Faculty Handbook Revisions and Rationales for December Faculty Senate Meeting

<u>With Proposed Changes Marked</u>

3.2.3. General Criteria <u>Statement</u>

The criteria for initial appointment consist of training evidenced by academic degrees, experience, and achievement. For tenure and promotion, faculty members must meet the requirements for Teaching, Research, and Service established by their Department, College, and the University. Advancement to each higher rank carries with it the expectation of a greater contribution to the University's mission in Teaching, Research, and Service. Advancement also carries with it the expectation that the individual will accept leadership roles upon which the concept of shared governance depends. Section 3.4 overviews the increasing expectations with rank for tenure-track and clinical-track faculty, and Chapter 4 describes faculty evaluation.

The University policies specified in this Faculty Handbook should be used in conjunction with departmental and college policies which may be more specific than those of the University but which must be consistent with the University policies. Departmental procedures and standards for evaluating faculty in the areas of Teaching, Research, and Service are to be reviewed and approved by the College Dean and the Provost every three years. Ultimately, faculty must receive the approbation of their colleagues and appropriate administrative officers based on criteria provided in University policies and departmental governance documents. The University must also fulfill its obligations.

Professionalism and collegiality, including a commitment to diversity, equity and inclusion, are essential to Teaching, Research, and Service activities, and are evidenced in at least two important ways: maintaining high standards of professional ethics and performing as a responsible member of the University community.

<u>With Proposed Changes Integrated</u>

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Professionalism, collegiality, including a commitment to diversity, equity and inclusion, are essential to Teaching,

Research, and Service activities, and are evidenced in at least two important ways: maintaining high standards of professional ethics and performing as a responsible member of the University community.

Rationale: Faculty brought to the Deputy Provost's attention the need to include Diversity, Equity and Inclusion in the handbook. These individuals became the DEI Committee, then were integrated into the Provost's Diversity Council. Changes were proposed to the Faculty Handbook Revision Committee. The FHRC discussed these changes, vetted them and now present them to the Faculty Senate.

With Proposed Changes Marked

3.2.3.1 Commitment to Diversity, Equity and Inclusion

Diversity

College campuses bring together not just people but ideas, and schools that emphasize diversity benefit from the broadest exchange of perspectives and people. Diversity is beneficial for the learning environment. Universities looking to the future welcome the authenticity of a diverse collegiate body, inclusive of diverse nationalities, cultures, religions, ethnicities, races, genders, ages, sexual orientations, gender expressions, disabilities and perspectives.

Equity and Accessibility

Everyone deserves equal access to higher education, and accessibility is essential to ensuring equity and inclusion. While an institutional commitment to accessibility strives to meet the needs of students, faculty, and staff, everyone benefits from an accessibility culture, not just through technological adaptations but in a respect for and a celebration of difference and variety of experience. By elevating diversity, equity, and inclusion as priorities within the institution, a university aiming for Inclusive Excellence will indeed find excellence in that inclusion, if they listen to their whole community, support their needs, and prioritize their goals.

Inclusion

A broad espousal of institutional inclusion is evidence of a university's attitudes and priorities. This is demonstrated when it meets the needs, and values the contributions, of individuals who are first generation scholars, or from low-income backgrounds; people at different life stages who are parents, family caregivers, seniors, returning to college, or seeking a career change; people from different nationalities, cultures, religions, ethnicities, races, genders, ages, sexual orientations, gender expressions, and disabilities. Prioritizing inclusion is the first step in eliminating prejudice, which results from inflexible beliefs by individuals towards a group of people that can lead to bias, judgements, and discriminatory behavior against others.

With Proposed Changes Integrated

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Rationale: Section 3.2.3.1 was added to discuss the importance of DEI since it has been added to Section 3.2.3. General Criteria Statement.

With Proposed Changes Marked

3.2.3.2~~1~~. Teaching

Teaching is the most important responsibility of an institution of higher education. Effective teaching requires continual application and effort. Teachers must keep abreast of new developments in their fields and related fields or disciplines. Teachers should be able to engage students and colleagues in the discipline~~s~~. Teaching also takes the form of student, faculty and staff advisement and mentoring, critical activities that contribute to the development of educated persons.

