

# Further changes to Sections 1-3, March

- Edited Section 3.5 (years toward tenure for previously non-t-t faculty) to specify faculty agency/volition

### 3.5. Non-Tenure-Track Academic Positions

Persons who hold non-tenure-track positions are given term appointments that automatically terminate upon the expiration of the specified term. Non-tenure-track appointments may be given annual or multi-year contracts as determined by the program/department/school with approval of the Dean and the Provost. No notice of non-reappointment is given, and reemployment of the employee after the conclusion of the appointment term is solely within the discretion of the University. Non-tenure-track faculty members are not eligible for tenure, educational leave, or sabbatical leave. ~~With the exception of visiting Professors, time spent in a non-tenure-track position does not count towards tenure eligibility if the individual later applies for and is appointed to a tenure-track faculty position.~~ Non-tenure-track faculty must be qualified by academic or practical experiences appropriate for the responsibilities assigned. A Master's degree or higher is required except in special circumstances approved by the Provost. All non-tenure-track academic positions have the same right to academic freedom accorded tenure-track faculty. ~~Time spent in a full-time non-tenure-track position may count towards tenure eligibility if the individual later applies for and is appointed to a tenure-track faculty position, if requested by the faculty member and approved by the AUL, Dean, and Provost.~~

#### 3.5.11. Clinical Faculty

Clinical Faculty are members of the faculty whose primary responsibilities are clinical education and service. Clinical Faculty are not eligible for tenure but have the same right to academic freedom accorded tenure-track faculty. Clinical Faculty may participate in research and other scholarly or creative activities. Clinical Faculty must be qualified as defined by professional/discipline standards, have practical experience appropriate for the responsibilities assigned and must maintain appropriate professional credentials. Appointment is to the rank of Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor. Academic units desiring to appoint Clinical Faculty shall develop appropriate appointment, promotion and performance review criteria for each rank, which must be approved by the Dean of the College and the Provost. Clinical Faculty may be reappointed to one or more additional terms, contingent upon satisfactory performance reviews, educational needs of the academic unit, and continued funding. Clinical Faculty members may be appointed to 9-month or 12-month appointments. Clinical Faculty on 9-month contracts will receive salary compensation and benefits for 12 months. Clinical Faculty applying for promotion to Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor have the option of using either the most current version of promotion criteria or an newer version of criteria that has been in effect since their hiring or previous promotion. For instance, a policy in effect in Fall 2017 could be used for a promotion application in Fall 2024.

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##### 3.5.1.1 Clinical Instructor

##### 3.5.1.2 Clinical Assistant Professor

##### 3.5.1.3. Clinical Associate Professor

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If a Clinical Faculty member is appointed to a tenure-track faculty position, the time spent as a Clinical Faculty member at Missouri State University will not count toward the probationary period for tenure and promotion. Clinical Faculty members may be appointed to 9-month or 12-month appointments. Clinical Faculty on 9-month contracts will receive salary compensation and benefits for 12 months. Clinical Faculty applying for promotion to Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor have the option of using either the most current version of promotion criteria of an earlier version of criteria that has been in effect since their hiring or previous promotion which was in effect within seven years of the application. For instance, a policy in effect in Fall 2017 could be used for a promotion application in Fall 2024.

# Further changes, March edition

- Section 4.6 overhauled by J. Jolley's team
- Awaiting info re: external letters; FMLA
- Few changes to Sections 5 and 6.



1 | **4. FACULTY EVALUATION**

2 | **4.1. Faculty Performance Criteria and Evaluation Model**

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

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

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18 |

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

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\*Some Instructors may be evaluated on Research, depending on their contracts.



## 4.2. Evaluation of Tenure-Track Faculty and Instructors

Tenure-track faculty members are expected to be actively engaged in Teaching, Research, and Service throughout their careers, but the University recognizes that, at different times, faculty members may shift emphasis from one category to another. It is generally expected that during the probationary period the emphasis should be on Teaching and Research and that at any time during one's career at Missouri State University, each faculty member must negotiate an individual workload with their AUL (within broad University parameters approved by the Provost), with the conditions of employment laid out clearly at the time of employment, and adjusted thereafter through negotiation with the AUL and Dean as approved by the Provost (refer to Section 4.6.5). The teaching, research, or service obligations of an academic unit should not fall disproportionately on any individuals or subset of the faculty. The faculty are also expected to adhere to standards of ethical conduct in all areas of performance (refer to Section 3.1).

Expectations for Instructors are similar to those for tenure-track faculty except that there is an increased emphasis on Teaching and normally no expectation for Research.

