.

### **2. Criteria**

The qualifications for membership on the Adjunct Graduate Faculty are the same as those for regular Graduate Faculty with the exception that the candidates hold either part-time or non-regular faculty appointments, and their qualifications may vary depending upon the kind of involvement in graduate program activities (teaching, advising, research, etc.) expected of the candidate.

### **3. Selection**

Recommendations for Adjunct Graduate Faculty appointments are to be forwarded to the academic Dean by academic units well in advance of the semester in which candidates are scheduled to participate in a given graduate program. Recommendations for appointment must include: the candidate's professional resume; endorsements by the Department Chair (if appropriate) and the Dean of the academic unit; and any other documentation attesting to the candidate's professional qualifications.

If the proposed appointment is longer than one semester, the nominations for membership shall originate with the faculty of an academic unit and are submitted to the appropriate Dean for review and approval or disapproval.

### **4. Review of Appointments**

Appointments to the Adjunct Graduate Faculty are valid for one semester. Appointments may be renewed for one semester, upon recommendation and approval from the Dean of the academic unit.

Appointments for more than one semester are made after approval by academic Dean and will be in effect for three years. The academic unit conducts the initial review and submits recommendations to the appropriate academic Dean, who reviews and approves or disapproves each recommendation for continuance of the appointment.

## **C. MSSU Academic Unit Criteria**

Colleges at MSSU have developed criteria that delineate the general criteria for appointment to all categories of Graduate Faculty and Doctoral Faculty. These criteria have been reviewed and approved by the Graduate Council and serve as the guidelines for approval of faculty appointments.

## **D. Extenuating Circumstances**

The Dean of any academic unit may petition the Graduate Council for an exception regarding appointment to either Graduate or Doctoral faculty. This petition must include a thorough justification for the exception.

## **E. Appeals Procedure**

The Graduate Council is responsible for formulating comprehensive appeals procedures for both graduate students and members of the Graduate Faculty.

## **F. Scholarship**

The scholarship activities of Graduate Faculty and Adjunct Graduate Faculty are evaluated using the Boyer Model of Scholarship (see Appendix V – Boyer Model of Scholarship).

## **V. Appointment of Honors Faculty**

### **A. Honors Faculty**

Extraordinary faculty members are appointed to support the mission of the Honors Program by enhancing Honors education on both an instructional and scholarly level. Honors Faculty encourage other outstanding faculty members to work with Honors students, thus fostering a sense of community among the Honors Program and other academic departments.

### **B. Criteria**

To qualify as a member of the Honors Faculty, one must meet, at a minimum, the following criteria:

1. A minimum of three years of teaching experience.
2. Have taught an Honors class at MSSU for at least three semesters.
3. Evidence of teaching excellence (student and peer evaluations, recommendations, awards, etc.).

### **C. Application**

To apply for Honors Faculty status, faculty must submit the following items to the Honors Program Director:

1. One-page teaching statement in which the applicant addresses their commitment to pedagogical innovation, as is required in all Honors classes.
2. Current Curriculum Vitae
3. Letter of recommendation from their Department Chair and Dean.
4. Sample syllabus of an Honors class demonstrating pedagogical innovation.

The final determination of Honors Faculty Status will be made by the Honors Director, in conjunction with the Honors Program Committee. While selected tenure-track and tenured faculty members will each hold an appointment jointly in the Honors Program and the department of their academic discipline, their tenure-track lines will reside in their specific departments.

### **D. Review of Appointments**

There will be a review of Honors Faculty status every three years, conducted by the Honors Program Director, in conjunction with the Honors Program Committee. At that time, evidence of participation in the Honors Program will be evaluated on continued excellence in teaching Honors courses, attendance at Honors Program events, and supervision of or service on Honors Program Senior Thesis Committees.

### **E. Privileges**

Honors Faculty members will also have several rights and privileges: recognition in University publications, such as the MSSU catalog; featured profiles on the Honors Program website; preferred eligibility to teach Honors sections of courses; and recognition at ceremonies such as Honors Discovery Day, the Honors Signing Ceremony, and/or Commencement. Honors Faculty members will also receive a certificate of recognition indicating membership. Finally, Honors-designated faculty will serve as mentors (whether as a first or a second reader) for students who are completing the research track of the Honors Program.

## **VI. Emeritus Faculty**

### **A. Eligibility**

An Emeritus faculty appointment is granted as a result of meritorious service to the University, including significant contributions in the areas of teaching and/or job performance, scholarly/creative activity, and service. To be eligible, faculty members must meet the following two requirements:

1. Retirement status or disability status of full-time faculty from MSSU at the rank of Associate Professor or Professor. Retirement or disability status shall be recognized in accordance with the statutory laws of the State of Missouri. If death should occur before retirement or disability status is achieved, a faculty member could be nominated posthumously for an Emeritus appointment if the faculty member meets all other criteria.
2. A minimum of 15 years of service as a full-time faculty member at MSSU.

### **B. Procedure**

The following steps outline the procedure to be used when nominating a faculty member for an Emeritus appointment:

1. The Department Chair, as a representative of the department, will forward a letter of nomination which shall contain confirmation of an affirmative vote (simple majority) of the tenure-track (probationary) and tenured faculty in the department as well as verification of length of employment, faculty rank and appointment status to the College Dean. The letter of nomination should also include substantive evidence of significant contributions to the University in areas of teaching and/or job performance, scholarly/creative activity, and service. Significant contributions in these areas to the discipline or profession should also be noted and evidence of such work should be included. Additional letters of support may be included within the nomination material. In cases of very small departments, the College Dean may initiate the letter of nomination. Any faculty member may nominate a faculty member within a different department by submitting a letter of nomination to that department (the department of the faculty member to be nominated).
2. The letter of nomination from the Department Chair shall be submitted to the College Dean. Upon review of the letter, the College Dean shall write a letter of approval or disapproval, stating cause for either conclusion.
3. All nomination materials from the Department Chair and College Dean shall be submitted to the Promotion Committee, who shall make recommendations to the Provost/VPAA. The Provost/VPAA shall make a recommendation to the President, who in turn shall make a recommendation to the Board of Governors. The nomination process terminates with the approval or disapproval of the Board of Governors.

### **C. Privileges**

In addition to benefits granted to retirees, an Emeritus faculty member shall have the privileges as described below. All privileges are non-contractual and are subject to change based on the needs of the University.

1. Recognition with a token of appreciation, such as a medallion, following the Emeritus faculty appointment.
2. Recognition within the University catalog and the commencement program as well as an invitation to participate in commencement exercises.
3. Issuance of MSSU identification card with Emeritus Faculty status, which will serve as appropriate identification for attendance of campus events and usage of campus facilities.

4. Issuance of invitations to special events with recognition given where possible.
5. Usage of an Emeriti faculty office, if available.
6. Entitlement to discount at the University Bookstore at the rate afforded to current employees.

## **VII. Recruitment of Faculty**

### **A. Search Authorization**

After working collaboratively with the faculty in the department to assess the needs of the department, the Department Chair should submit a memo for a position request to the College Dean including a narrative that describes teaching responsibilities with appropriate supportive evidence of a need for the position. If the position requested is a replacement position, written notice of a retirement or a resignation must be filed with the Department Chair, College Dean, Provost/VPAA, and Human Resources Director before the position request can be made. The College Dean will prioritize position requests and present approved requests to the Provost/VPAA. The Provost/VPAA will review requests and present approved requests to the President's Council. The Office of Academic Affairs in conjunction with Office of Human Resources will establish advertising guidelines as well as reimbursement policies and procedures for all faculty searches each year.

### **B. Search Committee**

#### **1. Membership**

The search committee membership for a faculty position must be approved by the College Dean and Provost/VPAA. The membership includes the following:

- a. Department Chair, who also serves as the Chair of the Search Committee, unless otherwise appointed by the College Dean,
- b. College Dean,
- c. Two (2) faculty members from within the department,
- d. One (1) faculty member external to the department.

*Exceptions to this policy must be approved by the Provost/VPAA.*

#### **2. Responsibilities**

The Search Committee is responsible for:

- a. Coordinating the review of applicant materials (credentials, background, experience, references).
- b. Collaboratively establishing standard review criteria and interview questions which will be used to evaluate candidates.
- c. Maintaining confidentiality and serving as University ambassadors.
- d. Documenting committee discussions; conversations with applicant references; phone interviews with candidates.
- e. Conducting phone and on-campus interviews.
- f. Working with Human Resources to verify applicant eligibility to work in the United States.

### **C. Search Process**

The following procedures as described below will be utilized when conducting a faculty position search.

1. The Search Committee will screen applicants to determine which applicants will receive a phone interview. There is no limit on the number of phone interviews that can be conducted. Applicant references must be contacted for phone interviewees. References can include off-list individuals (those other than listed on the application).
2. The Search Committee will select up to two candidates to invite for an on-campus interview. Exceptions to this policy must be approved by the Provost/VPAA.
3. The Chair of the Search Committee will seek approval to bring candidates to campus from the College Dean and Provost/VPAA. The Department Chair must provide a copy of all résumé materials to the Provost/VPAA for approved candidates prior to the visit.
4. The Search Committee will coordinate travel (as needed), accommodations, and the campus interview itinerary. The on-campus interview must include a presentation made by the candidate which demonstrates classroom teaching and preparation. As much as possible, the itinerary must include:
  - a. Meetings with the Search Committee and academic department
  - b. Meeting with the College Dean
  - c. Meeting with the Provost/VPAA
  - d. Meeting with Human Resources
  - e. Classroom presentation by candidate
  - f. Departmental and campus tour
5. The Search Committee will make a recommendation to offer employment to the Department Chair, preferably with a ranked list of candidates for employment.
6. The Department Chair will send a memo requesting that an offer of employment be made to the College Dean and Provost/VPAA. The memo should include proposed salary, rank (if applicable), contract status (tenure-track or non-tenure-track), candidate's legal name and contact information including mailing address, and any special notes regarding promotion, tenure, etc. that need to appear on the contract. No offers of employment should be extended or discussed with the candidate by the department or any member of the Search Committee.
7. Upon approval, the College Dean will extend an offer to the candidate. All offers are made contingent upon a successful background check. Any negotiations and/or counteroffers must receive approval from the Provost/VPAA. If the offer is rejected, other finalists may be reconsidered by the Search Committee, College Dean, and Provost/VPAA.
8. The Chair of the Search Committee will notify unsuccessful candidates that were interviewed that the search has been closed; Human Resources will notify unsuccessful candidates that were never interviewed.
9. Upon the conclusion of the search, the Department Chair should send a notification to Human Resources, regarding the closure of the search.

## **VIII. SPONSORSHIP OF FOREIGN NATIONAL POLICY**

Missouri Southern State University values diversity among its faculty, students, and staff and has established this policy concerning the sponsorship of foreign national faculty members and candidates for tenure-track positions for H1B non-immigrant and Permanent Resident Status.

### **A. Initial H-1B Visa**

If a foreign national requiring visa sponsorship to secure work authorization with the University wishes to accept an offer of a tenure-track position, the prospective faculty member may request that the University arrange to obtain H-1B non-immigrant visa status for the prospective faculty member. A foreign national requesting sponsorship who holds or has been offered a Non-tenure track position will be considered on a case-by-case basis. The H-1B visa category is designated for individuals coming temporarily to the United States to perform services in a specialty occupation. A specialty occupation is defined as an occupation that requires theoretical and practical application of a body of highly specialized knowledge, and attainment of a bachelor's degree or higher for the specific specialization. If the University chooses to make such arrangements, the University shall select legal counsel and pay the legal fees and filing fees incurred in obtaining the H-1B status for the prospective faculty member. If the prospective faculty member has a non-employee spouse and/or family member(s) who require a derivative visa status, the legal fees and filing fees are the responsibility of the prospective faculty member. The University does not pay for the costs of obtaining a visa stamp at a consulate abroad. The University also does not pay for premium processing unless there is a compelling business need to do so as determined by the Provost and Human Resources.

### **B. H-1B Visa Extension**

Once H-1B status has been obtained for a tenure-track (non-tenure track if approved) faculty member, and the faculty member has begun employment with the University, such faculty member may subsequently request that the University arrange to extend their H-1B status as needed. The initial H-1B visa can cover a period of up to three years. It can be extended for a maximum period of three additional years. In general, the maximum amount of time a faculty member may spend in H-1B status is six years unless certain steps have been reached in the permanent residence process. Requests for H-1B extensions should be made at least seven months in advance of the expiration of the faculty member's current H-1B status. If the University intends for the individual to remain a tenure track faculty member and chooses to make the requested arrangements for an extension of H-1B status, the University shall pay the legal and filing fees incurred in the extension of status. As with the initial H-1B visa petition, the responsibility for extending the visa status of any non-employee spouse or other family members shall lie with the faculty member.

### **C. Permanent Residence (“Green Card”) Sponsorship**

If a tenure-track faculty member has taught at the University for one (1) academic semester along with meeting or exceeding all expectations of a faculty member at MSSU, a request may be made for assistance from the University in obtaining lawful permanent residence, i.e., a “green card.” Permanent Residency is the legal right to live and work in the United States indefinitely. A request for assistance in obtaining permanent residence must be submitted in writing by the department chair to the Provost. The decision regarding sponsorship will be made on a case-by-case basis. If a decision is made to sponsor a tenure-track faculty member for permanent residence, the University will select legal counsel and work with the faculty member to determine the most appropriate process for the individual to obtain their green card.

Except in certain exceptional cases, the process used to pursue employment-based permanent residence for faculty members will involve the “special handling” labor certification procedures available to colleges and universities. There are typically three steps to obtaining permanent residency, described below:

**Labor Certification:** The first step in the process generally will be obtaining an approved labor certification from the Department of Labor. The University will take primary responsibility for this step. Note that in order to take advantage of “special handling” labor certification procedures, which allow the University to establish that it hired a foreign faculty member after a competitive recruitment and selection process. The labor certification must be filed within 18 months after the faculty member’s selection for the position. The clock starts running when the search committee selects the faculty member for the position, not when the faculty member begins employment. As such, an initial request for assistance must be made by a faculty member within 10 months of the date listed on the offer letter. For example, if the faculty member was offered the position on January 1, 2018, a request for assistance in obtaining permanent residence should be made no later than October 1, 2018, to allow sufficient time to prepare and file a case by the 18-month deadline. If the case is not opened in a timely fashion to allow filing within 18 months of receiving the job offer, a new recruitment for the position must be completed. For non-faculty employees, the Labor certification is only appropriate for hard to fill jobs. It is much more complex and, in nearly all cases, requires new recruitment. Labor certification is a technical process and requires that a series of advertisements be placed in the local job market to see if there are qualified and available US workers who are willing and able to take the job. Market conditions or other labor issues may affect the timing of when a labor certification case can be prepared and filed. For hard-to-fill positions, sponsorship for non-faculty employees will be considered on a case-by-case basis. The University will work with outside counsel in this regard to evaluate the likelihood of whether a labor certification will be successful before moving forward with a permanent residency case. If the University determines to proceed with a permanent residency case, it will cover the legal fees and the filing fees for the employee’s PERM labor certification application, which is the first step of the process; however, the balance of the costs will typically be the responsibility of the employee. The additional steps are the I-140 petition, and the I-485 application. Medical exams, photos, and the educational evaluations are the responsibility of the employee. The University does not cover the cost of any non-employee dependent family members applying with the employee.

**Dependent Family Members:** Dependent non-employee family members may need to have an I-539 petition filed on their behalf for an extension of their H-4 status. The University does NOT cover the legal fees or filing fees for non-employee dependent family members who may need petitions for H-4 dependent status filed on their behalf.

**Filing the I-140 Immigrant Petition and the I-485 Adjustment of Status or Consular Processing:** Steps two and three include filing the I-140 Immigrant Petition and the I-485 Adjustment of Status (or consular processing of the immigrant petition). The primary responsibility for these steps lies with the faculty member. The tenure-track faculty member may request that the University provide financial assistance for the additional steps of this process. With respect to the filing of the immigrant petition and adjustment of status or consular processing, the Provost, in consultation with Human Resources, at their discretion, may agree to pay all attorney fees and government filing fees up to \$11,000 per tenure-track faculty member. In such cases, the faculty member shall pay any attorneys’ fees incurred in the green card application process over \$11,000 and shall be responsible for all filing fees and attorneys’ fees related to the green card application process for any non-employee spouse or other family members, even if the costs of the faculty member’s case are less than \$11,000.

#### **D. TN Visas**

Individuals working in TN status can obtain a TN directly at a border crossing or from a US consulate abroad. The University does not typically pay for legal assistance in obtaining TN work authorization (either the initial petition or the extension) but may elect to do so in a particular case. If an employee is eligible for sponsorship for permanent residency, then in some instances, and upon recommendation of outside counsel, the University may provide assistance with a TN extension at the University’s discretion on a case-by-case basis.

## **E. Cooperation**

The faculty member or candidate must make reasonable efforts in obtaining documentation and information requested throughout the H-1B petition and green card application process to minimize processing fees.

## **F. Disclosure Obligations**

Any individual making a request under this policy must disclose to the University at the time of the request anything regarding the individual or their family that may make any application or process under this policy problematic or unusually expensive. In such instances, the University reserves the right to deviate from this policy in whatever manner it deems appropriate.

## **G. Other Immigration Matters**

There are other ways that an individual can obtain work authorization or immigration benefits in the United States. For example, an individual may marry a US citizen and obtain work authorization while a case is pending. Alternatively, an individual may obtain work authorization through temporary protected status or through their F-1 student status or even through a diversity visa lottery. Unless the employer is required to cover costs by the Department of Labor, please be aware that the University does not typically pay for other types of work authorization or immigration benefits, even though the individual is required to have valid work authorization to work for the university.

## **H. University Discretion**

In deciding whether to provide assistance, the University will take into account all relevant factors including, without limitation, the need for the candidate, the faculty member's progress toward tenure, student evaluations, and the estimated expense to the University of providing the desired assistance. If the University agrees to assist the candidate or faculty member, the University may, in its discretion, discontinue its assistance in the non-immigrant petition or green card application process at any time.

# CHAPTER 4: PROMOTION AND TENURE

## I. Overview and Definitions

### A. Promotion

Missouri Southern recognizes that faculty work and contributions are an invaluable part of the success of the University and that promotion is critically important in hiring and retaining qualified faculty as well as recognizing and rewarding quality work. Advancement to each higher rank carries with it the expectation of a greater contribution to the University's mission in teaching, scholarly/creative activity, and service. Only ranked faculty, and unranked faculty holding Master Instructor and Clinical Instructor appointments, are eligible for promotion. Ranked faculty include full-time faculty who hold an appointment of Assistant Professor, Associate Professor, or Professor. In all cases, faculty members shall observe promotion application deadlines as published by the Office of the Provost/VPAA each year. Faculty must meet standards regarding performance evaluations in teaching/job performance, scholarly/creative activity, and service as well as applicable credentials and experience in order to be eligible for promotion from any rank to another.

The following definitions shall apply pertaining to promotion policies and procedures.

1. "Years of experience" in rank refers to experience at Missouri Southern, unless, at the time of initial appointment, credit is given for previous experience.
2. Where the term "approved graduate hours" appears, final determination of what graduate hours are approved for consideration shall be made by the College Dean and Library Director, respectively.
3. The term "doctorate degree" or "terminal degree" must be in the individual's teaching discipline, which may include, but is not limited to, Ph.D., Ed.D., J.D., D.B.A., M.D., O.D., D.O., D.M., D.M.A., D.N.P., etc. Within the areas of fine arts and library science, a terminal degree may also include M.F.A. and M.L.S. degrees.\*

Credit towards promotion may be granted by the Provost/VPAA and/or President at time of most recent appointment 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 Provost/VPAA and/or President. No more than two years of credit can be awarded for prior service. Awarded credit for prior service will be stated 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 Academic Affairs.

### B. Tenure

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. †

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 institution and its students. ‡

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\* In any circumstance where a faculty member is completing a doctoral or otherwise terminal degree that may not be in this list or which may not be in a faculty member's present teaching discipline, but which has been previously approved as a terminal degree for the purposes of promotion and tenure eligibility, that approval shall supersede this list.

† Office of Human Resources, *Faculty Handbook*, Northwest Missouri State University, 2013.

‡ *Faculty Handbook*, University of Central Arkansas, 2013

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 maintaining key positions that allow them to do so.

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 III. C. of this chapter. An application for tenure should include the Tenure and Promotion Application Checklist, Certificate of Eligibility for Tenure, letter of application addressing tenure criteria, faculty member's vita, faculty member's third year evaluation review (as applicable), a summary of the tenured faculty conference (as applicable), and recommendations from the department chair and College dean (see Appendices A and B for the Tenure and Promotion Application 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.

## **II. Minimum Application Criteria\***

### **A. Promotion Application Criteria**

#### **1. Eligibility and Criteria for Tenure-Track and Tenured Faculty Employed on or Before June 30, 2015 in a Tenure-Track or Tenured Appointment for Promotion to Associate Professor (See Chapter 3, Section II, B-2 for appointment description)**

A tenure-track or tenured Assistant Professor may be eligible for promotion to Associate Professor based on one of the following criteria:

- a. Faculty require four (4) formal evaluations, at least three (3) of which indicate a ranking by their supervisor as 'Meets Expectations' in teaching/job performance; scholarly/creative activities or service must be ranked by their supervisor as 'Meets Expectations.' Past evaluations with a rating of 'Good' will serve as equivalent to the rating of 'Meets Expectations'. In addition to the evaluation ratings described above, one of the following criteria must be met:
  - i. Doctorate or terminal degree in the discipline or a closely related professional field and at least five years of experience as an Assistant Professor, with the fifth year typically serving as the application year.
  - ii. Master's degree in the discipline or a closely related professional field plus 60 approved graduate hours and at least six years of experience as an Assistant Professor.
- b. Faculty require five (5) formal evaluations, at least four (4) of which indicate a ranking by their supervisor as 'Meets Expectations' in teaching/job performance; scholarly/creative activities or service must be ranked by their supervisor as 'Meets Expectations,' a Master's Degree in the discipline or a closely related professional field, plus 30 approved graduate hours, and at least seven years of experience as an Assistant Professor. Past evaluations with a rating of 'Good' will serve as equivalent to the rating of 'Meets Expectations'.
- c. If the faculty member does not possess any of the degree requirements described above,

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\* Achievement of these minimum application criteria does not guarantee an applicant will earn promotion-in-rank or tenure.

then a tenure-track or tenured Assistant Professor may be eligible for promotion to an Associate Professor based on the following criteria:

- i. Faculty require five (5) formal evaluations, at least four (4) of which indicate a ranking by their supervisor as 'Meets Expectations' in teaching/job performance; scholarly/creative activities or service must be ranked by their supervisor as 'Meets Expectations' Past evaluations with a rating of 'Good' will serve as equivalent to the rating of 'Meets Expectations'.
- ii. At least twelve years of experience as an Assistant Professor.

**2. Eligibility and Criteria for Tenure-Track and Tenured Faculty Employed On or Before June 30, 2015 in a Tenure-Track or Tenured Appointment for Promotion to (Full) Professor (See Chapter 3, Section II, B-3) for appointment description)**

A tenure-track or tenured Associate Professor may be eligible for promotion to Professor based on the following criteria:

- a. Faculty require four (4) formal evaluations, at least three (3) of which indicate a ranking by their supervisor as 'Meets Expectations' in teaching/job performance; scholarly/creative activities and service must be ranked by their supervisor as 'Meets Expectations.' Past evaluations with a rating of 'Good' will serve as equivalent to the rating of 'Meets Expectations'.
  - i. Doctorate or terminal degree in the discipline or a closely related professional field and at least six years of experience as an Associate Professor. If the faculty member does not meet this degree requirement, then at least eleven years of experience as an Associate Professor must be a requirement for promotion eligibility.

**3. Eligibility and Criteria for Tenure-Track and Tenured Faculty Employed On or After July 1, 2015 in a Tenure-Track or Tenured Appointment for Promotion to Associate Professor (See Chapter 3, Section II, B-2 for appointment descriptions)**

A tenure-track or tenured Assistant Professor may be eligible for promotion to Associate Professor based on the following criteria:

- a. Faculty require four (4) formal evaluations, at least three (3) of which indicate a ranking by their supervisor as 'Meets Expectations' in teaching/job performance; scholarly/creative activities and service must be ranked by their supervisor as 'Meets Expectations.'
- b. A doctorate or terminal degree in the discipline or a related professional field, and at least six years of experience as an Assistant Professor, or
- c. At least twelve years of experience as an Assistant Professor if the faculty member does not possess a doctorate or terminal degree in the discipline or a related professional field.\*

**4. Eligibility and Criteria for Tenure-Track and Tenured Faculty Employed On or After July 1, 2015 in a Tenure-Track or Tenured Appointment for Promotion to (Full) Professor (See Chapter 3, Section II, B-3 for appointment description)**

A tenure-track or tenured Associate Professor may be eligible for promotion to Professor based on the following criteria:

- a. Faculty require four (4) formal evaluations, at least three (3) of which indicate a ranking by their supervisor as 'Meets Expectations' in teaching/job performance;

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\* This statement details promotion criteria for faculty who do not possess a doctorate or terminal degree in the discipline or a related professional field and who have been hired into a tenure-track or tenured appointment as an exception (as provided in Chapter 3, Section II, A-1).

scholarly/creative activities and service must be ranked by their supervisor as 'Meets Expectations.'

- b. Doctorate or terminal degree in the discipline or a related professional field.
- c. At least six years of experience as an Associate Professor.

### **III. Master Instructor and Clinical Instructor Promotion**

Beginning with the September 2021 Faculty Handbook, unranked full-time faculty holding Master Instructor and Clinical Instructor appointments may be eligible for promotion.

#### **A. Eligibility and Criteria for Promotion to Associate Master Instructor and Associate Clinical Instructor (See Chapter 3, Section III, B-2 and B-3 for appointment descriptions)**

A Master Instructor or Clinical Instructor may be eligible for promotion to Associate Master Instructor or Associate Clinical Instructor based on the following criteria:

1. A minimum of six (6) years of experience, from the September 10, 2021 effective date of this policy, as a Master Instructor or Clinical Instructor at Missouri Southern State University. There will be one-time credit of two (2) years of service to those eligible.

Awarded credit for prior service will be stated 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 Academic Affairs.

2. Applications will consist of the compilation of a portfolio of evidence comparable to the contents of a tenure application to provide evidence of effective performance and a minimum of five (5) years of performance reviews and course evaluations.
3. Department Chairs and Deans will provide a written opinion on the application. The portfolio will be evaluated by the Promotion and Tenure Committee with recommendations made to the Provost, Provost recommendations made to the President, and President recommendations made to the Board of Governors.

#### **B. Eligibility and Criteria for Promotion to Senior Master Instructor and Senior Clinical Instructor (See Chapter 3, Section III, B-2 and B-3 for appointment descriptions)**

A Master Instructor or Clinical Instructor may be eligible for promotion to Senior Master Instructor or Senior Clinical Instructor based on the following criteria:

1. A minimum of six (6) years of experience, from the September 10, 2021 effective date of this policy, as an Associate Master Instructor or Associate Clinical Instructor at Missouri Southern State University.
2. Applications will consist of the compilation of a portfolio of evidence comparable to the contents of a tenure application to provide evidence of effective performance and a minimum of ten (10) years of performance reviews and course evaluations.
3. Department Chairs and Deans will provide a written opinion on the application. The portfolio will be evaluated by the Promotion and Tenure Committee with recommendations made to the Provost, Provost recommendations made to the President, and President recommendations made to the Board of Governors.

### **IV. Tenure Application Criteria**

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

It is important to note that Colleges may adopt a policy that requires additional criteria for tenure in order to meet accreditation requirements or reflect discipline or industry standards. Colleges 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 Employed in a Tenure-Track Appointment 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 evaluations. Past evaluations 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 College Dean will indicate if tenure should be granted, beginning with the following year. The written recommendation must include a statement from both the Department Chair and the College Dean that the faculty member's teaching is rated as a minimum of 'Meets Expectations'.

**B. Tenure Eligibility for Faculty Employed in a Tenure-Track Appointment 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 III-B). For these faculty, a written recommendation from the Department Chair and College 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 recommendation for tenure must include a statement by both the Department Chair and College Dean that the faculty member's cumulative performance in each of three evaluative areas, classroom instruction/teaching, scholarly/creative activity, and University service, is a minimum of 'Meets Expectations'.

**V. Application Process for Promotion and Tenure and Tenure Timeline**

**A. Application for Tenure and Promotion**

**1. Application Process**

Tenure and/or promotion will be granted only to ranked faculty who apply for tenure and/or promotion and are approved through procedures set forth in this Faculty Handbook. It is the responsibility of the applicant to provide sufficient relevant documentation as evidence in support of meeting University criteria pertaining to teaching/job performance, scholarly/creative activity, and service. For tenure applicants, only relevant documentation that is applicable to the faculty member in a tenure-track faculty position with the University will be considered. For promotion applicants, only relevant documentation that is applicable since the last promotion will be considered. It is the responsibility of the faculty member to submit the tenure and/or promotion application to the Department Chair observing appropriate deadlines. Application for tenure and/or promotion proceeds from the faculty member to the Department Chair, to the College Dean, to the Promotion and Tenure Committee, and to the Provost/VPAA. The Provost/VPAA makes recommendations to the President, who in turn makes recommendations to the Board of Governors. A calendar of applicable due dates will be disseminated by the Office for Academic Affairs each fall semester for current academic year.

The faculty member may withdraw their application at any time during the tenure and/or promotion review process. The tenure and/or promotion application process terminates with the approval or disapproval by the Board of Governors. With regard to tenure application faculty should be aware of possible repercussions regarding continuance of employment.

The following steps depict the procedure to be used as the application process for faculty tenure and /or promotion:

- a. Any full-time tenure-track or tenured faculty member, who meets degree and experience requirements and whose position permits promotion, may apply for tenure and/or promotion.
- b. An application for tenure and/or promotion should include the tenure and/or promotion checklist (see Appendix A – Tenure and Promotion Application Checklist), a letter of application from the faculty member addressing the tenure and/or promotion criteria, the faculty member's curriculum vita, summary of conferences with tenured faculty members (provided by the department chair and applicable only to tenure applicants), Certificate(s) of Eligibility for Tenure and/or Promotion as applicable (see Appendices B and J), faculty member's third year evaluation (as applicable), Department Chair recommendation, and College Dean recommendation, as well as any supportive documents or evidence of work that will indicate progress towards tenure and/or promotion (examples include but are not limited to colleague appraisals, colleague letters of support, evidence of scholarly/creative work).

Faculty applying for promotion from Associate Professor to (Full) Professor may identify the Faculty Handbook under which they choose to be evaluated; however, the handbook must be within the last six (6) years and may not pre-date the 2015-2016 Faculty Handbook.

- c. After the Department Chair receives the tenure and/or promotion application from the applicant, they will complete a portion of the Certificate of Eligibility for Tenure and/or Promotion (see Appendices B and J) and include a recommendation as to whether the tenure and/or promotion should be granted. The application will then be forwarded by the chair to the College Dean, observing all applicable deadlines. The College Dean will complete any remaining portions of the Certificate of Eligibility for Tenure and/or Promotion and include a recommendation as to whether the tenure and/or promotion should be granted. If the recommendation from the Department Chair and/or College Dean is not supportive of the tenure and/or promotion, they must include a letter stating reasons why the tenure and/or promotion were not supported and inform the applicant in writing. If the applicant disagrees with the Department Chair and/or College Dean's recommendation(s), a written response from the applicant may be included in the tenure and/or promotion application, submitted by the applicant directly to the Office of Academic Affairs. The College Dean will forward the entire completed application to the Academic Affairs Office, which will make the applications available for review by the Tenure and Promotion Committee.
- d. The Promotion and Tenure Committee will review all application materials, conduct interviews if necessary, and make its recommendations to the Provost/VPAA. The Committee will then transmit to the Provost/VPAA its recommendations with respect to each applicant. The Committee will also inform each applicant of the Committee's recommendation. Promotion applications will be reviewed and recommended based on the evidence and accomplishments documented since the faculty member's last promotion.
- e. The Provost/VPAA will write a recommendation for each candidate and forward the recommendation to the President of the University. If the Provost/VPAA should make a recommendation not supportive of promotion, they will include a letter stating reasons for not supporting the promotion.
- f. Considering all previous recommendations, the President will make a recommendation to the Board of Governors. The tenure and/or promotion application process terminates

with the approval or disapproval by the Board of Governors. The promotion will become effective with the next issued annual contract.

The applicant has the right to view any recommendations pertaining to their application at any time in the application process. Should the performance evaluation of any faculty member, otherwise eligible for tenure and/or promotion, not meet the tenure and/or promotion criteria, the application must be allowed to proceed through regular application procedures if the faculty member so desires so that the application may be reviewed at each level; it is possible that a higher level of review may grant a favorable recommendation. If, at any step in the application process, the applicant does not receive a favorable recommendation, they 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. Faculty should refer to Chapter 9 Faculty Grievance and Termination Policies for any other issues involving grievances.

## **B. Tenure Timeline**

### **1. Prior Service and the Probationary Period**

The probationary period for tenure-track faculty will not exceed six academic years, and will follow the eligibility guidelines outlined above. At the time of appointment to a ranked position, credit towards the probationary period may be granted by the Provost/VPAA and/or 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 Provost/VPAA and/or President. No more than two years of credit can be awarded for prior service. Awarded credit for prior service will be stated 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. Exceptions related to credit for prior service may be approved at the discretion of the Provost/VPAA. 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 negotiated and stated in writing at the time of the appointment in a document signed by the President or authorized designee.

### **2. Stopping the Clock**

The probationary period may be extended at the request of the faculty member for reason of a medical condition or to accommodate family care issues for a period of one academic year. During this period, the faculty member's work, including the annual evaluation, will not be counted toward tenure nor shall 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, College Dean, and Provost/VPAA.

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 in a timely manner. Individuals presenting 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.

### **3. 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:

- a. 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
- b. An affirmative vote of a majority of the tenured faculty in the affected department, and
- c. There is written approval of the President upon a recommendation from the Provost/VPAA.

There does not need to be a faculty committee vote prior to the written approval of the President when 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 Provost/VPAA 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 Provost/VPAA.

# 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, Master Instructor, 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 College Dean conducting evaluations when indicated as part of the regular evaluation procedure as described within this chapter (see Appendix C - Evaluation Timeline Summary). Department Chair evaluations will be conducted by the College Dean, following regular evaluation procedures. Classroom observations may be announced or unannounced and are performed at the discretion of the Department Chair and/or College Dean.

The Office of the Provost/VPAA 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 when 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 Appendices 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 consider 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, College Dean and Provost 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 College Dean and the Provost/VPAA.

## 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 (master instructor, 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 College. In addition, there may be additional performance goals relative to accrediting or regulatory entities for specific programs or departments.

## **A. Teaching** (see Appendix D: Teaching Assessment Tool)

### **1. Teaching Mission**

The Teaching Mission at Missouri Southern is to provide effective teaching demonstrated by engaging instruction, professionalism, 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 material 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 strategies, including the effective use of technology, are creatively implemented to enhance lesson delivery and connections with students and reflect best practices for the discipline.
- 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.

- e. 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 (see Appendix W: Scholarship Assessment Tool)**

### **1. Scholarly/Creative Activity Mission**

The process of scholarly and creative activities includes critical evaluation and artistic creation and performances, 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, at least three (3) peer-reviewed scholarly/creative activities within a rolling six-year period since the last promotion (or since the start of employment in the current position, in the case of tenure or first promotion).

Evaluation of scholarly/creative activities occurs in the faculty member's evaluation and throughout the tenure and promotion process. The process of scholarly/creative activity is understood as the production and formal communication of original creative, scholarly work, and, while the definitions of "scholarly" and "creative" may differ across academic disciplines, the process is understood as supporting the University's strategic goals. The University recognizes a broad spectrum of activities in the area of scholarly/creative activity due to the diversity and uniqueness of academic fields. The nature of scholarly/creative activity varies widely among different academic disciplines, but generally refers to the discovery, evaluation, and synthesis of information, the application of specialized knowledge to the solution of problems, and artistic activity. Generally, the activities recognized as scholarly/creative activities vary by, and are defined within, each academic discipline. Descriptions of what is recognized as scholarly/creative activity can be found in departmental plans. To qualify as a scholarly/creative activity, a work must produce outcomes that are disseminated and subjected to critical peer review or evaluation by the scholarly community, and those outcomes should serve the growth of knowledge in a field or be of significant practical use.

For evaluation purposes, peer-reviewed scholarly/creative work will meet the following criteria:

- Utilize one's disciplinary knowledge,
- Be subject to critical peer review,
- Be publicly disseminated,
- Be published or presented in a reputable forum, with evidence of reputation to be provided by the faculty member, and
- Must not be published or presented in a predatory journal, which requires the author to

pay for publication. (The University recognizes that not all journals that require a fee are predatory. It is incumbent upon the faculty member to provide evidence for the reputation of the journal and justify any expense required at the time of publication.)

It is the responsibility of each department or comparable campus unit to develop guidance for members of that unit regarding types of scholarly and creative activity appropriate to the discipline and consistent criteria. The Promotion and Tenure Committee will work with each department or comparable campus unit to develop department-specific criteria that are appropriately robust.

It is the responsibility of the faculty member to make a clear and compelling case to those involved in the evaluation process (department chair, dean, Promotion and Tenure Committee, Provost/VPAA, and other administrators) that the faculty member's scholarly and creative activities are substantial, are appropriate to the discipline, and occur in a form that demonstrates ethical practices. In particular, publication requiring payment as a condition of publication are rarely, if ever, acceptable.

It is the responsibility of those involved in the evaluation process to respect discipline differences, seek clarification, form independent judgements of the suitability of the scholarly and creative activities based on the evidence submitted, and attempt to evaluate applications as consistently across disciplines as practical.

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

- 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 discipline. 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: versatility of courses developed or taught; development of instructional materials (shared with faculty or academic forums for peers); attendance at conferences or workshops having content relative 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); creation of Open Educational Resources (OER) published or presented in a reputable forum; 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: performances, presentations, exhibitions, and other creative activities in the fine and performing arts; ongoing or completed research projects, including work involving students; publication of reviews, articles, books, chapters, or works in progress; paper, poster, 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; reviewing Open Educational Resources (OER) available through the Open Textbook Network (OTN) in accordance with required training and using the OTN rubric; serving as a referee or editor for professional publications; serving as a reader for an academic press.