For tenure and promotion to a higher professional rank, effective teaching must be documented. Each department is responsible for preparing procedures for evaluating teaching effectiveness and for communicating these to faculty members in the department. Departmental procedure should be appropriate to the type and nature of the teaching assignment. Details for such evaluation are provided in Chapter 4.2.1.

With Proposed Changes Integrated

3.2.3.2. Teaching

Teaching is the most important responsibility of an institution of higher education. Effective teaching requires continual application and effort. Teachers must keep abreast of new developments in their fields and related fields or disciplines. Teachers should be able to engage students and colleagues in the disciplines. Teaching also takes the form of student, faculty and staff advisement and mentoring, critical activities that contribute to the development of educated persons.

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Rationale: With the addition of discussion on DEI as Section 3.2.3.1, Teaching becomes Section 3.2.3.2. Currently, some faculty provide training and workshops to other faculty and staff on issues related to diversity, equity and inclusion. The inclusion of colleagues, faculty and staff are to capture the DEI work in these areas.

With Proposed Changes Marked

3.2.3.~~3~~2. Research

Research, defined in Chapter 4 as including a broad range of scholarly work, is a key expectation of tenure-track and research faculty at all levels. While ethical conduct and a commitment to equity are expected of all faculty, ~~Ee~~valuation of ~~Rr~~esearch is highly dependent on the faculty member's discipline and so a uniform standard for its evaluation cannot be stated here. Departments (with approval of their Deans and the Provost) are responsible for providing specific guidelines for their faculty in their governance documents. Details for evaluations of Research are provided in Chapter 4.2.2.

With Proposed Changes Integrated

3.2.3.3. Research

Research, defined in Chapter 4 as including a broad range of scholarly work, is a key expectation of tenure-track and research faculty at all levels. While ethical conduct and a commitment to equity are expected of all faculty, evaluation of research is highly dependent on the faculty member's discipline and so a uniform standard for its evaluation cannot be stated here. Departments (with approval of their Deans and the Provost) are responsible for providing specific guidelines for their faculty in their governance documents. Details for evaluations of Research are provided in Chapter 4.2.2.

Rationale: With the addition of discussion on DEI as Section 3.2.3.1, Research becomes Section 3.2.3.3. The inclusion of ethical conduct and a commitment to equity as an expectation of all faculty was added to reiterate the importance of DEI by the faculty.

With Proposed Changes Marked

3.2.3.4~~3~~. Service

Service is of several kinds. It includes service to the University and its students through committee work, assistance to student organizations, and other activities that represent a critical contribution to the operation and development of the institution through shared governance. Service also includes consultations and applications of disciplinary knowledge and expertise to address the needs of professional organizations and public constituencies. In their service activities, faculty uphold the University's core values of ethical leadership, community engagement, cultural competence and inclusive excellence.

Service expectations may vary by department. Departments (with approval of their Deans and the Provost) are responsible for providing specific guidelines for their faculty in their governance documents. More information about evaluation of Service are provided in Chapter 4.2.3.

With Proposed Changes Integrated

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Service expectations may vary by department. Departments (with approval of their Deans and the Provost) are responsible for providing specific guidelines for their faculty in their governance documents. More information about evaluation of Service are provided in Chapter 4.2.3.

Rationale: With the addition of discussion on DEI as Section 3.2.3.1, Service becomes Section 3.2.3.4. The proposed change reflects the integration and action of both DEI and MSU's Public Affairs mission within service activities.

With Proposed Changes Marked

4.1. Faculty Performance Criteria and Evaluation Model

Faculty performance criteria at Missouri State University are based on the purpose and mission of the institution. The general mission of the University, in relation to its faculty, is the advancement of learning, scholarly inquiry, and service, but this translates, in terms of its students, to the single purpose of developing educated persons. To accomplish this, the university's mission includes cultivating advanced knowledge and practices and serving its constituents. The specific public affairs mission of the university further enhances its purpose to include fostering ethical leadership, cultural competence and community engagement. The University honors the principles of academic freedom, academic excellence, diversity in scholarly and cultural perspectives, inclusive practices, and equal opportunity.

Cultural competence is the ability to effectively and appropriately interact with people who have different backgrounds, including differences in nationality, culture, religion, ethnicity, race, gender, age, sexual orientation, gender expression, disability, and perspective. Cultural competence includes developing awareness of one's own worldview, empathizing with people who have different backgrounds, understanding how differences in background affect access to higher education, and seeking knowledge of different cultures and world views.