### 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,
- 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 distance, income, or disability. Furthermore, in recognizing the value of an open and free exchange of ideas, Missouri State University promotes diversity in all its forms, as a means to provide a wide variety of sources of knowledge and perspectives.

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#### 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 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.

Evaluation of teaching effectiveness should consider overall workload, level of course, experience in teaching a particular course, 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. Sections 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. Academic unit 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.

##### 4.2.1.2.1. Knowledge

Faculty members must be currently informed 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 academic advising must be thoroughly familiar with university requirements so that their advisees make appropriate progress toward a degree and graduate in a timely manner.

##### 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 classes to the extent possible. They must specify learning outcomes for each course, ensure that their students understand how to achieve those outcomes, and use grading systems that reflect the degree to which students accomplish the outcomes. 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 and problem-based, experiential, and collaborative learning. In addition, course content and instructional strategies should reflect awareness of diversity and differences among learners; selection of situationally appropriate instructional strategies to improve student learning is encouraged.

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#### 4.2.1.2.3. Accessibility

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, workshops, working with the community and public schools in providing access to education, and developing educational materials that enhance accessibility. See Section 8.2 regarding student disability accommodation and accessibility.

#### 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 part of their course requirements.

#### 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, assessment of student learning outcomes). Student evaluations are an important 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 teaching strategies as appropriate.

#### 4.2.1.3. Documentation

Faculty must provide evidence that documents sufficient knowledge use of teaching and advising strategies, evaluation, and response to feedback. Documentation should also be provided to establish any claims of enhanced accessibility or special attention to diversity and differences among learners. Course syllabi can be rich sources to indicate currency in course content and delineation of student learning outcomes and associated grading systems. Peer and student evaluations and the faculty member's response to those evaluations can address the extent to which strong and accessible teaching methods and materials are used, as well as the degree of access to students provided by the faculty member. Other useful types of documentation include pre-/post-course student performance on course knowledge and skills, professional development completion certificates, teaching portfolios, and unsolicited external letters of support.

Academic unit 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.

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## 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 that 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 academic unit guidelines. To qualify as Research, activities must produce outcomes that are disseminated and typically 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. Research activities considered for evaluation can involve academic disciplines outside the home unit of the faculty, in accordance with an academic unit’s guidelines.

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: producing 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.

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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 unit of the faculty being 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 the academic unit). The scholarship of teaching and learning is included here, because any academic unit 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. Dissemination

The criterion for this goal refers to dissemination of Research products 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.

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Associate Professor to Professor. Evaluation of research effectiveness must include some level of formal documented review by faculty external to the home department/unit of the faculty being evaluated.

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

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#### 4.2.2.3. Engaged Public Research

Public Research supports the University's Public Affairs mission. Engaged Public Research includes research relating to civic participation in public life, participation by engaged scholars, and the impact of public scholarship on all constituencies. Projects that advance Engaged Public Research are not always subject to critical academic peer review, 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.

Public Research is integral to some academic disciplines, and 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 must be in a academic unit's tenure and promotion policy. This scholarly activity should involve a partnership with professional organizations or public and/or private entities, and enrich knowledge, address and help solve critical societal issues, and contribute to the public good. The academic unit's governance documents should clarify how such Research will be evaluated.

#### 4.2.3. Service

##### 4.2.3.1. Service Mission

Faculty Service at Missouri State University serves three purposes: to support the academic tradition of shared governance, to support the professional and organizational needs of the disciplines, and to bring the products of University work to the public for its benefit.

#### 4.2.2.3. Engaged Public Research

Public Research supports the University's Public Affairs mission. Engaged Public Research includes research relating to civic participation in public life, participation by engaged scholars, and the impact of public scholarship on all constituencies. Projects that advance Engaged Public Research are not always subject to critical academic peer review, 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.

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The University recognizes that Engaged Public Research must be included in a department's academic unit's tenure and promotion policy. This scholarly activity should involve a partnership with seientifie-professional organizations, the or public and/or private sector entities, that and enriches knowledge, addresses and helps solve critical societal issues, and contributes to the public good. The department's academic unit's governance documents should clarify how such Research will be evaluated.

Engaged Public Research includes Research focused on diversity, equity, and inclusion, civic participation in public life, participation by engaged scholars, and the impact of public scholarship on all constituencies. Projects that advance Engaged Public Research are not always subject to critical academic peer review, 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.

#### 4.2.3. Service

##### 4.2.3.1. Service Mission

Faculty Service at Missouri State University serves three purposes: to support the academic tradition of shared governance, to support the professional and organizational needs of the disciplines, and to bring the products of University work to the public for its benefit.