## C. Service (see Appendix E: Service Assessment Tool)

### 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 discipline, 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 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

- i. 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, College, and university committees and task forces and participating in campus discussions.
- ii. 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 recruiting or alumni efforts; advising students; mentoring of another faculty member; serving as a reviewer for the Institutional Review Board (IRB) or the Institutional Animal Care and Use Committee (IACUC); participating in activities within the community which enhance the reputation and/or image of the University; participating in activities intended to enhance public understanding of the University; accreditation work (program or University level).

#### b. Professional Service and Consultation/Collaboration

- i. 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.
- ii. Faculty members provide professional expertise or service to business, industry,

Colleges, 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 or project collaborations with other institutions.

c. Community Service

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 F - Sample Vita in 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 College 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 College Dean will conduct a class visit if requested by the faculty or Department Chair; the College Dean may also conduct a class visit if they feel it is warranted. During the third and fifth years of the probationary period, as applicable regarding the tenure timeline, the faculty member may submit colleague appraisals (optional) from tenured faculty, chosen from within the faculty member's department whenever possible (see Appendix H - 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 (optional) 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 College Dean and Department Chair. At the conclusion of this conference, the College Dean will add their recommendation, including recommendation for reemployment, to the formal evaluation. In the third probationary year, the faculty member being evaluated will have a conference meeting with the College Dean, Department Chair, and the Provost and 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.

In the event of non-reappointment during the probationary period, the faculty member will be notified of non-reappointment by March 1. Non-reappointment indicates that 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.

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 College 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 (optional) 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 College 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 College 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 G – Evaluation Timeline Table for Probationary Tenure-Track Faculty).

#### **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 F - Sample Vita in appropriate format) and written self-evaluation that includes a description of the faculty member's 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 College 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 College Dean will conduct a class visit if requested by the faculty or Department Chair; the College Dean may also conduct a class visit if they feel it is warranted. During the first, third, and fifth years of the probationary period, the faculty member may submit colleague appraisals (optional) from tenured faculty, chosen from within the faculty member's department whenever possible (See Appendix H - 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 (optional) 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 College 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 College 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.

In the event of non-reappointment during the probationary period, the faculty member will be notified of non-reappointment by March 1. Non-reappointment indicates that 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.

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 College 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 (optional) 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 Provost/VPAA will review the Department Chair and College Dean evaluations. A conference meeting will occur between the faculty member, Department Chair, College Dean, and Provost/VPAA 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 College 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 (optional) 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 College 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 College 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 College Dean will be included in the Tenure Portfolio and submitted to the Promotion and Tenure Committee. The Promotion and Tenure Committee will make a recommendation to the Provost/VPAA, 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 their 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 College 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 College 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 College Dean will be included in the Tenure Portfolio and submitted to the Promotion and Tenure Committee. The Promotion and Tenure Committee will make a recommendation to the Provost/VPAA, 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 G – Evaluation Timeline Table for Probationary Tenure-Track Faculty).

## **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 F - Sample Vita in 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 College 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 College Dean will conduct a class visit if requested by the faculty or Department Chair; the College Dean may also conduct a class visit if they feel it is warranted. The faculty member may submit colleague appraisals (optional) from tenured faculty, chosen from within the faculty member's department whenever possible (See Appendix H -

Colleague Appraisal Form). The colleague appraisal should assess the 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 (optional) 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 consider 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' and the faculty member disputes the rating, the faculty member may submit to the Promotion and Tenure Committee a letter outlining the basis of the dispute and an accompanying portfolio. The Promotion and Tenure Committee shall review the documents submitted by the faculty member and prepare a written response. In preparation of the report, the Promotion and Tenure Committee may request supporting documentation from the Department Chair and/or other sources. The response may indicate that 'the Promotion and Tenure Committee has not received sufficient evidence to propose a rating', may indicate that it agrees with the rating of the Department Chair, or may indicate that it finds that the faculty member's performance Meets Expectations or Exceeds Expectations in the indicated category or categories. If the Promotion and Tenure Committee proposes a rating, then the written report shall indicate the basis of the rating. The report of the Promotion and Tenure Committee shall be submitted to the faculty member, the Department Chair, and the College Dean. In the case of a rating by the Promotion and Tenure Committee contrary to that of the Department Chair, the Department Chair will review the report of the Promotion and Tenure Committee. If the Department Chair persists in the rating of 'Does Not Meet Expectations', the Department Chair shall forward to the Provost the report of the Promotion and Tenure Committee and a written response. The Provost shall adjudicate the disputed rating(s). Requirements for promotion-in-rank will necessitate more frequent formal evaluation.

If the faculty member's resulting rating in any category is 'Does Not Meet Expectations', then the Department Chair, College 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 resume 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 achieved a minimum rating of 'Meets Expectations' in the category or categories that had previous deficiencies but receives a rating of 'Does Not Meet Expectations' in a separate category during the two-year time period, another written Improvement Plan will be implemented addressing the deficiencies in the separate category and annual formal evaluations will continue for a period not to exceed two years from when the deficiencies were identified in the separate category. If, at the end of the two-year time period applicable to deficiencies in a particular category, the faculty member has not achieved a minimum rating of 'Meets Expectations' in that particular category, then the faculty member will receive notice of termination of employment, according to University policy. Exceptions may be made to this policy upon approval of the Provost/VPAA.

## **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 F - Sample Vita in

appropriate format) and written self-evaluation that includes a description of the faculty member's progress in teaching/job performance, scholarly/creative activity, and/or 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 College 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 College Dean will conduct a class visit if requested by the faculty or Department Chair; the College Dean may also conduct a class visit if they feel it is warranted. The faculty member may submit colleague appraisals (optional) from tenured faculty, chosen from within the faculty member's department whenever possible (See Appendix H - Colleague Appraisal Form). The colleague appraisal should assess the faculty member's strengths and weaknesses with respect to each of the areas applicable to that faculty member's appointment. The Department Chair will take into consideration the self-evaluation and colleague appraisal (optional) and will construct a formal written evaluation of the faculty member addressing up to 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 College 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 College Dean will conduct a class visit if requested by the faculty or Department Chair; the College Dean may also conduct a class visit if they feel 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.

# CHAPTER 6: COMPENSATION

## I. Purpose

Missouri Southern has a primary responsibility to allocate and spend its resources to fulfill its educational mission. A quality faculty body is a primary factor related to student success and the fulfillment of the University's educational mission; therefore, this compensation policy is designed to attract and retain the most qualified faculty possible within the University's fiscal resources.

## II. Base Compensation

### A. Base Salary for Full-Time Faculty

Missouri Southern has a goal of hiring faculty members at nationally competitive salaries, based on rank, discipline, and status (tenure or non-tenure-track). Tenure-track and tenured faculty members who meet evaluation criteria, credentials, and years of service requirements, are eligible for an increase in base salary by promotion for rank advancement. Tenure-track and tenured faculty members who meet evaluation criteria, credentials, and years of service requirements, are eligible for an increase in base salary by promotion for rank advancement.

Master Instructors and Clinical Instructors who meet the years of service requirement and performance criteria as determined by the Academic Affairs office are eligible for an increase in base salary according to the pay schedule provided by the Academic Affairs office. Associate Master Instructors and Associate Clinical Instructors are eligible for an increase in base salary by promotion at 50% of the amount earned by tenure-track and tenured faculty members; Senior Master Instructors and Senior Clinical Instructors are eligible for an increase in base salary by promotion at 60% of the amount earned by tenure-track and tenured faculty members.

### B. Across-the-Board Increase in Base Salary

Subject to budget constraints, all full-time faculty members shall receive an annual across-the-board percentage increase in salary. Since this increase is subject to budgetary constraints, it is not guaranteed. If the increase will occur, a faculty member will be eligible for it if they hold a full-time faculty position as of April 15. The increase will take effect in the subsequent contract year.

### C. Compensation for Adjunct Faculty

Adjunct faculty members will be paid per credit hour based on the pay schedule provided by the Academic Affairs office. Adjunct faculty members who meet the years of service requirement and performance criteria as determined by the Academic Affairs office are eligible for an increase in per credit hour pay according to the pay schedule provided by the Academic Affairs office.

### D. Compensation for Retired Faculty

Retired faculty members can be compensated per credit hour at a rate higher than regular adjunct compensation, limited to the three academic years following their retirement. Compensation will be based on the pay schedule provided by the Academic Affairs office.

### E. Compensation for Graduate Faculty

1. Teaching load for graduate courses is calculated a rate of 1.5 hours for each credit hour enrolled.
  - a. A maximum of 6 credit hours of graduate courses may be taught in a single semester.
  - b. Graduate course hours will be calculated as part of the normal teaching load; they may not be used as overload hours.
  - c. All overload hours will be paid at the undergraduate rate for full time faculty.
  - d. Mixed credit (graduate/undergraduate) courses that meet the minimum class size requirements will be counted at the graduate level. For other class sizes, see the graduate

calculator (as provided by the Office for Academic Affairs) for load and compensation.

2. Six students would be the enrollment minimum necessary for a course to ‘make’; classes enrolling fewer than the defined minimum may be taught with the approval of the Provost/VPAA, following a request and justification by the Department Chair and College Dean. Academic Affairs acknowledges the need to run courses at low numbers; any course cancellations due to low enrollment will be given advanced notice.
3. Graduate courses taught during summer by full-time faculty will be paid using the graduate summer salary calculator.
4. The compensation rate for adjuncts teaching graduate courses is \$200 above the current undergraduate rate.
  - a. After three years of successfully teaching at the graduate-level, adjuncts may receive an additional \$100 per credit hour.
  - b. Current adjunct faculty with previous teaching experience at MSSU at the undergraduate level may count one year towards the three-year timeline.
5. Teaching load for ‘special courses’ such as laboratory hours, and “problems” or “research” courses, including dissertation/thesis research, should be determined by individual departments.

#### **F. Compensation for Adjunct Graduate Faculty**

1. The compensation rate for Adjunct Graduate Faculty will be paid per credit hour based on the pay schedule provided by the Academic Affairs office.
2. After three (3) years of successful teaching, based on performance criteria as determined by the Academic Affairs office, Adjunct Graduate Faculty are eligible for an increase in per credit hour pay according to the pay schedule provided by the Academic Affairs office.
3. Adjunct Graduate Faculty with previous teaching experience at MSSU at the undergraduate level may count one year towards the three-year timeline.
4. Teaching load for ‘special courses,’ such as laboratory hours and ‘problems’ or ‘research’ courses, including dissertations and/or thesis research, will be determined by individual departments.

#### **G. Compensation for Graduate Program Coordinators**

1. Graduate coordinators should ideally be graduate faculty with the most applicable background experience/area of expertise as it relates to the relevant program.
2. A Graduate Coordinator will receive a minimum of 1.5 earned credit hours per semester, per program managed.
  - a. Departments may wish to count the 1.5 earned credit hours as part of a faculty member’s normal workload. All earned credit hours are granted for all semesters after initial review by Academic Affairs, and will remain as granted unless additional release request is warranted.
  - b. Summer Policy: Graduate coordinators will receive a minimum of 2 times the overload faculty teaching rate per graduate program for the summer semester for programs with enrollment of 6 students or fewer. An additional stipend will be added for programs with more than 6 majors based on the following scale:
    - i. 7-15 enrolled: \$150.00
    - ii. 16-30 enrolled: \$300.00
    - iii. 31 or more enrolled: \$500.00

- c. Departments will be responsible for submitting stipend requests for summer compensation.
3. All graduate programs will have a Graduate Coordinator to manage any/all of the following items:
  - a. Managing application process
  - b. Responding to all student requests for information
  - c. Advising the graduate students
  - d. Proposing course and program changes
  - e. Reporting results to our program committee
  - f. Establish and maintain accreditation standards
  - g. Helping collect assessment data
  - h. Recruitment of graduate students
  - i. Recruitment of adjunct faculty to teach graduate courses
  - j. Designing courses, program policy, entrance requirements, exit requirements, etc.
  - k. Serving on committees to represent graduate programs
  - l. Facilitate program changes through institutional governance

### **III. Summer School Compensation**

#### **A. Full-time Faculty**

For all full-time, tenured and tenure-track faculty members, summer school compensation is based upon a sliding scale formula that factors in base salary, enrollment, and the number of credit hours taught. The summer school compensation formula is provided by the Academic Affairs office. Faculty members can teach a maximum of eight credit hours using the summer school compensation formula; additional credit hours are compensated per credit hour based on the pay schedule provided by the Academic Affairs office.

#### **B. Adjunct Faculty**

Adjunct faculty members will be paid per credit hour based on the pay schedule provided by the Academic Affairs office.

#### **C. Retired or Resigned Faculty**

Faculty members who retire or resign during the academic year and teach during the summer semester will be compensated using the summer school compensation formula described above in the summer immediately following their retirement or resignation. For subsequent years, summer school compensation will be paid per credit hour based on the pay schedule provided by the Academic Affairs office.

#### **D. Graduate Faculty**

Graduate Courses taught during the summer by full-time tenured or tenure-track faculty will be paid using the graduate summer salary calculator. Summer school compensation is based upon a sliding scale formula that factors in base salary, enrollment, and the number of credit hours taught. The summer school compensation formula is provided by the Academic Affairs office.

#### **E. Graduate Adjunct Faculty**

Adjunct faculty members will be paid per credit hour based on the pay schedule provided by the Academic Affairs office.

### **IV. Promotion in Rank**

A faculty member who receives promotion in rank shall receive a base pay increase based on the promotion schedule provided by the Academic Affairs office. The base pay increases will be funded by a pool of monies included in the University's annual cost of continuing operations determined

through the annual budget review process.

## **V. Other Compensation**

Full-time faculty members may receive other compensation, other than base salary, for duties assigned by their department chair or dean, based on the pay schedule provided by the Academic Affairs office. Other forms of compensation may include, but are not limited to, academic overloads, administrative overloads, department chair stipends, and distance learning course development stipends. All additional compensation must be approved the Provost and Vice President for Academic Affairs.

## **VI. Equity Adjustments**

### **A. Periodic Adjustments**

At least every three years, beginning in 2015, overall salary levels for full-time faculty members will be reviewed based on section VII below. Equity adjustments will be recommended to the administration as necessary to assure reasonable competitiveness for all disciplines. These periodic adjustments will be subject to the budget constraints of the University.

### **B. Salary Equity**

Missouri Southern State University attempts to maintain equitable salary levels among faculty members within a discipline who have equal rank with similar credentials, experience, and years of service. Any full-time tenured or tenure-track faculty member whose base salary falls below the base salary of another faculty member, based on these criteria, either due to the base salary amount or a promotion in rank will receive an equity adjustment equal to the difference in salary between the two faculty members.

### **C. Salary Review Process**

A faculty member may file with their Department Chair a request for a salary review if that faculty member believes that their salary is inconsistent with the salaries of other individuals of similar training, experience, and job performance. A review may also be requested by an individual who believes that their salary is significantly below the market in an area of high demand where experience has shown that there is a difficulty in recruiting and retaining qualified faculty. Requests for salary reviews should be submitted by March 1 as a letter to the Department Chair, stating reasons for the review request with supportive evidence as applicable. The Department Chair will make a written recommendation, stating reasons for the recommendation, to the College Dean, who will make a written recommendation, stating reasons for the recommendation to the Provost/VPAA. The Provost/VPAA will make the final decision regarding the salary review request. The final decision will be communicated in writing to the faculty member, Department Chair, and College Dean by the end of the academic year (May 31st) in which the request was submitted for review.

## **VII. Administration of Faculty Compensation**

Success of the faculty compensation system requires ongoing review by the Academic Affairs office in collaboration with the faculty governance groups. In addition to the other provisions of these procedures:

- A. The Academic Affairs office shall maintain faculty salary data in categories including, but not limited to, the following: base, summer school, promotion in rank adjustments, and other compensation for periodic faculty salary reviews.
- B. The Academic Affairs office, in consultation with the Faculty Welfare Committee, shall conduct periodic faculty salary reviews to assure reasonable competitiveness for all disciplines. The Faculty Welfare Committee shall report findings and make recommendations to the Faculty Senate. The University shall provide the resources and administrative support necessary for this monitoring.

- C. The Academic Affairs office, working with the Faculty Welfare Committee, shall undertake periodic studies to detect and remedy salary inequities including those concerning age, gender, race, religion, and national origin in accordance with the faculty salary review process.
- D. The Academic Affairs office shall undertake long-term studies of compensation for underrepresented groups, formulate recommendations, and advise the University President regarding appropriate courses of action to achieve university objectives for the employment of faculty members in underrepresented groups.
- E. If an issue regarding faculty compensation arises that is not covered by the faculty compensation procedures or an existing university administrative policy and regulation, the Academic Affairs office, in consultation with the Faculty Welfare Committee, shall develop a procedure to address it. This procedure shall be submitted to the Faculty Senate for its review and recommendation to the university President. If the situation demands an immediate response, the Academic Affairs office, working with the Faculty Welfare Committee, will develop and implement an interim procedure, which shall be submitted without delay to the Faculty Senate for its review and recommendation.

# CHAPTER 7: FACULTY POLICIES AND RESPONSIBILITIES

## I. Faculty Responsibilities

Faculty responsibilities center on three core academic missions: 1) teaching, 2) service, and 3) scholarship. The Teaching Mission at Missouri Southern is to provide effective teaching demonstrated by engaging instruction, professionalism, 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. The Scholarly/Creative Activity Mission at Missouri Southern includes critical evaluation and artistic creation and performances, 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. The Service Mission at Missouri Southern 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 discipline, and strengthens academic departments.

### A. Teaching Load

Full-time faculty (tenure track, tenured, and non-tenure track) are expected to teach a total of twenty-four (24) teaching load hours within one academic year, excluding summer semesters. However, this excludes specific positions that require a higher teaching load, such as in the case of the Master Instructor, which requires a teaching load of thirty (30) teaching hours within one academic year, excluding summer semesters. In both cases, teaching load hours in excess of the standard teaching load will be considered overload, which will be compensated in accordance with University policy.

The teaching load for graduate courses is calculated at a rate of 1.5 hours for each credit hour enrolled. A maximum of six (6) credit hours of graduate courses may be taught in a single semester. Graduate course hours will be calculated as part of the normal/regular teaching load; they may not be used as overload hours. All overload hours will be paid at the undergraduate pay schedule/rate for full-time faculty, as provided by the Office of Academic Affairs. Mixed credit (graduate/undergraduate) courses that meet the minimum class size requirements will be counted at the graduate level rate. For other class sizes, see the graduate calculator (as provided by the Office of Academic Affairs) for load and compensation.

A full-time faculty member's teaching load may be comprised of undergraduate, graduate, traditional, hybrid, and online courses with online courses not exceeding 50 percent of the total teaching load. Faculty credentials, teaching expertise, and departmental need are considerations for all faculty assignments. Any exception to this policy must be approved by the Provost/VPAA.

Teaching load may be comprised of a combination of teaching courses and other applicable assignments as designated by the Department Chair, recommended by the College Dean, and approved by the Provost/VPAA.

Teaching assignments may be adjusted in order to comply with program-level accreditation standards.

#### **Faculty 40 Hour Workweek Defined**

**60% - Instruction:** 12 credit hours × 2 work hours per credit hour = 24 hours per week (see Appendix D – Teaching Assessment Tool)

**20% - Service:** 8 hours per week Faculty Handbook (see Appendix E - Service Assessment Tool)

**20% - Scholarship:** 8 hours per week Faculty Handbook (see Appendix W - Scholarship Assessment Tool)

**100% TOTAL 40 hours per week, 8 hours per day, Monday-Friday**

## **B. Academic Advisement**

Missouri Southern recognizes that academic advising is an essential element of a student's collegiate experience. Tenure-track and tenured faculty members are expected to serve as academic advisors as part of a regular workload obligation; non-tenure-track faculty members may serve as academic advisors as part of a regular workload, depending upon the needs of the department. Advisee assignments are made by the Department Chair or designee.

### **1. Academic Advising Mission**

In support of the University mission, the Academic Advising Mission is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning. Academic advising provides students with the opportunity to build a relationship with their advisor for the purpose of gaining assistance in planning their educational career, in learning the skills needed for academic success, and in learning how to access the variety of resources and services available to them on the Missouri Southern campus.

### **2. Advising Values**

Missouri Southern has adopted the Statement of Core Values of Academic Advising by the National Academic Advising Association (2005). A summary of the core values is described below (see Appendix J – Statement of Core Values of Academic Advising):

**Core Value 1:** Advisors are responsible to the individuals they advise.

**Core Value 2:** Advisors are responsible for involving others, when appropriate, in the advising process.

**Core Value 3:** Advisors are responsible to their institutions.

**Core Value 4:** Advisors are responsible to higher education in general.

**Core Value 5:** Advisors are responsible to their educational community.

**Core Value 6:** Advisors are responsible for their professional practices and for themselves personally.

## **C. Faculty Teaching/Advising Family Members**

Faculty teaching a child or immediate family member should ask a disciplinary colleague to grade assignments and exams whenever possible.

Faculty may not serve as the advisor of record or enroll their child(ren).

## **D. Faculty Mentoring**

All full-time faculty members, who have been employed less than two years, will be assigned a faculty mentor by the Department Chair. Faculty mentors are tenured faculty members who will formally meet with the new faculty member a minimum of twice a semester (or four times a year) to facilitate discussion pertaining to instruction and classroom management, advisement, scholarship, student support, service, tenure and promotion, and yearly evaluation, as well as other institutional procedures and processes, as applicable (see Appendix K - Faculty Mentor Checklist). More frequent and informal meetings of the faculty mentor and new faculty member are encouraged. If no tenured faculty members are available within the department, the Department Chair will appoint a senior faculty member to serve as the faculty mentor. The Department Chair and other members of the department are encouraged to assist the new faculty member and the faculty mentor in these matters. If the faculty member does not feel that they are receiving adequate or appropriate mentoring, they have the responsibility to bring this to the attention of their Department Chair. If satisfactory resolution of the issue does not occur, then the faculty member

should contact the College Dean.

## **E. Faculty Presence at the University**

It is a condition of appointment that faculty members do agree to meet classes as scheduled, hold scheduled office hours, and to participate in the regular academic life of the University or make proper arrangements with the Department Chair or appropriate administrative official.

### **Course Assignments**

It is expected that faculty members are available for course assignments and other instructionally related duties as needed. Faculty members are expected to meet their assigned classes as scheduled. In the event of a faculty absence due to any circumstance, the faculty member should make suitable arrangements for learning experiences for their students. In the case of an absence, the faculty member must notify the Department Chair as soon as possible.

## **F. Office Hours**

It is important that all faculty members be as accessible to students as much as possible for instructional and advising purposes. A full-time faculty member must be available in their offices for a minimum of six hours each week at times convenient for student access for consultation with students who are in their classes and with their advisees during the fall and spring semesters. If a faculty member is unable to hold a scheduled office hour, whether because of personal reasons or other MSSU obligations, the faculty member shall make every reasonable effort to reschedule it soon thereafter. Faculty may, with department chair approval, use virtual office hours for up to three of these hours. Virtual office hours require that the faculty member be available at a set time, regardless of location, through means of email, Blackboard collaboration, discussion board, or another appropriate virtual forum. The office hours must be posted outside of the office door on the form provided by the Office of Academic Affairs.

A copy of the office hours will be filed with the Department Chair, College Dean, and Provost/VPAA. During the fall and spring semesters, adjunct faculty should hold one office hour for each class session taught, with the instructor available before and after class as much as possible with a maximum of four office hours. During summer semesters, all faculty members should hold one office hour for each class session taught with a maximum requirement of four office hours, with the instructor available before and after class as much as possible. Faculty members should be generally available to students by appointment and should accommodate students as much as possible who cannot appear during the regular office hours because of schedule conflicts. Each department should make sure that there is adequate faculty available to meet with students throughout the day as much as possible.

## **G. Meetings and Other Events**

All full-time faculty members are expected to attend all regular and called faculty meetings (including university, College, and departmental) and registration sessions. In addition, faculty members are expected to assist and participate in commencement exercises and other formal academic events. Appropriate academic regalia is necessary for some events. Absences should be due to unavoidable reasons only. If absence from a meeting or a formal academic event is anticipated, a written request for excusal, which shall include reasons for the absence, should be submitted to the Department Chair or appropriate administrative official.

## **H. Conflicts of Interest Statements**

### **1. Conflicts of Interest**

All University employees are expected to meet the specific responsibilities, requirements and obligations of their positions and pursue related professional activities in a manner that avoids any conflicts of interest between the employee and the University. A conflict of interest is

defined as any situation in which an employee's judgment or conduct in the performance of their duties for the University, could be influenced or would give the appearance of being influenced by the employee's personal interests (whether financial, political, or otherwise), or the interests of others closely associated with or related to that employee.

Because of the variety of possible combinations and complexities, it is not feasible to describe all potentially conflicting situations. Therefore, the following non-exhaustive list contains examples of situations that may constitute conflicts of interest and require disclosure in accordance with the Reporting Requirements section of this policy:

- a. Selection of an entity as a University vendor by an employee who has a personal or economic interest in that entity or is related to someone with a personal or economic interest in that entity.
- b. Use of the University name, logo, trademarks, or service marks intended to endorse or promote individual entities not affiliated with the University or to otherwise enhance private gain.
- c. Exploitation or solicitation of students for private gain.
- d. Acceptance of other employment or compensation that could reasonably be expected to impair the employee's independence of judgment in the performance of their duties at the University.
- e. Intentionally or knowingly solicit, accept, or agree to accept any benefit for having performed the employee's duties in favor of another.
- f. Required use of books, supplies, equipment, or other instructional resources at the University when they are created or published by the employee or by an entity in which the employee has a financial interest or by someone who is related to that employee, unless prior written approval from the University is obtained.

The University expects that employees will not engage in any activities that may constitute a conflict of interest without obtaining prior written approval from the University. Approval may be granted, withheld, or withdrawn at any time in the sole discretion of the University.

## **2. Outside Activities**

The primary responsibility of employees is the accomplishment of the duties and responsibilities assigned to their positions at the University. All employees must conduct themselves and all activities in a manner that does not conflict with, or distract from, their jobs or the mission, goals, policies, or reputation of the University. University employees have a fundamental obligation to act in the best interests of the University and not let outside activities or outside interests interfere with that obligation.

Certain kinds of personal activities, even if not otherwise viewed as a direct conflict of interest, may interfere with devotion of time and attention to job performance, or may become disruptive or reflect negatively on the University, or may create the appearance that the employee is using their position to exert undue influence on students or others. While it is impractical to anticipate all such outside activities, the following non-inclusive list contains some examples of situations that constitute outside activities and require disclosure in accordance with the Reporting Requirements section of this policy:

- a. Operation of a personal or "sideline" business, or working a second or "moonlighting" job if activities related to the other employment or personal business disrupt or adversely impact the performance of responsibilities owed to the University.
- b. Charitable or volunteer work, or other activities unrelated to the University, which involve a commitment of time that disrupts or adversely impacts the performance of responsibilities owed to the University.

- c. Solicitation of students, employees, or patrons of the University, on campus or during or in connection with University activities.
- d. Using University resources or contact information, for the purpose of attempting to sell, buy, or trade products or services to others for personal gain or to benefit persons or organizations other than the University.
- e. If a University employee (“Employee A”) directly or indirectly supervises or evaluates, as part of their job duties, another employee at the University (“Employee B”) or student, Employee A should refrain from directly or indirectly supervising Employee B or student in any activities unrelated to the University.
- f. Use of personnel, facilities, assets, equipment or supplies of the University with any outside non- University sponsored activities for personal gain or to benefit persons or organizations other than the University, unless prior written approval from the University is obtained. For example, use of personnel, facilities, assets, equipment or supplies of the University to conduct political campaigns or to promote or oppose specific candidates or political issues for personal gain or to benefit persons or organizations other than the University is specifically prohibited.

The University expects that employees will not engage in any of these outside activities, or in any other personal activity which, in the opinion of the University on a case-by-case basis, may disrupt or negatively impact job performance or the University, without obtaining prior written approval from the University. Approval may be granted, withheld, or withdrawn at any time in the sole discretion of the University.

### **3. Reporting Requirements**

It is the obligation of all University employees, regardless of position or length of employment, to disclose any conflicts of interest or outside activities. Whenever a question, or appearance of conflict, could arise, or an employee is considering the possibility of pursuing an outside activity, the employee is expected to report the situation to their supervisor at the vice-president level. An employee must disclose to their supervisor at the vice-president level all relevant facts related to activities that might involve a conflict of interest or constitute an outside activity. The University reserves the right to determine when an employee’s activities represent a conflict of interest or a prohibited outside activity and take whatever action is necessary to resolve the situation. If an employee has any question whether an action or proposed course of conduct would create a conflict of interest or a prohibited outside activity, that employee should contact their supervisor at the vice-president level to obtain the University’s position on the issue.

The University requires disclosure of conflicts of interest and outside activities annually and whenever a conflict of interest or an outside activity arises or changes. Employees in violation of this policy are subject to disciplinary action, up to and including termination of employment.

### **4. Consensual Relationships Involving Students**

#### **a. Rationale**

Missouri Southern State University’s educational mission is promoted by professional relationships between faculty members and students. Relationships of an intimate or sexual nature compromise the integrity of a faculty-student relationship whenever the faculty member has a professional responsibility for the student because there is an inherent conflict of interest as well as potential for unethical professional judgment, exploitation, and actual or apparent favoritism.

#### **b. Definitions**

For purposes of this policy, the following definitions apply:

- i. A “consensual relationship” is a consensual relationship between a faculty member and student of a dating, intimate, and/or sexual nature.
- ii. A “faculty member” is any employee with a professional responsibility for students.
- iii. “Professional responsibility” means, directly or indirectly, teaching, advising, supervising, mentoring, evaluating, coaching, or doing research with a student.

c. Policy

The University prohibits consensual relationships between a faculty member and any student when the faculty member has, or is reasonably likely to have in the future, a professional responsibility for the student.

The University strongly discourages such relationships even when a faculty member has no professional responsibility for a student. A faculty member considering or engaged in such a relationship should be sensitive to their potentially exploitative nature and the possibility that they may be unexpectedly given professional responsibility for the student due to evolving circumstances at the University.

A faculty member must disclose to their supervisor immediately if they are given professional responsibility for a student with whom there is a current consensual relationship or there was a past consensual relationship. The supervisor will confer with the appropriate administrator and determine the appropriate course of action. Failure to disclose the consensual relationship will result in disciplinary action.

d. Third-party Complaints

Any member of the University community who believes this policy has been violated may initiate a complaint with the Title IX Coordinator. Members of the University community are encouraged to make such complaints when they believe a consensual relationship has resulted in unfair treatment. The Title IX Coordinator will speak to the parties involved. Substantiated complaints will result in disciplinary action.

## **II. Public Communication Policies**

### **A. Instructionally Related Faculty Communication with Students**

Effective communication relating to instructional responsibilities with students requires careful consideration and diligence of a faculty member. Faculty should make every attempt to reply to student correspondence within a 48-hour period (excluding holidays and weekends). All email correspondence between faculty and students/advises must be conducted via the institutional email account provided to all faculty by Missouri Southern. Official email correspondence must be accessible to Missouri Southern in the event of a grade dispute or financial aid audit. Other communication modes, such as personal email accounts or social media accounts should not be used as a method of official correspondence. If such a communication mode is used, the faculty member must be able to document the nature and content of the correspondence with the student.

### **B. Public Relations Communication**

Missouri Southern State University observes a policy of operating in an open and transparent manner regarding news media requests and in providing the information news outlets seek.

While the Office of University Relations and Marketing serves as the primary point of contact for media requests, faculty are encouraged to accommodate requests from media representative (TV, newspaper, radio, etc.) if possible. Many faculty benefit the University and community by serving as consultants within their professional discipline. All University faculty acting on behalf of the University are expected to comply with relevant laws, grant and contract requirements, regulations,

policies and practices, and all applicable University and professional standards.

### **III. Faculty Absence Policy**

A faculty absence is absence from any of the following: scheduled courses, office hours, faculty meetings or conferences, commencement, or committee meetings. In the case of all scheduled absences, a request for pre-approval must be submitted at least three (3) days in advance. The mission and policies of the University as well as the availability of funds (if applicable), departmental needs, and the development of the faculty member will be used as a basis for consideration of approval of the faculty absence. In the case of an absence due to unforeseen circumstances, such as illness or injury, the absence must be reported through appropriate administrative channels with the submission of appropriate absence forms. The faculty member should give notice to the Department Chair as early as possible in the event of illness or injury.

#### **A. Absence Due to Institutional Travel**

An absence due to University-related duties (institutional travel) requires pre-approval at least three days in advance of the scheduled absence. Faculty members shall provide all requested information using appropriate forms. If the faculty member cannot attend scheduled courses, they must provide suitable arrangements for learning experiences for their students. Wherever possible, a qualified replacement should be provided for the class. A qualified replacement must be an employee of Missouri Southern and any exceptions, such as a guest lecturer, must be approved by the Department Chair. An absence due to institutional travel would include scholarly and educational meetings directly related to the faculty member's discipline or responsibilities, consulting in the area of professional competence, University business such as recruitment, development, and public relations, or other institutionally related activities. The faculty member will continue to receive regular salary during this type of absence.

#### **B. Other Leaves of Absence**

Policies and procedures pertaining to other leaves of absences such as sick leave, military leave, vacation leave (12-month faculty), family and medical leave (under the FMLA), jury duty and court witness leave, funeral leave, voting leave, holidays and campus closures, and leave without pay can be found within the Office of Human Resources.

Absences in which faculty members will not receive salary include absences for personal reasons not of an emergency of unusual and compelling nature, for partisan political activity and for activities that conflict directly with the principle of separation of church and state. This type of absence requires pre-approval at least three days in advance of the scheduled absence. Faculty members shall provide all requested information using appropriate forms. If the faculty member cannot attend scheduled courses, they must provide suitable arrangements for learning experiences for their students. Wherever possible, a qualified replacement should be provided for the class. A qualified replacement must be an employee of Missouri Southern and any exceptions, such as a guest lecturer, must be approved by the Department Chair.

#### **C. 10-Month Faculty Family Medical Leave Act (FMLA) and Sick Leave Recording Policy and Procedure**

These policies and procedures only affect 10-month faculty. All other faculty, 12-month faculty and administrators, are not affected by this policy and should follow FMLA, sick, and vacation leave in accordance with the policies and procedures set forth in the applicable handbook (Employee Handbook) and policies.

The University may not require any faculty member who is out of work on approved FMLA leave to perform any job duties. In other words, a faculty member is completely relieved of any duties while out of work on approved FMLA leave. Under some circumstances, FMLA leave may be taken intermittently or on a reduced schedule. Intermittent FMLA leave or leave on a reduced

schedule may be taken only if a health care provider certifies that such leave is medically necessary due to the faculty member's own serious health condition or due to the serious health condition of the employee's immediate family member. FMLA leave is administered through the University's Human Resources Office and all FMLA related inquiries should be directed to this Office.

### **1. Recording Time Away from Work and Time Worked**

In situations where it is critical and/or necessary for continuity to students and/or for the needs of the University, with prior approval, MSSU may allow a faculty member to teach part of a course online from home while the faculty member is on approved FMLA leave if the faculty member agrees to do so. This is completely optional to faculty members. When this situation occurs, the faculty member should record actual time worked teaching the course online, for which they will be paid and will not be counted as FMLA time.

Please note that work completed from home while on approved FMLA leave should be no more than 2 hours worked per week, per course credit hour, to complete the online contact, preparation, and grading, etc. for that course. For example: if a faculty member is approved to teach a 3-credit hour course online from home for one week while on approved FMLA leave, the faculty member would receive credit for actual time worked—not to exceed 6 hours per week (2 hours per credit hour)—for the online course and the remainder of the 40-hour week would be accounted for as FMLA or sick leave. If sick leave is used in this scenario, the faculty member would complete a 10-Month Faculty Leave Request to reflect 34 hours of sick leave.

A faculty member with approved intermittent FMLA leave or leave on a reduced schedule, should attempt to schedule the leave so as not to disrupt the University's operations, when practicable. The faculty member and the department supervisor should attempt to work out a schedule that meets the faculty member's and University's needs and in accordance with the approved intermittent FMLA leave. For example, if the faculty member is approved to be out of work for 2 days per week for intermittent FMLA leave, the faculty member should work to schedule the days out of work on days that minimizes missed classroom instruction and other responsibilities, if practicable. To the extent a faculty member with approved intermittent FMLA leave is unable to provide advanced notice of the need for this leave, the faculty member should provide notice to their department supervisor as soon as practicable. Each faculty member's approved intermittent FMLA leave is different, so the leave schedule and amount of time taken or accounted for is based on individual circumstances.

### **2. Unpaid Leave**

If a faculty member is out of work on unpaid leave, the faculty member cannot perform any duties for MSSU. Faculty members out of work on unpaid leave are expected not to perform work, unless otherwise agreed upon. If the faculty member performs any work for MSSU while on unpaid leave, the faculty member will be compensated for this work. Faculty members who perform work while out of work on unpaid leave are required to report all time worked to the University's Human Resources Officer as soon as possible. The work must be preapproved.

In the situation that all leave accruals are exhausted, the employee will be paid only the hours worked. Likewise, if a holiday occurs during this time, it will be paid the same number of hours that the employee is performing work.

*Example: an employee has exhausted their accrual balance and is working 4 hours intermittently, their holiday will also be paid at that rate*

### **3. One Day Absences**

For non-FMLA sick leave, faculty members may take: (a) half days (4 hours); or (b) full days (8 hours) after obtaining supervisor approval. If a faculty member is gone for an entire workday, then the faculty member is required to complete the 10-Month Faculty Leave Request for

Absence form for the full 8 hours for that day. If a faculty member is gone for a half day, 4 hours should be recorded using a 10-Month Faculty Leave Request for Absence form. Please note that taking leave from instructional responsibilities is the same as taking leave from all responsibilities. The 10-Month Faculty Leave Request for Absence form is available for download on HR SharePoint or Lionet.

#### **4. Procedures to Record Leave**

##### **a. Recording Half Day Absences**

Four (4) hours (half day) of sick leave is the minimum amount that can be used for any non-FMLA sick leave absence of up to half a day (4 hours) spent away from campus. Faculty members are expected to schedule appointments and personal time away from campus around class schedules to avoid missing class sessions and other obligations, when possible.

Faculty members who miss less than 4 hours in a workday can make the time up missed at another time within the designated work week; or report 4 hours of leave on their leave report.