Inclusive practice is an approach to the advancement of learning rooted in justice and opportunity. Inclusive practice recognizes the diversity of students, staff and faculty, evaluates existing practices, and works to support all kinds of students, staff and faculty to fully participate and demonstrate their knowledge and strengths.

The following table outlines the evaluation categories for faculty with different types of appointments. Some variations on these criteria may be made based on contract letters. These processes result in different outcomes, and the criteria for tenure and promotion are differentiated for all types of faculty appointments. The evaluation processes are specified in Section 4.6. Performance reviews are mission-related and should be consistent with tenure and/or promotion decisions. The criteria used for evaluation in each category are based on specific elements in the university's mission as specified below. All policies and procedures described herein for departments apply to any academic unit that has primary faculty evaluation responsibilities, for example, a school.

Faculty Appointment Type	Evaluation Based On:	Section
Tenure-Track Faculty	Teaching, Research, Service	4.2
Instructors*	Teaching, Service	4.2
Clinical Faculty	Clinical Education, Professional Productivity/Research, Service	4.3
Research Faculty (except State Fruit Experimentation Station)	Research, Service	4.4
Research Faculty (State Fruit Experiment Station)	Teaching, Research, Service, Outreach	4.4, 4.2
Per Course Faculty	Teaching or Clinical Education, depending on contract	4.2 or 4.3
*Some Instructors may be evaluated on Research, depending on their contracts.		

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Rationale: The inclusion of DEI in Section 4.1 Faculty Performance Criteria and Evaluation Model of the Faculty Handbook gives it authority and demonstrates how important DEI is to the university. Faculty members will be expected to put the principles of DEI into action, as it is part of their expected performance and evaluation. Therefore, cultural competence and inclusive practices are defined here.

<u>With Proposed Changes Marked</u>

4.2.1. Teaching

4.2.1.1. Teaching Mission

The teaching mission at Missouri State University is to develop educated persons. In doing so, the University is committed to standards of excellence and academic integrity. An educated person:

- is someone who is literate in the broadest sense,
- has an appreciation of the responsibility of lifelong citizenship and an awareness of global issues,
- works to maximize equity and inclusion,
- seeks solutions to problems by means of a broad base of knowledge, as well as in-depth mastery of at least one specific academic discipline, and
- has the skills and motivation to continue to learn after leaving the university, thus being prepared for both lifelong learning and lifelong productivity.

In support of developing educated persons, the University provides high-quality education that is accessible to a broad spectrum of individuals, including those facing challenges involving prejudice, bias, distance, income, or disability. Furthermore, in recognizing the value of an open and free exchange of ideas, Missouri State University promotes diversity in all of its forms, as a means to provide a wide variety of sources of knowledge and perspectives.

4.2.1.2. Evaluation of Teaching

Teaching is among the most important faculty responsibilities of any institution of higher education. The attributes considered to be indicative of effective teaching vary among individuals and across disciplines; however, high levels of student engagement, and deeper learning, and inclusive practices are core values that are common to all.

Teaching effectiveness must be taken seriously with review and evaluation occurring on many levels. Evaluating and improving teaching is an ongoing and critical function of faculty and administration. Teaching effectiveness must be based on performance across a reasonable period of time and number of classes, and it cannot be measured in isolation.

Teaching effectiveness is affected by overall workload, level of course, experience in teaching a particular course, time spent and experience in mentoring and advising, prejudice and bias, number of students, use of new modalities or approaches, and nature of course (general education, requirement in major, etc.).

The areas outlined below are the basis for evaluating faculty members' teaching effectiveness for tenure and promotion and for required annual performance reviews. All sSections 4.2.1.2.1, 4.2.1.2.2, and 4.2.1.2.5 represent essential elements of teaching evaluation, while Sections 4.2.1.2.3 and 4.2.1.2.4 represent additional aspects of areas that may be evaluated as appropriate. Departmental evaluation plans must include specific required and/or encouraged criteria in these areas, as well as the materials that would be expected for adequate documentation of meeting the criteria. Faculty under review have the right to request formal documented review by faculty external to the home department of the faculty being evaluated.

4.2.1.2.1. Knowledge

Faculty members must be up to date and competent regarding the content of their courses, whether they are part of a discipline-specific major or the general education curriculum.