#### 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. Evaluation of service must include some level of formal documented review by faculty external to the home academic unit of the faculty being evaluated.

##### 1. University Citizenship

In the interest of maintaining broad participation in the decision-making process at the University, faculty must recognize their responsibilities to the organization and contribute fairly to the task of shared-governance. This includes, but is not limited to, service on program, departmental, school, college, and university committees and task forces.

Service activities supporting University citizenship may also include collaborations and contributions for the collegiate well-being such as providing professional development, participating in campus discussions, and expanding opportunities for shaping the learning environment.

Exceptions to this policy require AUL approval in keeping with unit guidelines.

##### 2. Professional Service

The criteria for this goal refer to contributions to professional organizations within the faculty member's field. Professional association participation may include serving as a board member, division chair, officer, editor, reviewer, committee member, etc. of a professional organization. Additionally, this may include sponsoring, mentoring, or advising an active student organization, or providing opportunities for student experiences outside the expectations of teaching.

##### 3. Public Service

Faculty members meet this goal when they provide evidence of using their professional skills and expertise to serve community, state, national, or international public constituents. This may take the form of serving as a board member, division chair, officer, editor, reviewer, committee member, etc. of a public organization, or writing op-eds or other articles in newspapers or other print media or on television or radio, etc. In this way, Faculty members not only further the mission of public outreach, but also serve as models for their students who are encouraged to engage in similar activities.

##### 4. Professional Consultation

Faculty members may meet this goal by submitting evidence of providing professional expertise to business, industry, schools, community organizations, and colleagues in other university programs. Consultation services to external constituents within the faculty member's professional expertise may be included in this area.

#### 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. Evaluation of service must include some level of formal documented review by faculty external to the home department/academic unit of the faculty being evaluated.

##### 1. University Citizenship

In the interest of maintaining broad participation in the decision-making process at the University, faculty must recognize their responsibilities to the organization and contribute fairly to the task of shared-governance. This includes, but is not limited to, service on program, departmental, school, college, and university committees and task forces. In so doing, faculty members increase the level of self-determination in their ranks.

Service activities supporting University citizenship may also include collaborations and contributions for the collegiate well-being such as providing professional development, participating in campus discussions, and expanding opportunities for shaping the learning environment.

Exceptions to this policy require Department-Head/AUL approval in keeping with departmental-unit guidelines.

##### 2. Professional Service

The criteria for this goal refer to contributions to professional organizations within the faculty member's field. Professional association participation may include serving as a board member, division chair, officer, editor, reviewer, committee member, etc. of a professional organization. Additionally, this may include sponsoring, mentoring, or advising an active student organization, or providing opportunities for student experiences outside the expectations of teaching.

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Faculty members may meet this goal by submitting evidence of providing professional expertise to business, industry, schools, community organizations, and colleagues in other university programs. Consultation services to external constituents within the faculty member's professional expertise may be included in this area.

### 4.3. Evaluation of Faculty with Clinical Appointments

The University recognizes the need to evaluate faculty members with specialized assignments according to the requirements of their appointment letters. Clinical faculty should be so designated in appointment letters. The following addresses the evaluation of clinical faculty (Refer to Section 3.6.11 for a definition of this category).

Clinical faculty are vital to the success of certain programs in professional fields. Their primary purpose is to provide an authentic applied learning environment for students in these disciplines while maintaining their own applied expertise. Clinical faculty translate new knowledge in their discipline into clinical practice and clinical practice into new knowledge. Clinical faculty members have the same Service requirements as those with standard appointments. Refer to Section 4.2.3.2.) Areas of performance evaluation and evaluation for promotion specific to clinical faculty are Clinical Education and Service.

#### 4.3.1. Clinical Education Mission

The Clinical Education Mission for Clinical Faculty in the area of Teaching is to develop educated persons as defined in Section 4.2.1.1, and the specific mission to evaluate clinical competencies. Therefore, the goals and criteria for evaluating the teaching activity of Clinical Education are specific to this faculty role.

#### 4.3.2. Goals and Criteria for Evaluating Clinical Education

Clinical faculty members have responsibilities for didactic and clinical instruction and/or supervision in clinical or field settings. These roles require communicating information and knowledge to students, promoting the acquisition of skills, fostering the development of critical thinking, modeling ethical behavior, and evaluating clinical competencies. Specific responsibilities may include the development of clinical settings, coordination of student field or clinical experiences, instruction, supervision, and evaluation of students. Clinical faculty members must maintain appropriate professional credentials and currency in their practice through continuing education and training. There are two primary goals, with respective evaluative criteria. The first goal must be achieved for promotion.