##### **b. Recording Full Day Absences**

8 hours of sick leave should be reported for any non-FMLA sick leave absence of more than 4 hours in a given workday.

##### **c. FMLA Leave Requests**

FMLA requests will continue to follow the guidelines established in applicable policies found in the Employee Handbook and required under the FMLA.

##### **d. All faculty absences will be recorded on a newly developed form called Faculty Leave Request (Appendices Q and R for Absence Request Forms) and approved by the supervisor.**

##### **e. Each faculty member's department supervisor shall ensure that the number of hours recorded is correct as indicated by signing the Faculty Leave Request form and submitting it to Human Resources/Payroll for processing.**

#### **5. Faculty 40 Hour Workweek Defined**

60% - Instruction: 12 credit hours x 2 work hours per credit hour = 24 hours per week (see Appendix D – Teaching Assessment Tool)

20% - Service 8 hours per week (see Appendix E – Service Assessment Tool)

20% - Scholarship 8 hours per week (see Appendix X - Scholarship Assessment Tool)

100% TOTAL 40 hours per week, 8 hours per day, Monday-Friday

#### **D. Sabbatical Leave**

In an effort to provide opportunities for the professional development of the faculty to the benefit of both the University and the professor, Missouri Southern will provide the opportunity to apply for paid sabbatical leaves of absence. Each year, as funds are available, paid leaves of absences will be awarded to faculty members whose applications have been approved according to the following procedure. At least one sabbatical will be available each year.

##### **1. Eligibility**

A tenured faculty member who has been continuously employed at Missouri Southern for a minimum of six full years is eligible to apply for a Sabbatical Leave. The faculty member who applies for this leave will be engaged in a project(s) deemed to be beneficial to both the faculty member and the University.

## **2. Sabbatical Details and Requirements**

- a. Eligible faculty members can apply for a one-semester Sabbatical Leave at full pay and full benefits or a one-year Sabbatical Leave at half-pay and full benefits with the exception of contributions to retirement, which will be made at one-half the annual salary.
- b. Progress toward time in rank will be counted for the faculty member on Sabbatical Leave.
- c. After the Sabbatical Leave has concluded, the faculty member will present a public lecture on campus for the benefit of the academic community describing the extent and nature of activities engaged in during the leave, benefits accrued, etc. A summary report will also be filed with the Provost/VPAA and forwarded to the President.
- d. The faculty member agrees to return to the University for a minimum of two years after completing the Sabbatical Leave. Should the faculty member fail to meet this obligation, they shall refund to the University, on a prorated basis, the salary received during the leave.

## **3. Application**

- a. A faculty member seeking a sabbatical leave of absence will submit a letter of intent to the Provost/VPAA by October 1 of the academic year preceding the year of the intended sabbatical. This letter must be routed through the appropriate Department Chair and College Dean, demonstrating appropriate approval channels.
- b. An application form and supplemental materials must be submitted to the faculty member's Department Chair by October 15 of the academic year preceding the year of the intended sabbatical.
- c. The completed application must contain a recommendation from the Department Chair and the College Dean, indicating approval or disapproval. Reasons should be given for either recommendation. The recommendations with the completed application should be submitted to the Provost/VPAA by November 15, who will forward the application to the Sabbatical Committee.

## **4. Determination and Notification**

- a. The Tenure, Promotion, and Sabbatical Committee will review all of the application materials, conduct interviews if necessary, and make its recommendations to the Provost/VPAA by December 10.
- b. The Provost/VPAA will write a recommendation for all candidates and forward the application materials to the President.
- c. The President will notify the Board of Governors of all awarded sabbatical leaves no later than the January meeting of the Board, and all applicants will be notified in writing concerning the Board's decision.
- d. The President and the Board of Governors, within the limits of their legal authority, may make exceptions to these procedures. The President is the point of jurisdiction for these exceptions.
- e. The faculty member shall be engaged in academically justified study or research that will be of benefit to both the University and the faculty member. Sabbatical leave should be considered a privilege and there may be cases in which the Sabbatical Committee, Provost/VPAA, and/or President may decide not to award all available sabbaticals if there are not enough academically justifiable applications.

## **IV. Faculty Recognition**

### **A. Outstanding Teacher Awards**

Two Outstanding Teacher Awards are given each year to two faculty members who have been chosen by the Outstanding Teacher Selection Committee. Students, faculty, and staff may nominate faculty members for this prestigious award. Nominations will be accepted by the Office of Academic Affairs throughout the academic year. To be eligible, faculty must be full-time, teaching at least six credit hours a semester and must be in at least the third year of teaching at Missouri Southern State University. The Outstanding Teacher Selection Committee consists of the recipients of the Outstanding Teacher Awards for the past three years. With the Provost/VPAA serving as an ex-officio member, there are a total of seven committee members. These awards are monetary awards and are funded by the Missouri Southern Foundation.

### **B. Outstanding Advisor Award**

One Outstanding Advisor award is given each year to a faculty member who has been selected by the Outstanding Advisor Selection Committee. Students, faculty, and staff may nominate faculty members for this prestigious award. Nominations will be accepted by the Office of Academic Affairs throughout the academic year until the end of April. To be eligible, faculty must be full-time, teaching at least six credit hours a semester and must be in at least the third year of teaching at Missouri Southern State University. The Outstanding Advisor Selection Committee consists of the recipients of the Outstanding Advisor Awards for the past three years and three members of the Academic Advising Council to be selected by the Academic Advising Council. If there is a tie vote within the Outstanding Advisor Selection Committee, the vote shall be put to the Academic Advising Council which will make the final determination of the recipient. This award is a monetary award and is funded by the Missouri Southern Foundation. The recipient of the Outstanding Advisor Award is encouraged to apply to the Missouri Academic Advising Association for the outstanding advisor at the state level.

### **C. Award for Research Excellence**

The Research Excellence Award will be presented annually to faculty members who have conducted original, scholarship and/or creative activity that furthers their disciplinary body of knowledge. Up to two Research Excellence Awards may be given each year. Recipients will receive an honorarium and will be recognized at the All-Faculty Meeting each Fall.

#### **1. Eligibility**

Full-time faculty members who have been continuously employed at Missouri Southern for a minimum of three complete years and demonstrate high-quality, original research, scholarship, or professional creative activity are eligible to be nominated for the Research Excellence Award.

#### **2. Nominations**

Faculty colleagues, department chairs, and deans may nominate faculty for the award. Nomination materials will not be returned. Nomination materials should include:

- a. Nomination/Cover Letter
- b. Nominee's curriculum vitae
- c. Evidence of scholarship contributing to the furtherance of disciplinary knowledge.

#### **3. Submissions and Determinations**

Nominations and supporting materials must be submitted by the Deans to the Provost. The Deans Council will review all nominations, and the Provost will determine the recipient. The submission deadline will be determined annually by the Office for Academic Affairs.

## V. Course Policy Statements

### A. Classroom Conduct

Faculty members have the authority to regulate classroom conduct. Students are expected to demonstrate appropriate conduct as described in the Student Handbook. Should a student disrupt class activities, the faculty member may dismiss the student from the rest of the class period or for a length of time to be determined by appropriate campus authorities. If the student refuses to leave the classroom, the faculty member may dismiss the class or contact the University Police Department. The Student Handbook describes the following potential disciplinary actions for inappropriate student conduct: expulsion, suspension, disciplinary probation, disciplinary warning, restitution, limited access (University premises or activities), and loss of privileges. The faculty member should report the incident to the Department Chair and the Dean of Students as soon as possible. In the event of a serious classroom disruption requiring an immediate response, the faculty member should call the University Police Department. If a health emergency occurs in a classroom, contact the University Police Department. If a situation may be life-threatening, call the Joplin Emergency Medical Services (911) and then contact the University Police Department.

### B. Course Information

Faculty are expected to follow current official syllabi (see Appendix L – Course Information and Outline) which are on file within the department. A syllabus for each course taught, each semester, by every faculty member, must be uploaded online as described by the Office of the Provost and Vice President for Academic Affairs.

Within the first week of classes, the faculty member will issue a written policy statement (Course Information handout or class syllabus), in print or electronic form to each student summarizing the following:

- 1. Instructor Contact Information:** Office phone number (or a secretarial staff phone number if an office phone is not available), office email, office hours.
- 2. Course Description:** A statement of general purpose and content of the course.
- 3. Learning Objectives:** Typically, 5-7 learning objectives; learning objectives must be identical for all sections of the same course. For General Education courses, reference General Education Goals and Competencies in brackets.
- 4. Course Outline:** A general outline of the sequence of topics to be covered in the class.
- 5. Course Materials:** Textbooks and other materials required or recommended for the course.
- 6. Library Materials:** Resources available in the library.
- 7. Instructor and/or Departmental Policies:** Attendance requirements, use of electronics, etc.
- 8. Evaluation/Grading Policies:** A statement of the grading policy to be used in the course.
- 9. Time on Task/Assurance of Learning:** Time required to meet learning outcomes for the course such as discussion boards, projects, service learning, examinations, problem sets, presentations, etc. You may wish to provide the minimum expectations according to the federal credit hour.
- 10. Inclement Weather/Class Cancellation Expectations:** Alternative plans for completion of coursework in the event of inclement weather or the cancellation of a class.
- 11. Course Interaction Statement:** Description of course activities (of which substantive instructor feedback including individual student feedback must be a part) through which students can expect to interact with their teacher and the timeframe in which these activities

will occur. (*required for online courses*)

- 12. Disability Accommodation Statement:** This statement should be worded verbatim, according to University policy. This statement will be provided each year to faculty members by the Office of the Provost and Vice President for Academic Affairs.
- 13. Academic Integrity Statement:** This statement should be worded verbatim, according to University policy. This statement will be provided each year to faculty members by the Office of the Provost and Vice President for Academic Affairs.
- 14. Non-Discrimination and Title IX Statement:** This statement should be worded verbatim, according to University policy. This statement will be provided each year to faculty members by the Office of the Provost and Vice President for Academic Affairs.
- 15. Basic Needs Statement:** This statement should be worded verbatim, according to University policy. This statement will be provided each year to faculty members by the Office of the Provost and Vice President for Academic Affairs.
- 16. Academic Impact for University-Sponsored Academic and Athletic Absences:** This statement should be worded verbatim, according to University policy. This statement will be provided each year to faculty members by the Office of the Provost and Vice President for Academic Affairs.
- 17. Copyright Statement:** This statement should be worded verbatim, according to University policy. This statement will be provided each year to faculty members by the Office of the Provost and Vice President for Academic Affairs. (*required for online courses*)

### **C. Class Roster**

All faculty members are responsible for obtaining a copy of the class roster at the beginning of each semester and following policies and meeting deadlines pertaining to the class roster. At the beginning of each semester, the Office of the Provost and Vice President for Academic Affairs will publish instructions and deadlines detailing the faculty member's responsibilities pertaining to the class roster. During the regular fall and spring semesters, faculty members must report students who do not attend during the enrollment validation period (first two weeks of classes) or have not performed any academically related activity in the class. Students who are not enrolled in the class will not be permitted to attend class until they have officially enrolled in the class. Faculty members may not add students' names to any roster at any time. Only students whose names are on the final roster will be permitted in class and will receive grades. Summer semesters and off-schedule classes will have a different enrollment validation period.

### **D. Class Attendance**

It is essential that faculty maintain accurate and current attendance data for students who are officially enrolled in their classes. Students who were not reported as absent on the roster during the enrollment validation period and never attended class should receive an "F" grade.

Students are expected to attend all lectures, seminars, laboratories, and fieldwork for each registered class, and to complete all work assigned by the instructor for the course. Advance arrangements for unavoidable absences should be made with the instructor whenever possible. Missouri Southern has no provisions whereby a student can enroll and receive credit without having attended and/or participated in class. This principle applies to all courses for which credit is awarded regardless of mode of delivery. In the event that a student misses any class for two consecutive weeks, the faculty member will report the absence to the Office of the Registrar, using the appropriate form provided by that office. Faculty members are encouraged to utilize Lion Alert (through Advising, Counseling, and Testing Services) when excessive absences occur. Students who miss a class do so at their own risk and must assume responsibility for work missed due to

class absences. Instructors are willing to assist students whose absences are caused by valid illnesses, University approved activities, and extenuating circumstances. Student absences may also be excused if based on a recognized basis, such as for religious beliefs. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting the appropriate form (see Appendix M - Request for Accommodation for Religious Observations) to the instructor by the end of the third week of a full semester course or the end of the second week in a part-term semester course.\* Instructors may require whatever evidence is needed to support the reason for absence. Make-up of course requirements missed due to absence may be worked out between the instructor and the student upon the student's initiative. A student should contact their instructor on the first day the student returns to class.

To be eligible to receive federal and state financial aid, students must have a documented record of attendance in the classes for which they enroll. Registration for classes is, in itself, not sufficient to prove attendance. A student who receives or otherwise benefits from federal or state financial aid, but has no documented record of attendance in the class(es) for which they are enrolled, is not eligible to have received/benefited from the aid, and will be required to repay all the federal and state assistance credited to their Missouri Southern account. Failure on the part of faculty to perform due diligence with regard to verifying student attendance obligates the University to repay all financial assistance that has been distributed to those students who never attended classes but were not identified as absent until the end of the semester. Faculty need to keep records pertaining to the student's last date of attendance so that the University can comply with Title IV regulations regarding financial aid.

#### **E. Course Assignment and Examination Policies**

All assignments and examinations, with the exception of the final examinations, are scheduled at the discretion of the instructor. Graded examinations and any other graded assignments shall be made available to students so that the students can observe their performance. Observing appropriate FERPA regulations, the form in which graded exams and assignments are made available to the student is at the discretion of the instructor.

On-campus faculty who utilize the Testing Center, must also offer at least one scheduled face-to-face classroom testing session (for each exam administered) for their distance learning classes. Students who cannot attend the testing session offered by the faculty member can utilize the Testing Center. Online students living outside of a 30-mile radius can request assistance in securing a local testing proctor by the Testing Center. The Testing Center will oversee all remote testing proctors and facilitates the secure transfer and recovery of all testing materials. The faculty member shall adhere to all policies pertaining to the use of Testing Center, including providing requested information and observing applicable deadlines.

For final examinations, all faculty are required to follow the Final Examination Schedule published by the University. All courses should include an appropriate summative evaluation to be held or submitted at the scheduled time during the Final Exam period. There are reasonable alternatives to a written final exam. Examples include, but are not limited to, a final paper, a presentation, portfolios of work from the semester, reflection papers, and unit exams. Final examinations in any course may not be more than two hours in duration. Final examinations are to be retained by instructors for one semester. Faculty members leaving the employment of the University must give their graded final examinations to the Department Chair.

If a student has three or more final examinations scheduled in one day, the student may petition to change the test date. Students should submit the request in writing to the faculty member. Only in special cases are students granted permission to take a final exam outside of the scheduled hours

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\* *Faculty Handbook*, Missouri State University, 2014.

and only with the approval of the instructor.

In compliance with the Missouri Constitution, Missouri Southern State University may provide a reasonable accommodation based on a person's sincerely held religious belief. A reasonable religious accommodation is a change in the academic course or program of study or in the way tasks or responsibilities are customarily done that enables a student to participate in their religious practice or belief without undue hardship on the conduct of the University's business or operation. In making this determination, the University reviews a variety of factors, including whether the accommodation would create undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss examinations or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the student's responsibility to submit a request for an accommodation (see Appendix M - Request for Accommodation for Religious Observations) to the instructor before the course begins where the course information alerts student to objection or as soon as practicable where objection arises during the course. After receiving a request for a religious accommodation, the instructor should meet with the student within three business days to discuss the student's request.\* If an agreement for an accommodation cannot be reached, the student may appeal to the Department Chair and/or Dean of Student Affairs.

If course assignments require a student to create a webpage or participate in webpages that are accessible to others outside of those officially enrolled in the course, such as on a public webpage, then the instructor must obtain signed consent from the student (see Appendix N - Internet Release Form). In addition, any course data that may be posted publicly that contains personal student information must first have written consent of the student; any personal student information must be provided by the student.

## **F. Policies Pertaining to Distance Education**

The Department of Education states the following regarding the definition of distance education: "Distance Education means education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously." The technologies may include:

1. The internet
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices
3. Audio conferencing
4. Video cassettes, DVDs, and CD-ROMS, if the cassettes, DVDs, or CD-ROMS are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3)

In accordance with this definition, Missouri Southern requires that at least one of the following student academic activities be present every week of instruction in any distance education course:

1. Posting to a threaded discussion in accordance with instructor expectations
2. Submission of an assignment
3. Submission of a test or quiz
4. Content related emails to the instructor
5. Participation in an interactive tutorial or computer assisted instructional activity

Instructors will determine the Last Date of Attendance based on the academic activities listed above. Events that do not qualify as student academic activities include logging into the Blackboard course; accessing discussions without posting; non-content related emails to the instructor.

Regular and substantive interaction between students and instructor is a federal requirement for distance education course offerings. MSSU defines regular interaction as interaction that is pre-planned, being a scheduled part of the existing course outline, and frequent, occurring on a predictable basis. MSSU defines substantive interaction as interaction initiated by the instructor and academic in nature, furthering learning or the assessment of learning.

Interactions qualifying as ‘substantive’ include, but are not limited to, written lecture materials, multimedia lecture materials, discussion forum prompts, computer-assisted instruction, assignments/activities, quizzes/exams, and direct instructor feedback. Interactions that do not qualify as ‘substantive’ include, but are not limited to, merely assigning a grade to an assignment, test, or paper, and interactions initiated by a student.

It is the responsibility of every instructor of an online course at Missouri Southern to deliberately and conscientiously decide how substantive interactions between the students and their instructor will take place, and how regularly these interactions will occur. Substantive interactions with students can take many forms, but direct instructor feedback, including direct feedback to individual students, must always be included as part of the overall interaction plan for an online course. Instructors in online course at MSSU should be ready to provide evidence of such interactions by way of the ‘Course Interaction’ description from their course syllabus, as well as artifacts from course activities described in the course syllabus.

All student work submissions must be collected and stored in Blackboard or other departmentally approved learning management system. The course assignment and assessment submissions must remain accessible to the institution for the purpose of grade disputes or financial aid audits in the event of an unforeseen circumstance. Following best practices, it is suggested that instructors of online courses will make every attempt to post grades within 7 days of the due date of the discussion board, assignment, or assessment.

To provide consistency for all MSSU students, online classes will recognize holidays as published in the semester schedule. Spring Break and Fall Break are recognized as holidays. There should be no student submissions scheduled for these holidays and student responsibilities should reflect the holiday schedule.

## **G. Use of Electronic Devices in the Classroom**

Each instructor should establish their own electronic device policy for each class which should be made available to students at the beginning of the semester.

In accordance with the concept of academic freedom, the instructor is responsible for and is in control of the course content, methods, procedures, and activities in their classroom or laboratory. As such, Missouri Southern has adopted the following policies pertaining to the use of recording devices in the classroom or laboratory:

1. Students should obtain permission of the instructor before using recording devices in class.
2. Students with documented disabilities, and as an approved accommodation, will be allowed to audio record lectures.
3. Students, observers, or visitors of any description may not produce or make publicly available recordings, audiotapes or videotapes of classroom or laboratory lectures, presentations, demonstrations, or activities without the express permission of the instructor.
4. In the event permission is obtained from the instructor to produce or make available such recordings, the recordings may not be employed for any purpose other than individual academic study without the express permission of the instructor.
5. Recordings of lectures, presentations, demonstrations, or activities may not be sold or in any way contracted to a third party without the express written consent of the instructor.

## H. Classroom Visitation

Generally, only enrolled students are permitted in classrooms. Observers may be permitted in the classroom only with express permission of the instructor. A student who must bring a minor child to class must secure permission from the instructor before doing so. Instructors should give careful consideration of the course subject matter before permitting minor children to attend a class session, as some course material may not be appropriate for minor children. Students and faculty are discouraged from bringing minor children to class unless there is an emergency or other extenuating circumstance. If minor children are on campus, they should be attended by an adult at all times with no exceptions.

## VI. Grades and Other Class Records

### A. Grades

Faculty members have the right and responsibility to evaluate the academic performance levels of students in their classes. Faculty members shall submit midterm and final grades, observing all deadlines and policies pertaining to grade submission, as published by the University. When assigning an “F” for a final grade to a student, the faculty member must also include the last date of attendance for the student, regardless of the method of course delivery. Reporting this date is required for the University to comply with federal financial aid regulations. Final grade reports with a record of absences and other significant notations are the property of the University. These records will be kept in the annual “grade book” to be filed with the College Dean. The grade report is also kept within electronic reports to be filed with the Office of the Registrar. Grade reports should be kept on file for a period of ten years.

Faculty members shall adhere to University policy pertaining to grade assignments (A, B, C, D, F, W, IN, IP, CR, NK, AU) as published in the University catalog. Support level courses defined as those courses below the 100 level, will be designated with the letter ‘S’ before the earned grade. In particular, faculty members should give careful consideration when assigning ‘IN’ and ‘IP’ grades, ensuring that the proper grade has been assigned.

1. Incomplete (IN): A grade of ‘IN’ may be reported at the discretion of the instructor if a student is unable to complete the work of the course within the semester for a valid reason such as illness, death in the family, an emergency, etc. It is not intended as a substitute for an ‘F’ and does not entitle a student to attend the class during a subsequent semester. Coursework must be completed by a time designated by the instructor and no later than the end of the next semester (excluding summers) or the ‘IN’ grade will be converted to an ‘F’ automatically. Both credit and grade points for that course are suspended until the ‘IN’ is converted to either a passing grade or an ‘F’. A student may not graduate with an incomplete grade.
2. In Progress (IP): A grade of ‘IP’ may be reported in a situation in which a student is unable to complete the work of the course within the semester due to the nature of the course, such as a research project or internship that overlaps two semesters. It is not intended as a substitute for an ‘F’ and does not entitle a student to attend the class during the subsequent semester. Coursework must be completed by the end of the next semester (excluding summers) or the ‘IP’ grade will be converted to an ‘F’ automatically. Both credit and grade points for that course are suspended until the ‘IP’ is converted to either a passing grade or an ‘F’. BSE majors will not be able to begin student teaching if an ‘IP’ grade is in force. A student may not graduate with an ‘IP’ grade.

Students’ grades are not to be posted publicly. The Family Educational Rights and Privacy Act of 1974 (FERPA) forbids release of educational records unless authorized by statute.

A recorded grade (one that is recorded on the student academic transcript) may be altered by action of the faculty member responsible for the initial grade. If an error in the calculation or evaluation

is brought to their attention, or if missing work is made up with their permission, they may alter the grade upon approval of the College Dean by submitting the appropriate Change of Grade form supplied by the Registrar's Office. Such changes should be made within one calendar year following the date of the original grade entry. In unusual circumstances, such as when the original faculty member is no longer employed with the University, a change of grade may be initiated by the Department Chair responsible for the course and with approval of the College Dean. All grade changes are filed with the Office of the Registrar.

## **B. Class Records**

All faculty members must keep accurate accounts of grades and attendance in order to have factual information for a fair evaluation of each student. Final grade reports with a record of absences and other significant notations are the property of the University. Final grade reports should include adequate information in order to show how each grade for any assessment was determined. At the end of each academic year, faculty members are required to submit a copy of all final grades and attendance reports, for all semesters within that academic year, to the Department Chair, who shall submit all of the grade records for the department to the College Dean. Generally, these types of records will be kept for a period of ten years.

# CHAPTER 8: FACULTY GRIEVANCE AND TERMINATION POLICIES

## I. Faculty Grievance Procedure

It is important to provide a prompt and efficient procedure for fair and equitable resolutions of faculty grievances. To the extent possible, the University will attempt to settle disputes through informal resolution discussions at the lowest administrative level outside of the formal grievance process described in this Policy. However, if a faculty member feels that a fair and equitable solution has not been reached during informal resolution discussions, that faculty member may engage in the University's formal grievance process described in this Policy.

### A. Definitions

1. **“Faculty”** – A University employee who is defined as either Voting or Non-Voting faculty as indicated in the Faculty Constitution of the Faculty Handbook. Faculty members may bring allegations under this policy. Staff members may bring allegations under this policy if the grievance occurs within the scope of teaching a course.
2. **“Grievance”** – An allegation by a faculty member that there has been a violation, misinterpretation, or arbitrary application of a University policy, regulation, procedure, or statute, which applies personally to the faculty member; a violation relating to academic freedom; or a violation or misapplication of the terms of any agreement between the faculty member and the University.
3. **“Grievant”** – A grievant is a faculty member who brings forth a grievance with the goal of having it addressed by the University.
4. **“Business Day”** – Monday through Friday during the fall and spring semesters when classes are normally held. Monday through Thursday during the summer semester when classes are normally held.

### B. Scope

This Policy applies only to allegations by a faculty member that there has been a violation, misinterpretation, or arbitrary application of a University policy, regulation, procedure, or statute, which applies personally to the faculty member; a violation relating to academic freedom; or a violation or misapplication of the terms of an agreement between the faculty member and the University.

**Exceptions.** Where other policies and procedures provide protocols for handling more specific types of faculty grievances (including but not limited to those pertaining to discrimination, harassment, and other categories of conduct), those policies and procedures—and not this Policy—apply. Also, this Policy does not apply to issues concerning the termination of employment of faculty members; decisions regarding non-reappointment; or requests for new or revised policies, regulations, or procedures. Additional policies and procedures may be found within the Human Resources section of the Faculty Handbook.

### C. General Provisions

1. **Notification of other departments.** When possible, other departments directly affected by or involved in grievance allegations should be notified that the grievance has been filed. For example, if the grievance pertains to employee benefits, then the Office of Human Resources should be notified of the grievance.
2. **Investigation.** Supervisors involved in the administration of grievances as described below reserve the right to investigate the grievance and to question any applicable individual(s) as

part of the investigation.

3. **Documentation.** At all levels of the procedures set forth in this Policy, the University is required to document the process. Records pertaining to the grievance, including a record of any conferences, investigations, hearings, decisions, and outcomes, will be kept by the supervisor responsible for administering the relevant level of the process unless otherwise specified in this Policy. Supervisors on subsequent review may request records from others, including supervisors administering previous levels of the process.
4. **Effect of failing to notice grievance or request review within time specified.** If a grievant fails to file written notice of their grievance within the time specified, or fails to request a review of any adverse decision at any level within the time specified, then the grievance will be considered to have been abandoned.
5. **Non-retaliation.** No grievant will be subject to adverse action or retaliation and will not be penalized in any way for filing and pursuing a grievance through the procedures provided in this Policy. The filing and prosecution of a grievance under this Policy will not be entered on a grievant's employment record. No other member of the University community will be subject to adverse action or retaliation, and will not be penalized for conducting or participating in the investigation or administration of such a grievance through the procedures provided in this Policy.
6. **Effect of finding a grievance unsubstantiated.** If, upon investigation, a grievance is found to be unsubstantiated, the person(s) alleged to have caused harm will not be penalized in any way. However, other violations of University policy uncovered during the grievance process may be addressed.
7. **Multiple grievants.** If more than one faculty member is involved in any grievance, those involved may agree to pursue the grievance jointly. In circumstances where a joint process is impractical, those involved may agree to designate one or more of their group to appear at any conference or hearing and act on behalf of all involved.

#### **D. Formal Grievance Conference and Appeals Process**

##### **1. Level 1—Informal resolution conference**

###### *a. Filing*

Any faculty member who wishes to pursue the formal grievance process must communicate the allegation to their immediate supervisor (typically, the relevant Department Chair or Director) within ten (10) business days of learning about the alleged grievance. When filing a grievance, the grievant must provide, in writing, a summary of the allegation that articulates the event or events giving rise to its occurrence, the alleged harm or damage, the person(s) allegedly responsible, the date of the event, and the remedy requested.

###### *b. Supervisor Administering Informal Resolution Conference*

- i. **Grievance against supervisor.** If the grievant wishes to make an allegation against their supervisor, the grievant will file their grievance directly with next level of supervision (generally, the College Dean) and proceed under Level 2 procedures, below.
- ii. **Administrative referral.** If the supervisor who receives the grievance believes they are not the appropriate supervisor to administer the matter—by reason of conflict of interest, appropriate chain of command considerations, or similar issues—they shall consult with their own supervisor to determine the appropriate supervisor to whom the grievance should be referred.

c. *Informal Resolution Conference*

Following receipt of a grievance, the supervisor administering the informal grievance conference will, within ten (10) business days, schedule an informal resolution conference with the grievant and the accused party. Every effort will be made to resolve the grievance during this informal resolution conference.

- i. *Written description of resolution.* If the grievance is resolved during the informal resolution conference, the supervisor administering the informal resolution conference will provide a brief, informal, and summary written description of the resolution to the grievant and accused party (for example, via email) within five (5) business days of the informal resolution conference. If the grievant disagrees with the description, they must notify the supervisor administering the informal resolution conference immediately; where no resolution can be reached, the supervisor administering the informal resolution conference will proceed to decision, described below.

d. *Decision*

If the grievance cannot be resolved at the informal resolution conference, the supervisor administering the informal resolution conference will provide a brief, informal, summary decision in writing (for example, via email) to the grievant and the accused party either,

- i. Where no resolution has been reached during the informal resolution conference, within five (5) business days of the informal resolution conference or
- ii. Where the grievant disagrees with the written description of a purported resolution described above and no resolution can be reached—within fifteen (15) business days of providing the written description.

**2. Level 2—Further review**

a. *Filing*

If the grievance is not resolved at Level 1 and the grievant wishes to pursue the grievance further, the grievant may request a conference with the next level of University administration (generally the College Dean) by filing a written request for such conference within ten (10) business days after the date of the decision by the supervisor who administered the process at Level 1. The grievant shall include with the request a copy of the written grievance summary and decision from Level 1.

b. *Supervisor Administering Further Review*

- i. *Grievance against supervisor.* If the grievance concerns allegations against the next level of University administration (generally, the College Dean), the grievant will file their grievance directly with the next level of supervision (generally, the Provost and Vice President for Academic Affairs) and proceed under Level 3 procedures, below.
- ii. *Administrative referral.* If the supervisor who receives the grievance for further review believes they are not the appropriate supervisor to administer the matter—by reason of conflict of interest, appropriate chain of command considerations, or similar issues—they shall consult with their own supervisor to determine the appropriate supervisor to whom the grievance should be referred for further review.

c. *Conference*

Following receipt of a request for further review, the supervisor administering the further

review will, within ten (10) business days, schedule a conference with the grievant and the accused party. Every effort will be made to resolve the grievance during this conference.

- i. *Documentation from Level 1 supervisor.* At least twenty-four (24) hours prior to the conference, the supervisor administering the initial conference will provide to the supervisor administering the further review a brief summary of the initial informal resolution conference proceedings, a copy of any substantive documentary information provided as part of the informal resolution conference proceedings, and the reason for any action taken.
- ii. *Written description of resolution.* If the grievance is resolved during the conference, the supervisor administering the further review will provide a brief, summary decision in writing of the resolution to the grievant and the accused party (for example, via email) within five (5) business days of the conference. If grievant disagrees with the description, they must notify the supervisor administering the further review immediately; where no resolution can be reached, the supervisor administering the further review will proceed to decision, described below.

d. *Decision*

If the grievance cannot be resolved at the conference, the supervisor administering the further review will provide a brief, summary decision in writing (for example, via email) to the grievant and the accused party either,

- i. Where no resolution has been reached during the conference, within five (5) business days of the conference or
- ii. Where the grievant disagrees with the written description of a purported resolution described above and no resolution can be reached—within fifteen (15) business days of providing the written description.

### **3. Level 3—Provost/VPAA Review**

a. *Filing*

In the event the grievance is not resolved at Level 2 and the grievant wishes to pursue the grievance further, the grievant may request the Provost and Vice President for Academic Affairs to review the matter by filing a written request within ten (10) business days after the date of the written decision from the supervisor who administered the process at Level 2. The grievant shall include with the request a copy of the written grievance summary, and the decisions from Level 1 and Level 2.

b. *Conflict of Interest*

The grievant may raise concerns about a potential conflict of interest on the part of the Provost/VPAA in writing. If the Provost/VPAA determines that they have a conflict of interest, they may refer the matter directly to Level 4.

c. *Provost/VPAA Conference*

Following receipt of a request for Provost/VPAA review, the Provost/VPAA will, within ten (10) business days after receipt of such request, schedule a conference with the grievant and the accused party.

- i. *Documentation from Level 2 Supervisor.* At least twenty-four (24) hours prior to the conference, the supervisor administering the Level 2 conference will provide to the Provost/VPAA a brief summary of the conference proceedings, a copy of any substantive documentary information provided as part of the conference proceedings, and the reason for any action taken. The grievant and accused party

will be furnished with a copy of this additional information.

- ii. *Written description of resolution.* If the grievance is resolved during the Provost/VPAA conference, the Provost/VPAA will provide a brief, summary decision in writing of the resolution to the grievant and the accused party (for example, via email) within five (5) business days of the informal resolution conference. If the grievant disagrees with the description, they must notify the Provost/VPAA immediately; where no resolution can be reached, the Provost/VPAA will proceed to decision, described below.

d. *Decision*

If the grievance cannot be resolved at the Provost/VPAA conference, the Provost/VPAA will provide a brief, summary decision in writing (for example, via email) to the grievant and the accused party either,

- e. Where no resolution has been reached during the Provost/VPAA conference, within five (5) business days of the Provost/VPAA conference or
- f. Where the grievant disagrees with the written description of a purported resolution described above and no resolution can be reached—within fifteen (15) business days of providing the written description.

#### **4. Level 4—Petition to President & Request for Hearing**

a. *Filing*

In the event the grievance is still unresolved following the conference with the Provost/VPAA and the grievant wishes to pursue the grievance further, the grievant may petition the President of the University for a final decision in the matter within ten (10) business days after the date of the decision by the Provost/VPAA.

b. *University as Respondent*

The Provost/VPAA, or such other member of the administration of the University as may be designated in writing by the President, will represent the University in all proceedings at this level, such person being hereinafter referred to as “respondent.”

c. *Request for Hearing*

If the grievant desires a peer review hearing, they must so state in the petition to the President. If the grievant does not request a hearing in their petition to the President, such hearing will be deemed to be waived.

d. *Acceptance/rejection of Petition*

The President may accept or reject the petition at their discretion and will notify the grievant, the respondent, and the accused party (where different from the respondent) of the President’s decision to accept or reject the petition within ten (10) business days of receipt of the petition.

e. *Finality—President*

The decision of the President, including a decision to reject a petition, is final and may not be appealed. If the President rejects the petition, the decision of the last level of review is final and may not be appealed.

f. *Peer review Hearing*

Should the President accept a petition where a hearing has been requested, a hearing will proceed as described in the hearing procedures, below.

g. *Transmittal of Record to President*

Following completion of any Hearing Committee report or—if no hearing has been requested—upon acceptance of the petition, the complete record (including the written summary of the grievance, documentary and other evidence considered below, decisions below, and any hearing report) will be referred to the President for review and a final determination of the matter. The grievant, respondent, and accused party (if different from the respondent) will be furnished with a copy of this information.

h. *Presidential Conference*

The President reserves the right, at their discretion, to schedule conferences with the grievant, the respondent, or the accused party.

i. *Decision*

The President will notify the grievant, the respondent, and the accused party (if different from the respondent), in writing, of the decision within fifteen (15) business days of the date of receiving the report of the Hearing Committee or—if no hearing has been requested—of acceptance of the petition.

## **E. Hearing Procedures**

### **1. Hearing Panel**

A Hearing Panel from which to draw Hearing Committee members will be selected for the University as needed. The Panel will consist of twelve (12) full-time faculty members, six (6) consisting of the Faculty Grievance Committee and six (6) selected by the President of the University. Members of the Hearing Panel must complete specific training as established by the Office of Academic Affairs prior to participating in a hearing as a member of a Hearing Committee.

### **2. Hearing Committee**

From the members of the University Hearing Panel, a Hearing Committee will be formed according to the following procedure:

a. *President and Grievant's Selections*

The President, or President's designee, and the grievant will each select three (3) members from the Hearing Panel; and the President or designee will then strike one (1) of the three (3) members chosen by the grievant, and the grievant will strike one (1) of the three (3) members chosen by the President or designee. This process will be facilitated and documented by the Director of Human Resources.

b. *Committee Selects Chair*

The four (4) Committee members so chosen will then select one (1) additional member from the remaining Hearing Panel members who will serve as chairperson of the Hearing Committee. The fifth panel member so chosen will be a member of the faculty without full-time administrative duties.

c. *Conflicts of Interest*

No person may serve on the Hearing Committee who is involved in the grievance in any capacity, who has direct supervisory responsibility over the grievant.

d. *Notice of Hearing Committee Composition*

Upon formation of the Hearing Committee, the President will advise the grievant, the respondent, and the accused party (where different from the respondent) of its composition.

### 3. Hearings

#### a. *Written Summary of Grievance*

Within fifteen (15) business days after receipt of notice of the Hearing Committee composition, the grievant will file with the chairperson of the Hearing Committee a complaint explaining the grievance. This complaint may be identical to the original summary of the grievance provided at Level 1; the grievant may revise that summary in the complaint to clarify or provide additional detail about relevant facts—but not to raise new allegations of underlying misconduct, which must be addressed in a separate grievance process, if desired.

- i. *New Allegations.* Should there be a dispute about what amounts to new allegations in the complaint that would be most appropriately addressed in a separate grievance process, the chair of the Hearing Committee will make a determination at their discretion.

#### b. *Initial Hearing Committee Meeting*

Not later than fifteen (15) business days after receiving the complaint, the chairperson will convene the Hearing Committee and furnish each member with a copy of the complaint. Hearing Committee members will also be provided all documents, reports, recommendations, or other evidence previously submitted in connection with the grievance before a hearing.

#### c. *Notice of Hearing*

The Hearing Committee will, at the initial meeting, set a date, not less than (5) business days or more than fifteen (15) business days thereafter, for the start of hearings on the issues. The grievant and respondent will be given notice, in writing, of the date, hour, and place of the initial hearing. The Hearing Committee may request the presence of others at the hearing, including the accused party where different from the respondent.

- i. *Petition for continuance.* The grievant, respondent, or accused party (where different from the respondent) may petition the chairperson for a continuance. It is the chairperson's duty to determine whether good cause has been shown, necessitating a continuance. In the event of any such continuance, the grievant and respondent (and accused party or other witnesses, as appropriate) will be given written notice of the new date, hour, and place of the continued hearing.
- ii. *Evidence.* Hearings will be scheduled and will continue until both the grievant and respondent have had full opportunity to submit their relevant evidence as determined by the chairperson at their discretion.
- iii. *Timing.* Every attempt will be made to resolve the hearings within sixty (60) calendar days.