Faculty who engage in student advising, must be thoroughly familiar with university requirements so their advisees

make appropriate progress toward a degree and graduate in a timely manner. Faculty who engage in training, mentoring, and advising of faculty, staff, and community partners must be up to date with best mentoring practices for those they mentor and advise and must practice cultural competency.

4.2.1.2.2. Teaching strategies

There is substantial literature on best practices in university teaching, and faculty members should incorporate best practices in their teachingclasses to the extent possible. They must specify learning objectives for each course, ensure that their students understand how to achieve those objectives, and use grading systems that reflect the degree to which students accomplish the objectives. Faculty must be appropriately accessible to students through a variety of means (e.g., office hours, electronic communication). Faculty should strive to include high-impact instructional practices, such as community engagement, problem-based, experiential, and collaborative learning. In addition, course content and instructional strategies that reflect awareness of diversity and differences among learners can improve student learning and are encouraged where they are appropriate. Faculty should seek out and implement inclusive and equitable practices and address disparities as they are identified.

4.2.1.2.3. Accessibility

Faculty should strive to modify the traditional classroom and learning materials to be accessible to the broadest range of students. Where appropriate, faculty may extend the availability of education beyond the traditional classroom. setting through activities that include, but are not limited to, offering distance learning, online courses, public lectures or workshops, working with the community and public schools in providing access to education, and developing educational materials that address accessibility issues.

4.2.1.2.4. Diversity

Special efforts to bring diversity to students' educational experience might include inviting guest speakers who offer diverse viewpoints, taking students to locations where they will be exposed to an unfamiliar environment, and requiring students to seek out diversity as a part their course requirements. Faculty should strive to address diversity, equity, and inclusion and practice cultural competency in their teaching.

4.2.1.2.5. Evaluation and response to feedback

Faculty must ensure evaluation of their teaching through multiple means (e.g., self-reflection, peer and/or supervisor review, external review, assessment of student learning and advising outcomes). Student evaluations are an important one source of feedback; however, they should account for no more than 50% of the total evaluation of teaching effectiveness. Faculty should carefully consider evaluation data and modify future teaching strategies as appropriate.

4.2.1.3. Documentation

Faculty must provide evidence that documents sufficient knowledge, use of teaching strategies, evaluation, and response to feedback. Documentation should also be provided to establish any claims of enhanced accessibility or special attention to diversity, equity and inclusion. Evaluation should consider both official and unofficial advisees and mentees, regardless of department, program, or institution. Course syllabi can be rich sources to indicate currency in course content and delineation of student learning outcomes and associated grading systems. Evaluations and the faculty member's response to those evaluations can address the extent to which strong teaching methods are used, as well as the degree of accessibility the faculty member maintains. Other useful types of documentation include pre-/post-course student performance on course knowledge and skills; professional development completion certificates; teaching portfolios; advising compact and handbooks; and unsolicited external letters of support.

Departmental plans must provide specific information regarding the documentation expected for annual reviews.

Examples of different approaches to the evaluation of teaching effectiveness can be found in Faculty Senate Action 18-97/98, available at the Faculty Senate web site.

With Proposed Changes Integrated

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Teaching effectiveness is affected by overall workload, level of course, experience in teaching a particular course, time spent and experience in mentoring and advising, prejudice and bias, number of students, use of new modalities or approaches, and nature of course (general education, requirement in major, etc.).

The areas outlined below are the basis for evaluating faculty members' teaching effectiveness for tenure and promotion and for required annual performance reviews. All sections represent essential elements of teaching evaluation, Departmental evaluation plans must include specific required and/or encouraged criteria in these areas, as well as the materials that would be expected for adequate documentation of meeting the criteria. Faculty under review have the right to request formal documented review by faculty external to the home department of the faculty being evaluated.

4.2.1.2.1. Knowledge

Faculty members must be up to date and competent regarding the content of their courses, whether they are part of a discipline-specific major or the general education curriculum.

Faculty who engage in student advising, must be thoroughly familiar with university requirements so their advisees make appropriate progress toward a degree and graduate in a timely manner. Faculty who engage in training, mentoring, and advising of faculty, staff, and community partners must be up to date with best mentoring practices for those they mentor and advise and must practice cultural competency.

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Departmental plans must provide specific information regarding the documentation expected for annual reviews. Examples of different approaches to the evaluation of teaching effectiveness can be found in Faculty Senate Action 18-97/98, available at the Faculty Senate web site.

Rationale: The proposed changes in Section 4.2.1.1 Teaching Mission includes maximizing equity and inclusion as part of the faculty's teaching missing. Note that the Faculty Handbook includes advising and mentoring as a part of teaching.

In Section 4.2.1.2 Evaluation of Teaching, inclusive practices are identified as a core attribute of effective teaching. Also under Section 4.2.1.2 Evaluation of Teaching, time spent and experience in mentoring and advising, prejudice and bias all affect the overall workload of a faculty member and, therefore, their teaching effectiveness. This needs to be taken into consideration when evaluating the Teaching of the faculty member. Again, under Section 4.2.1.2 Evaluation of Teaching, it is proposed that faculty have the right to request a review by faculty external to their home department. This is proposed so faculty with cross-departmental work can be assessed by someone more familiar with that area.

In Section 4.2.1.2.1 Knowledge, it is proposed that faculty who engage in mentoring or advising must also stay current in mentoring practices and engage in cultural competency.

In Section 4.2.1.2.2. Teachng Strategies, it is proposed to not only include inclusive aand equitable practices in teaching, but also to address any identified disparities.

In Section 4.2.1.2.3 Accessibility, the list is taken out as it is seen as limiting. By addressing accessibility and modes of teaching, all students are served equally.

In Section 4.2.1.2.4 Diversity, the suggested changes go beyond diversity to also include equity, inclusive practices and cultural competitence.

In Section 4.2.1.2.5 Evaluation and Response to Feedback, advising was included as it is part of teaching. External review is included to capture teaching done outside of the department or cross-department. The Provost's Diversity Council expressed concern on the weight given to student evaluations, so the Faculty Handbook Revision Committee wanted to emphasize that student evaluation is only one means of a faculty's teaching evaluation and only accounts for no more than 50%, as already stated in the Faculty Handbook.

A lot of DEI work is outside the deparrment, so the Provost's Diversity Council wanted to ensure that individuals with expertise in that area can evaluate that work and it count towards the faculty member's teaching evaluation.

With Proposed Changes Marked

4.2.2. Research

4.2.2.1. Research Mission

The process of Research 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 to support the University's general mission in all three fundamental areas of faculty responsibility: Teaching, Research, and Service. Research both advances knowledge in a particular specialized academic field and encourages individual faculty development; it enhances the quality of education students, faculty and staff receive. It also helps fulfill the University's Service obligation by contributing to the public welfare.

The University recognizes a broad spectrum of activities in the area of Research due to the diversity and uniqueness of academic fields. Herein, Research will be defined as the production and formal communication of creative, scholarly works. The nature of Research varies widely among different academic disciplines, but generally refers to the discovery, refinement, evaluation, and synthesis of information, the application of specialized knowledge to the solution of problems, and artistic activity. The activities recognized as Research vary by, and are defined within, each academic discipline. Descriptions of what is recognized as Research can be found in approved departmental plans. To qualify as Research activities 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. . Peer reviewed cross-disciplinary research activities can be considered for evaluation.

Specific modes of Research include:

- Discovery: gaining knowledge of or ascertaining the existence of something previously unknown or unrecognized;
- Application: using established knowledge to solve significant problems;
- Synthesis: bringing knowledge together from disparate sources to produce a whole work that is greater than the sum of its parts;
- Criticism: using established values (aesthetic, logical, ethical) to evaluate quality of artifacts (e.g., art, legal decisions, news media); and
- Creation: production of unique forms of expression, generation of new interpretations, theory-building, model-building, and performance.

These modes of Research should be considered of equal weight and importance in the faculty evaluation process.

4.2.2.2. Goals and Criteria for Evaluating Research

The following goals and criteria are the basis of evaluating faculty members' Research for tenure and promotion and for required performance reviews. Item 1 below is of paramount importance on this list, and any faculty member, in order to succeed in the area of Research at Missouri State University and attain tenure and promotions, must succeed in item 1. Although items 2, 3, and 4 are not individually prescriptive, they are inclusive of Research and may be considered. Success in one or more of these areas (2 – 4) is required to attain tenure and promotion from Assistant Professor to Associate Professor. Sustained success in one or more of these areas is required for promotion from Associate Professor to Professor. Evaluation of research effectiveness must include some level of formal documented review by faculty external to the home department of the faculty be evaluated.