#### d. *Attendance*

Both the grievant and respondent(s) will be present at any hearing, unless a written waiver of the right to attend is filed with the chairperson at least one (1) business day prior to the hearing. Hearings will not be open to the public except by express agreement of the grievant and respondent, subject to approval of the Hearing Committee. Witnesses will generally be excluded from the hearing except during the time they are providing information to the Hearing Committee. The chairperson may, at their discretion, allow an accused party different from the respondent to attend the entire hearing where appropriate to ensure necessary fairness to the accused party when the accused party may suffer adverse educational, or employment, consequences based on the outcome of the hearing.

e. *Subject Matter and Purpose*

All hearings will be limited to the issues specified in the complaint filed with the Hearing Committee. The purpose of the hearing is to gather evidence to allow the Hearing Committee to determine disputed issues of material fact and to provide recommendations for resolution of the grievance.

f. *Presentation of Position, and Collection and Presentation of Evidence*

Both the grievant and the respondent will be given an opportunity to state their positions, present evidence relevant to the case, and call witnesses. It is the grievant's responsibility to secure their own witnesses and to make specific requests for identifiable and relevant documentary evidence. The University will cooperate with the grievant and the Hearing Committee to a reasonable extent in securing witnesses and making available the documentary and other evidence. Evidence presented to the Hearing Committee will be available for inspection (not copying or any form of imaging) to both the grievant and the respondent at the hearing and, upon request, following the hearing.

g. *Questioning Witnesses*

The grievant, respondent, and Hearing Committee members may submit questions—in advance of the hearing and during the hearing—to the chairperson to be asked of witnesses. The chairperson will ask questions of the witnesses; they may authorize other Hearing Committee members to question witnesses.

h. *Hearing Committee Inquiry*

The Hearing Committee may call witnesses or require the production of documentary evidence, in the event such additional evidence is deemed necessary in order for the Hearing Committee to make a final determination.

i. *Evidentiary Rulings*

The rules of evidence do not apply. The chairperson, at their discretion, will determine whether evidence should be heard. The chairperson may consult with the Hearing Committee on such issues.

j. *Burden of Proof*

The burden will be on the grievant to substantiate their claims.

k. *Advisors*

Parties may have an advisor at hearings. The advisor must be a current University employee, cannot act in the capacity of an attorney, and may not participate in the proceedings. If a faculty member is not able to secure an "advisor" for the hearings, the Faculty Senate President, Past-President, or President-Elect will serve in that role. Parties may request breaks—granted at the discretion of the chairperson—to consult with their advisors. At their discretion, the chairperson may excuse an advisor who interjects themselves into the proceedings.

l. *Record of Proceedings*

- i. *Audio recording.* All hearings before the Hearing Committee will be audio recorded, and after the hearing has been completed the recordings will be delivered to the chairperson.
- ii. *Notes.* Any notes taken by Hearing Committee members during any proceeding of the Hearing Committee will be collected by the chairperson following the proceeding.

- iii. *Other records.* Other evidence or documents related to Hearing Committee proceedings will be collected by the chairperson.
  - iv. *Retention.* Records of proceedings will be maintained by the chairperson according to University record retention policies.
- m. *Other Policies and Procedures*

The Hearing Committee is bound by existing University policy and the current version of the Faculty Handbook. The Hearing Committee has no power to alter or amend the provisions of the Faculty Handbook or to create policy for the University or the faculty.

- n. *Determination*

The Hearing Committee will reach a determination of the facts and recommendations for resolution upon agreement of a majority of members. The Hearing Committee is charged with making a determination of whether the allegations are more likely than not based on the information, evidence and written documentation presented by the parties during the formal grievance process and hearing, and, if so, whether it constitutes a violation of University policy. Additionally, if a majority of the members of the Hearing Committee agree that a violation occurred, the Hearing Committee will provide suggestions and/or remedies to the parties and the President. However, if no majority can be reached, within ten (10) business days after completion of the record, the Hearing Committee will prepare a list of disputed facts and provide the record to the President for determination.

- o. *Hearing Committee Report of Findings of Fact and Recommendations*

Within ten (10) business days after completion of the record, the Hearing Committee will prepare a report of any findings of fact and recommendations for resolution based on the same written policies and procedures used for the formal grievance hearing. If any member of the Hearing Committee disagrees with the findings and/or recommendations of a majority of the Hearing Committee, they may file a separate statement. The final report of the Hearing Committee, together with the complete record of the hearings, will be delivered to the President of the University to make a final determination. The final determination by the President of the University will be based on the same written policies and procedures used for the formal grievance hearing. At the same time, a copy of the Hearing Committee's report will be furnished to the grievant, the respondent, and the accused party (where different from the respondent).

- p. *Expenses*

The University will bear the reasonable expense incurred in the administration of all hearings. However, members of the Hearing Committee, the grievant, the respondent, and/or the accused party and witnesses will not receive additional compensation for participating in any hearing, nor will the University bear costs related to advisors, the collection of evidence, or other collateral matters.

- q. *Retaliation Protection*

Members of the Hearing Panel, and those on it selected by the President or President's designee and those selected by the Grievant to serve as members of the Hearing Committee, are subject to the University's non-retaliation policy. All Hearing Committee members remain subject to standard University policies and procedures.

## **II. Termination**

The Office of Human Resources will be notified by the Provost/VPAA of the termination of any full-time faculty member, for any reason.

## **A. By A Faculty Member**

A faculty member should submit written notice of their resignation or retirement as soon as possible to the Department Chair, College Dean, Provost/VPAA, and the Director of Human Resources. Upon receipt of the written notice of a resignation or retirement of a faculty member, the University can initiate procedures to determine faculty position needs. If a faculty member wishes to withdraw their notice of resignation or retirement, the faculty member must submit a written request to withdraw such notice. The request to withdraw a notice of resignation or retirement must be approved by the Provost/VPAA.

## **B. By Mutual Agreement**

At any time, the faculty member and the University may agree to mutually part ways.

## **C. Due to Disability**

When the faculty member becomes unable to perform their duties effectively by reason of either physical or mental disability, either the faculty member or the institution may terminate the employment at any time. Termination for such cause will be based on medical evidence presented by qualified healthcare providers, and an evaluation of whether the faculty member is able to perform the essential functions of the appointment, with or without reasonable accommodations, in accordance with federal law. If action to terminate for this cause is initiated by the University, the faculty member's representative will furnish the Provost/VPAA all medical reports covering their condition and authorize the healthcare provider to disclose any further necessary information; and the institution may, at its option, have an examination by a qualified healthcare provider of its choosing.

## **D. By the University**

1. Any probationary tenure-track or non-tenure-track faculty member may be terminated at the end of any contract year of employment by giving written notice of termination as provided in Chapter 3, Section I-B. The University reserves the right to terminate any probationary tenure-track or non-tenure-track faculty member before the end of the contract year of employment if warranted by the faculty member's lack of performance.
2. Any probationary tenure-track, tenured, or non-tenure-track faculty member may be terminated at any time when the financial position of the institution is such that a reduction in force is required, or when any department or program is terminated. When possible, tenured faculty members will be given preference over others when termination is required for these reasons.

Before terminating an appointment because of the abandonment of a program or department of instruction, the University will attempt to place affected faculty members in other suitable positions, but the decision in this regard will be made by the Board of Governors and at their sole discretion.

The University will not hire in the same area of teaching expertise of a tenured faculty member who has been involuntarily terminated pursuant to this Section D-2 two years following the date that the program is approved for discontinuance by the Board of Governors, without first making the new position known to the terminated faculty member and allowing them two weeks to determine whether they want to be considered for the new position. If the faculty member desires to be considered for the new position, they will be re-hired if they are as or more qualified as another applicant.

3. Tenured faculty members may be terminated "for cause". Except as provided in Sections A, B, C, D- 1, and D-2 above, "for cause" termination of any tenured faculty member, or "for cause" termination prior to the end of the period specified in the current contract held by any full-time teaching or library faculty member, will be affected only after the procedures hereinafter set

forth will have been followed. “For cause” includes, but is not limited to, incompetency, neglect or refusal to perform duties, dishonest, drunkenness, gross or immoral conduct. Such “cause” may be found in, but is not necessarily limited to, violation of the Faculty Handbook or other University policy or violation of the law in connection with the performance of duties with the University.

4. Adjunct faculty and other part-time faculty are “at will” employees and their termination is not subject to these procedures.

#### **E. Procedures for Termination Under D-3**

1. When a recommendation has been made for the termination of a faculty member covered by Section D-3 above, the Provost/VPAA will prepare a written statement, setting forth the charges which it is alleged warrant termination; and a copy of said charges will be served on the faculty member involved either by delivering the same to them personally or by mailing it to them by registered mail at the last address as shown on the records of the institution. If service is made by delivery of a copy, the person delivering the same will certify on a copy thereof the date of such service and return the same to the Provost/VPAA. If service is made by registered mail, it will be deemed to have been completed on the day immediately following the date on which it was placed in the mail, postage prepaid, unless such day is Sunday or holiday, in which event service will be deemed to have been made on the next business day thereafter. In addition to serving a copy of the charges on the faculty member involved, a copy will also be delivered to the President of the institution and notification of the termination will be delivered to the President of the Faculty Senate.
2. If the faculty member involved wishes to contest or to have a hearing on the charges made against them, they will, within ten (10) business days after service of a copy of the charges, file a written request with the Provost/VPAA for such hearing. If the tenth day after service falls on a Sunday or holiday, then the time for filing such request will be extended to the next business day.
3. Upon receipt of a request for hearing, the Provost/VPAA will promptly notify the President of the Faculty Senate, who will set the date and hour for a hearing, which date will be not less than ten (10) nor more than fifteen (15) business days after receipt of the request. Written notice of the date and hour of the hearing will be sent to the affected faculty member, the Provost/VPAA, and the President of the institution. The time fixed for the hearing may be changed by agreement of the President of the Faculty Senate, the faculty member involved, and the Provost/VPAA.
4. The hearing will be held before the Hearing Committee as outlined in the Faculty Grievance Procedure Chapter 8, Section I-D, I-E, and paragraphs 1-6 of I-F.
5. Within ten (10) business days after the written record has been completed, or in any event within fifteen (15) business days after completion of the hearing, the hearing body will make, in writing, its recommendations as to whether the affected faculty member should be terminated or retained, setting forth in summary the evidence on which it bases its recommendation; and if the recommendation is for termination, the effective date thereof. Copies of the recommendation of the hearing body will be furnished to the affected faculty member or member’s counsel, the Provost/VPAA, and the President of the University, and attached to each copy will be a complete copy of the transcript of the evidence and copies of any exhibits which may have been offered by either party.
6. After reviewing the evidence and the recommendations of the hearing body, the President will make a written recommendation to the Board of Governors as to whether or not the affected faculty member should be terminated or retained; attaching to this recommendation the copy of the hearing body’s report and a written record of the evidence. A copy of the

recommendation will be furnished to the faculty member or his counsel, who will also be given written notice of the date and hour on which the matter will be considered by the Board of Governors.

- 7.** The Board of Governors may consider the matter at the next regular meeting or at a special meeting called for the purpose. The decision will be based on the evidence contained in the written record and the exhibits, except that the Board may order that the testimony of any witness be presented in person before it. In addition, the affected faculty member or the Provost/VPAA may request the Board to hear evidence not presented before the hearing body.
- 8.** The affected faculty member may request the Board, in writing, to appear at the meeting at which the final determination is to be made, in person or by or with counsel, for the purpose of making a statement as to why they should not be terminated. The Board may fix the amount of time to be permitted for such presentation; and a representative of the University will be permitted to make a counter argument within the same time limitation, if any, imposed on the faculty member's statement.
- 9.** After the issue of the faculty member's termination has been fully presented to the Board, it will make its decision. A decision to terminate will require a majority vote of the Board of Governors. The parties will be notified of the Board's decision in writing. If the Board votes to terminate, the effective date of the termination will be specified.
- 10.** At the time a faculty member is notified of charges for which the University is seeking termination and pending a final decision by the Board of Governors, the President may suspend the faculty member or assign the faculty member to other duties. The President will also determine whether or not the faculty member's salary will be continued during the period of suspension.

# CHAPTER 9: ACADEMIC OPERATING PROCEDURES

## I. Policy on Levels and Progression of Academic Rigor

Missouri Southern students can expect a rigorous education rooted in the liberal arts and enriched by global perspectives and disciplinary knowledge that renders graduates responsible citizens. Consistent with this expectation, a rigorous curriculum:

- Requires synthesis and application of core and advanced disciplinary content.
- Reflects contemporary thought and practice.
- Provides a platform for students to practice and demonstrate mastery of knowledge.
- Requires students to take responsibility for their own learning.

Substantive evidence that a program meets these standards may include assessment reports, program reviews, and/or standards set by the discipline or external accrediting agencies. At the course level, credible evidence includes responses to required syllabus elements such as: student learning objectives, writing intensity, time on task, evaluation methodology, and expectations for course interaction.

Departments shall ensure that programs and courses meet the levels and progression for academic rigor. Departments should be prepared to demonstrate that programs and courses meet these standards.

The following general, minimum criteria for course level designations should guide curricular development:

**100 Level:** Courses at the 100 level prepare students for academic success by developing foundational knowledge, skills, and abilities.

**200 Level:** Courses at the 200 level require students to relate concepts across temporal, geographic, and disciplinary boundaries; expose students to central tenets of the discipline; and focus on deepening student understanding.

**300 Level:** Courses at the 300 level reinforce central tenets and advance to specialized concepts and techniques in the discipline. Students apply knowledge, skills, and abilities previously learned to novel situations and scenarios.

**400 Level:** Courses at the 400 level require students to synthesize advanced disciplinary knowledge and master disciplinary skills with the intent of developing independent and productive engagement in the field.

**500 Level:** Graduate courses at the 500 level require students to synthesize advanced scholarly knowledge, critique theoretical concepts, and master disciplinary and inter-disciplinary skills in scholarly and/or professional settings. These courses may be cross-listed for mixed credit with 300 and 400 level courses.

**600 Level:** Graduate courses at the 600 level are advanced-graduate course work. A 600-level graduate course pertains to the most recently established knowledge and methodologies in a field of study, as applied to practice. Building upon prior course work, synthesis of knowledge and independent analytical work by the student must be demonstrated. Undergraduates are only allowed to take these courses with expressed permission from the appropriate dean or as required by the program.

## II. Class Size and Scheduling Policies

### A. Class Size

Learning is a personal experience, and class size can affect the relationship between student and instructor, and hence, affect learning. Class size itself is affected by the resources available to the University. Different courses are affected differently by class size, and so consideration must be

given to both average class size and the size of individual classes.

### **1. Undergraduate Class Size**

The University-wide goal for an average undergraduate class size is 25. The goal of an average class size of 25 is not something which will be sought for each faculty member. It may not even be used for each discipline. If the nature of some curricula is that a class size of 25 is considered too high, then the other curricula will have to operate at a class size greater than 25 in order to maintain the University-wide average. The minimum class size will be twelve students. This applies to lower division, upper division, day and evening undergraduate classes. Classes enrolling fewer than the defined minimum may be taught with the approval of the Provost/VPAA, following a request and justification by the Department Chair and College Dean.

### **2. Graduate Class Size**

The University-wide goal for an average graduate class size is reflective of the number of students needed to maintain a break-even cost for instruction. The minimum enrollment required for a graduate course is six (6) students. Classes enrolling fewer than the defined minimum may be taught with the approval of the Provost/VPAA, following a request and justification by the Department Chair and College Dean.

Academic Affairs acknowledges the need to run courses with low class sizes for specific reasons. Course cancellations due to low enrollment will be announced in a timely manner and in consultation with Department Chair, Dean, and Provost/VPAA.

## **B. Semester Credit Hour**

Semester Credit Hour is a permanently transcribed instructional activity in which one (1) semester credit hour shall consist of a minimum of 750 minutes (for example 15 weeks times 50 minutes per week) of classroom experiences such as lecture, discussion, or similar instructional approaches, or a minimum of 1500 minutes of such experiences as laboratory, studio, or equivalent experiences. Both of the above are exclusive of registration and final examination time.

## **C. Class Scheduling Policies**

To reduce scheduling conflicts, Missouri Southern maintains a class scheduling policy each semester. Specialized classroom experiences, such as labs, studios, and classroom observations, etc. may deviate from regularly scheduled class times. Special permission is required from the Academic Affairs Office to deviate from scheduled times. Any changes in the meeting place of a class must be approved by the Department Chair and College Dean. The Department Chair should submit a request for approval, using the appropriate form, to the College Dean. All changes must be submitted to Academic Affairs Project Manager within the Office of Academic Affairs.

### **1. Fall and Spring Semesters**

Full-term courses are offered in a sixteen-week session. Full-term courses that are held on Monday, Wednesday, and Friday start at the top of each hour and last for 50 minutes (for example, 8:00-8:50 am). Classes that are held on Tuesday and Thursday are scheduled in 90-minute increments beginning at 8:00 am and last for 75 minutes (for example, 8:00-9:15 am or 9:30-10:45 am). Laboratory sessions may deviate from these regularly scheduled times. Part of term courses are offered either in a five, eight, and eleven-week sessions. Part of term courses should adhere to regularly scheduled times as much as possible. Evening classes can be held over one or two evenings per week with specific times approved by the College Dean. Hybrid or blended courses must meet at least 50 percent of the time face to face. Special permission is required from the Provost/VPAA office to deviate from scheduled times.

<b>Regular Day Class Scheduling Guidelines for Planning</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00 – 8:50	8:00 – 9:15	8:00 – 8:50	8:00 – 9:15	8:00 – 8:50
9:00 – 9:50	9:30 – 10:45	9:00 – 9:50	9:30 – 10:45	9:00 – 9:50
10:00 – 10:50	11:00 – 12:15	10:00 – 10:50	11:00 – 12:15	10:00 – 10:50
11:00 – 11:50	1:00 – 2:25	11:00 – 11:50	1:00 – 2:25	11:00 – 11:50
12:00 – 12:50	2:30 – 3:45	12:00 – 12:50	2:30 – 3:45	12:00 – 12:50
1:00 – 1:50		1:00 – 1:50		1:00 – 1:50
2:00 – 2:50		2:00 – 2:50		2:00 – 2:50
3:00 – 3:50		3:00 – 3:50		3:00 – 3:50
4:00 – 4:50		4:00 – 4:50		4:00 – 4:50

## 2. Summer Semester

Day courses may be offered in either a four, eight, or ten-week session. Day classes across campus should utilize the following start time schedule:

7:00 a.m. 1:00 p.m.  
 8:30 a.m. 2:30 p.m.  
 10:00 a.m. 4:00 p.m.  
 11:30 a.m. 5:30 p.m.

Laboratory sessions may deviate from these regularly scheduled times. Courses would need to meet the following minutes/hours per week.

<b>Credit Hours of Class</b>	<b>Total Number of Minutes Required</b>	<b>Number of Minutes/Hrs. per day for four-week session *</b>	<b>Number of Minutes per day for eight-week session *</b>	<b>Number of Minutes per day for ten-week session *</b>
1 Credit	750 minutes	50 minutes	N/A	N/A
2 Credits	1600 minutes	100 minutes (1 hr 40 minutes)	50 minutes	N/A
3 Credits	2400 minutes	150 minutes (2½ hrs)	75 minutes (1 hr 15 minutes)	60 minutes (1 hr)
4 Credits	3200 minutes	200 minutes (3 hrs 20 minutes)	100 minutes (1 hr 40 minutes)	80 minutes (1 hr 20 minutes)
5 Credits	3750 minutes	N/A	125 minutes (2 hrs 5 minutes)	100 minutes (1 hr 40 minutes)

An example of Biology 101, a 4-credit hour course that meets 3 hours/week for lecture and 2 hours/week for lab in a fall/spring semester, is below:

<b>Course Cr. Hrs.</b>	<b>Minutes/Hrs. per day for four-week session</b>	<b>Minutes/Hrs. per day for eight-week session</b>	<b>Minutes/Hrs. per day for ten-week session</b>
Biology 101 4 cr. hrs.	Lecture 150 minutes (2½ hours)  Lab 110 minutes (1 hour 50 minutes)	Lecture 75 minutes (1 hour 15 minutes)  Lab (2 days/week) 110 minutes (1 hour 50 minutes)	Lecture 60 minutes (1 hour)  Lab (2 days/week) 90 minutes (1 hour 30 minutes)

Evening courses may be offered in either a four- or eight-week session. Four-week classes will meet four nights a week (2½ hours per session). Eight-week classes will meet two nights a week (2½ hours per session).

All three-hour or more credit hour online classes will follow a minimum of an eight-week schedule.

### **III. Textbook Adoptions**

The Missouri Southern Bookstore supports the University community by providing purchase books, educational supplies, software, apparel, and a student rental text program. The text rental program provides students the opportunity to pay a per credit hour fee to rent textbooks that would otherwise have to be purchased. The rental program is intended to strike a balance between holding down the cost of education and providing students with contemporary academic materials. All new textbook adoptions must have the approval of the academic Department Chair before they can be ordered. The following policies related to rental text adoptions have been implemented to furnish textbooks to the students in a cost-efficient manner.

- A. A department may adopt one rental textbook for each regular course offered. In rare circumstances, a second rental text may be approved by the Vice President for Business Affairs at the recommendation of the Provost/VPAA. Textbooks for special topics courses (298 and 498 level) are not eligible for inclusion in the rental text program. A faculty member may request the use of a second rental textbook if the Bookstore already has sufficient quantities in stock.
- B. Rental textbooks must be kept in service a minimum of three years in order for the University to recover the cost of the text. An adopted rental text must be used each semester the course is offered and for all sections of the course.
- C. Faculty members may use Open Educational Resources (OER) in classroom settings and must be reported to the campus Bookstore the semester of use. Open Educational Resources are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. OER are organized into three (3) categories at Missouri Southern:
  1. No cost OER
  2. Low cost OER (\$40 or less)
  3. Substantial student savings: e-textbooks with the benefits of rich, engaging digital content deployed with the Learning Management System (LMS), currently Blackboard.

### **IV. Course Credit Policies**

#### **A. Overview of Courses for Credit**

Following the Coordinating Board of Higher Education's description of a semester credit hour and following definition guidelines from the U.S. Department of Education, Missouri Southern defines a semester credit hour as a permanently transcribed instructional activity in which one (1) semester credit hour shall consist of a minimum of 750 minutes (for example, 15 weeks times 50 minutes per week) of classroom experiences such as lecture, discussion, or similar instructional approaches, or a minimum of 1500 minutes of such experiences as laboratory, studio, or equivalent experiences. Both of the above are exclusive of registration and final examination times. Greater amounts of supervised practicum or internship instruction normally are required to be the equivalent of one credit hour. In vocational education laboratories, more clock hours per credit hour are usually required. Credit hours are assigned to a course based on the established educational standard that one credit hour is equal to approximately three hours of student learning time per week over a

period of a semester(usually one hour of lecture or discussion, plus two hours of individual study outside of class). When much individual study is involved as in Independent Study courses, each additional hour of credit should represent three hours of student work. Faculty members should attempt to plan course requirements so that the total workload of the student is, on average, equal to the credit-hour rating of the course.

As described above, academic credit is awarded to students for study at Missouri Southern under clearly defined conditions. Credit courses are organized as distinct University courses, with a course number and name, and recorded along with an appropriate grade in the permanent records of the University. Credit courses may or may not be used to satisfy requirements of an existing University degree. In some cases, it may be a supplementary elective course which is outside minimum degree requirements of an established program.

All courses eligible for credit must be taught by the faculty member of an instructional unit of the University designated by the Board of Governors as authorized to offer a degree program or to offer credit courses in a specialized area. Beginning with the Department Chair and following appropriate approval channels, degree credits may be allowed for academic work done at other institutions (transfer of credits).

The Registrar will enter on a student's permanent record an indication of grade and credits earned in a credit course, subject to the following regulations:

1. The individual must be properly enrolled as a student at Missouri Southern.
2. The student must have properly registered in the course.
3. The course designation (name and number) must have been given prior approval by the authorized academic community.
4. The course grade must be submitted by the faculty member of record, designated by the Department Chair, and shall reflect the evaluative judgment of the faculty member of record.

## **B. Mixed Credit Policy**

There may be circumstances in which students are permitted to take graduate courses before the undergraduate degree (mixed credit) has been conferred. Circumstances include, but are not limited to:

1. Students may be accepted into a graduate program toward the end of the undergraduate program and may take graduate courses as part of both degree programs.
2. Undergraduate students may enroll in graduate courses that are cross-listed and/or would apply toward both an undergraduate and graduate degree without prior acceptance into a graduate program.
3. Undergraduate students may enroll in graduate courses as electives or credits that are not required for their degree.

Students enrolled in mixed credit courses are expected to meet the demands of enhanced workload and/or grading standards required in graduate level courses.

### **Minimum requirements for mixed credit courses include:**

1. Completion of the online application to enroll in graduate courses, and obtain approval from the course instructor, Department Chair(s), and Dean(s) involved.
2. Completion of ninety (90) credit hours, minimum.
3. Possess an earned minimum GPA of 3.0 on a 4-point scale.
4. Enroll/take a maximum of nine (9) credits may be taken for mixed credit, unless the student has been accepted into an accelerated program.
5. Graduate credit taken as an undergraduate will expire after five (5) years and no longer count toward a graduate degree.

Although these minimum standards have been set for university-wide consideration, departments and/or programs may establish lower minimums. Exceptions to these standards should be considered by the instructor, Department Chair, and Dean of the College offering the course(s).

### **C. Credit by Examination**

Degree credit may be allowed on presentation of evidence of satisfactory completion of special examinations. A student whose travel, employment, extensive readings, or other unique educational experiences appear to have given proficiency in a course required in their curriculum equivalent to that ordinarily attained by those taking the course in regular class, may be granted permission to take an advanced standing examination. This examination may be a subject matter test of the College Level Examination Program (CLEP) or a comprehensive test designed by the department.

#### **1. College Level Examination Program (CLEP)**

Students may initiate an examination in the CLEP Program by contacting the Coordinator of Testing in the Advising, Counseling, and Testing Services (ACTS). CLEP examinations are computer based and test results are provided immediately upon completion of the exam. Scores will be sent to both the Registrar's Office and the student. If performance is equated as a 'C' grade or better, the Registrar will record the credit. Some courses may require additional evaluations, such as an essay exam.

A student must meet the following in order to qualify for taking the CLEP tests:

- a. Be working toward a degree at MSSU in order for the CLEP credits to be transcribed to the student's transcript;
- b. Not have credit in a more advanced course in the same field.

#### **2. Departmental Examinations**

Students may initiate a departmental exam with the Department Chair, who shall appoint a faculty member to prepare and administer the exam. The exam will be administered only after all required fees are paid by the student.

The graded examination is forwarded to the Provost and Vice President for Academic Affairs, by memorandum, with a recommended grade by the instructor and approval of the Department Chair. A grade of 'C' or better is required to receive credit. The Provost/VPAA will forward the grade and the exam to the Registrar. The grade is posted on the student's permanent record and the examination is filed.

Upon completion of the procedure the faculty member is paid a fee for administering the examination. A student must meet the following in order to qualify for taking departmental examinations:

- a. Be enrolled in University at the time of the examination;
- b. Not taken an examination over the course within the preceding six months;
- c. Not have credit in a more advanced course in the same field;
- d. Be working toward a degree at MSSU;
- e. Have the approval of the Department Chair in which the course is offered.

#### **3. Retro-credit**

Missouri Southern will award retro-credit for certain qualifying subjects. The credit granted will be based on applicability and will carry the grade of "CR". Students should contact the appropriate academic department to inquire about courses that qualify. Maximum allowable credits vary by department. Students must pay all fees associated with retro-credit before retro-credit will be awarded.

#### **4. Dual Credit**

Missouri Southern is committed to serving the higher education needs of the high school students in the area by offering dual credit opportunities to high-performing high school students. To participate in the program, secondary educational entities must execute a dual credit agreement with Missouri Southern. All faculty members who teach dual credit courses will comply with all requirements as defined in the MSSU Dual Credit/Dual Enrollment Handbook, collaborate with Department Chairs on the design and delivery of the dual credit course, and attend required meetings. The course enrollment minimum for any class offered at a high school campus is two students. For purposes of faculty compensation, final course enrollment figures are calculated upon the completion of the course. The completion of the course is defined as the time at which grades have been posted to MSSU student transcripts. Final course enrollment counts will only include students who complete and pay for the course in full. Compensation will be processed through payroll in the months of January (for Fall courses) and June (for Spring and Yearlong courses).

Faculty who teach dual credit courses must observe all policies and deadlines pertaining to class roster information and course grades. In addition, faculty who teach dual credit courses must provide any documentation necessary to provide evidence of course content, course rigor, and overall course equivalency as requested by the Department Chair. It is the responsibility of the Department Chair to verify appropriate credentials and approve of all appointments for faculty who teach dual credit courses. The Department Chair will conduct regular evaluations for faculty who teach dual credit courses as per the normal evaluation policy pertaining to adjunct faculty. All dual credit course offerings and agreements are coordinated through the Office of Academic Outreach.

### **V. Courses for Non-Credit (Continuing Education)**

#### **A. Overview**

Continuing education offerings are educational offerings that are beyond the regular schedule of courses within any semester and are considered to be sponsored by Missouri Southern. Continuing education offerings include short courses, seminars, and workshops directed toward specific professional groups or target populations, and short courses open to the public. All continuing education offerings will be designated as 'Non-credit'. If a student successfully petitions for a continuing education course to count as 'Credit', then the student must pay all required fees in order for any course credit to be awarded. Enrollment fees for continuing education offerings may vary depending on course expenses.

Pertaining to employees, Continuing Education Work (CEW) is defined as work performed by faculty, administration, and professional staff beyond their established work week for participation in non-credit programs, as well as all seminars and workshops, where compensation for the work will be provided from revenues generated by the continuing education course. All CEW must be approved in advance of the offering by the Provost and Vice President for Academic Affairs, following appropriate approval channels and working in coordination with the Office of Academic Outreach. Appropriate forms for initiating CEW can be found within the Office of Academic Outreach. All projected expenses and revenues must be clearly outlined. Remuneration to faculty, administration, and professional staff may vary depending on the type of continuing education. For Community Continuing Education, employment contracts will be coordinated by the Office of Academic Outreach. For Professional Continuing Education, employment contracts will be coordinated by the College Dean.

#### **B. Classifications**

Missouri recognizes two general types of continuing education: Community Continuing Education and Professional Continuing Education.

1. **Community Continuing Education** includes noncredit courses that are open to the public and generally serve to provide for personal enrichment. These courses are not eligible for financial aid assistance and are not transcribed upon completion. Students may receive a certificate of completion at the end of the course, depending upon the course. A description of the content and instructor information must be on file with the Office of Academic Outreach. For applicable courses, the instructor shall provide graded evaluations of students that shall be delivered to the Office of Academic Outreach within 48 hours after the last class meeting.
2. **Professional Continuing Education** includes all of the following:
  - a. Continuing Education Units (C.E.U.) satisfy requirements as specified by the appropriate governing body, pertaining to a particular profession. Examples would include CEUs for physicians, lawyers, veterinarians, dental hygienists, nurses, and other professionals that are required as part of a typical licensure renewal process. In general, CEUs are not eligible for financial aid assistance and are not transcribed upon completion. Students may receive a certificate of completion upon the successful completion of all required work, depending upon the course. Specific course requirements may vary depending on the course.
  - b. Workforce Development offerings include short courses, seminars, and workshops that are directed toward specific target populations. These types of offerings are designed to be offered in response to area community and industry needs. A professional certification or certificate of completion may be awarded upon successful completion of all required work. Professional certifications must satisfy industry standards and the curriculum may require approval of a governing entity. In general, Workforce Development offerings are not eligible for financial aid assistance and are not transcribed upon completion. Specific course requirements may vary depending on the course.

### **C. Enrollment Policies**

For all community continuing education offerings, students should enroll using the online portal, thus creating their own account and thereby serving to create a mechanism in which students can also keep their own records. For professional continuing education offerings, student enrollment is performed within departmental offices or within the Office of Academic Outreach. The type of student information required at the time of enrollment may vary depending on the requirements of the course. Minimum enrollment requirements may be defined, depending on the nature of the course. Course payment should be made as indicated within the course description and must be made prior to the start of the course.

### **D. Facility Policies**

There will be no University charges related to facility usage if the continuing education endeavor is conducted during regular operating hours. All continuing education efforts shall not interfere or conflict with regularly scheduled classes or other University events. The instructor must observe room and facility use policies.

### **E. Financial Policies**

For Community Continuing Education, all expenses will first be paid from generated revenue. Any remaining revenue, after expenses have been paid, will be allocated as 50 percent to the instructor, 25 percent to the department, and 25 percent to the institution. Expenses include supplies, equipment usage, and any other expense. The Office of Academic Outreach will coordinate instructor remuneration. Allocations will be made after all expenses have incurred and actual enrollment numbers have been determined.

For Professional Continuing Education, all expenses will first be paid from generated revenue. Any remaining revenue, after expenses have been paid, will be allocated as 50 percent to the University

and 50 percent to the department. Expenses include supplies, stipends, travel reimbursement, instructor remuneration, institutional expenses related to compensation, equipment usage and/or purchase and any other expense. The College Dean must approve all expenses paid. Allocations will be made only once during the fiscal year and specifically, during the month of October.

## **F. Course Policies**

In order to create any continuing education offering, a department shall submit a request for the offering, including course and instructor information, projected enrollment, revenue, and expenses, to the College Dean for approval, using the appropriate form. Forms can be obtained within the Office of Academic Outreach. The College Dean will direct the Office of Academic Outreach to initiate proceedings for making the offering available. All applicable deadlines for course scheduling should be observed as much as possible.

The College Dean will provide notification to the Office of the Treasurer, indicating the specific financial arrangement to be utilized. The College Dean will also oversee the formation of any specific accounts that need to be created to support the continuing education endeavor. A specific account may not need to be created for each endeavor, but clear records should be kept indicating revenues and expenses.

A certificate template, if needed, will be provided by the Office of Academic Outreach.

Promotional or advertising considerations will be at the discretion of the department; all promotional expenses will be the responsibility of the department and should be included within projected expenses.

## **G. Records Policies**

For Community Continuing Education, enrollment records will be kept on file within the Office of Academic Outreach. Records pertaining to revenues and expenses will be kept by the Office of Academic Outreach, in coordination with departments.

For Professional Continuing Education, the College Dean shall keep a record of student information and any information pertaining to the status or completion of the continuing education, including performance records. The student record information will also be kept on file within the Office of Academic Outreach. The College Dean must also keep a record of the expenditures and revenue associated with each continuing education endeavor, using a standard template. At the end of each fiscal year, the College Dean shall submit a summary of all continuing endeavors to the Office of Academic Outreach, using the appropriate form.

# **VI. Policies Pertaining to Student Records**

## **A. Public Records**

Public, or directory, information may be released or published without the student's consent. However, students who do not wish such information to be released or made public may inform the appropriate office, in writing, at the time information is originally sought from students. Public information pertaining to a student includes the following:

### **1. General**

Name, student identification number (SID#), address, telephone listing, place of birth, photograph, university email address, major field of study, year in school, grade level, dates of attendance, enrollment status (full-time or part-time), degrees, honors and awards received, and most recent previous educational agency or institution attended, and next of kin or spouse (emergency only).

## **2. Athletics**

Participation in officially recognized University activities and sports and appropriate statistical data.

## **3. Student Activities**

Participation in officially recognized University activities and student organizations.

## **B. Confidential Records**

All personally identifiable information relating to particular students and used to make decisions about students is considered confidential, or non-directory information. This information includes, but is not limited to, academic evaluations, letters of recommendation, general counseling and advising records, clinical counseling, disciplinary records, psychiatric records, financial aid records, medical or health records, transcripts, test scores and other academic records.

Information can only be shared with a parent or guardian if the student has a signed release consent form on file with the Office of the Registrar, or within the academic department. Only the person listed on the consent release form may be given information specified on the consent form.

## **C. Disclosure of Confidential Information to the Student – Right of Inspection and Review**

A currently or previously enrolled student has the right to inspect and review official records, files, and data directly, related to the student as a student. Access will be provided in the presence of a staff member. Where such information involves other students, the student is entitled to inspect or be informed of the portion of the information pertaining only to them. Requests under the FERPA of 1974 have been accepted since January 1, 1975, and must be responded to within 45 days. Requests should be accommodated as quickly as possible and only in rare situations will the response period ever approach this limit. Offices may require that requests for access be submitted in writing and may ask for, but not require, the reason for the request. Requests from students to inspect and review their educational records are usually coordinated through the Office of the Registrar. Requests from third parties to release confidential information are processed through the Office of the Registrar.

## **D. Right to Explanation**

A student is entitled to an explanation of any information contained in official records directly related to the student. The student has the right to challenge the content of such records to ensure that they are accurate, not misleading, or otherwise in violation of privacy or other rights. They shall have the right to insert into the records a written explanation of what they deem inaccurate or misleading information.

The substantive judgment of a faculty member about a student's work (grades or other evaluations of work assigned) is not within the scope of this challenge. A student may challenge the factual and objective elements of the content of student records, but not the qualitative and subjective elements of grading.

## **E. General FERPA Guidelines**

Faculty and staff members play a key role in the protection and integrity of student records. It is the inherent responsibility of the faculty member to attend applicable training seminars and follow University policies, making sure that their actions comply with the FERPA of 1974.

There are many possible ways for students, faculty, and staff to inadvertently view information pertaining to students that should be protected under the FERPA of 1974. Faculty members should take care to avoid those situations as much as possible. Consider the following guidelines:

- 1.** Faculty should be aware of the potential for telephone or office conversations to be overheard

- by nearby individuals.
2. Faculty should make sure that documents pertaining to student information are not visible within their offices when meeting with other individuals (this includes minimizing computer screens).
  3. Faculty should dispose of documents using appropriate waste options (trash, shredder, recycle).
  4. When providing reference letters for students, faculty members cannot divulge confidential information without the express consent of the student. Faculty should use the appropriate form provided by the Office of the Registrar when asking for consent (see Appendix O - Authorization for Letter of Recommendation).
  5. When working off-campus, faculty should observe all applicable measures to ensure safety and protection of student information (security, briefcases, locked cars).