1. Expand Knowledge and/ or Demonstrate Growth in Area of Expertise

Faculty members meet this goal if they have engaged in sufficient quantity and quality of peer- reviewed

Research in any of the five modes of scholarship appropriate to their field (as defined by department). The scholarship of teaching and learning is included here because any department may have faculty members who either specialize in education within their discipline, or who do Research in this area because it is important to their academic field or part of their assignment by the department. This Research content area should be fully recognized and evaluated according to the standards of one of the five modes of Research.

2. Application of Research to Benefit University Constituents

The criterion for this goal refers to the application of Research to solving problems or addressing situations significant to the public that require professional expertise.

3. Transmission

The criterion for this goal refers to transmission of Research product beyond that required for peer review in one's field. Faculty members meet this goal if they can document accomplishments in sharing knowledge and creative work with a broader audience.

4. Involvement of Students

Research is of added value in the University mission if the work involves students, either undergraduate or graduate, as active participants in the research process.

4.2.2.3. Engaged Public Research

Public Research supports the University's Public Affairs mission, which has three pillars: ethical leadership, cultural competence, and community engagement . It is Research integral to a faculty member's academic discipline. It encompasses different forms of constructing knowledge about, for, and with diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields outcomes of public and intellectual value.

The University recognizes that Engaged Public Research may be included in a department's tenure and promotion policy if a department so chooses. If included in a department's policy, this.scholarly activity involves a partnership with scientific organizationthe public and/or private sector that enriches knowledge, addresses and helps solve critical societal issues, and contributes to the public good. Engaged Public Research includes Research focused on civic participation in public life, participation by engaged scholars, and the impact of public scholarship on all constituencies.

Projects that advance Engaged Public Research must be subjected to critical academic peer review, and should include input from a rigorous review conducted by involved community partners who collaborated with the public scholar. This input must assess the significance of the project, the quality of the relationship, and the impact on public good.   The department's governance documents should clarify how such Research will be evaluated.

With Proposed Changes Integrated

4.2.2. Research

4.2.2.1. Research Mission

The process of Research 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 to support the University's general mission in all three fundamental areas of faculty responsibility: Teaching, Research, and Service. Research both advances knowledge in a particular specialized academic field and

encourages individual faculty development; it enhances the quality of education students, faculty and staff receive. It also helps fulfill the University's Service obligation by contributing to the public welfare.

The University recognizes a broad spectrum of activities in the area of Research due to the diversity and uniqueness of academic fields. Herein, Research will be defined as the production and formal communication of creative, scholarly works. The nature of Research varies widely among different academic disciplines, but generally refers to the discovery, refinement, evaluation, and synthesis of information, the application of specialized knowledge to the solution of problems, and artistic activity. The activities recognized as Research vary by, and are defined within, each academic discipline. Descriptions of what is recognized as Research can be found in approved departmental plans. To qualify as Research activities 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. Peer reviewed cross-disciplinary research activities can be considered for evaluation.

Specific modes of Research include:

- Discovery: gaining knowledge of or ascertaining the existence of something previously unknown or unrecognized;
- Application: using established knowledge to solve significant problems;
- Synthesis: bringing knowledge together from disparate sources to produce a whole work that is greater than the sum of its parts;
- Criticism: using established values (aesthetic, logical, ethical) to evaluate quality of artifacts (e.g., art, legal decisions, news media); and
- Creation: production of unique forms of expression, generation of new interpretations, theory-building, model-building, and performance.

These modes of Research should be considered of equal weight and importance in the faculty evaluation process.

4.2.2.2. Goals and Criteria for Evaluating Research

The following goals and criteria are the basis of evaluating faculty members' Research for tenure and promotion and for required performance reviews. Item 1 below is of paramount importance on this list, and any faculty member, in order to succeed in the area of Research at Missouri State University and attain tenure and promotions, must succeed in item 1. Although items 2, 3, and 4 are not individually prescriptive, they are inclusive of Research and may be considered. Success in one or more of these areas (2 – 4) is required to attain tenure and promotion from Assistant Professor to Associate Professor. Sustained success in one or more of these areas is required for promotion from Associate Professor to Professor..