## **VII. Accommodation Policies for Students with Disabilities**

### **A. Institutional Commitment**

It is Missouri Southern State University's policy to provide access to its programs and facilities to all students, faculty, staff, and guests so that no one shall, solely by reason of the disability, be denied access to, participation in, or the benefits of any program or activity. Students, faculty, staff, and guests shall receive reasonable accommodations to provide equally effective access to educational opportunities, programs, and activities in the most integrated setting appropriate unless provision for reasonable accommodation would constitute an undue hardship on the University or would substantially alter essential elements of the academic program or course of study or would otherwise compromise academic standards. This policy shall apply to all programs, services, and activities of the University, including but not limited to recruitment, admissions, registration, financial aid, academic programs, advising, counseling, student health, housing, and employment.

This policy is intended to be consistent with Section 504 of the Rehabilitation Act of 1973, which states that no recipient of federal financial assistance may discriminate against qualified individuals with disabilities solely by reason of disability. This policy is also intended to be consistent with Title II of the Americans with Disabilities Act of 1990 and the Missouri Human Rights Act. To the extent it is inconsistent with said laws, the legal requirements and standards shall govern.

### **B. Determination of Accommodations**

The Coordinator for Student Disability Services shall make appropriate determination of reasonable accommodations for students based on appropriate documentation provided by the student. The authority to make such decisions on behalf of the institution has been assigned by the Vice President for Student Affairs.

### **C. Instructor Responsibilities**

1. Instructors are required to make reasonable accommodations, as determined by the Coordinator for Student Disability Services, in both the classroom and via distance learning platforms.
2. Instructors are required to make reasonable accommodations, as determined by the Coordinator for Student Disability Services, when leading a group of students off campus and/or out of the country.
3. Instructors are required to keep disability and accommodation related information confidential.
4. In the event of an emergency evacuation, instructors are responsible for assisting in the evacuation of students with disabilities.

### **D. Grievance Procedures**

In accordance with the policies and procedures that govern Missouri Southern, students who feel

that they have not been accorded their due rights are entitled to file a grievance. Grievances related to an individual's disability should follow the procedure outlined below.

At any point in the grievance procedure a resolution can be negotiated, and the parties may end the process.

A request for an accommodation needed for participation in the grievance procedure should be made to the Coordinator for Student Disability Services at least five business days prior to any meeting or function.

## **1. Grievance Procedure for Academic Issues**

A student with a disability who feels that a situation has not been dealt with appropriately or a faculty member who feels they are asked to provide an unreasonable accommodation should take the following steps in the order listed.

- a. Meet with the Coordinator for Student Disability Services to discuss the situation and determine if the situation can be resolved.
- b. If a resolution cannot be reached, the grieving party may file an internal grievance with the Director of the Student Success Center. Grievance forms are available in the Student Success Center and alternative formats may be requested.
- c. The completed form should be turned in to the Director of the Student Success Center at which point the time and date received will be noted. The Director will provide written notification of receipt of the form within two business days.
- d. The Director will then schedule a resolution meeting with the Dean of the respective College. This meeting will occur within three weeks of receipt of the grievance.
- e. If a faculty member is initiating the grievance, they must provide the designated accommodation until a resolution can be achieved.
- f. The grieving party may be asked to attend the resolution meeting. The grieving party will receive written notification of the meeting day, time, and location at least one week prior to the meeting.
- g. If asked to attend the resolution meeting, the grieving party may be accompanied by an advocate.
- h. Upon completion of the resolution meeting, the Director of the Student Success Center will provide a written summary of the outcome of the meeting to the grieving party. A meeting with the Director may be requested to review the outcome.
- i. If the grieving party is dissatisfied with the outcome of the meeting with the Director, they may request a meeting with the Vice President for Student Affairs or their designee.
- j. The Vice President or designee will review all documentation pertaining to the situation and meet with the grieving party within two weeks of the request for the meeting.
- k. The Vice President or designee will hear the grievance and render a decision. A written copy of this decision will be mailed to the grieving party within five business days.
- l. The Vice President's or designee's decision is the final decision for the institution.
- m. At this point, if the grieving party is a faculty member, the decision is binding.
- n. If the grieving party is a student, they may file a complaint with the Office of Civil Rights at <http://www.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt> or the Department of Justice at <http://www.usdoj.gov/crt/complaint/#two>.

## **2. Grievance Procedure for Non-Academic Issues**

The following steps should be taken in the order listed:

- a. Meet with the Coordinator for Student Disability Services to discuss the situation and

- determine whether a solution can be negotiated.
- b. If a resolution is not achieved, the student should meet with the Vice President for Student Affairs or his/her designee.
  - c. The Vice President/designee will meet with the Coordinator for Student Disability Services to review the details surrounding the complaint. The Vice President/designee will consult with other relevant campus personnel.
  - d. The Vice President/designee will meet with the student to discuss possible resolutions.
  - e. If a resolution cannot be achieved the Vice President/designee will render a decision. A copy of this decision will be mailed to the student within five business days.
  - f. The decision of the Vice President/designee is the final decision for the institution.
  - g. At this point, the grieving party may file a complaint with the Office of Civil Rights at <http://www.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt> or the Department of Justice at <http://www.usdoj.gov/crt/complaint/#two>.

## **VIII. Academic Impact for University-Sponsored Academic and Athletic Events Policy**

Students participating in University sponsored academic and athletic events are considered representatives of the University and scheduled activities/competitions resulting in a missed class may be considered excused absences. Missed classes qualify as excused absences if the student informs the instructor(s) in advance, is responsible for all information, tests, materials, and assignments, and completes assigned work prior to the departure, unless the instructor has agreed to other arrangements.

Faculty are encouraged to work with students, whenever possible, to facilitate their participation in University sponsored academic and athletic events; however, in some cases, it is not possible to replicate missed course content. In these cases, students may need to attend class.

Whenever possible, students participating in University sponsored academic and athletic events should work with their advisor to create a schedule that will avoid missed class time.

Students should not be penalized if absent from a test, lecture, lab, or other activity because of an excused absence. Policies should be fair and equitable in application. For example, excused absences should not be penalized with point reductions or require students utilize the dropped grade option for a University sponsored activity or athletic event. Inclement weather and other factors may preclude a student's ability to provide notification in advance and/or to complete assigned work prior to departure or return to campus. It may be necessary to provide make-up opportunities in these cases.

No class time shall be missed for practices or home events except for time required to prepare or warm-up before the activity/competition. Logistics necessary for home activities or competitions will vary by activity/sport so students and instructors should collaborate to handle this missed class time as part of the absence if possible. For away competitions students shall not miss class prior to 30 minutes before the scheduled time of departure.

Students who will miss class due to participation will identify themselves to their instructors at the beginning of each semester using the approved documentation and provide a schedule with departure times to identify class meetings in conflict with event dates. In addition, the student is responsible for reminding the instructor by e-mail and/or in person of each upcoming absence. The student who fails to properly communicate with their instructor in this regard may be penalized for an absence per the course syllabi.

The amount of lead time for upcoming absences should be discussed by the instructor and student as this may vary with the situation. Sponsors and coaches are asked to confirm an accurate roster of students traveling for each event.

Students who are unable to participate or have not been cleared to play should attend class.

## **IX. The Use of Copyrighted Materials for Classroom Use**

Policies in this section are subject to other applicable University policies. Faculty members will comply with any applicable University policies.

### **A. Copyright Law**

Copyright law, as defined in Title 17 of the United States Code, protects “original works of authorship fixed in a tangible medium of expression” for a limited period. Copyright protection includes, for instance, the legal right to publish and sell literary, artistic, or musical work, and copyright protects authors, publishers and producers, and the public. Copyright applies both to traditional media (books, records, etc.) and to digital media (electronic journals, web sites, etc.). Copyright protects the following eight categories of works:

1. Literary Works
2. Musical Works
3. Dramatic Works
4. Pantomimes and Choreographic Works
5. Pictorial, Graphic, and Sculptural Works
6. Motion Pictures and other Audiovisual Works
7. Sound Recordings
8. Architectural Works

Ownership of a copyrighted work includes the right to control the use of that work. Use of such work by others during the term of the copyright requires either permission from the author or reliance on the doctrine of fair use. Failure to do one or the other will expose the user to a claim of copyright infringement for which the law provides remedies including payment of money damages to the copyright owner.

Finally, other copyright laws to consider include the TEACH Act, the Digital Millennium Copyright Act, and the National Commission on New Technological Uses of Copyrighted Works. Information regarding them is available on the MSSU Spiva Library website.

### **B. Fair Use**

Fair use is a concept embedded in U.S. law that recognizes that certain uses of copyright-protected works do not require permission from the copyright holder (see Title 17, section 107). The following four factors are used to determine if a use is fair:

1. The purpose of the use (e.g., commercial vs. educational)\*
2. The nature of the copyrighted work
3. The amount of the material used (the greater the amount copied, the less likely it is fair use)
4. The effect of use on the potential market for or value of the work

The Fair Use Doctrine is probably the most important exemption to copyright protections for educational settings, allowing many uses of copyrighted works for the purposes of teaching and research. The complexity of fair use and its importance in academia make it imperative that every member of the Missouri Southern community understands how to make judgments concerning fair use. The ALA Fair Use Evaluator, developed by the American Library Association, Office for Information Technology Policy, helps users collect, organize, and document the information they may need to support a fair use claim, and provides a time-stamped PDF document for the users’

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\* *Not all uses in an academic context are automatically considered fair use.*

records. The ALA Fair Use Evaluator can be accessed at <http://librarycopyright.net/resources/fairuse/>.

## **C. Compliance Guidelines for Faculty**

Copying of copyrighted materials for student learning and research use without written permission may occur in the following instances (see Appendix P – Common Copyright Scenarios):

### **1. Single Copying for Instructors**

Single copies may be made of any of the following by or for teachers at their individual request for scholarly research or use in teaching or preparation to teach a class:

- a. One chapter from a book;
- b. An article from a periodical, journal, or newspaper;
- c. A short story, short essay, or short poem, whether or not from a collective work;
- d. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

### **2. Multiple Copies for Student Learning Use**

Multiple copies (not to exceed more than one copy per student in a course) may be made by or for the teacher giving the course for student learning use or discussion, provided that the following three criteria are met:

- a. The copying meets the tests of brevity and spontaneity (as defined below).
- b. The copying meets the cumulative effect test (as defined below).
- c. Each copy includes a notice of copyright. An example is “this material may be protected by Copyright law (title 17, US Code).”

### **3. Copying Computer Software**

Computer software is tangible material and can be copyrighted. The Doctrine of Fair Use applies to computer software. Permissible uses of copyrighted software owned by or licensed to the University or its faculty:

- a. Copying it by using it in a computer's memory.
- b. Making one backup or archival copy.
- c. Making adaptations in order to use a particular machine.
- d. Lending it.
- e. Selling it, in which case the backup or archival copy must be destroyed.

## **D. Definitions**

### **1. Brevity**

Either a complete article, story, or essay of less than 2,500 words, (usually varies 3-8 pages depending on size of page and type) or an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is greater.

### **2. Spontaneity**

The copying is at the instance and inspiration of the individual teacher, and the inspiration and decision to use the work. The moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

### **3. Cumulative effect**

Copying of the material is for only one course in the school in which the copies are made.

## **E. Prohibitions**

Copying must not be used to create or replace or substitute for anthologies, compilations, or collective works. This guideline applies whether copies of works or excerpts are accumulated or reproduced and are separately used.

There can be no copying from workbooks, exercises, standardized tests, test booklets, answer sheets, or other consumable materials.

Copying must not substitute for the purchase of books, photographs, publishers' reprints, or periodicals; must be directed by high authority; and the same item cannot be used by the same teacher from term to term.

Prohibited uses of copyrighted software include:

1. Making copies for gift or sale;
2. Copying a computer program purchased for use at the University in order to use it at home;
3. Copying a computer program purchased for use in one department or College for use in another department or College. A site license should be negotiated to allow multiple uses on campus.

If a faculty member is unsure that their activities fall within this recognition by Congress of the limited and spontaneous copying of copyrighted materials for nonprofit noncommercial purposes, they can find more information on the MSSU Spiva Library website.

## **F. Obtaining Permission**

Permission from copyright holders is often needed when creating course materials, research papers, and web sites. You need to obtain permission when you use a work in a way that infringes on the exclusive rights granted to a copyright holder (i.e., outside the boundaries of fair use).

Steps that need to be followed to obtain permission to use copyrighted material:

1. Determine if permission is needed for the work you want to use.
2. Identify the copyright holder or agent.
3. Send written request for permission to use. Remember to give yourself ample lead time, as the process for obtaining permissions can take months. Decide if you are willing to pay a licensing fee/royalty.
4. If the copyright holder can't be located or is unresponsive (or if you are unwilling to pay a license fee), be prepared to use a limited amount that qualifies for fair use, or alternative material.

## **G. Public Domain**

A public domain work is a creative work that is not protected by copyright, and which may be freely used by everyone. Works fall into the public domain for three main reasons:

1. The term of copyright for the work has expired;
2. The author failed to satisfy statutory formalities to perfect the copyright or
3. The work is a work of the U.S. Government.

As a general rule, most works enter the public domain because of old age. This includes any work published in the United States before 1923. Another large block of works are in the public domain because they were published before 1964 and copyright was not renewed. (Renewal was a requirement for works published before 1978.) A smaller group of works fell into the public domain

because they were published without copyright notice (copyright notice was necessary for works published in the United States before March 1, 1989).

## **X. Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes**

The following guidelines reflect the higher education community's consensus as to the application of "Fair Use" to the recording, retention, and use of television broadcast programs for educational purposes. The purpose of establishing these guidelines is to provide standards for both owners and users of copyrighted television programs.

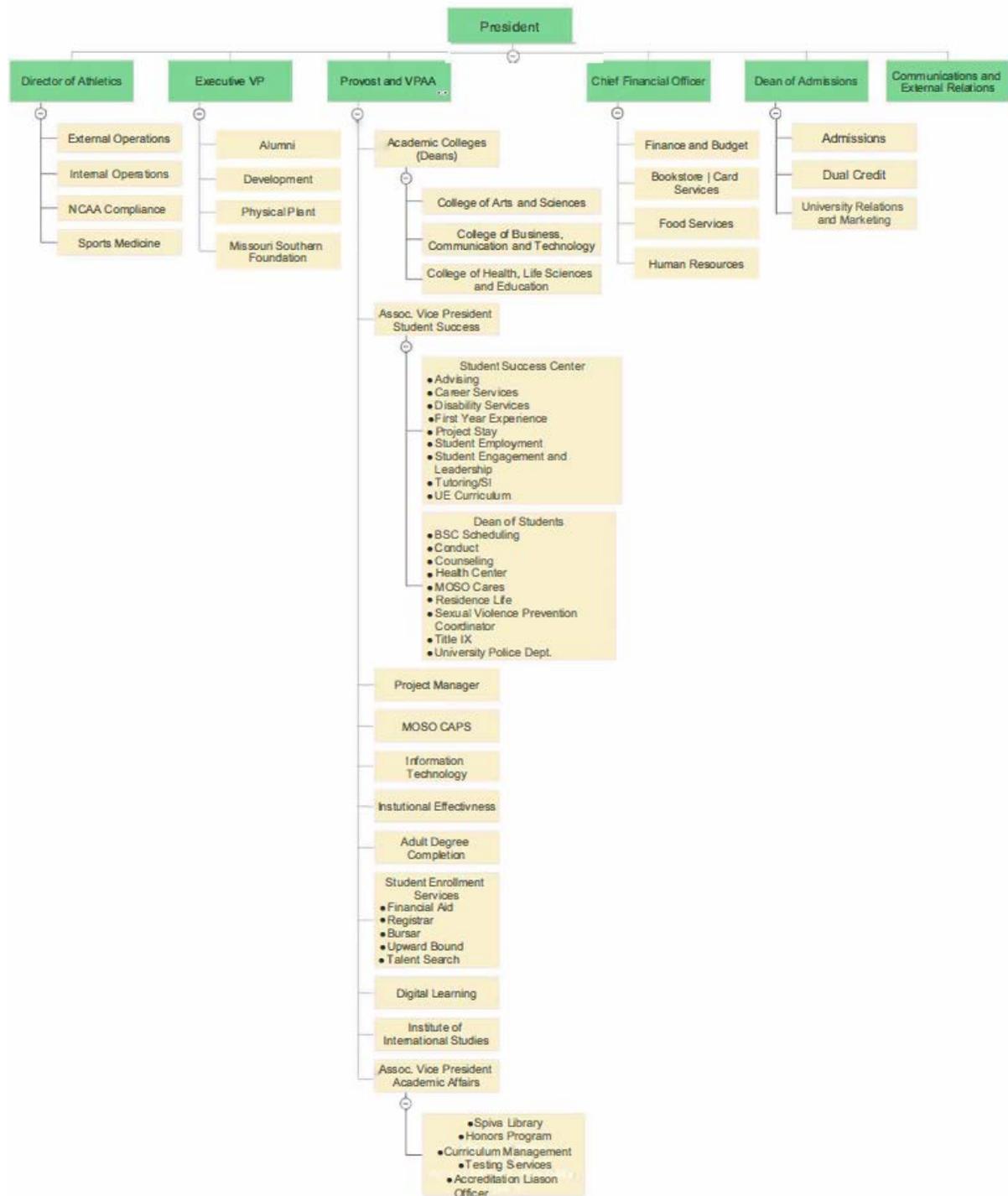
- A. These guidelines were developed to apply only to off-air recording by non-profit educational institutions.
- B. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
- C. Off-air recordings may be used once by individual teachers in the course-relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar retention period. School days are school session days, excluding weekends, holidays, vacations, examination periods, or other scheduled interruptions, within the forty-five (45) calendar day retention period.
- D. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
- E. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
- F. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
- G. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
- H. This policy will be automatically updated as it is rewritten by future Congressional recommendations.

# CHAPTER 10: UNIVERSITY ADMINISTRATIVE STRUCTURE

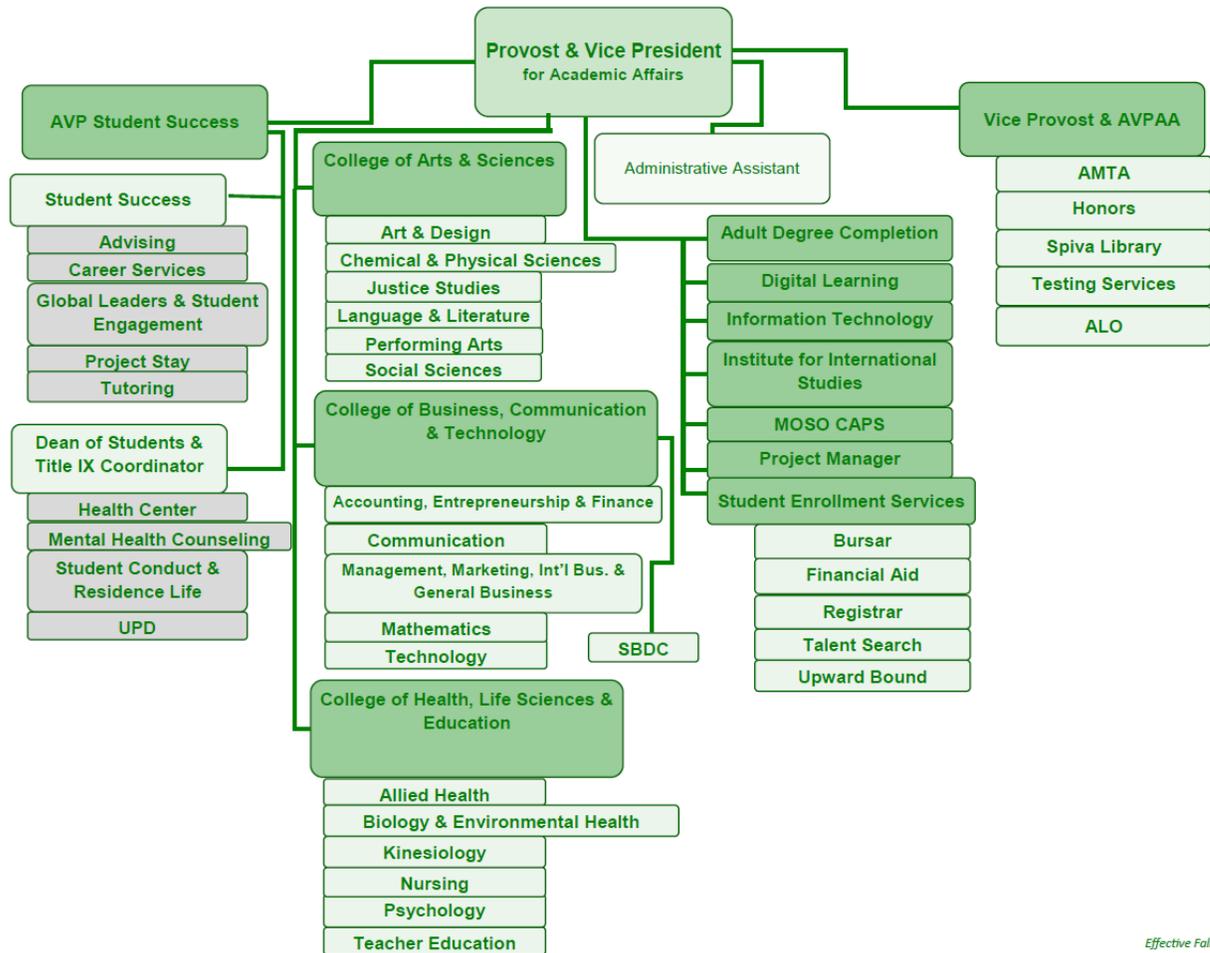
## I. Administrative Organization

The President of the University reports to the Board of Governors, which are appointed by the Governor of the State of Missouri. The administrative organization of the University can be described using the following flow charts.

### A. University Organizational Flow Chart - General



## B. University Organizational Flow Chart – Academic Affairs



Effective Fall 2022

## II. Academic Administrative Committees

Administrative committees have three principal functions: 1) to recommend policy; 2) to recommend operating procedures and practices; and 3) to recommend adjudications of conflicts or competing needs. Administration committees (includes boards, councils, committees, task forces, or ad hoc committees) report to the President or Vice President for the specified division, or designee for the specified division.

In general, the annual period of service for committees is the length of the regular academic year, fall and spring semesters. The office principally concerned with the activities of a committee will provide reasonable administrative support. For each committee, the determination of the chairperson should be clearly indicated: either appointed by the respective senior administrative official (President or Vice President); elected from the current membership; as a function of position (i.e. some are chaired by specified ex officio members). Each committee selects its own secretary/recorder, unless otherwise indicated. Committee chairs will be appointed/elected no later than at the beginning of each academic year.

All academic administrative committees report directly to the Provost and Vice President for Academic Affairs. In addition to the following standing committee, the Provost and Vice President for Academic Affairs may appoint ad-hoc committees as needed to address academically related topics. For those committees that are directly funded by the Office of Academic Affairs, the Provost/VPAA will notify each committee chair of the funds available for the purpose of the committee at the beginning at each

academic year. The Provost/VPAA will appoint any committee vacancies where applicable.

Minutes and reports of each meeting will be maintained by the committee chair and/or secretary/recorder and made available via technology appropriate to the committee and the relevant institutional software. Each standing committee is required to submit a year-end report with the Provost and Vice President for Academic Affairs. The year-end report shall contain a summary of the committee's meetings and actions for the academic year.

A recommendation to implement any changes regarding the description, duties or composition of the committees shall be submitted to the Provost/VPAA for review. Upon approval, the Provost/VPAA will submit recommended changes to the President's Council for review and approval. Administrative Committees may be revised as needed to meet the needs of the University.

Faculty Senate appointments to Administrative Committees will be made by the Faculty Senate Executive Committee, informed by recommendations from the Deans and/or the Provost/VPAA. Additionally, for committees that include faculty members, some of which are appointed by Faculty Senate and others by the Provost/VPAA, faculty appointments will alternate between the Provost/VPAA and the Faculty Senate Executive Committee to ensure that College appointments are not always made by the same party.

## **A. Academic Advising Council**

### **1. Organization**

- a. The Council will consist of the following members, serving indefinite terms:
  - i. Associate Vice President for Student Success
  - ii. Representative for Advising Services
  - iii. Representative for Registrar
  - iv. Programs' Professional Advisors
- b. The Council will consist of a total of three full-time faculty members, one from each academic College, serving 3-year terms.
  - i. Faculty may serve up to two consecutive terms. After being appointed for two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.
- c. The Council will consist of one student representative, serving a one-year term. The Council will request the Student Senate to recommend a student representative each year.
- d. The Co-Chairs of the Council will be the Advising representative and a faculty representative selected from current membership.

### **2. Duties**

- a. The Council will serve as an oversight panel responsible for making recommendations for policies and procedures related to academic advising.
- b. Members will serve as liaisons between the Council and their areas of representation.
- c. The Council will coordinate communication of academic advising for students, faculty, and staff, and oversee advisor trainings.
- d. The Council will select the Outstanding Advisor and recommend the recipient to the Vice President for Academic Affairs/Provost.
- e. The Committee is responsible for developing, maintaining, and distributing, as needed, program/department schedule for three-year and six-year/external evaluations.

## **B. Digital Learning Advisory Committee**

### **1. Organization**

- a. The Committee will consist of the following members, serving indefinite terms:
  - i. Director of Digital Learning
  - ii. Chief Information Officer
  - iii. Two Instructional Designers
  - iv. Learning Management Systems Administrator
  - v. Bookstore Manager
  - vi. Representative from Testing Services
  - vii. Representative from Student Success Center
  - viii. Representative from Adult Degree Completion
  - ix. Dean (any college)
- b. The Committee will consist of a total of ten full-time faculty members, three from each academic College and one from the Library, serving three-year terms.
  - i. Faculty may serve up to two consecutive terms. After being appointed for two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.
- c. The Chair of the Committee will be the Director of Digital Learning.

### **2. Duties**

- a. The Committee is responsible for recommending policies and procedures that are consistent with best practices and the University's mission.
- b. The Committee will identify, review, and recommend digital learning resources and services for faculty and students.
- c. The Committee will provide advisory support to all University digital learning initiatives.
- d. The Committee will explore and establish protocols for integrating Online Educational Resources (OER) materials with Learning Management System (LMS).
- e. The Committee will communicate, educate, and market digital resources to the campus community.
- f. The Committee will conduct surveys, assess products, and make findings and recommendations to the Vice President for Academic Affairs/Provost.

## **C. Faculty and Student Development Committee**

### **1. Organization**

- a. The Committee will consist of a total of six full-time faculty members, two from each academic College
  - i. Faculty may serve up to two consecutive terms. After being appointed for two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.
- b. There will be two Co-chairs to be elected from current membership.
  - i. One Co-chair will oversee the organization of Faculty Development applications.
  - ii. One Co-chair will oversee the organization of Student Development/Research applications.

## **2. Duties**

- a. The Committee will receive, review, and recommend approval or disapproval of funding of selected student research and travel applications that contribute to the welfare of the students and the University.
- b. The Committee will receive, review, and recommend approval or disapproval of funding of selected faculty research and non-international travel projects or lectures that contribute to the welfare of the faculty member and the University.
- c. The Committee will provide their recommendations of approval/disapproval of expenditures for Faculty and Student Development to the Vice President of Academic Affairs/Provost.

## **3. Procedures**

- a. Faculty Development
  - i. Individual or groups of faculty will apply to the Committee for grants, giving such information as the Committee requires.
  - ii. The Vice President for Academic Affairs/Provost will notify the faculty member of approval and procedures the University will use to disperse funds.
- b. Student Development
  - i. Individual students or groups of students will apply to the Committee for grants, giving such information as the Committee requires.
  - ii. Each application must include the endorsement of a faculty advisor responsible for coordinating the research project and expenditure of the grant monies.
  - iii. The Vice President for Academic Affairs/Provost will notify the faculty member and student about the procedures the University will use to disburse the funds.
  - iv. Upon completion of a funded project, grant recipients must submit a written report to the Committee and offer a campus-wide public presentation of the findings in an appropriate forum.

## **D. Graduate Council**

### **1. Organization**

- a. Membership typically consists of the following:
  - i. Graduate Program Coordinators from each graduate program, ex-officio
  - ii. College of Arts & Sciences, one (1) representative
  - iii. College of Business, Communication, & Technology, one (1) representative
  - iv. College of Health, Life Sciences, & Education, one (1) representative
  - v. Provost/VPAA Appointees, up to four (4) at-large representatives
  - vi. Associate Vice President for Academic Affairs and Vice Provost, ex-officio (non-voting)
  - vii. Provost/VPAA, ex-officio (non-voting)
- b. Each Fall, a vice-chairperson will be elected from the current membership. The vice-chairperson will serve as Chair of Graduate Council for the following academic year.
- c. An Administrative Assistant to a Dean shall serve as the Secretary (non-voting).

### **2. Duties**

- a. The Graduate Council will make recommendations for basic policies and general operational procedures of graduate education on and off-campus.

- b. The Council will review recommendations for overall degree requirements, curricula, comprehensive exams, one-time offerings, program changes, and proposed new programs.
- c. The Council will review recommendations for policies pertaining to admission, transfer credit, advisement, program approval, admission to candidacy, and graduation.
- d. The Council will recommend follow-up studies, evaluation procedures, and future graduate program developments.
- e. The Council will communicate policy and curriculum recommendations to the Academic Policies Committee and the Faculty Senate.
- f. The Council will recommend other relevant items pertaining to graduate education such as forms, recruitment procedures, scheduling processes, brochures, and graduate catalog format.

## **E. Honors Program Committee**

### **1. Organization**

- a. The Committee will consist of five (5) Ex-officio members:
  - i. Associate Vice President for Academic Affairs
  - ii. Director of Honors Program
  - iii. Assistant Director of Honors Program
  - iv. Program Coordinator of Honors Program
  - v. Representative for Student Conduct
- b. The Committee will consist of a total of three (3) full-time faculty members, one from each academic College, serving three-year terms.
  - i. An attempt will be made to have faculty representatives who are currently instructing or have previously instructed Honors courses.
  - ii. Faculty may serve up to two consecutive terms. After being appointed for two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.
- c. The Chair of the Committee will be the Director of the Honors Program

### **2. Duties**

- a. The Committee will discuss, evaluate, adjust, create, and adopt policies related to the Honors Program.
- b. The Committee will hear and make decisions on student conduct issues.

### **3. Meetings**

- a. The Honors Program Committee meets on an “as needed” basis, with the Director of the Honors Program, in cooperation with the Chairperson, arranging the meeting and sending the agenda to members in advance of the meeting time.
- b. Parliamentary procedure is followed during the meeting and the Administrative Assistant of the Honors Program is responsible for taking the minutes of each meeting.

## **F. Institutional Animal Care and Use Committee (IACUC)**

### **1. Organization**

- a. Membership consists of the following, appointed by the Provost/VPAA:

- i. One Doctor of Veterinary Medicine, with training or experience in laboratory animal science and medicine, who has direct or delegated program authority and responsibility for activities involving animals at the University
  - ii. Two full-time faculty members, one from the field of life or physical sciences and one from the field of behavioral or social sciences; members must be experienced in research involving animals
  - iii. One full-time faculty member whose primary concerns are in nonscientific areas
  - iv. One individual who is not affiliated with the University in any way other than as a member of the Committee, and is not a member of the immediate family of a person who is affiliated with the University
  - v. Associate Vice President for Academic Affairs/Vice Provost, ex-officio.
- b. Faculty members will serve three-year terms, with staggering of the initial appointment to ensure continuity.
  - c. The Committee must have no less than five members at all times.
  - d. The Chair will be appointed from the current membership by the Provost/VPAA.

## **2. Duties**

- a. The IACUC will provide assurance that the University will comply with the Public Health Service (PHS) Policy on Humane Care and Use of Laboratory Animals.
- b. The IACUC will review and have the authority to approve, require modifications, or disapprove all proposals for research or teaching protocols utilizing animals and determine approval
- c. according to University policy. All faculty proposing to use a live animal in research, training, education, experimentation, biological testing, or for related purposes must submit a completed IACUC Application form.
- d. The IACUC will review concerns involving the care and use of animals at the University.
- e. Every six months, the IACUC will perform a review of the University's program for human care and use of animals, using the *Guide for the Care and Use of Laboratory Animals (Guide)*.
- f. Every six months, the IACUC will inspect all of the University's animal facilities, using the *Guide for the Care and Use of Laboratory Animals* as a basis for evaluation.
- g. The IACUC will make written recommendations to the Provost/VPAA regarding any aspect of the University's animal program, facilities, or personnel training.
- h. The IACUC will prepare reports of all the IACUC evaluations and submit the reports to the Provost/VPAA.

## **3. Meetings**

- a. The IACUC will meet as needed to review proposals and conduct regular business.
- b. More information regarding the IACUC can be found within Chapter 12 Ethical Standards in Research. Policies, procedures, and forms can be located on the Missouri Southern IACUC website. Specifically, the following policies can be located on the website: proposal review and approval criteria; social housing for animals; veterinary care for animals; physical restraint; non- pharmaceutical grade compounds; monoclonal antibody production; guillotine use; field studies; euthanasia; housing densities for social animals; animal identification; blood collection.

## **G. Institutional Review Board (IRB)**

### **1. Organization**

- a. The Board will consist of the following voting members serving five-year terms:
  - i. Six full-time faculty members, two from each academic College
    1. Preferably these members will have experience with Human Subjects Review Panels
    2. At least one member whose primary concerns are in scientific areas\*
    3. At least one member whose primary concerns are in nonscientific areas\*
  - ii. At least one member from the community who is not an employee or member of the Board of Governors of the University or a family member of a University employee or Governor
- b. The Board will include a Research Analyst, ex-officio
- c. The Board will include the Chair of the Institutional Animal Care and Use Committee and Co-chair (student applications) of the Faculty and Student Development Committee, serving a term dependent on their role as chair/co-chair.
- d. Membership will consist of both men and women.
- e. Chair will be elected from current membership for the three-year term in the following manner: one year as chair elect, one year as chair, and one year as past chair.

### **2. Duties**

- a. The Board will review and have the authority to approve, require modifications, or disapprove all research activities involving human subjects.
  - i. Except when a research project is exempt or an expedited review is used, reviews will occur at a convened meeting at which at least 50% of the voting members are present, including at least one member whose primary concerns are in non-scientific areas.
  - ii. The Board will periodically review the range of approved projects under the exempt and expedited categories to assure compliance with policy.
- b. The Board will develop policy and procedures for review of research involving human subjects. The policies and procedures will be consistent with ethical and federal code regarding human subjects.
- c. The Board will retain documentation of their review activities including copies of all research proposals reviewed, minutes of their meetings, copies of correspondence with the investigators, and records of continuing review. All records must be retained for three years after completion of a research project.
- d. The Board will provide written notice to principal investigators on the disposition of their proposals, or modifications required to secure IRB approval of the research activity. If the Board decides to disapprove a research activity, it will include in its written notification a statement of the reasons for its decision and give the investigator an opportunity to respond in person or in writing.
- e. The Board will conduct a review of ongoing projects at least once a year.

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\* *Scientific* and *nonscientific* are defined by the US Department of Health and Human Services' office for Human Research Protections.

- f. More information about the IRB can be found within Chapter 12 Ethical Standards in Research. Policies, procedures, and forms can be located on the Missouri Southern State University IRB website.

### **3. Meetings**

- a. The Board will meet the second, tenth, and fourteenth week of the fall and spring semester, and the fourth week of the eight-week summer session.

## **H. International & Domestic Grants Committee**

### **1. Organization**

- a. The Committee will consist of five Ex-officio members:
  - i. Vice President for Academic Affairs/Provost
  - ii. Director of the Institute of International Studies
  - iii. Dean of College of Health, Life Sciences, and Education
  - iv. Dean of College of Arts and Sciences
  - v. Dean of Business, Communication, and Technology
- b. The Committee will consist of a total of three full-time faculty members, one from each academic College, serving three-year terms.
  - i. Faculty may serve up to two consecutive terms. After being appointed for two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.
- c. The Chair of the Committee will be the Director of the Institute of International Studies

### **2. Duties**

- a. The Committee will establish policies and procedures for international trips funded by the University.
- b. The Committee will review applications for Faculty Study Abroad, Student Group Study Abroad, and Internationalizing the Curriculum grants.
- c. The Committee will review applications for Faculty/Student Group Domestic Study.
- d. The Committee will collect narrative reports from those faculty and students who have received grants as described above.

### **3. Meetings**

- a. The Committee will meet on an “as needed” basis every year to review policies, set deadlines, and vote on faculty and student applications.

## **I. Program Assessment and Review Committee**

### **1. Organization**

- a. The Committee will consist of two ex-officio members, Associate Vice President for Academic Affairs and Director of Institutional Effectiveness.
- b. The Committee will consist of a total of eight full-time faculty members, serving three-year terms, with at least two faculty members from each academic College.
  - i. An attempt shall be made to ensure that the membership of the Committee is representative of the make-up of faculty with consideration of the number of faculty within Colleges and specific programs/departments being reviewed/evaluated.

- ii. Faculty may serve up to two consecutive terms. After being appointed for two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.

## **2. Duties**

- a. The Committee will review, evaluate, and advise on the following:
  - i. Student learning assessment plans, objectives, data, and results for academic degrees, credentials, and general education curriculum
  - ii. Student success outcomes (e.g., retention, graduation/pass rates, placement, experiential experiences) and student support (e.g., advising, professional development opportunities)
  - iii. Program/department strategic plans, adopted University Strategic Plan goals, objectives, data, and results
  - iv. External and/or Accreditation reviews of programs/departments
  - v. Program/department demand (e.g., number of majors) and resources (e.g., budget, facilities, technology, faculty)
  - vi. Faculty success (e.g., qualifications, scholarship, service, and teaching evaluations) and support/resources (e.g., professional development opportunities)
  - vii. Program/department responses and actions to the Committee's recommendations for continuous improvements
- b. The Committee will identify opportunities and make recommendations for continuous program/department improvement. These recommendations will be communicated to the program/department, supervisor for each unit (e.g., dean, vice president), the Associate Vice President for Academic Affairs, and the Vice President for Academic Affairs/Provost.
- c. The Committee will review programs/departments every three years. In some cases, programs/departments will be evaluated on a more frequent basis. In those cases, the impacted areas will receive notification of such.
  - i. For non-accredited programs/departments, an evaluation from an external party is required every six years. Efforts should be made to have the external evaluation completed during the Fall semester of the sixth year, with the Committee's review of the evaluation to occur during the Spring semester of the sixth year.
  - ii. For accredited programs/departments, the Committee's review of the external evaluation by an accrediting body is to occur the semester following the results.
- d. The Committee will support the communication of programs'/departments' reviews, evaluations, and recommendations for improvement to the campus community and other constituencies.

## **K. Promotion, Tenure, and Sabbatical Committee**

### **1. Organization**

- a. The Committee will consist of a total of nine tenured faculty members who hold the rank of Associate Professor or Professor, serving three-year terms, with at least two faculty members from each academic College and one faculty member from the Library.
  - i. An attempt shall be made to ensure that the membership of the Committee is representative of the make-up of the faculty with consideration of the number of faculty within Colleges and specific departments/disciplines.
  - ii. Committee members should all be from different departments/disciplines.

- b. Approximately half of the members will be appointed by the Vice President for Academic Affairs/Provost, and approximately half will be appointed by the Faculty Senate Executive Committee.
  - i. Vacancies will be filled in a such as way as to ensure that approximately half of the members are appointed by each party.
- c. The annual membership list will indicate for each member of the Committee the party that appointed that individual.
- d. The Chair will be elected from the current membership.
- e. Faculty may serve up to two consecutive terms. After being appointed for two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.
- f. Individuals applying for promotion and/or sabbatical will not serve on the Committee.
  - i. If a faculty member, while a member of the Committee, applies for promotion and/or sabbatical, then that faculty member will resign from the Committee. A substitute faculty member will be appointed from the same academic unit (i.e., College or Library) to fill the vacancy.
- g. Department Chairs serving on the Committee will recuse themselves from consideration of promotion, tenure, and sabbatical applications from members of their respective departments.

## **2. Duties**

- a. The Committee will review application materials for all promotion, tenure, sabbatical, and emeritus applications and make its recommendations of approval or disapproval to the Vice President for Academic Affairs/Provost.
  - i. Applications for promotion, tenure, sabbatical, and emeritus will be reviewed and recommended based on criterion established in the Handbook under which a faculty member is applying.
- b. The Committee will submit a written statement to each applicant indicating the disposition of the Committee on the application and application deficiencies if the recommendation is unfavorable.
- c. The Committee will meet with the Vice President for Academic Affairs/Provost at least annually to discuss its recommendations.

# CHAPTER 11: POLICIES AND ETHICAL STANDARDS FOR RESEARCH

## I. HUMAN SUBJECTS PROTECTIONS POLICY / INSTITUTIONAL REVIEW BOARD (IRB)

### A. Statement of Ethical Principles

Missouri Southern State University is committed to quality policy and procedures for the protection of humans as participants in research. The development of this policy was guided by the requirements of the code of Federal Regulations 45 CFR 46.

### B. Applicability of Policy

All systematic research undertaken by Missouri Southern personnel or students in which human subjects participate is subject to review under this policy. The term “human subjects” is defined as a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information. The federal definition for research is “a systematic investigation, including research development, testing and evaluation, designed to develop and contribute to generalizable knowledge (45 CFR 46).” This definition includes any surveys, tests, observations of people, or experiments which involve systematic data collection that could result in knowledge reported in professional meetings or publications. All research projects directed by MSSU faculty, staff, or students must receive Institutional Review Board (IRB) approval prior to collecting data.

Research conducted on the MSSU campus by researchers from other institutions may apply for approval by submitting the following documents: a copy of the original approved IRB application from an IRB with a Federal-wide Assurance number (FWA) and supporting materials including all measures and procedures. External researchers who cannot provide an approved IRB with FWA number must apply using the MSSU process. The Chair of the IRB will review the documents and may approve the application or require further review by the full IRB committee.

Classroom curriculum projects, workshop evaluations, and administrative projects do not need IRB approval if they are not research; that is, if the results will not be distributed outside the classroom, institutional setting, or if they are used solely for program review or evaluation. If such projects may lead to generalizable information, through publication or dissemination of results, they must undergo review. Regardless of whether the project is subject to review, all personnel and students must adhere to ethical guidelines when conducting class projects with human participants.

### C. Human Subjects Review Structure

#### 1. Institutional Review Board Composition

The IRB is an administrative committee consisting of individuals with diverse backgrounds and the training necessary to evaluate human subjects research and its institutional, legal, scientific, and social implications. The members of the IRB are appointed by the Vice President of Academic Affairs and Provost for five-year terms. Membership consists of the following:

- a. Two faculty members from each of the academic Colleges; preferably these members will have experience with the Human Subjects Review Panels (previously called Departmental Review Panels); including
  - i. At least one faculty member whose primary concerns are in scientific areas\*
  - ii. At least one faculty member whose primary concerns are in nonscientific areas\*

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\* *Scientific* and *nonscientific* are defined by the US Department of Health and Human Services’ office for Human Research Protections.

- b. At least one individual from the community who is not an employee or member of the Board of Governors of the University or a family member of a University employee or Governor
- c. Chair of the Student Research Committee
- d. Director of Assessment and Institutional Research, ex-officio
- e. Associate Vice President for Academic Affairs and Vice Provost, ex-officio

The Chair will be appointed from the current membership for a three-year term in the following manner: one year as chair elect; one year as chair; and one year as past chair. Membership will be diverse with respect to gender.

## **2. IRB Responsibilities**

- a. The IRB shall review and have the authority to approve, require modification, or disapprove all research activities involving human subjects.
  - i. Except when a research project is exempt or an expedited review is used, reviews will occur at a convened meeting at which at least 5 of the 9 IRB members are present, including at least one member whose primary concerns are in nonscientific areas.
  - ii. The IRB will periodically review the range of research approved under the exempt and expedited categories to assure compliance with policy.
- b. The IRB shall develop policy and procedures for review of research involving human subjects. The policies and procedures shall be consistent with ethical standards and federal code regarding human subjects.
- c. The IRB shall retain documentation of their review activities including copies of all research proposals reviewed, minutes of their meetings, copies of correspondence with the investigators, and records of continuing review. All records must be retained for 3 years after completion of a research project.
- d. The IRB will provide written notice to principal investigators of the disposition of their proposals.
- e. The IRB will conduct a continuing review of ongoing projects at least once a year.
- f. IRB members should provide advice to investigators whose research involves human subjects.

## **3. IRB Meetings**

The IRB will meet the second, sixth, tenth, and fourteenth week of the fall and spring semester, and the fourth week of the 8-week summer session.

## **4. Human Subjects Review Panels**

Colleges, departments, or programs may establish a Human Subjects Review Panel. Each Human Subjects Review Panel will:

- a. Consist of at least two members who hold faculty, staff, or administrative positions at MSSU.
- b. Establish guidelines in keeping with the IRB policies and their discipline's professional guidelines.
- c. Provide the IRB with a copy of their guidelines and a list of their reviewers, and supply evidence of training certification for each member.
- d. Trained members of the review panels will serve as reviewers for exempt projects within their department, program, or area, and serve as one of the reviewers for expedited projects campus-wide.

Reviewers are urged to complete their review within two business days. Upon completion the reviewer will send a signed copy of the Human Subjects Review Application and associated materials to the IRB manager.

## **5. Training Requirements**

Members of the IRB, Human Subjects Review Panels, Faculty Research Advisors, and all MSSU researchers, including students, faculty, and staff who submit an IRB application must complete the online training provided by the Collaborative Institutional Training Initiative (CITI).

The specific CITI training required can be found on the MSSU IRB website. Certification will be accepted for 3 years.

## **D. Determining the Type of Research Review**

The type of review that a research project undergoes is determined by the level of risks to the participants and the types of participants involved in the research. There are three types of initial reviews for research, exempt, expedited, and full. The researcher must evaluate risk and type of participants to determine which type of review may be appropriate for the project. If the risk and participant type is appropriate for exempt or expedited review, the researcher must determine if the research falls in one of the categories under that type of review.

An IRBNet Administrator with the required human subjects ethics training may change the risk level prior to assigning the application to reviewers.

Approval of research under these policies is for a one-year period, unless the IRB determines the risk is sufficiently high to require more frequent review. Any research project that lasts for more than one year must petition the IRB for continuing approval.

### **1. Level of Risk**

Researchers should make every effort to minimize the amount of risk involved in the research design. The IRB will evaluate the risk and determine if the risks are reasonable in relationship to the anticipated benefits of the research to the subjects, if any, or the knowledge that may reasonably be expected to result.

- a. Less-than-minimal risk is research in which there is no known physical, emotional, psychological, or economic risk. This research can qualify as exempt if it does not involve a vulnerable population and falls in an exempt category.
- b. Minimal risk is research that presents only the kind of risks encountered in daily life by most people (e.g., moderate exercise testing, minor stress from psychological tests, or surveys involving sensitive topics). This research can qualify as expedited if it does not involve a vulnerable population and falls in an expedited category.
- c. Greater-than-minimal risk is research procedures that may include risk beyond that ordinarily encountered by subjects (e.g., maximal exercise testing, stressful psychological testing, questions about illegal activities). This type of research requires a full review.

### **2. Type of Participants**

Vulnerable populations require a higher level of protection, thus a higher level of scrutiny for the research procedures. Prisoners, intellectually disabled persons, and children are considered vulnerable because their ability to give truly voluntary and informed consent may be limited. Pregnant women are considered vulnerable in the case of research procedures that pose any hazard to the fetus.

### **3. Qualifications for Exempt Status**

Exempt review is used for human subjects' studies presenting less than minimal risk to non-

vulnerable subjects. The categories of research that qualify for exempt review are listed below. Note that even if research falls into one of the general categories that is normally exempt, it is not exempt if it involves sensitive topics (e.g., recreational drug use, sexual practices, use of alcohol by minors, criminal behavior) or vulnerable participants (e.g., children, victims, intellectually disabled persons). Exempt protocols are reviewed by an IRB Committee member selected by the IRB manager (see the section on Research Review Procedures). The researcher must not begin contacting research participants or collecting data until written approval is received from the IRB. This usually requires three working days for processing after the exempt projects are submitted. Research activities in which the only involvement of human subjects is in one or more of the following categories qualify for review under the exempt category:

- a. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
- b. Research involving the use of educational tests (e.g., cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
  - i. Data obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
  - ii. Any disclosure of the human subjects' responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, or reputation.

**Note:** When videorecording and/or photography is used for data collection, the research no longer meets the exempt requirements. This is because information is recorded in such a manner that participants can be identified. Audio-recording may fit under this same category, depending upon how the recording is made and its intended use. If the recording is to facilitate accurate record keeping and will be erased following transcription, it may go in the exempt category. If it is to be used for purposes that would make the recording part of the reporting process it would not be exempt.

- c. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under category (2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- d. Research involving the collection or study of existing information, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
- e. Research and demonstration projects that are conducted by or subject to the approval of supporting agencies, and which are designed to study, evaluate, or otherwise examine: a) public benefit or service programs; b) procedures for obtaining benefits or services under those programs; c) possible changes in or alternatives to those programs or procedures; or d) possible changes in methods or levels of payment for benefits or services under those programs.
- f. Taste and food quality evaluation and consumer acceptance studies, a) if wholesome foods without additives are consumed or b) if a food is consumed that contains a food ingredient at or below the level, and for a use, found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug

Administration and approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

#### 4. Qualifications for Expedited Status

Expedited reviews are used for research presenting minimal risk to non-vulnerable participants or less than-minimal risk to vulnerable participants. Expedited reviews do not require a convened meeting of the IRB. Two reviewers, one from the Human Subjects Review Panel and one IRB member outside the department review the protocol (or two members of the IRB if no Human Subjects Review Panel exists).

The reviewers will send the completed review to the IRB (See the section on Research Review Procedures). Research involving no more than minimal risk and in which the involvement of (nonvulnerable) participants is in one or more of the following categories may be reviewed through the expedited review procedure.

- a. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt. This listing refers only to research that is not exempt.)
- b. Collection of data from voice, video, digital, or image recordings made for research purposes.
- c. Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for non-research purposes (such as medical treatment or diagnosis).

NOTE: Some research in this category may be exempt. This listing refers only to research that is not exempt.

- d. Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/ approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.)

Examples:

- i. Physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject's privacy.
  - ii. Weighing or testing sensory acuity.
  - iii. Magnetic resonance imaging.
  - iv. Electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography.
  - v. Moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.
- e. Prospective collection of biological specimens for research purposes by noninvasive means.

Examples:

- i. Hair and nail clippings in a non-disfiguring manner.
  - ii. Deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction.
  - iii. Permanent teeth if routine patient care indicates a need for extraction.
  - iv. Excreta and external secretions (including sweat).
  - v. Uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue.
  - vi. Placenta removed at delivery.
  - vii. Amniotic fluid obtained at the time of rupture of the membrane prior to or during labor.
  - viii. Supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques.
  - ix. Mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings.
  - x. Sputum collected after saline mist nebulization.
- f. Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows:
- i. From healthy, nonpregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8-week period and collection may not occur more frequently than 2 times per week; or
  - ii. From other adults and children, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8-week period and collection may not occur more frequently than 2 times per week.
- g. Clinical studies of drugs and medical devices only when condition (i) or (ii) is met.
- i. Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.)
  - ii. Research on medical devices for which:
    - (a) an investigational device exemption application (21 CFR Part 812) is not required; or
    - (b) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.
- h. Continuing review of research previously approved by the convened IRB as follows:
- (a) The research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and
  - (b) The research remains active only for long-term follow-up of subjects; or
  - (c) where no subjects have been enrolled and no additional risks have been identified; or
  - (d) where the remaining research activities are limited to data analysis.

## **5. Full Review**

Any research that does not meet the qualifications listed under exempt or expedited review will be reviewed by the IRB at a regular meeting.

## **E. Research Review Procedures**

All applications, regardless of research level, will be submitted to the IRB Manager through IRBNet. The principal researcher should indicate the level of research review on the application. The researcher must not begin collecting data until the IRB approval is received.

### **1. Exempt Review**

Human subjects research at the Exempt level of review only requires the approval of an IRB Committee member. Federal guidelines list six types of projects eligible for exempt review. In general, the exempt research is research that is less-than-minimal-risk for non-vulnerable adults.

### **2. Expedited Review**

Research at the Expedited level of review requires the approval of two reviewers. One can be a member of the Department Review Panel, or, if there is no review panel, then both reviewers must be a member of the IRB. Federal guidelines list various types of projects eligible for expedited review. In general, expedited research is research that is of no more than minimal risk for non-vulnerable adults. This level cannot be used if the identification of subjects could reasonably place them at risk.

### **3. Full Review**

Research not qualifying for expedited review will be reviewed by the full IRB Committee. Generally, research requires a full review if it is of greater than minimal risk, and/or is conducted with a vulnerable population. Proposals should be submitted one week prior to a scheduled meeting. Approval of a proposal by the IRB requires a majority vote of the members present at the meeting. The IRB manager will inform the researcher or research supervisor of the IRB decision through IRBNet.

### **4. Continuation or Renewal**

Approval of research is good for a one-year period. If the research is to continue beyond the approved time, the researcher must request an extension via IRBNet. The request for extension must be reviewed at the same level of review as the original proposal. The researcher's request must include the following information:

- a. The name of principal investigator and title of the research project.
- b. The number of participants that have been tested to date and the number of additional participants needed.
- c. A description of any modifications that will be made to the procedures.
- d. Any changes in anticipated risks or benefits.
- e. A description of any adverse effect or participant complaints to date.
- f. A brief summary of the findings to date.

## **F. Informed Consent Requirements**

The participant should have sufficient knowledge and understanding of the elements of informed consent. To the extent possible, the participant should make an informed decision about whether or not to participate in the research. As a part of the process of obtaining informed consent, the following elements of consent should be considered.

## **1. Elements of Informed Consent**

Informed Consent Forms should include the following elements.

- a. A statement that the study involves research.
- b. An explanation of the purposes of the research.
- c. The expected duration of the subject's participation.
- d. A description of the procedures to be followed.
- e. Identification of any procedures which are experimental.
- f. A description of any reasonably foreseeable risks or discomforts to the subject.
- g. A description of any benefits to the subject or to others which may reasonably be expected from the research.
- h. A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject.
- i. A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained.
- j. For research involving more than minimal risk, an explanation as to whether any compensation, and an explanation as to whether any medical treatments are available, if injury occurs and, if so, what they consist of, or where further information may be obtained.
- k. An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subject.
- l. A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits, to which the subject is otherwise entitled.

## **2. Documenting or Waiving Documentation of Informed Consent**

When research presents a greater than minimal risk to the participants, a signed written Informed Consent Form must be retained with the research records for three years. A copy of the form must be given to the participant. Signed documentation of informed consent can be waived if:

- a. The research presents no more than minimal risk and involves no procedures for which written consent is normally required outside of the research context, or
- b. The consent document would be the only record linking the subject and the research and the principal risk would come from a breach of confidentiality.
- c. The researcher still needs to provide the subject with the elements of consent so an informed decision is assured. This process is recommended for projects that require less than a full review because it preserves anonymity and eliminates the need to store the consent forms.

Informed consent may be waived or altered if the research meets all of the following conditions:

- a. The research involves no greater than minimal risk.
- b. It is not practicable to conduct the research without the waiver or alteration.
- c. Waiving or altering the informed consent will not adversely affect the subjects' rights and welfare.
- d. Pertinent information will be provided to the subjects later, if appropriate.

This category of waiver includes cases in which the investigator needs to withhold some information about the research, which if known by the participant would bias the result of the study. Ordinarily, the researcher will plan a debriefing session after completion of the individual's participation to provide the missing information.

### **G. Debriefing**

When the informed consent procedures withhold information from the participants of the research or the research design involves deception, researchers should provide the participants additional information and correct any misperceptions that have been created. This information should be provided as early as possible, preferably at the end of participation, but at least by the conclusion of the research. When appropriate the researcher should provide the participants the opportunity to learn about the nature of the results and conclusions of the research.

### **H. Data Management**

As per federal guidelines, all informed consent forms are to be stored in a secure location for 3 years. Electronic consent forms (e.g., Survey Monkey) are to be stored for 3 years.

The primary investigator is obligated to maintain the privacy and confidentiality of all data pertaining to human subjects. The researcher must explicitly state in the IRB application how participant data or other information will be stored in a way which protects the privacy and identity of the participants.

State what data, if any, will be shared with third parties. Data should only be released in a form which protects the privacy and identity of the participants involved.

Sensitive or non-confidential data has special considerations. This type of data should include a data destruction plan in the IRB application.

### **I. Research with Children**

Research involving children must be undertaken with care and meet strict ethical standards. Research with children is never considered exempt from IRB review, even if the same research procedures would be exempt with adult participants. It is anticipated that most research conducted with children will present minimal or less-than-minimal risk. Research involving more than minimal risk to children should be conducted only if sufficient potential benefits are anticipated. If research involving more than minimal risks with children is proposed, it must meet the special considerations specified in 45 CFR §46.405, or §46.406 to be approved by the IRB. For the purpose of these rules a —child is a person under the age of 18 or legally emancipated. When engaging in research with children the researcher may need to seek permission of the school district and parents or guardians as well as assent of the child. Permission of the school (superintendent or principal) is required for any research that takes place in a school setting or involves school records. Parental permission and child assent may be waived if the research does not involve direct intervention with children or include personally identifiable information. Examples of such research include observations of public or classroom behavior and analysis of educational test or existing data recorded without personal identifiers. Projects that involve direct intervention with children require permission from the parent or guardian. In addition, assent from the child is required when appropriate.

## **II. University Program for Animal Care and Use / The Institutional Animal Care and Use Committee (IACUC)**

### **A. Statement of Ethical Principles**

The University acknowledges and accepts responsibility for the care and use of animals involved in activities covered by this Assurance. As partial fulfillment of this responsibility, this Institution

will ensure that all individuals involved in the care and use of laboratory animals understand their individual and collective responsibilities for compliance with this Assurance, and other applicable laws and regulations pertaining to animal care and use.

## **B. Applicability of Assurance and University Commitment**

The Provost and Vice President for Academic Affairs and members of the Missouri Southern State University Institutional Animal Care and Use Committee (IACUC) provide assurance that this Institution will comply with the Public Health Service (PHS) Policy on Humane Care and Use of Laboratory Animals (Policy).

The University will comply with all applicable provisions of the Animal Welfare Act and other Federal statutes and regulations relating to animals.

The University is guided by the “U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training.”

The University has established and will maintain a program for activities involving animals according to *The Guide for the Care and Use of Laboratory Animals (Guide)*.

## **C. IACUC Membership**

The IACUC at Missouri Southern is properly appointed according to PHS Policy IV.A.3.a. and is qualified through the experience and expertise of its members to oversee the University animal care and use program. In accordance with the Health Research Extension Act of 1985, this delegation of authority is specific and is in writing. The IACUC consists of at least five members, and its membership meets the composition requirements of PHS Policy IV.A.3.b.

Membership consists of the following, appointed by the Provost/VPAA:

1. **One Doctor of Veterinary Medicine**, with training or experience in laboratory animal science and medicine, who has direct or delegated program authority and responsibility for activities involving animals at the University
2. **Two full-time faculty members**, one from the field of life or physical sciences and one from the field of behavioral or social sciences; members must be experienced in research involving animals
3. **One full-time faculty member**, whose primary concerns are in nonscientific areas
4. **One individual who is not affiliated with the University in any way**, other than as a member of the Committee, and is not a member of the immediate family of a person who is affiliated with the University

Faculty members will serve three-year terms, with staggering of the initial appointment to ensure continuity. The Committee must have no less than five members at all times. The Chair will be appointed from the current membership by the Provost/VPAA.

## **D. IACUC Duties**

1. The IACUC will review at least once every six months the Institution's program for humane care and use of animals, using the *Guide* as a basis for evaluation. The IACUC procedures for conducting program reviews are described below.

The IACUC will meet at least once every six months to review the Institutional Program for Humane Care and Use of Animals. The Committee uses the *Guide* and other pertinent resources, e.g., the PHS Policy, the Code of Federal Regulations (Animal Welfare) as a basis for the review. To facilitate the evaluation, the Committee will use a checklist based on the Sample OLAW Program and Facility Review Checklist from the OLAW website. The evaluation will include, but not necessarily be limited to, a review of the following:

- a. Animal Care and Use Program;
- b. Disaster Plans and Emergency Preparedness;
- c. IACUC Protocol Review – Special Considerations;
- d. IACUC Membership and Functions;
- e. IACUC Training;
- f. IACUC Records and Reporting Requirements;
- g. Veterinary Care;
- h. Personnel Qualifications and Training;
- i. Occupational Health and Safety (OHS) of Personnel;
- j. Personnel Security;
- k. Investigating and Reporting Animal Welfare Concerns.

In addition, the evaluation will include a review of the Institution’s PHS Assurance. If program deficiencies are noted during the review, they will be categorized as significant or minor and the Committee will develop a reasonable and specific plan and schedule for correcting each deficiency. A significant deficiency is one that is or may be a threat to the health and safety of the animals or personnel. Subcommittees may be used to conduct all or part of the reviews. However, no member will be involuntarily excluded from participating in any portion of the reviews.

## 2. Facility Inspections

- a. The IACUC will inspect at least once every six months all of the Institution's animal facilities, using the Guide as a basis for evaluation. The IACUC procedures for conducting facility inspections are described below.

At least once every six months at least two members of the IACUC will inspect all of the institute’s animal facilities. For example, the areas inspected may include, holding areas, animal care support areas, storage areas, procedure areas, laboratories where animal manipulations are conducted, and equipment used for transporting of the animals. The Committee uses the *Guide* and other pertinent resources, e.g., the PHS Policy, the Code of Federal Regulations (Animal Welfare) as a basis for the review. To facilitate the evaluation, the Committee will use a checklist based on the Sample OLAW Program and Facility Review Checklist from the OLAW website. If deficiencies are noted during the inspection, they will be categorized as significant or minor and the Committee will develop a reasonable and specific plan and schedule for correcting each deficiency. A significant deficiency is one that is or may be a threat to the health and safety of the animals or personnel. Subcommittees may be used to conduct all or part of the inspections. However, no member will be involuntarily excluded from participating in any portion of the inspections.

## 3. Review and approve, require modifications in (to secure approval), or withhold approval of activities related to the care and use of animals according to PHS Policy IV.C.1-3.

The IACUC procedures for protocol review are as follows:

- a. All personnel proposing to use a live animal in research, training, education, experimentation, biological testing or for related purposes must submit a completed IACUC Application form (hereafter referred to as protocol) to the IACUC Chairperson.
- b. The IACUC will ensure that protocols meet the requirements of the PHS Policy at IV.C.1; the US Government *Principles for the Utilization and Care of Vertebrate Animals Used in*

*Testing, Research and Training*; the *Guide*; and ethical principles which govern the use of animals at the institution.

- c. No member may participate in the IACUC review or approval of a protocol in which the member has a conflicting interest (e.g., is personally involved in the project) except to provide information requested by the IACUC; nor may a member who has a conflicting interest contribute to the constitution of a quorum. At the beginning of each meeting the Chair of the IACUC reminds investigators to declare any conflicting interest not previously noted.
  - d. The IACUC may invite consultants to assist in reviewing complex issues. Consultants may not approve or withhold approval of an activity or vote with the IACUC unless they are also members of the IACUC.
  - e. Committee review of protocols requires a convened meeting of a quorum of the IACUC members. A simple majority of the membership of the IACUC constitutes a quorum and is required in order to convene a meeting for the review of protocols. The IACUC will convene when necessary.
  - f. A complete list of protocols scheduled for full IACUC review is distributed via email to all members at least one week prior to the meeting.
  - g. When it is determined that consultants or experts will be required to advise the IACUC in its review of a protocol, the protocol shall also be distributed to the consultants or experts prior to the meeting, and if necessary, the consultant may be invited to the Full Committee Meeting. Consultants may not approve or withhold approval of an activity or vote with the IACUC.
  - h. Following review of the protocol, a motion is made, and a vote taken to either: 1) approve, 2) require modification(s) to secure approval, or 3) withhold approval. Each of these actions requires agreement by a majority of those members present at the convened meeting.
4. **Protocol Review**

In order to approve proposed protocols or proposed significant changes in ongoing protocols, the IACUC will conduct a review of those components related to the care and use of animals and determine that the proposed protocols are in accordance with the PHS Policy. In making this determination, the IACUC will confirm that the protocol will be conducted in accordance with the Animal Welfare Act insofar as it applies to the activity, and that the protocol is consistent with the *Guide* unless acceptable justification for a departure is presented. Further, the IACUC shall determine that the protocol conforms to the institution's PHS Assurance and meets the following requirements:

- a. Procedures with animals will avoid or minimize discomfort, distress, and pain to the animals, consistent with sound research design.
- b. Procedures that may cause more than momentary or slight pain or distress to the animals will be performed with appropriate sedation, analgesia, or anesthesia, unless the procedure is justified for scientific reasons in writing by the investigator.
- c. Animals that would otherwise experience severe or chronic pain or distress that cannot be relieved will be painlessly killed at the end of the procedure or, if appropriate, during the procedure.
- d. The living conditions of animals will be appropriate for their species and contribute to their health and comfort. The housing, feeding, and nonmedical care of the animals will be directed by a veterinarian or other scientist trained and experienced in the proper care, handling, and use of the species being maintained or studied.
- e. Medical care for animals will be available and provided as necessary by a qualified veterinarian.

- f. Personnel conducting procedures on the species being maintained or studied will be appropriately qualified and trained in those procedures.
- g. Methods of euthanasia used will be consistent with the current recommendations of the American Veterinary Medical Association (AVMA) Guidelines on Euthanasia, unless a deviation is justified for scientific reasons in writing by the investigator.

## 5. Modifications

The IACUC will review and approve, require modifications in (to secure approval), or withhold approval of proposed significant changes regarding the use of animals in ongoing activities as set forth in the PHS Policy IV.C.

The IACUC procedures for reviewing proposed significant changes in ongoing research projects are as follows:

- a. Proposed significant changes must be submitted to the IACUC by completing a Request for Change form and revising the approved protocol by incorporating the change. Submissions are reviewed by the IACUC.
- b. Determination of what constitutes a significant change is based upon guidance provided by OLAW. Examples of changes considered to be significant include, but are not limited to, changes:
  - i. in the objectives of a study
  - ii. from non-survival to survival surgery;
  - iii. resulting in greater discomfort or in a greater degree of invasiveness;
  - iv. in the species or in approximate number of animals used\*;
  - v. in Principal Investigator;
  - vi. in anesthetic agent(s) or the use or withholding of analgesics;
  - vii. in the method of euthanasia; and
  - viii. in the duration, frequency, or number of procedures performed on an animal

## 6. Notification

The IACUC will notify investigators and the Institution in writing of its decision to approve or withhold approval of those activities related to the care and use of animals, or of modifications required to secure IACUC approval as set forth in the PHS Policy IV.C.4.

The IACUC procedures to notify investigators and the Institution of its decisions regarding protocol review are as follows:

- a. The IACUC Chair or their designee shall notify the investigator in writing of the IACUC's decision to approve the protocol, require modification in (to secure approval), or withhold approval (disapproval). In order to secure approval, the investigator must revise the IACUC application and/or respond to other conditions set by the IACUC.
- b. The IACUC Chair or their designee shall provide the investigator with the reasons, in writing, for the IACUC's decision to withhold approval of a protocol and shall provide an opportunity for the investigator to respond and appeal in writing.
- c. When requested, the investigator may also appeal, in person, before a fully convened meeting of the IACUC.
- d. Applications and proposals that have been approved by the IACUC may be subject to further review by officials of the institution who can overturn an IACUC approval.

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\* Changes of less than 10% in the approximate number of animals used of mice of the genus *Mus* and rats of the genus *Rattus* that are bred for use in research only may, at the IACUC's discretion, be considered minor (not significant).

However, those officials may not approve those sections of an application or proposal related to the care and use of animals if they have not been approved by the IACUC.

- e. The IO receives a copy of the IACUC meeting minutes that records all decisions regarding protocol review and activities.

## 7. **Continuing Review**

The IACUC will conduct continuing review of each previously approved, ongoing activity covered by the PHS Policy at appropriate intervals as determined by the IACUC, including a complete review at least once every three years according to PHS Policy IV.C.1-5.

The IACUC procedures for conducting continuing reviews are as follows:

- a. All ongoing activities are monitored continuously by the AV's.
- b. At the time of initial review and approval, the IACUC will set a continuing review date for each protocol.
- c. Investigators are required to apply for Review in accordance with the date set by the IACUC.
- d. The IACUC will re-review all protocols no less often than every three years. If the protocol involves USDA regulated species, continuing review will be conducted no less often than annually.
- e. Protocols are approved for a maximum of 36 months. That is, all protocols expire no later than the three-year anniversary of the initial IACUC review. If activities will continue beyond
- f. The expiration date, a new protocol must be submitted, reviewed, and approved as described in Paragraph III.D.6 above. All applicable requirements (laws, regulations, policies, etc.) in place at the time of the [de novo] review shall apply.
- g. Protocols not re-approved by the set continuing review date are designated as —approval expired. No animal work is permitted until the protocol is re-approved.

## 8. **Suspending Activity**

The IACUC is authorized to suspend an activity involving animals as set forth in the PHS Policy IV.C.6.

The IACUC procedures for suspending an ongoing activity are as follows:

- a. An activity involving animals can only be suspended at a convened meeting of the IACUC. The IACUC may suspend the entire protocol or any component of a protocol.
- b. The IO has authorized the IACUC chair/designee or the AV to immediately halt any activity involving animals if animal welfare is jeopardized or there is evidence of serious non-compliance. Such actions will be promptly reported to the IACUC.
- c. If the IACUC suspends an activity involving animals, or any other institutional intervention results in the temporary or permanent suspension of an activity due to noncompliance with the Policy, Animal Welfare Act, the *Guide*, or the institution's Assurance, the IO in consultation with the IACUC shall review the reasons for suspension, and take appropriate corrective action.
- d. An IACUC suspension can only be lifted by the full IACUC at a convened meeting.

## 9. **Reports**

The IACUC will prepare reports of the IACUC evaluations according to PHS Policy and submit the reports to the Institutional Official.

The IACUC procedures for developing reports and submitting them to the Institutional Official are as follows:

- a. Individual IACUC members will convey their observations to the IACUC Chairperson, or their designee, who, in turn, will draft the reports using the sample OLAW Semiannual Report to the Institutional Official format from the OLAW website as a model.
- b. The reports will contain a description of the nature and extent of the institution's adherence to the *Guide* and the PHS Policy.
- c. The reports will identify specifically any departures from the provisions of the *Guide* and the PHS Policy, and state the reasons for each departure. If there are no departures the reports will so state. Approved departures must be approved as part of a protocol, protocol amendment, or other written document, using either FCR or DMR as delineated below in Section III.D.6.
- d. Departures from the provisions of the *Guide* that are not IACUC approved are considered deficiencies and addressed as such, i.e., the IACUC will develop a reasonable plan and schedule for discontinuing the departure or for having the departure properly reviewed and approved.
- e. The reports will distinguish significant deficiencies from minor deficiencies. If program or facility deficiencies are noted, the reports will contain a reasonable and specific plan and schedule for correcting each deficiency.
- f. If some or all of the institution's facilities are not accredited by AAALAC International the reports will identify those facilities as such.
- g. Copies of the draft reports will be reviewed, revised as appropriate, and approved by the Committee.
- h. The final reports will be signed by a majority of the IACUC members and will include any minority opinions. If there are no minority opinions, the reports will so state.
- i. The completed reports will be submitted to the Institutional Official within 60 days following the evaluation. However, if during the inspection significant deficiencies are identified, the IACUC Chair will verbally notify the IO as soon as possible.
- j. Deficiencies will be tracked by the IACUC to ensure that they are appropriately resolved.

#### 10. Animal Testing Concerns

The IACUC will review concerns involving the care and use of animals at the Institution.

The IACUC procedures for reviewing concerns are as follows:

- a. Any individual may report concerns to the MSSU IACUC or the Provost/VPAA.
- b. Any individual who, in good faith, reports an animal welfare concern will be protected against reprisals.
- c. The IACUC Chair must be notified as soon as possible of all concerns or problems involving the care and use of animals. The Provost/VPAA will be notified immediately of all serious concerns or problems. Documentation must be maintained on file.
- d. All reported concerns will be brought to the attention of the entire IACUC.
- e. The concern or problem will be immediately addressed by appropriate intervention or investigation. When an investigation is warranted, it will be conducted by the members of the IACUC or other key staff. The investigation will include but is not limited to:
  - i. interview of personnel;

- ii. observation of animals; and
  - iii. review of pertinent records. Note: Absent a conflict of interest, no member of the IACUC will be involuntarily excluded from participating in any portion of an investigation.
- f. A detailed record of the concern and investigation including any corrective action already taken will be prepared and reviewed by IACUC.
  - g. The IACUC will generate a report, and this report will be provided to the Principal Investigator (PI) or other involved personnel. The recipient of the report will be asked to acknowledge the report, provide any comments and appeal as necessary, in accordance with a set deadline.
  - h. All IACUC members will have the opportunity to review the appeal and action will be taken, as necessary.
  - i. Following IACUC review, the IACUC Chair will send a letter to the investigator outlining the concern and the IACUC's recommendation including further corrective action, if necessary. The letter will require a written response from the investigator acknowledging receipt of the letter and confirmation that the concern is being/has been addressed.
  - j. Reported concerns and all associated IACUC actions will be recorded in the IACUC meeting minutes. The Committee will report such actions to the Provost/VPAA.
  - k. All reports must be maintained on file by the IACUC, including any associated documentation.
  - l. The identity of the whistle blower or individual bringing the concern to the attention of the IACUC will be protected in accordance with the institution's whistle blower policy and any individual who, in good faith, reports an animal welfare concern will be protected against reprisals.

#### **11. Recommendations**

The IACUC will make written recommendations to the Provost/VPAA regarding any aspect of the University's animal program, facilities, or personnel training.

The procedures for making recommendations to the Provost/VPAA are as follows:

- a. Recommendations regarding any aspects of the institution's animal program or facilities are reviewed by the Committee, revised as appropriate, and then submitted to the Provost/VPAA.
- b. The committee's recommendations are included in the IACUC meeting minutes or a report of the IACUC's evaluations or a separate letter.

#### **12. Recordkeeping Requirements**

The University will maintain for at least three years:

- a. A copy of this Assurance and any modifications made to it;
- b. Minutes of IACUC meetings, including records of attendance, activities of the committee, and committee deliberations;
- c. Records of applications, proposals, and proposed significant changes in the care and use of animals and whether IACUC approval was granted or withheld;
- d. Records of annual IACUC reports and recommendations (including minority views) as forwarded to the Institutional Official;
- e. Records of accrediting body determinations (if applicable).

This Institution will maintain records that relate directly to applications, proposals, and proposed changes in ongoing activities reviewed and approved by the IACUC for the duration of the activity and for an additional three years after completion of the activity.

All records shall be accessible for inspection and copying by authorized OLAW or other PHS representatives at reasonable times and in a reasonable manner.

#### **E. Policy for Review and Approval Criteria for Proposals Involving Animals**

Prior to approving a research or teaching protocol utilizing animals, the Institutional Animal Care and Use Committee (IACUC) will review the application to determine if the following criteria are adequately addressed:

1. Is the purpose and potential value of the proposed animal use clear and acceptable;
2. Is there documentation to support that unnecessary duplication was adequately considered;
3. Is there a clear, sequential, and complete description of all procedures (surgical and non-surgical) to be performed on animals;
4. Is there adequate justification for the selected species;
5. Is there adequate justification for the number of animals requested;
6. Is the use of analgesics, anesthetics, and tranquilizing drugs appropriate to minimize discomfort and pain to animals;
7. Is there adequate peri-operative and/or peri-procedure care in accordance with established veterinary medical practices;
8. Is there a clear description and criteria for timely intervention for animals that would otherwise experience pain or distress beyond that anticipated and described in the research endpoints;
9. Is there a clear description and rationale for the selected study endpoints;
10. Are all applicable exceptions to the Guide and/or USDA Regulations listed and appropriately justified;
11. Is the disposition of animals/method of euthanasia appropriate, including a method to ensure death;
12. Is there adequate information to assess that alternatives or alternative methods that incorporate replacement, reduction, or refinement of animal use to minimize animal pain and distress were considered;
13. Is there adequate documentation of training and experience or proposed training for all personnel for all listed responsibilities;
14. Is the use of hazardous materials adequately outlined and provisions in place to ensure a safe working environment?