5. Expand Knowledge and/ or Demonstrate Growth in Area of Expertise

Faculty members meet this goal if they have engaged in sufficient quantity and quality of peer- reviewed Research in any of the five modes of scholarship appropriate to their field (as defined by department). The scholarship of teaching and learning is included here because any department may have faculty members who either specialize in education within their discipline, or who do Research in this area because it is important to their academic field or part of their assignment by the department. This Research content area should be fully recognized and evaluated according to the standards of one of the five modes of Research.

6. Application of Research to Benefit University Constituents

The criterion for this goal refers to the application of Research to solving problems or addressing situations significant to the public that require professional expertise.

7. Transmission

The criterion for this goal refers to transmission of Research product beyond that required for peer review in one's field. Faculty members meet this goal if they can document accomplishments in sharing knowledge and creative work with a broader audience.

8. Involvement of Students

Research is of added value in the University mission if the work involves students, either undergraduate or graduate, as active participants in the research process.

4.2.2.3. Engaged Public Research

Public Research supports the University's Public Affairs mission, which has three pillars: ethical leadership, cultural competence, and community engagement. It is Research integral to a faculty member's academic discipline. It encompasses different forms of constructing knowledge about, for, and with diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields outcomes of public and intellectual value.

The University recognizes that Engaged Public Research may be included in a department's tenure and promotion policy if a department so chooses. If included in a department's policy, this. scholarly activity involves a partnership with the public and/or private sector that enriches knowledge, addresses, and helps solve critical societal issues, and contributes to the public good.

Projects that advance Engaged Public Research must be ~~are not always~~ subjected to critical academic peer review, and ~~but~~ should include input from a rigorous review conducted by involved community partners who collaborated with the public scholar. This input must assess the significance of the project, the quality of the relationship, and the impact on public good.   The department's governance documents should clarify how such Research will be evaluated.

Rationale: The proposed change in Section 4.2.2.1 Research Mission is to count cross-disciplinary research as acceptable for evaluation. This is to give credit to diversity, equity and inclusion research that may be considered outside the discipline of the faculty member.

The FHRC recommends deleting the last sentence in the first paragraph of Section 4.2.2.2 Goals and Criteria for Evaluating Research because this information is already included in 4.6.4.2 as a requirement for promotion and tenure dossiers. Section 4.8.2.2 also lays out the expectatons of external reviewers.

In Section 4.2.2.3 Engaged Public Research, the three pillars of the University's Public Affairs mission are identified to emphasize it's tie-in with DEI. It is emphasized that departments may choose whether to include Engaged Public Research in it's tenure and proomotion policy.

<u>With Proposed Changes Marked</u>

4.2.3.2. Goals and Criteria for Evaluating Service

The following goals and criteria are the basis of evaluating faculty members' Service for tenure and promotion and for required performance reviews. Item 1 below is of paramount importance on this list, and any faculty member, in order to succeed in the area of Service at Missouri State University and attain tenure and promotions, must succeed in item 1. Although items 2, 3, and 4 are not individually prescriptive, they are inclusive of Service and may be considered. Success in one or more of these areas (2 – 4) is required to attain tenure and promotion from Assistant Professor to Associate Professor. Sustained success and documented leadership in one or more of these areas are required for promotion from Associate Professor to Professor. <u>Formal documented review by faculty external to the home department can be used as evidence when evaluating a faculty member's service.</u>

<u>With Proposed Changes Integrated</u>

4.2.3.2. Goals and Criteria for Evaluating Service

The following goals and criteria are the basis of evaluating faculty members' Service for tenure and promotion and for required performance reviews. Item 1 below is of paramount importance on this list, and any faculty member, in order to succeed in the area of Service at Missouri State University and attain tenure and promotions, must succeed in item 1. Although items 2, 3, and 4 are not individually prescriptive, they are inclusive of Service and may be considered. Success in one or more of these areas (2 – 4) is required to attain tenure and promotion from Assistant Professor to Associate Professor. Sustained success and documented leadership in one or more of these areas are required for promotion from Associate Professor to Professor. Formal documented review by faculty external to the home department can be used as evidence when evaluating a faculty member's service.

Rationale: This addition is to allow a faculty member who many know more about a topic than the home department weigh in on the merit of the cross-discplinary service.