Upon receipt of an acceptable submission addressing the criteria listed above, a final harm/benefit analysis is conducted weighing the potential adverse effects of the study against the potential benefits that are likely to accrue as a result of the research. If it is determined that the benefits outweigh, or balance, the harms and the protocol comply with the Public Health Service (PHS) Policy on the Humane Care and Use of Laboratory Animals, USDA Regulations (where applicable), *The Guide for the Care and Use of Laboratory Animals*, and the MSSU IACUC Animal Welfare Assurance, Guidelines and Policies, approval, and release to conduct the study is issued.

*Note: Specific policies pertaining to social housing of animals, housing densities for social animals, animal identification, veterinary care, physical restraint of animals, field collection, blood collection, non-pharmaceutical grade compounds, monoclonal antibody production, and euthanasia can be located on the*

*MSSU IACUC website. Any individual proposing to conduct any animal activities will need to follow applicable University policy and procedures.*

## WORKS CONSULTED

1. American Association of University Professors. (1990). A Statement of the Association's Council: Freedom and Responsibility. <http://www.aaup.org/file/freedom-and-responsibility.pdf>
2. American Association of University Professors. 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments. <http://www.aaup.org/file/1940%20Statement.pdf>
3. American Association of University Professors. Statement on Professional Ethics (2009). <http://www.aaup.org/report/statement-professional-ethics>
4. Association of American Colleges and Universities. (2006). Academic Freedom and Educational Responsibility. <http://www.aacu.org/about/statements/documents/academicfreedom.pdf>
5. Linfield College. Faculty Resources. "Colleague Appraisal Form." (2015). <http://www.linfield.edu/faculty/forms.html>
6. Missouri Southern State University. Faculty Handbook. (2009). [https://intranet.mssu.edu/sites/HR/HR%20Forms/Faculty\\_Handbook\\_2009.pdf](https://intranet.mssu.edu/sites/HR/HR%20Forms/Faculty_Handbook_2009.pdf)
7. Missouri State University. Faculty Handbook. (2013, 2014). <http://www.missouristate.edu/provost/facultyhandbook/>
8. National Academic Advising Association. (2005). NACADA Statement of Core Values of Academic Advising. <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-of-academic-advising.aspx>
9. Northwest Missouri State University. Faculty Handbook. (2013, 2014). <http://www.nwmissouri.edu/fsenate/pdf/FacultyHandbook.pdf>
10. Southeast Missouri State University. Faculty Handbook. (2014). <http://www.semo.edu/facultysenate/handbook/index.htm>
11. University of Arkansas – Fayetteville. Faculty Handbook. (2013, 2014). <http://provost.uark.edu/faculty-handbook/>
12. University of Central Arkansas. Faculty Handbook. (2013). <http://uca.edu/academicaffairs/files/2011/08/FHB-May-2013-FINAL.pdf>
13. University of Central Missouri. Faculty Guide. (2013, 2014). [http://www.ucmo.edu/faculty\\_guide/](http://www.ucmo.edu/faculty_guide/)

## APPENDIX A: TENURE AND PROMOTION APPLICATION CHECKLIST

Applicants for tenure and/or promotion should submit this checklist as part of the tenure and/or promotion application with the following documents **IN ORDER** as listed below.

Faculty Name \_\_\_\_\_ Date \_\_\_\_\_

I am applying for: (circle all that apply)                      Tenure                      Promotion

Faculty Handbook selected for (Full) Professor promotion consideration \_\_\_\_\_

*Faculty applying for promotion from Associate Professor to (Full) Professor may identify the Faculty Handbook under which they choose to be evaluated; however, the handbook must be within the last six (6) years and may not pre-date the 2015-2016 Faculty Handbook.*

- Tenure and Promotion Application Checklist (**required**)
- Certificate of Eligibility for Tenure (**required if applying for tenure, Appendix B**)
- Certificate of Eligibility for Promotion (**required if applying for promotion, Appendix I**)
- Letter of Application addressing tenure and/or promotion criteria (**required**)
- Faculty member's current vita (**required**)
- Faculty member's third-year evaluation review (**if applicable**)
- Written recommendation for tenure and/or promotion from the Department Chair (**required, excepting current department chairs or library faculty**)
- Written recommendation regarding tenure and/or promotion from the School Dean or Library Director (**required**)
- Written summary of tenured faculty conference supplied by Department Chair (Years 2, 4)\*-  
*for tenure applicants only (if applicable)*
- Colleague letters of support and/or colleague appraisals (**optional**)
- Additional evidence of effective teaching (**optional**)
- Additional evidence of scholarly/creative work (**optional**)
- Additional evidence of service (**optional**)

\*Organize the evidence with the most recent first

## APPENDIX B: CERTIFICATE OF ELIGIBILITY FOR TENURE

### SECTION ONE: TO BE COMPLETED BY TENURE APPLICANT

Name: \_\_\_\_\_ Current Rank: \_\_\_\_\_

Date Appointed in a Tenure-Track Position: \_\_\_\_\_

\_\_\_\_\_  
(Applicant Signature)

\_\_\_\_\_  
(Date)

### SECTION TWO: TO BE COMPLETED BY DEPARTMENT CHAIR

The above applicant has completed \_\_\_\_\_ years as a probationary faculty member in a tenure-track appointment.

For this applicant, the teaching/job performance, scholarly/creative activity, and service have been judged by the applicant’s supervisor as indicated (indicate all years as applicable):

	Teaching/Job Performance	Scholarly/Creative Activity*	Service*
Year	Evaluation Rating	Evaluation Rating	Evaluation Rating
<b>Cumulative Rating</b>			

**\*This category must be completed for applicants hired in a tenure-track appointment after July 1, 2015.**

In my opinion, this applicant **DOES / DOES NOT** (circle one) meet minimum criteria for tenure.

\_\_\_\_\_  
(Department Chair/Director Signature)

\_\_\_\_\_  
(Date)

### SECTION THREE: TO BE COMPLETED BY THE SCHOOL DEAN (if applicable)

- I verify that this applicant does meet the minimum criteria in both evaluation and years of service for eligibility for a tenured appointment.
- I cannot verify that this applicant does meet the minimum criteria in both evaluation and years of service for eligibility for a tenured appointment.

\_\_\_\_\_  
(School Dean Signature)

\_\_\_\_\_  
(Date)

## APPENDIX C: EVALUATION TIMELINE SUMMARY

### **Tenured Faculty**

Formal Evaluation occurs at least every other year

- Faculty submits written self-evaluation
- One colleague appraisal (optional)
- Department Chair constructs formal written evaluation
- Conference between faculty member and Department Chair
  - If “Does Not Meet Expectations” is assigned in any category, a written improvement plan is devised by faculty member, Department Chair and College Dean; formal evaluation is conducted every year (not to exceed two years); if evaluation category has achievement a minimum of “Meets Expectations” the regular evaluation cycle resumes

**Probationary Tenure-Track Faculty** *employed in a tenure-track appointment on or after July 1, 2015*

### **First Year:**

- Mentor assigned by the Department Chair (2 years)
- Faculty submits written self-evaluation
- Colleague appraisals (optional)
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, College Dean with recommendation
- Begin tenure portfolio (See tenure portfolio checklist)

### **Second Year:**

- Faculty submits written self-evaluation
- Tenured faculty conference with written summary by Department Chair
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, College Dean with recommendation
- Update tenure portfolio

### **Third Year:**

- Faculty submits written self-evaluation
- Colleague appraisals (optional)
- Department Chair constructs formal written evaluation
- College Dean constructs formal written evaluation
- Conference between faculty member, Department Chair, College Dean, and Provost/VPAA with recommendation
- Update tenure portfolio

### **Fourth Year:**

- Faculty submits written self-evaluation
- Tenured faculty conference with written summary by Department Chair

- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, College Dean with recommendation
- Update tenure portfolio
  - If awarded credit toward tenure upon appointment, may apply and submit portfolio to Department Chair
  - Written recommendations for tenure supplied by the Department Chair and College Dean

**Fifth Year:**

Faculty submits written self-evaluation

- Colleague appraisals (optional)
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, College Dean with recommendation
- Update tenure portfolio OR
  - May apply for tenure and submit portfolio to Department Chair
  - Written recommendations for tenure supplied by the Department Chair and College Dean

**Sixth Year:**

- Faculty submits written self-evaluation
- Department Chair constructs formal written evaluation
- Annual conference between faculty member, Department Chair, College Dean with recommendation
- Update and submit tenure portfolio (if not completed the fifth year)
  - Written recommendations for tenure supplied by the Department Chair and College Dean

**Probationary Tenure-Track Faculty** *employed in a tenure-track appointment on or before July 1, 2015*

**First Year:**

- Faculty submits written self-evaluation
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, College Dean with recommendation

**Second Year:**

- Mentor assigned by the Department Chair\*
- Faculty submits written self-evaluation
- Tenured faculty conference with written summary by Department Chair\*
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, College Dean with recommendation

### **Third Year:**

- Faculty submits written self-evaluation
- Colleague appraisals (optional)
- Department Chair constructs formal written evaluation
- College Dean constructs formal written evaluation
- Conference between faculty member, Department Chair, College Dean, and Provost/VPAA with recommendation

### **Fourth Year:**

- Faculty submits written self-evaluation
- Tenured faculty conference with written summary by Department Chair\*
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, College Dean with recommendation

### **Fifth Year:**

- Faculty submits written self-evaluation
- Colleague appraisals (optional)
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, College Dean with recommendation
- Written recommendations by Department Chair and College Dean for tenure beginning the sixth year if “Meets Expectations” regarding classroom instruction

### **Non-Tenure- Track Full-Time Faculty**

Formal Evaluation occurs every year

- Faculty submits written self-evaluation
- Colleague appraisal (optional)
- Department chair constructs formal written evaluation
- Annual conference between faculty member and Department Chair

### **Part-Time Faculty**

Evaluation occurs each semester or at least once a year if teaching both fall and spring semesters

- Department chair constructs formal written evaluation
- Conference between faculty member and Department Chair

## APPENDIX D: TEACHING ASSESSMENT TOOL

This tool may be used by faculty for self-assessment or by supervisors to assist in the evaluation process. Faculty members may place more emphasis in one category over another depending on the needs of the discipline and experience of the faculty member. There may be additional performance goals relative to a specific program, department, or school, as well additional performance goals relative to accrediting or regulatory entities for specific programs or departments. The formal evaluation process will not require evidence for each descriptor. Descriptors used to determine faculty effectiveness are the result of a collaborative effort requiring faculty self-evaluation and feedback from the Department Chair/School Dean.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Supporting Comments:
<b>Scholarship of Teaching</b>				
Versatility of courses taught and developed				
Development/sharing of instructional materials with faculty or academic forum				
Attends conference/workshops related to the discipline/pedagogy				
Published instructional materials				
Presentations at academic/professional conferences				
Documentation of work to advance pedagogical methods (analysis of course data, case studies, interviews, questionnaires)				
Pursuit of advanced degrees, certifications, internships, fellowships impacting pedagogy				
Active membership in professional organizations with emphasis on pedagogy				
Other				

<b>Pedagogy</b>				
Pedagogy is appropriate to the discipline				
Course materials are up-to-date/relevant				
Variety of instructional approaches are utilized				
Professional resources are incorporated				
Effective use of technology for teaching and learning				
Incorporates best practices				
Other				
<b>Course Management</b>				
Pedagogy is appropriate to the discipline				
Course materials are up-to-date/relevant				
Variety of instructional approaches are utilized				
Professional resources are incorporated				
Effective use of technology for teaching and learning				
Incorporates best practices				
<i>*Online courses only</i> Regular and substantive interaction, including instructor feedback, between student and instructor is demonstrably present.				
Other				

## APPENDIX E: SERVICE ASSESSMENT TOOL

This tool may be used by faculty for self-assessment or by supervisors to assist in the scholarship evaluation process. Faculty members may place more emphasis in one category over another depending on the needs of the discipline and experience of the faculty member. There may be additional performance goals relative to a specific program, department, or school, as well additional performance goals relative to accrediting or regulatory entities for specific programs or departments. The formal evaluation process will not require evidence for each descriptor. Descriptors used to determine faculty effectiveness are the result of a collaborative effort requiring faculty self-evaluation and feedback from the Department Chair/School Dean.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Supporting Comments:
<b>University Citizenship</b>				
<b>Decision-Making processes/Maintaining and promoting shared governance</b>				
University Committees				
Program/Department Committees				
School Committees				
Task Forces				
Campus Discussions (Roundtables, Open Forums, etc.)				
<b>Contributes to the collegiate well-being of the University</b>				
Providing professional development				
Sponsoring student clubs/organizations				
Participate in recruiting or alumni efforts				
Advising students				
Mentoring another faculty member				
Participate in activities enhancing the University image/reputation				
Participate in activities to enhance public understanding of the University				
Accreditation work/program or university				
Other				

## APPENDIX E: SERVICE ASSESSMENT TOOL

<b>Professional Service and Consultation/Collaboration</b>				
Contributes to professional organizations appropriate for the discipline				
Holding office in professional organizations				
Serving on advisory boards for other institutions/general community				
Organizing/facilitating competitions, symposia, continuing education related to the discipline				
Provides expertise or service to business, industry, schools, community organizations, colleagues in other university programs				
Consultant work				
Project collaboration				
Other				
<b>Community Service</b>				
Media-related events				
Participate in events to promote public outreach				
Perform or conduct community events or business				
Other				

## APPENDIX F: SAMPLE VITA

Date Prepared:

### SAMPLE VITA

Mary S. Jones

Appointed, August 1995

Associate Professor, since July 2002 Tenure, July 2000

#### EDUCATION (most current on top)

Degree	Institution	Year	Major
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#### PROFESSIONAL EXPERIENCE (most current on top)

Missouri Southern State University	Associate Professor	2002 – Missouri
Southern State University	Assistant Professor	1995-2002
Crowder College	Assistant Professor	1994-1995
University of Missouri	Teaching Assistant	1990-1994

#### COURSES TAUGHT (Optional)

College Physics	Phys 101
Electrical Circuits	Phys 202

#### TEACHING LOAD (may be omitted)

<u>Spring 2007</u>			<u>Fall 2006</u>		
Phys 0100	College Physics	5	Phys 0100	College Physics	5
Chem 0100	College Chem.	4	Phys 0202	Electrical Circuits	3

#### COLLEGE SERVICE \*

Faculty Personnel Committee (university)	2004-
Academic Policies (university)	2000-03
Faculty Senate (university)	1999-05
Chair, Physics Department (department)	1995-99
Textbook Committee (department)	1996-98
Advisor, Physics Club (department)	1995—

#### PUBLICATIONS

Jones, M.S., 2004. Battery Design for Extreme Temperature Applications, *European Journal of Physics*, 13: 40-46.

Jones, M.S., 2004. Discharge Rates for Different Brands of Alkaline Batteries. *Journal of College Physics Teaching*. 26: 14-18.

Smith, J. and M.S. Jones, 2005. Shelf Life of Nickel Cadmium Batteries. *Missouri Journal of*

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\* Cumulative or since last promotion; most current at the top. Note whether committees are departmental, College, or university and if you held office, name it.

*Physics*, 12: 30-36, forthcoming.

SCHOLARLY CONTRIBUTIONS \*(peer-reviewed publications and creative works)

PRESENTATIONS and PROCEEDINGS

RESEARCH (on-going)

With J. Smith. "A study of computer-use by undergraduates in the physics classroom." *Physics Today*. In Press

Lab Manual for College Physics. In Preparation.

PROFESSIONAL MEMBERSHIPS (current) †

American Physics Society (member) Midwest Research Association (member)

Midwest Science Teaching Association (President, 1999)

HONORS AND AWARDS

President, Midwest Science Teaching Association, 1999. National Science Foundation Research Grant 2000.

COMMUNITY and PROFESSIONAL SERVICE

Higher Learning Commission On-Site Visiting Team, Drury University, 1997. Consultant to Eagle Picher Corporation, 1998-99.

Greater Ozarks Soccer Association Referees Association, 1998-Present. Peer Reviewer for *Physics Today*, 2002, 2004, 2006.

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\* Cumulative or since last promotion; most current at the top. Note whether committees are departmental, College, or university and if you held office, name it.

† Cumulative. Format may vary with discipline. † If you hold office, please name it. Note whether each organization is regional, national, or international.

## APPENDIX G: EVALUATION TIMELINE TABLE FOR PROBATIONARY TENURE-TRACK FACULTY

Task	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year
Mentor assigned	X	X				
Faculty submits written self-evaluation	X	X	X	X	X	X
Colleague appraisals (minimum of two)	X		X		X	
Tenured faculty conference		X		X		
Tenured faculty conference summary written by Department Chair		X		X		
Formal evaluation by Department Chair	X	X	X	X	X	X
Conference/recommendation with Department Chair & School Dean	X	X	X	X	X	X
Update tenure portfolio	X	X	X	X	X	X
Formal evaluation by School Dean			X			
Conference/recommendation with Department Chair, Dean, & VPAA/Provost			X			
Portfolio submitted for tenure application				X	X**	X
Department Chair recommendation for tenure				X	X*	X
School Dean recommendation for tenure				X	X*	X

\*If awarded credit towards tenure upon appointment, faculty may be eligible to apply for tenure during the 4<sup>th</sup> year

\*\*Probationary faculty employed in a tenure-track appointment on or after July 1, 2015 may apply for tenure during the 5<sup>th</sup> year



**Applies to all tenure-track probationary faculty, as applicable regarding the tenure timeline**



**Applies to tenure-track probationary faculty employed in a tenure-track appointment on or after July 1, 2015**

## APPENDIX H: COLLEAGUE APPRAISAL FORM

### COLLEAGUE APPRAISAL\* FOR FACULTY EVALUATION

Faculty Member to be Evaluated: \_\_\_\_\_

Department of Faculty Member: \_\_\_\_\_

Colleague Evaluator: \_\_\_\_\_

Department of Evaluator: \_\_\_\_\_

Time Period of Evaluation: \_\_\_\_\_

Please provide in narrative form an evaluation of your colleague's work over the period indicated above in each of the College's three evaluation categories: Teaching/Job Performance, Scholarly/Creative Activity, and Service. Colleague appraisals may be considered as part of the formal evaluation process for all full-time faculty members and included (optional) within the Tenure Portfolio for probationary tenure-track faculty members. Depending on the type of faculty appointment, you may not need to complete all three evaluation category sections (teaching/job performance, scholarly/creative activity, service).

Please write your evaluation in three separate sections (as described below) and staple them together with this page as a cover sheet. In each section, state the reasons for the views you express and what evidence you used. For all categories, characterize the reference group you are using for comparison (College of Arts and Sciences faculty, other university faculty, etc.).

Thank you for your help!

**PLEASE USE THIS PAGE AS YOUR COVER SHEET. Thank you!**

I certify that the attached narrative represents my sincere evaluation of the work of my colleague over the period indicated above in each of the College's three evaluation categories: Teaching/Job Performance, Scholarly/Creative Activity, and Service.

\_\_\_\_\_  
(Evaluator Signature)

\_\_\_\_\_  
(Date)

\* Adapted from *Colleague Appraisal Form*, Linfield College (2015). <http://www.linfield.edu/faculty/forms.html>.

## **INSTRUCTIONS FOR WRITING THE NARRATIVE**

### **SECTION ONE: Colleague Appraisal of Teaching Effectiveness/Job Performance**

Please provide your appraisal of your colleague's teaching effectiveness/job performance, including specific details of your evaluation process and evidence where applicable. For example, are your evaluation comments based on classroom observations, and if so, how many visits? Have you inspected syllabi, examination questions, talked with students, etc.?

Please keep in mind that important aspects of effective teaching include, but are not limited to, knowledge of and enthusiasm for the subject matter; organization and currency of the material with pedagogy appropriate to the discipline; evidence of student learning outcomes and appropriate assessment; evidence of student participation; professional demeanor and interaction with students. You may find the Teaching Assessment Tool (see Appendix D) to be valuable in making your appraisal.

### **SECTION TWO: Colleague Appraisal of Scholarly/Creative Activity**

Please provide your appraisal of your colleague's scholarly/creative activity, including specific details of your evaluation process and evidence where applicable. For example, have you heard a professional presentation, read a research report, seen a public performance, etc.?

Please keep in mind that important aspects of professional achievements include, but are not limited to, research or creative work; publications and artistic or professional presentations; contributions to professional organizations; advanced study at other institutions; progress toward advanced degrees. You may find the Scholarship Assessment Tool (see Appendix W) to be valuable in making your appraisal.

### **SECTION THREE: Colleague Appraisal of Service**

Please provide your appraisal of your colleague's service, including specific details of your evaluation process and evidence where applicable. For example, have you served on a committee with the person being evaluated, observed advising sessions, etc.?

Please keep in mind that important aspects of service to the University include, but are not limited to, effective participation in faculty governance, including program/departmental, College and/or university committees; sponsorship of student activities and organizations; academic advising; faculty mentoring; assistance with the external relations work of the University. You may find the Service Assessment Tool (see Appendix E) to be valuable in making your appraisal.

# APPENDIX I: CERTIFICATE OF ELIGIBILITY FOR PROMOTION

## SECTION ONE: TO BE COMPLETED BY THE APPLICANT

Name: \_\_\_\_\_ Current Rank: \_\_\_\_\_

Date Current Rank Appointed: \_\_\_\_\_ Years of Experience: \_\_\_\_\_

Degree (include discipline and additional graduate hours as applicable): \_\_\_\_\_

\_\_\_\_\_

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

## SECTION TWO: TO BE COMPLETED BY THE DEPARTMENT CHAIR

For this applicant, the teaching/job performance, scholarly/creative activity, and service have been judged by the applicant's supervisor as indicated (indicate all years as applicable since the last promotion):

	Teaching/Job Performance	Scholarly/Creative Activity	Service
Year	Evaluation Rating	Evaluation Rating	Evaluation Rating
<b>Cumulative Evaluation Rating*</b>			

\*Cumulative evaluation ratings must be assigned for Scholarly/Creative Activity and Service categories.

In my opinion, this applicant **DOES / DOES NOT** (circle one) meet minimum criteria for promotion.

\_\_\_\_\_  
Department Chair/Director Signature \_\_\_\_\_ Date \_\_\_\_\_

## SECTION THREE: TO BE COMPLETED BY THE SCHOOL DEAN (if applicable)

- I verify that this applicant meets the minimum criteria in degree credentials, evaluation ratings, and years of service for eligibility for promotion and rank advancement.
- I cannot verify that this applicant meets the minimum criteria in degree credentials, evaluation ratings, and years of service for eligibility for promotion and rank advancement.

\_\_\_\_\_  
Dean Signature \_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX J: STATEMENT OF CORE VALUES OF ACADEMIC ADVISING\***

### ***Core Value 1: Advisors are responsible to the individuals they advise.***

- Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps advisors gain meaningful insights into students' diverse academic, social, and personal experiences and needs. Advisors use these insights to assist students as they transition to new academic and social communities, develop sound academic and career goals, and ultimately, become successful learners.
- Advisors recognize and respect that students' diverse backgrounds are comprised of their ethnic and racial heritage, age, gender, sexual orientation, and religion, as well as their physical, learning, and psychological abilities. Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures.
- Advisors introduce and assist students with their transitions to the academic world by helping them see value in the learning process, gain perspective on the college experience, become more responsible and accountable, set priorities, and evaluate their progress, and uphold honesty with themselves and others about their successes and limitations.
- Advisors encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, and develop lifelong learning and self-management skills.
- Advisors respect students' rights to their individual beliefs and opinions.
- Advisors guide and teach students to understand and apply classroom concepts to everyday life.
- Advisors help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.
- Advisors seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to affect change.
- Advisors recognize the changing nature of the college and university environment and diversity within the student body. They acknowledge the changing communication technologies used by students and the resulting new learning environments. They are sensitive to the responsibilities and pressures placed on students to balance course loads, financial and family issues, and interpersonal demands.
- Advisors are knowledgeable and sensitive regarding national, regional, local, and institutional policies and procedures, particularly those governing matters that address harassment, use of technology, personal relationships with students, privacy of student information, and equal opportunity.
- Advisors respect student confidentiality rights regarding personal information. Advisors practice with an understanding of the institution's interpretation of applicable laws such as the Federal Educational Rights and Privacy Act (FERPA).
- Advisors seek access to and use student information only when the information is relevant to the advising process. Advisors enter or change information on students' records only with appropriate institutional authorization to do so.
- Advisors document advising contacts adequately to meet institutional disclosure guidelines and aid in subsequent advising interactions.

### ***Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.***

- Academic advisors must develop relationships with personnel critical to student success including those in such diverse areas as admissions, orientation, instruction, financial aid, housing, health

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\* Excerpt from *Statement of Core Values of Academic Advising*, National Academic Advising Association

services, athletics, academic departments, and the registrar's office. They also must establish relationships with those who can attend to specific physical and educational needs of students, such as personnel in disability services, tutoring, psychological counseling, international study, and career development. Advisors must also direct students, as needed, to experts who specialize in credit transfers, co-curricular programs, and graduation clearance.

***Core Value 3: Advisors are responsible to their institutions.***

- Advisors keep those not directly involved in the advising process informed and aware of the importance of academic advising in students' lives. They articulate the need for administrative support of advising and related activities.
- Advisors increase their collective professional strength by constructively and respectfully sharing their advising philosophies and techniques with colleagues.
- Advisors respect the opinions of their colleagues; remain neutral when students make comments or express opinions about other faculty or staff; are nonjudgmental about academic programs; and do not impose their personal agendas on students.
- Advisors encourage the use of models for the optimal delivery of academic advising programs within their institutions

***Core Value 4: Advisors are responsible to higher education in general.***

- Advisors accept that one goal of education is to introduce students to the world of ideas in an environment of academic freedom. Advisors demonstrate appreciation for academic freedom.
- Advisors base their work with students on the most relevant theoretical perspectives and practices drawn from the fields of social sciences, the humanities, and education.
- Advisors advocate for student educational achievement to the highest attainable standards and support student goals as they uphold the educational mission of the institution.
- Advisors advocate for the creation, enhancement, and strengthening of programs and services that recognize and meet student academic needs.

***Core Value 5: Advisors are responsible to their educational community.***

- Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs that bridge the gap between the academic and off-campus environments. Where such programs exist, advisors help students understand the relationship between the institution and local, regional, national, and international communities.
- Advisors advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and they make appropriate referrals to enable students to achieve these goals.
- Advisors understand the intricacies of transfer between institutions and make appropriate referrals to enable students to achieve their goals.

***Core Value 6: Advisors are responsible for their professional practices and for themselves personally.***

- Advisors seek opportunities to grow professionally. They identify appropriate workshops, classes, literature, research publications, and groups, both inside and outside the institution, that can keep their interest high, hone professional skills, and advance expertise within specific areas of interest.

- Advisors recognize that research topics are embedded in academic advising practice and theory. Advisors engage in research and publication related to advising as well as in areas allied with their training and disciplinary backgrounds. Advisors' research agendas safeguard privacy and provide for the humane treatment of subjects.

## APPENDIX K: FACULTY MENTOR CHECKLIST

Faculty mentors and mentored faculty should meet at least twice a semester (or four times a year). Provide documentation of these meetings as indicated.

	Date	Location	Discussion Topics, Goals, Achievements, Areas for improvement, Areas where assistance is requested
<b>Year 1</b>			
<b>Year 2</b>			

This optional checklist is designed to facilitate the collaborative nature of the mentoring relationship. The faculty mentor and/or mentee may use this tool to organize discussion as well as reflection of goals, achievements, areas for improvement, and areas where assistance is requested. Some topics may not be appropriate for every faculty member.

- \_\_\_ Effective instruction (content, currency, goals, objectives, learning outcomes, assessment, etc.)
- \_\_\_ Classroom management (organization, effective use of time, etc.)
- \_\_\_ Academic advising (degree requirements, academic petitions, graduation applications, enrollment/registration, etc.)
- \_\_\_ Student support (tutoring, counseling, testing, etc.)
- \_\_\_ Scholarly/Creative activity (appropriate for the discipline, types of scholarship, etc.)
- \_\_\_ Service (departmental/program, university, and community levels)
- \_\_\_ Evaluation process (self-evaluation, colleague appraisals, student evaluations, assessment tools, timeline)
- \_\_\_ Tenure (tenure portfolio, criteria, expectations of tenure, timeline, etc.)
- \_\_\_ Promotion (promotion materials, expectations of promotion, criteria, timeline, etc.)
- \_\_\_ Institutional academic procedures (grade submissions, LioNet, Lion Alert, examination schedule, etc.)

## APPENDIX L: COURSE INFORMATION AND OUTLINE *(revised August 2023)*

### Syllabus Template **REQUIRED & Optional / Best Practice SYLLABUS CONTENT**

#### **COURSE and INSTRUCTOR INFORMATION**

- Course
- Course type (online, hybrid, face-to-face)
- Credit hours
- Time (indicate actual meeting times, including hybrid courses)
- Location
- Homepage (if applicable)
- Instructor name
- Office location
- Office hours
- Office telephone
- E-mail address
- Preferred contact
- Teaching Philosophy
- Personal Bio

#### **LEARNING OBJECTIVES**

- Typically, 5-7 learning objectives are provided; **learning objectives must be identical for all sections of the same course**
- For General Education courses, reference General Education Goals and Competencies in [brackets]

#### **COURSE MATERIALS**

- Required text (rental and/or purchase)
- Recommended texts and other readings/resources
- Faculty website or other online resources the student is expected to access
- Materials & technology requirements – Internet connection, software, laboratory items, art supplies, etc.

#### **COURSE OUTLINE**

- Sequence of topics to be covered
- Examinations: A general idea of the material to be covered for each exam
- Final Examination: A statement of general description for the final exam, including if the exam is to be comprehensive or not, and a date of the final exam, according to the final examination policy and schedule set forth by the University.
- Course Schedule – Weekly / daily topics and assignments
- Breakdown of laboratory and/or lecture components

## **EVALUATION / GRADING POLICY**

- **Include relationship between points earned and assigned letter grade**
- **Policy on late work, make up work due to illness & extra credit (if applicable)**
- Viewing Grades – Timeframe to expect grades and where to view grades (such as Bb gradebook)
- Assumptions and preferences of instructor regarding framework for course
- Alert System – Lion Alert purpose & usage

## **DEPARTMENT OR INSTRUCTOR POLICIES**

- Use of personal electronics
- Expectations regarding respect
- Attendance and participation expectations
- Purchase of optional materials such as study guides the publisher sells
- Resource contacts (student success center, supplemental instruction)
- Standards for papers: font, length, style
- Expectations for readings prior to class
- Program-level student learning outcomes
- Email etiquette
- Dates for Course Withdrawal
- Grievance Procedures
- Athletic Absences
- Importance of completing faculty/course evaluations
- Student research fair information
- Student research funding information

## **TIME ON TASK /ASSURANCE OF LEARNING**

Identify how much time students are expected to spend on various tasks such as discussion boards, projects, service learning, examinations, problem sets, presentations, etc. in order to succeed. Estimate the hours per week spent in class time as well as out of class time for a typical student – minimum of 2 hours out of class for each hour in class. See 34 CFR 600.2 for further information: <https://www.govinfo.gov/content/pkg/CFR-2011-title34-vol3/pdf/CFR-2011-title34-vol3.pdf> (p.188)

## **LIBRARY MATERIALS**

References appropriate for student use; resources listed are available in the MSSU Library unless otherwise noted; citation styles vary across disciplines

- **Books** (Provide library call number & note SWAN/MOBIUS availability)
- **Periodicals** (Indicate status and type of periodical subscription)

## **INCLEMENT WEATHER PROCEDURES**

### **COURSE INTERACTION (required for online courses)**

*\*Review Distance Learning Handbook for details*

A description of course activities (of which substantive instructor feedback including individual student feedback must be a part) through which students can expect to interact with their teacher and the timeframe in which these activities will occur.

### **COPYRIGHT STATEMENT (required for online courses)**

You are encouraged to use the materials from these courses to learn. You can listen, read, view, and interact with the pages. You can print them out for your own use. You may not, however, let others not registered in the courses hear audio, view, or read pages, either on the screen or printed out. You may not make copies of these copyrighted and all rights reserved materials electronically or optically without express permission from the copyright holder. You may not incorporate these copyrighted materials or derivatives into other works. The copyright includes the course artwork.

Some portions of the courses use material from other copyrighted material. These materials are noted and are used with permission of the author, or under compliance with federal guidelines. You are encouraged to use materials you create as part of the course; however, you may not use materials created by others taking the course without their written permission. This includes but is not limited to written assignments submitted to the instructor, postings to discussion groups or any online comments or other collaborative events.

MSSU will not use any of your work for purposes other than your learning without getting your written permission. If we use your materials with your permission, we will credit your work if you so desire.

## **UNIVERSITY POLICIES**

### **Disability Accommodation Statement**

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or the Coordinator of Student Disability Services, at the Student Success Center (417) 659-3725.

### **Academic Integrity Statement**

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Submitting work that is not one's own is unacceptable and is considered a serious violation of University policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers or accepts assistance beyond that allowed by an instructor, or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in

plagiarism as well as in other breaches of the Student Handbook, and must know and practice the specifications for citations in scholarly work. When dealing with cases of academic dishonesty, the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

### **Basic Needs Statement**

Students experiencing personal or academic distress, and/or difficulty navigating campus resources are encouraged to contact the Student Success Center (417.625.3550) / [studentsuccesscenter@mssu.edu](mailto:studentsuccesscenter@mssu.edu)) for support. Students experiencing food insecurity are encouraged to visit the Lion Co-op Food and Personal Hygiene Pantry in Spiva Library and/or contact the pantry at [lioncoop@mssu.edu](mailto:lioncoop@mssu.edu) . If you are uncomfortable making this contact, please notify your instructor so they can assist you in locating the needed resources.

### **Instructional Format**

The teaching format for MSSU classes is subject to change at the university's discretion. Students should be prepared to handle alternative or online formats if they should become necessary.

### **Academic Impact for University-Sponsored Academic and Athletic Absences**

Students participating in University sponsored academic and athletic events are considered representatives of the University and scheduled activities/competitions resulting in a missed class may be considered excused absences. Missed classes qualify as excused absences if the student informs the instructor(s) in advance, is responsible for all information, tests, materials and assignments, and completes assigned work prior to the departure, unless the instructor has agreed to other arrangements.

Faculty are encouraged to work with students, whenever possible, to facilitate their participation in University sponsored academic and athletic events; however, in some cases, it is not possible to replicate missed course content. In these cases, students may need to attend class.

Whenever possible, students participating in University sponsored academic and athletic events should work with their advisor to create a schedule that will avoid missed class time.

Students should not be penalized if absent from a test, lecture, lab or other activity because of an excused absence. Policies should be fair and equitable in application. For example, excused absences should not be penalized with point reductions or require students utilize the dropped grade option for a University sponsored activity or athletic event. Inclement weather and other factors may preclude a student's ability to provide notification in advance and/or to complete assigned work prior to departure or return to campus. It may be necessary to provide make-up opportunities in these cases.

No class time shall be missed for practices or home events except for time required to prepare or warm-up before the activity/competition. Logistics necessary for home activities or

competitions will vary by activity/sport so students and instructors should collaborate to handle this missed class time as part of the absence if possible. For away competitions students shall not miss class prior to 30 minutes before the scheduled time of departure.

Students who will miss class due to participation will identify themselves to their instructors at the beginning of each semester using the approved documentation and provide a schedule with departure times to identify class meetings in conflict with event dates. In addition, the student is responsible for reminding the instructor by e-mail and/or in person of each upcoming absence. The student who fails to properly communicate with her/his instructor in this regard may be penalized for an absence per the course syllabi. The amount of lead time for upcoming absences should be discussed by the instructor and student as this may vary with the situation. Sponsors and coaches are asked to confirm an accurate roster of students traveling for each event.

Students who are unable to participate or have not been cleared to play should attend class.

### **Non-Discrimination and Title IX Statement**

Missouri Southern State University emphasizes the dignity and equality common to all persons and adheres to a strict non-discrimination policy regarding the treatment of individual faculty, staff, students, third parties on campus, and applicants for employment and admissions. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally protected class, in employment or in any program or activity offered or sponsored by the University, including, but not limited to, athletics, instruction, grading, the awarding of student financial aid, recruitment, admissions, and housing. Questions, concerns, and reports about Title IX, including sexual misconduct or pregnancy educational planning, should be directed to the Dean of Students/Title IX Coordinator in the Dean of Students Office at (417) 625-3032.

I will seek to keep information private to the greatest extent possible. However, as an instructor, I have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred related to Title IX. Students may speak to someone confidentially by contacting a counselor in the Student Success Center (417) 625-9392. Crime reports to law enforcement can be made at (417) 623-3131.

## APPENDIX M: REQUEST FOR ACCOMMODATION FOR RELIGIOUS OBSERVATIONS

A reasonable religious accommodation is a change in the academic course or program of study or in the way tasks or responsibilities are customarily done that enables a student to participate in his/her religious practice or belief without undue hardship on the conduct of the University's business or operation. This form should be submitted by the end of the third week of class in a full semester or by the end of the second week of class for a part-term semester to request accommodations for absences due to regular religious observances. For accommodations pertaining to particular course assignments, this form should be submitted as soon as an objection has risen. Please use additional paper if necessary.

### SECTION ONE: TO BE COMPLETED BY THE STUDENT

Name of Student Requesting Accommodation: \_\_\_\_\_

Student Contact Information: (phone) \_\_\_\_\_ (email) \_\_\_\_\_

Instructor Name: \_\_\_\_\_

Course Number and Name: \_\_\_\_\_

What specific religious accommodation do you request?

\_\_\_\_\_  
\_\_\_\_\_

If the request pertains to an assignment, describe specifically how the assignment is in violation of your religious beliefs.

\_\_\_\_\_  
\_\_\_\_\_

**Please Note:** *In some cases, Missouri Southern State University will need to obtain documentation or other authority regarding your religious practice or belief. We may need to discuss the nature of your religious belief(s), practice(s) and accommodation with a representative, of the University's choice, of your religion (if applicable) or religious scholars to address your request for an accommodation.*

I verify that the above information is complete and accurate to the best of my knowledge and I understand that any intentional misrepresentation contained in this request may result in disciplinary action.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please submit this form to your instructor.**

### SECTION TWO: TO BE COMPLETED BY INSTRUCTOR

Date Accommodation Request Received: \_\_\_\_\_

I can make an accommodation. The specific accommodation is:

I cannot make an accommodation. Please state clearly your reasons for not making an accommodation.

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Return a copy of this completed form back to the student. Retain a copy for your records.**

*(Instructors must meet with a student within three business days upon receiving a request for religious accommodation.)*

Students may appeal an accommodation decision with the Department Chair and/or the Dean of Student Affairs.

## APPENDIX N: INTERNET RELEASE FORM

If coursework requires a student to create a webpage, participate in online activities that are public, or that make available to the public student work containing personal identification of the student, then the instructor must obtain signed consent from the student. Any personal student information must be provided by the student. These statements do not apply to student information that may be used and contained within the University- supported learning management system, Blackboard. This form is not a substitute for any waiver for student information pertaining to FERPA.

**Please have the student complete this form and retain for your files.**

Instructor: \_\_\_\_\_

Course Number and Name: \_\_\_\_\_

I give permission for the personal information indicated below to be used in a public manner related to the specific course above.

Personal Information That Can Be Used: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I do not give permission for any personal information to be used in a public manner related to the specific course above. I understand that there is no penalty for declining to participate and alternative assignments will be provided by the instructor.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Printed Name: \_\_\_\_\_ SID#: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **APPENDIX P: COMMON COPYRIGHT SCENARIOS**

### **Common Scenarios – Printed Materials\***

#### **Journal Article for Classroom Use**

SCENARIO 1: A professor copies one article from a periodical for distribution to the class.

FAIR USE? Yes. Distribution of multiple copies for classroom use is fair use. However, the repeated use of a copyrighted work, from term-to-term, requires more scrutiny in a fair use evaluation. Repeated use, as well as a large class size, may weigh against fair use.

#### **Posting Copyrighted Article to Web Page**

SCENARIO 2: A professor has posted his class notes on a web page available to the public. He wants to scan an article from a copyrighted journal and add it to his web page.

FAIR USE? No, if access is open to the public, then this use is probably not a fair use. No exclusively educational purpose can be guaranteed by putting the article on the web, and such conduct would arguably violate the copyright holder's right of public distribution. If access to the web page is restricted, then it is more likely to be fair use.

#### **Coursepacks**

SCENARIO 3: A professor copies excerpts of documents, including copyrighted textbooks and journals, from various sources. The professor plans to distribute the materials to his class as a coursepack.

FAIR USE? Generally speaking, you need to obtain permission before reproducing copyrighted materials for an academic coursepack. It's the instructor's obligation to obtain clearance for materials used in class. Instructors typically delegate this task to one of the following: clearance services, university bookstores or copy shops, or Department administration.

#### **Textbooks**

SCENARIO 5: A professor wishes to use a textbook he considers to be too expensive. He makes copies of the book for the class.

FAIR USE? No. Although the use is educational, the professor is using the entire work, and by providing copies of the entire book to his students, he has affected the market. This conduct clearly interferes with the marketing monopoly of the copyright owner. The professor should place a copy on reserve or require the students to purchase the book.

SCENARIO 6: A professor decides to make three copies of a textbook and place them on reserve in the library for the class.

FAIR USE? No. This conduct still interferes with the marketing monopoly of the copyright owner. The professor may place a purchased copy of the textbook, not the copies, on reserve.

#### **Public Domain Materials**

SCENARIO 7: A teacher copies a Shakespearian play from a copyrighted anthology.

FAIR USE? Yes. The play is in the public domain and not subject to copyright protection.

#### **Unpublished Letters**

SCENARIO 8: A professor of psychology desires to edit and publish a collection of unpublished letters in the library archives.

FAIR USE? The answer to this scenario requires further information. Has the copyright protection expired? Are the letters subject to any agreement the library made with the donor? Can the author or

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\* Reference: <http://libguides.mssu.edu/copyright/fairuse/printedmaterials>

authors of the letters be located? Is the library agreeable to publication? This is the type of problem that requires a detailed legal and factual analysis.

### **Journal Article for Personal Use**

SCENARIO 9: A professor wishes to make a copy of an article from a copyrighted periodical for her files to use later.

FAIR USE? Yes. This is a classic example of personal fair use so long as the professor uses the article for her personal files and reference.

### **Out-of-Print-Book**

SCENARIO 10: A library has a book that is out of print and unavailable. The book is an important one in the professor's field that she needs for her research. The professor would like to copy the book for her files.

FAIR USE? Yes. This is another example of personal use. If one engages in the fair use analysis, one finds that: (1) the purpose of the use is educational versus commercial; (2) the professor is using the book, a creative work, for research purposes; (3) copying the entire book would normally exceed the bounds of fair use, however, since the book is out of print and no longer available from any other source, the copying is acceptable; (4) finally, the copying will have no impact on the market for the book because the book is no longer available from any other source.

SCENARIO 11: Using the same facts as explained in SCENARIO 10 could the professor copy the book and place the book on reserve in the library? Could the professor scan the book into her computer and place the book onto the World Wide Web?

FAIR USE? If the professor placed the book on reserve in the library, the use would be considered a fair use. However, if the professor placed the book on the Web, then the use is not a fair use. Placement on the Web allows unlimited access to the book. This would affect the copyright holder's public distribution of the book.

## **Common Scenarios - Video Recordings (VHS Cassette Tapes, DVDs)\***

### **Showing a Videotape for Classroom Instruction**

SCENARIO 12: A teacher wishes to show a copyrighted motion picture to her class for instructional purposes.

FAIR USE? Yes, since it is for classroom instruction and no admission fee is charged. Tuition and course fees do not constitute admission fees.

### **Copying a Videotape for Classroom Instruction**

SCENARIO 13: A teacher makes a copy of the videotape described in SCENARIO 12 for a colleague to show in her class at the same time.

FAIR USE? No. The teacher may lend her personal copy of the videotape to a colleague for this purpose.

### **Renting a Videotape That Is in the Public Domain for Non-classroom Use**

SCENARIO 14: A professor wishes to raise funds for a scholarship. She rents a videocassette of a motion picture on which the copyright *has expired* and charges admission fees.

FAIR USE? Yes. The copyright of the motion picture has expired, which places the motion picture in the public domain.

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\* Reference: <http://libguides.mssu.edu/copyright/fairuse/videorecordings>

## **Renting a Videotape That Is Copyright-Protected for Non-classroom Use**

SCENARIO 15: The facts are the same as those in SCENARIO 14 except that the movie is protected by copyright.

FAIR USE? No, because it infringes the copyright owner's right to market the work.

## **Common Scenarios - Multimedia Projects\***

### **Classroom Presentation**

SCENARIO 16: A teacher or student prepares and gives a presentation that displays photographs. Permission was not obtained to use the photographs.

FAIR USE? Yes. The copyright fair use provision explicitly provides for classroom use of copyrighted material. Instructors and students may perform and display their own educational projects or presentations for instruction.

### **Electronic Transmission or Broadcast of Classroom Presentation**

What if the presentation incorporating the photographs discussed in SCENARIO 16 is broadcast to a distant classroom?

FAIR USE? Yes. This use would be considered fair use, as long as the presentation is broadcast for remote instruction.

### **Broadcast of Classroom Presentation to Home or Office**

What if the presentation discussed in SCENARIO 16 is broadcast to students at their homes or offices?

FAIR USE? Yes. This use would be considered fair use if the individuals are enrolled in a course and viewing the presentation for purposes of criticism, comment, teaching or instruction, scholarship, or research.

### **Videotaping of Classroom Presentation**

What if the teacher's or student's presentation explained in SCENARIO 16 is videotaped?

FAIR USE? Yes. This use would be considered fair use, if the videotape is used for educational purposes such as student review or if the videotape is for instruction.

### **Broadcast of Videotaped Classroom Presentation**

What if the SCENARIO 16 presentation incorporating the photographs is videotaped and rebroadcast? Is this a fair use?

FAIR USE? Yes. The use of the photographs is fair use as long as the presentation is videotaped and rebroadcast only for instruction.

### **Incorporation of Photographs in an Electronic Presentation (Excluding the Internet)**

What if the SCENARIO 16 presentation is included in an electronic presentation such as Microsoft's Power Point?

FAIR USE? Yes. This should be considered fair use as long as the electronic presentation is for educational or instructional use.

### **Making Changes to Photographs**

What if the student or teacher were to change the attributes of the pictures discussed in SCENARIO 16?

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\* Reference: <http://libguides.mssu.edu/copyright/fairuse/multimedia>

FAIR USE? Yes. This would be considered fair use for education, comment, criticism, or parody. One must inform the audience that changes were made to the photographer's copyrighted work.

### **Use of Copyrighted Music**

SCENARIO 17: A teacher or student creates a presentation and incorporates copyrighted music into the background. Assume that permission was not obtained to use the music for the presentation. Can the music be included in the teacher's or student's initial presentation?

FAIR USE? Yes. This is fair use if instruction is occurring.

### **Use of Music Over Two-Way Interactive Video (GSAMS)**

(Same facts as SCENARIO 17): The presentation is broadcast to a distant classroom using two-way interactive video (GSAMS).

FAIR USE? Yes. The use of interactive video for educational instruction is considered a fair use.

### **Use of Music in Videotaped Classroom Presentation**

What if the teacher's or student's presentation described in SCENARIO 17 is videotaped?

FAIR USE? Yes. This is fair use if instruction is occurring.

### **Use of Music in Broadcast of Videotaped Classroom Presentation**

What if the SCENARIO 17 presentation is videotaped and rebroadcast?

FAIR USE? The answer is not clear. If instruction is occurring and there are no admission charges to the rebroadcast, the presumption is that it may be fair use. Tuition and course fees do not constitute admission fees.

### **Use of Music in an Electronic Presentation (Excluding the Internet)**

What if the SCENARIO 17 presentation is included in an electronic presentation (excluding the Internet)?

FAIR USE? Yes. This is fair use if instruction is occurring.

### **Use of Music as Content in a Classroom Presentation**

SCENARIO 18: A professor teaches an opera course, and the professor creates a presentation. The presentation contains the works of ten contemporary artists and is presented to a new class every semester.

FAIR USE? Yes, as long as the use of the presentation continues to be for instruction.

### **Use of Music in Classroom Presentations on the Internet**

The opera classroom presentation (SCENARIO 18) or the presentation containing background music (SCENARIO 17) is placed on the Internet?

FAIR USE? Yes, so long as access is restricted, e.g., by use of a password or PIN or other means.

## **Common Scenarios - Distance Education\***

### **Learning Management System - Blackboard**

SCENARIO 19: An instructor downloads an ebook from a library subscribed collection and wants to upload the ebook to his Blackboard course site.

FAIR USE? It would depend on the user agreement the library signed with the vendor providing the ebooks. To be safe, the instructor should place a link to the ebook in the course site and not upload the

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\* Reference: <http://libguides.mssu.edu/copyright/fairuse/distanceeducation>

entire book.

SCENARIO 20: Instructor wishes to place the full-text articles he downloaded from a library subscribed database to his Blackboard course site for use by the students enrolled in that class only.

FAIR USE? As with the ebook situation, some vendor agreements would not consider this fair use, but the instructor could place a link to the article(s) that requires the students to access the article(s) independently via the subscription database.

### **Videotape of Telecourse**

SCENARIO 21: Institution A creates a telecourse. The course contains copyrighted text, video, audio, and photographs relevant to the class. If Institution A did not obtain permission to use the copyrighted materials, can Institution A show the videotape of the telecourse to students who have signed up for a telecourse at Institution A?

FAIR USE? Yes. Most experts believe that showing the videotape to students enrolled in the telecourse is a fair use.

### **Videotape of Telecourse Shown at Other Institutions**

Assume same facts as in SCENARIO 21. If Institution A did not obtain permission to use the copyrighted materials, can students at Institution B enroll and receive credit for the course at Institution B?

FAIR USE? Yes. Most experts believe that showing the videotape to students enrolled in the telecourse is a fair use.

### **Telecourse via the Internet**

Assume same facts as in SCENARIO 21. What if the telecourse is transmitted via the Internet?

FAIR USE? If the telecourse is broadcast and there is open access, the audience is no longer clearly defined. A rebroadcast over the Internet to a global audience is probably not a fair use. A restricted broadcast of the telecourse is a fair use.

### **Remote Access of Searchable Database via the Internet**

SCENARIO 22: A faculty member at Institution C creates a searchable database of copyrighted materials. The database is used as a part of a distance learning course and is available on the institution's webserver. Students enrolled in the course access the course materials from home, work, and other areas that are not traditional classrooms. Access to the database is controlled and available only to students enrolled in the class. The faculty member did not obtain permission to use the copyrighted materials.

FAIR USE? Yes. So long as the materials are being accessed for educational instruction and access remains controlled.

### **Student Project for Distribution on the Internet**

SCENARIO 23: A student is taking a distance learning class in which the instructor has required that a particular assignment be created for unlimited distribution on the web. A student includes an audio segment of copyrighted music (video, news broadcast, non-dramatic literary work).

FAIR USE? No. Since the teacher specifically stated that the project is being created for distribution over the web, this is not a fair use of any of the listed copyrighted materials and permission should be obtained.

### **Student Project on the Internet with Restricted Access**

Same facts as SCENARIO 23, however, access to each student's Web page will be restricted to other students in the class.

FAIR USE? Yes.

## **Use of Commercial Videotape/DVD**

SCENARIO 24: An instructor is teaching a class delivered on cable television or via two-way interactive video (GSAMS), and she uses a commercial videotape (either in its entirety or a portion), which is sold for instructional purposes, during a class to illustrate a concept covered in the discussion.

FAIR USE? Yes. She is using a commercial video for its intended purpose. Moreover, it is being used to illustrate a concept connected with the class discussion.

Same facts as SCENARIO 24, but the class is distributed over the Internet.

FAIR USE? This is a fair use only if access over the Internet is restricted (i.e., content management system such as Blackboard).

Same facts as SCENARIO 24, but the videotape is not "educational" in orientation.

FAIR USE? Distribution over two-way interactive video or cable television controlled by the institution would be fair use, as would restricted distribution over the Internet. Unrestricted distribution over the Internet is not a fair use.

## **Taping On-Air Programming**

SCENARIO 25: A faculty member records a segment from a television program. The segment will be shown in a GSAMS class the following day. The remote sites will record the class in the event of technical difficulties.

FAIR USE? Yes.

## **Retention of Tape of On-Air Programming**

Assume there are technical difficulties in SCENARIO 25 and the remote sites replay the tape containing the program segment.

FAIR USE? Yes. The use is for instructional purposes.

## **Retention of Videotape of Copyrighted Material**

SCENARIO 26: Institution E records a two-way interactive video (GSAMS) class that contains copyrighted works. The tapes are kept for the entire quarter to serve as review for students who may have missed a class or as backup in the event of technical difficulties. At the end of the term, the tapes are erased.

FAIR USE? Yes.

## **Use of a Videotape of a GSAMS Class Containing Copyrighted Material**

What if the professor who conducted the class in SCENARIO 26 decides to show the tape to her continuing education class (or to a community group)?

FAIR USE? Continuing Education class, Yes. Showing the tapes to her continuing education class is fair use if she is using the material for educational purposes and no admission fee is charged. Showing the tape to a community group may or may not be a fair use. The fact that the user of the tapes is a professor does not make the showing of the tape to a community group an educational use. One would need to conduct a fair use analysis.

## **Rebroadcast of a Videotape of a Two-Way Interactive Video (GSAMS) Class Containing Copyrighted Material**

SCENARIO 27: Institution E records a two-way interactive video class that contains copyrighted text, video, audio, and photographs that are relevant to the class. Institution E rebroadcasts the videotape to a class at Institution

FAIR USE? Yes. It is fair use since instruction is occurring.

## **Common Scenarios - Electronic Course Reserves\***

### **Placing a Book Chapter on the Library's Electronic Reserves**

SCENARIO 26: A professor wants to add a book chapter to the library's electronic reserve system.

FAIR USE? Yes. The chapter may be added if access to the system is limited to students enrolled in the class.

### **Retention of Book Chapters on Electronic Reserve**

SCENARIO 27: The professor in SCENARIO 26 will be teaching the same course for three successive terms. She wants to leave a book chapter on the electronic reserve system for this period of time.

FAIR USE? Yes. The use is fair if access is limited to students and the work is out of print and not readily available. However, if the book is currently in print, then a fair use analysis using the four fair use factors is required.

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\* Reference: <http://libguides.mssu.edu/copyright/fairuse/reserves>

# APPENDIX Q: 12 MONTH FACULTY REQUEST FOR ABSENCE

## REQUEST FOR ABSENCE (Sick, Vacation or Bereavement Absences)

To be used by Administrators, 12-Mo Faculty and Professional Staff

Name (Please Print): \_\_\_\_\_

LioNet ID #: \_\_\_\_\_

Date Form Completed: \_\_\_\_\_

**Date(s) of Absence from work:** (Please use one form per month rather than combine multiple months on the same form).

If out a full day, enter 8 hours. If a partial day, enter the # of hours absent (Minimum is 15 minutes or 0.25 hour).

Indicate type of leave (such as **8-S** for a full day or **S-2.50** for 2½ hours of Sick leave, **4-V** for a half day of Vacation leave, etc.).

Types of Leave: **V** (vacation), **S** (sick), **B** (Bereavement)

**NOTE:** During the reduced summer school workweek, if off a full day, 10 hours of leave is to be used.

Dates	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Nature of Absence(s): \_\_\_\_\_

(If on **FMLA** indicate above)

**FACULTY: Please complete this section.**

Address where you can be located during Absence: \_\_\_\_\_

Phone #: \_\_\_\_\_

**Academic Information:**

Date	Course & CRN/Time	Office Hours/Time	How Provided For

**Note:** If a substitute teacher is arranged for, list name of teacher who will be in charge; if a test is given, indicate proctor; if outside assignments are made in lieu of the class meeting, record the nature of the assignments. (The last plan mentioned is rarely advisable for lower division courses.)

\_\_\_\_\_

Signature of Employee

\_\_\_\_\_

Signature of Immediate Supervisor

\_\_\_\_\_

Date

\_\_\_\_\_

Date

**Original: Human Resources**

**Copies (2): 1) Immediate Supervisor, 2) Employee**

Revision 3.15.16

# APPENDIX R: 10 MONTH FACULTY REQUEST FOR ABSENCE

## 10-Month FACULTY REQUEST FOR ABSENCE (Absence Form - for use by 10-mo Faculty only)

Name (Please Print): \_\_\_\_\_ LioNet ID #: \_\_\_\_\_

Date Form Completed: \_\_\_\_\_

(Please use one form per month rather than combine multiple months on the same form)

**10-mo** faculty members may take sick leave in either:

- a. Half days (4 hrs) - when absent up to 4 hrs per day
- b. Full days (8 hrs) - when absent 4 to 8 hrs per day

Faculty members while on unpaid leave may not perform any job duties for MSSU. This form should be submitted in advance of absences whenever possible.

FMLA: Please see 10--Month Faculty FMLA & Sick Leave Recording procedure & FMLA Policy on: **HR-Sharepoint**.

Please complete the schedule below for day(s) absent by indicating either:

**4** or **8** hrs absent per day, and the type of leave taken: **S** (Sick); or **B** (Bereavement)

Da	Sund	Mond	Tuesd	Wednesda	Thursd	Fri	Saturd

Nature of Absence(s): \_\_\_\_\_

**Please complete the section below if you have made prior arrangements with your supervisor to work from home.**

Address and phone number where you can be located during absence: \_\_\_\_\_ Phone # \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Academic Information:** complete this section to indicate work done from home (must be pre-approved).

Date	Course & CRN/Time	Office Hours/Time	How Provided For

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Signature of Immediate Supervisor

\_\_\_\_\_  
Signature of Dean

\_\_\_\_\_  
D

\_\_\_\_\_  
D

\_\_\_\_\_  
Date

**Original:** Human Resources

**Copies (2):** 1) Immediate Supervisor, 2) Employee

Revised 2/20/2018

## **APPENDIX S: ACADEMIC POLICIES COMMITTEE CHAIR, CHAIR-ELECT, AND MEMBERSHIP JOB DESCRIPTIONS, ROLES, AND RESPONSIBILITIES**

The Academic Policies Committee Chair will be the person who served as the Chair-Elect the previous academic year. This ensures that the Chair will understand how the Academic Policies Committee (APC) process works and will train the new Chair-Elect. If the previous year's Chair-Elect is unable to serve the term to which they committed, the Faculty Senate Executive Committee will appoint a replacement chair for the academic year.

### **Chair Responsibilities:**

- The Chair is responsible for calling APC meetings, beginning with sending Outlook calendar invites to all APC members (voting and non-voting) for the full academic year no later than August 30.
- APC meetings will be conducted in-person by default, with the Chair having the authority to move APC meetings to Teams, at their discretion.
- The Chair is responsible for setting the APC meeting agendas.
- The Chair is responsible for training the Chair-Elect, so that agendas and materials continue to be distributed and organized in a consistent manner year-to-year.
- The Chair is responsible for drafting a report to Faculty Senate summarizing APC actions following each meeting, and for sending all approved materials to Faculty Senate no later than the Wednesday following the meeting.
- The Chair will send approved graduate course proposals to Graduate Council (GC).
- The Chair will retain access to the APC email address during their term, to assist the Chair-Elect, as needed.
- The Chair will vote only in cases of a tie.
- The Academic Policies Chair-Elect is selected during the first APC meeting of the academic year, to serve as Chair-Elect for 1 year, followed by 1 year as Chair.

### **Chair-Elect Responsibilities:**

- The Chair-Elect is responsible for assembling the APC agenda, all supporting documentation, and the previous APC meeting minutes, and distributing this packet to all members of the APC committee via email no later than the Thursday prior to the meeting.
- The Chair-Elect is responsible for taking minutes during the APC meeting and preparing these for circulation prior to the next meeting.
- The Chair-Elect is responsible for running APC meetings in the event the Chair is unavailable.
- The Chair-Elect will be responsible for monitoring the APC email address and replying to (or forwarding) messages, as needed.
- The Academic Policies Committee membership is defined in the *Faculty Handbook*.

### **Member Responsibilities:**

- Departments are expected to elect APC representatives for the following academic year in April and communicate this appointment to the APC Chair and college dean via email no later than April 30.
- Departments are responsible for appointing APC representatives and ensuring they attend the first APC meeting of the semester.

- Members are responsible for reviewing the agenda and all circulated documentation prior to the meeting.
- Members should either come to the APC meetings prepared to speak on behalf of their department's proposals/reports or bring along a guest who can. Proposals/reports without representation may be held over to the next meeting.
- Members are responsible for keeping their department chairs and colleagues informed about APC agendas and actions. Sharing the agenda prior to the meeting, and a brief summary email highlighting actions regarding the department's proposals and university-wide policies following the meeting, is recommended. Members who represent multiple disciplines are responsible for everyone they represent being well-informed of APC agendas and actions.

## APPENDIX T: ACADEMIC POLICIES COMMITTEE (APC) POLICIES, PROCEDURES, AND FLOW CHART

### APC Important Dates & Deadlines

- *Course Additions, Deletions, Changes*: Must be passed by Academic Policies no later than the November meeting for inclusion in the following Academic Year catalog.
- *Program Changes (Major/Minor/Certificate)*: Ideally should be passed by April 1 but must be passed by Academic Policies no later than the October meeting for inclusion in the following Academic Year catalog.
- *New Programs (Major/Minor/Certificate)*: Recommended for Academic Policies no later than October for inclusion in the following Academic Year catalog. New programs must be approved on campus, the state of Missouri, and by the Higher Learning Commission, lengthening the approval timeline.

### APC Agenda & Reporting Procedures

- The APC Chair-Elect will construct the monthly agendas, using the template below. The agenda and all supporting documents will be emailed to APC members no later than the Thursday prior to the meeting.
- During the meeting, the APC Chair-Elect will take minutes and mark all items as *Approved*, *Rejected*, or *Held* (held over for the next meeting).
- After the meeting (and no later than the Wednesday following the meeting), the APC Chair will send a memo to Faculty Senate summarizing APC actions (including the completed table from the agenda), along with all supporting documentation.
- After the meeting, the APC Chair will send all approved proposals/reports/policies to Graduate Council, as appropriate.

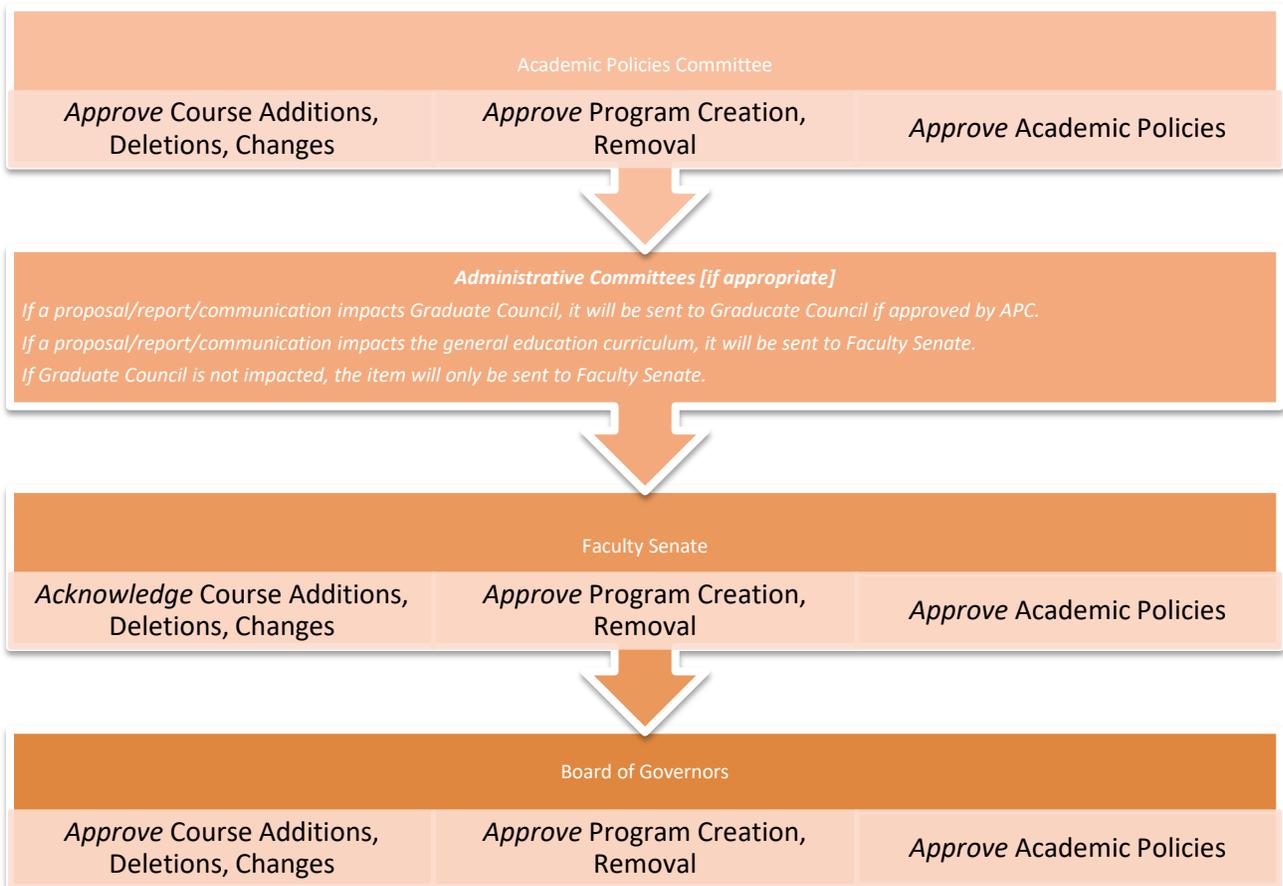
Course Proposals [Group by Department]					
Item Number	Department	Subject # Title	Request	Outcome <i>Approve – Reject - Hold</i>	Description of Change (Examples: Credit hour change, CIP code change, new course title - ex. Exercise Science, etc.)
AP 21-22:993	Modern Languages	SPAN 443 Spanish Seminar	Drop		
Program Reports [Group by Department]					
Item Number	Department	Title	Request	Outcome <i>Approve – Reject - Hold</i>	

AP 21-22:996	Performing Arts	Performing Arts Certificate	New		
<b>Policy Communications</b> [Group by Department]					
Item Number	Department	Title	Request	Outcome	
				<i>Approve – Reject - Hold</i>	
AP 21-22:994	English	AP Credit Changes	Change		
AP 21-22:999	Academic Affairs	Dual Credit Enrollment	Change		

**APC Procedures**

- A 51% majority of voting members of APC must be present in order to constitute a quorum. If APC fails to reach a quorum, all business is suspended until the next meeting or until an email vote is called at the discretion of the APC Chair.
- APC meetings will run per Robert’s Rules of Order, unless the committee votes to suspend rules.

**Curriculum & Policy Flow Chart**



# APPENDIX U: APPROVAL PATH FOR ACADEMIC DOCUMENTS AND EXAMPLES

## 1. Committee & Document Definitions

- a. **AP/APC – Academic Policies Committee**: The APC makes a continuous study of admissions and the curriculum, initiates and considers proposals for the academic development of the University, and makes recommendations to the Faculty Senate regarding any policy change in admissions and curricula. The Committee makes decisions on disputes regarding curriculum proposals between academic departments.
- b. **FS – Faculty Senate Committee**: The Faculty Senate, as the representative body of the faculty in routine affairs, receives and acts upon reports and proposals of Faculty Senate Committees, initiates and formulates policy recommendations, and promote the right of due process for faculty members.
- c. **BOG – Board of Governors**
- d. **Grad Council – Graduate Council**: The Graduate Council makes recommendations for basic policies and general operational procedures of graduate education on and off-campus.
- e. **CRD – Curricular Routing Document**: Online system for electronic signing of documents.
- f. **MOTR – Missouri Transfer**: Refers to the 42 cred hours that are transferable across public college and universities and some private colleges and universities.  
<https://journeytocollege.mo.gov/finish/transfer-credit/core-42/>

## 2. Process of Submission

- a. Faculty members or Chairs of the Departments will put together a course, Certificate, and or major/minor change.
  - **Course Change** – Any change to a course’s description, objectives, number of hours, etc.
  - **Certificate** – Changes to any area of a current Certificate
  - **Major** – Changes to any area of a current Major
- b. Faculty members, Chairs, or Administrative Assistants will request a Proposal or Report Number from their Dean’s Administrative Assistant. These numbers will be used to distinguish each submission and will be put in the upper right-hand corner of the document. See attached examples.
  - **Proposal** – Used for creating, changing, or dropping a course.
  - **Report** – Used for creating, changing, or dropping a Major, Minor, and/or Certificates.
- c. Once ready, the documents will need to be emailed to your Dean’s Administrative Assistant

by 5 pm on the Tuesday prior to the Academic Policies Meeting.

- d. These documents must then be entered into the CRD or Banner Workflow. The CRD or Curricular Routing Document is the electronic system set up to get electronic signatures and approvals from all Departments, Deans, and Committees associated with the documents. I've attached a document for you with instructions. You must be logged into Lionet to use this system. If not, you will be asked to log in before you begin. There is a link on the MSSU website under the Faculty/Staff tab you will see it listed in the Technology Resources section.

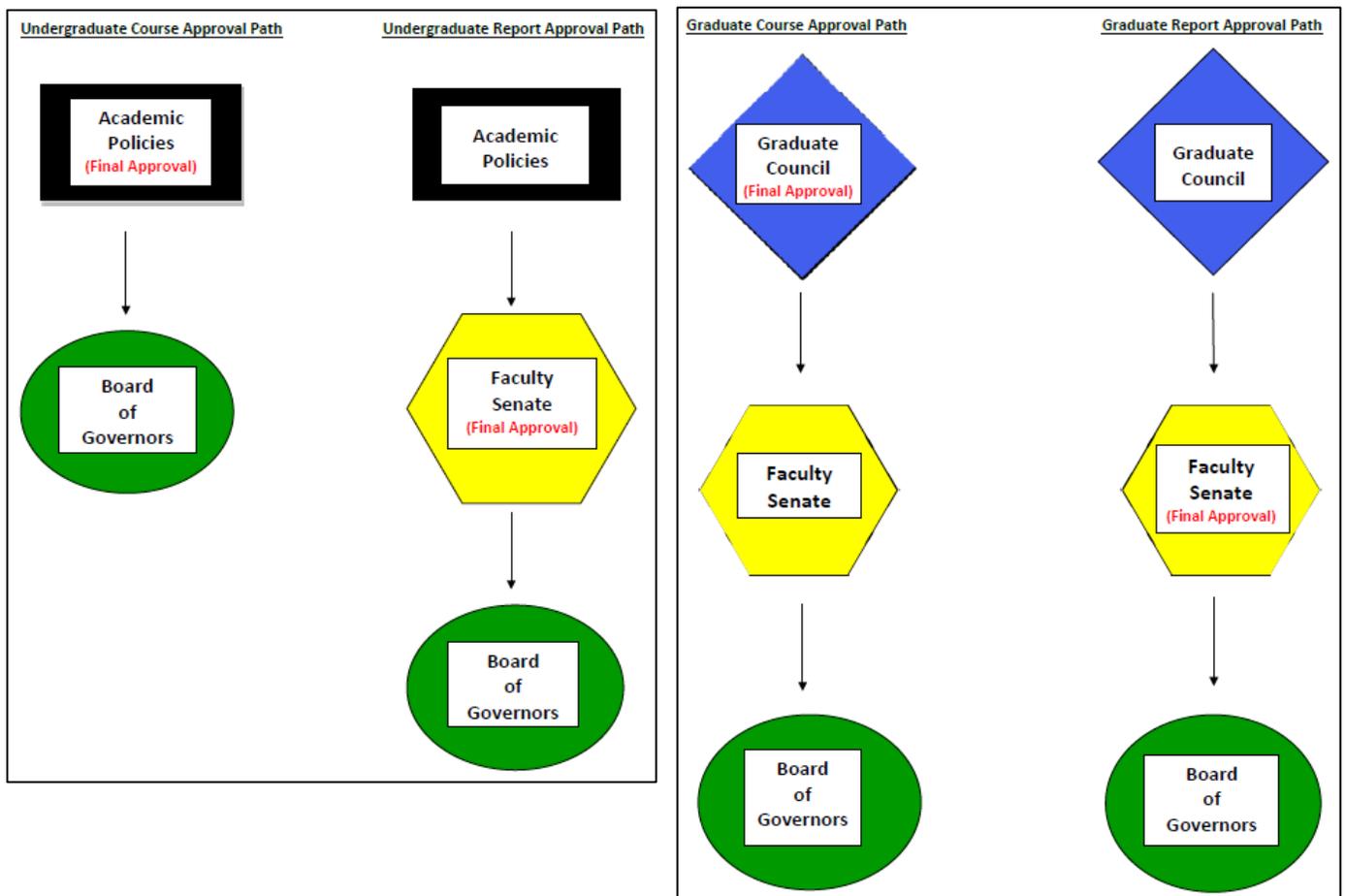
[https://sungard07.mssu.edu/workflow\\_prod/user/viewMyProcesses.do](https://sungard07.mssu.edu/workflow_prod/user/viewMyProcesses.do)

- e. Once documents are submitted to AP and are approved, they will begin following the flow charts provided below.

### 3. Documents Path to Approval

Final document approval is as follows:

- All Undergraduate courses will be approved by the Academic Policies Committee and all Undergraduate program changes will be approved by Faculty Senate.
- All Graduate course changes will be approved by Graduate Council and all Graduate Program change s will be approved by Faculty Senate.



## APPENDIX V: BOYER MODEL OF SCHOLARSHIP

Type of Scholarship	Purpose	Measures of Performance
<b>Discovery</b>	Build new knowledge through traditional research.	<ul style="list-style-type: none"> <li>Publishing in peer-reviewed forums</li> <li>Producing and/or performing creative work within established field</li> <li>Creating infrastructure for future studies</li> </ul>
<b>Integration</b>	Interpret the use of <b>knowledge</b> across disciplines.	<ul style="list-style-type: none"> <li>Preparing a comprehensive literature review</li> <li>Writing a textbook for use in multiple disciplines</li> <li>Collaborating with colleagues to design and deliver a core course</li> </ul>
<b>Application</b>	Aid society and professions in addressing problems.	<ul style="list-style-type: none"> <li>Serving industry or government as an external consultant</li> <li>Assuming leadership roles in professional organizations</li> <li>Advising student leaders, thereby fostering their professional growth</li> </ul>
<b>Teaching</b>	Study teaching models and practices to achieve optimal learning.	<ul style="list-style-type: none"> <li>Advancing learning theory through classroom <b>research</b></li> <li>Developing and testing instructional materials</li> <li>Mentoring graduate students</li> <li>Designing and implementing a program-level assessment system</li> </ul>

## APPENDIX W: SCHOLARSHIP ASSESSMENT TOOL

This tool may be used by faculty for self-assessment or by supervisors to assist in the scholarship evaluation process. Faculty members may place more emphasis in one category over another depending on the needs of the discipline and experience of the faculty member. There may be additional performance goals relative to a specific program, department, or school, as well additional performance goals relative to accrediting or regulatory entities for specific programs or departments. The formal evaluation process will not require evidence for each descriptor. Descriptors used to determine faculty effectiveness are the result of a collaborative effort requiring faculty self-evaluation and feedback from the Department Chair/School Dean.

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Supporting Comments:
<b>Scholarship of Teaching</b>				
Versatility of courses taught and developed				
Development/sharing of instructional materials with faculty or academic forum				
Attends conference/workshops related to the discipline/pedagogy				
Published instructional materials				
Presentations at academic/professional conferences				
Documentation of work to advance pedagogical methods (analysis of course data, case studies, interviews, questionnaires)				
Pursuit of advanced degrees, certifications, internships, fellowships impacting pedagogy				
Active membership in professional organizations with emphasis on pedagogy				
Other				

<b>Scholarship of Discovery/Creation</b>				
Performances/presentations, exhibitions/other creative activities				
Ongoing/completed research projects				
Ongoing/completed research working with students				
Publications of reviews, articles, books, chapter, works in progress				
Paper, poster, lecture presentations at other institutions / conventions / workshops/symposia				
Procurement of external funding such as grants, donations, stipends				
Other				
<b>Scholarship of Application</b>				
Publication of articles, books, chapters, or works in progress				
Presentations, papers, lectures, or poster sessions shared on campus/other institutions, conventions, workshops, symposia				
Development of instructional materials shared with other educators				
Pedagogical research performed and disseminated to peers				
Writing published reviews				
Referee or editor for professional publications				
Serve as a reader for an academic press				
Other				