1. Developing educated persons who are competent clinical professionals

Success in this area both describes successful clinical education at this University and is a prerequisite for successful performance review and for promotion.

- a. Clinical faculty members meet this goal when they demonstrate their effectiveness in cultivating students' knowledge base and skills within a specific discipline including competencies for professional practice.

### 4.3. Evaluation of Faculty with Clinical Appointments

The University recognizes the need to evaluate faculty members with specialized assignments according to the requirements of their appointment letters. Clinical faculty should be so designated in appointment letters. The following addresses the evaluation of clinical faculty (Refer to Section 3.6.11 for a definition of this category).

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Success in this area both describes successful clinical education at this University and is a prerequisite for successful performance review and for promotion.

- a. Clinical faculty members meet this goal when they demonstrate their effectiveness in cultivating students' knowledge base and skills within a specific discipline including competencies for professional practice.



b. Faculty should strive to make explicit the relationship between the general education curriculum and various disciplinary curricula so students can integrate their acquired knowledge and skills for lifelong application.

c. Maintenance of appropriate professional credentials and evidence of continuing professional development are required to meet this goal.

## 2. Exceptional Modes or Qualities of Clinical Education

The specifics in this area need to be described in writing by the academic unit from the beginning of employment, with any exceptions dependent on negotiation between the clinical faculty member and the AUL and the Dean, as approved by the Provost.

### a. Outstanding Performance as a Clinical Educator

Beyond basic effectiveness as a clinical educator, outstanding performance may be evidenced by judgments made by students, peers, administrators, and colleagues with appropriate academic and clinical expertise. Further evidence may include external recognition for outstanding preparation of students for professional clinical fields, and students receiving external recognition for outstanding clinical outcomes. Such evidence may also include noteworthy clinical outcomes or Research done with undergraduate and/or graduate students, noteworthy work in student advisement, participation in graduate committees, and grants to support innovative clinical education.

### b. Experiential Learning

While it is expected that all Teaching and Clinical Education efforts contribute to developing citizen scholars, special efforts in this regard may be used to meet this goal. Faculty should provide evidence of service learning components in their courses, internships, externships, or other structured outreach activities that apply the course material to clinical or practice contexts.

### c. Accessibility

This goal refers to efforts to increase students' access to clinical education beyond one's typical assignments. These may include, but are not limited to, offering online or distance learning (for credit courses), and continuing professional education for practitioners, public lectures or workshops, working with community agencies and health care institutions in providing access to education, clinical service/interventions, and developing clinical educational materials that address accessibility issues

### d. Broadened Learning Experiences

Special efforts to broaden students' perspectives and to develop cultural sensitivity may include inviting guest speakers who offer diverse viewpoints, establishing clinical experiences/ externships in diverse settings, or providing exposure to clinical populations with special needs.

b. Faculty should strive to make explicit the relationship between the general education curriculum and various disciplinary curricula so students can integrate their acquired knowledge and skills for lifelong application.

c. Maintenance of appropriate professional credentials and evidence of continuing professional development are required to meet this goal.

## 2. Exceptional Modes or Qualities of Clinical Education

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### d. Broadened Learning ExperiencesDiversity

Special efforts to broaden use diversity in broadening students' perspectives and to develop cultural sensitivity may include inviting guest speakers who offer diverse viewpoints, establishing clinical experiences/ externships in diverse settings, or providing exposure to clinical populations with special needs.



### 4.3.3. Service

Goals and criteria for evaluation of Service for faculty with clinical appointments are identical to those for faculty with standard appointments ~~Academic units should be mindful that opportunities for service may differ for Clinical Faculty from those available to other faculty, and recognize a wide range of service activity~~ (Refer to Section 4.2.3.2).

### 4.3.4. Professional Productivity / Research

Clinical faculty may be evaluated on professional productivity and Research for promotion, as indicated in their individual initial appointment letter or as later negotiated with their unit leader.

#### 4.3.4.1. Professional Productivity Mission for Clinical Faculty

Professional productivity includes translation of new knowledge into measurable improvements in clinical outcomes through practice and communications with peers, as well as original Research in any of the five modes identified in Section 4.2.2. Professional Productivity/Research advances knowledge and practices in clinical professions, promotes development of clinical faculty, and enhances the quality of clinical education for students. Although there is inevitable overlap with the Clinical Education and Service criteria, Professional Productivity/Research criteria focus on professional outcomes, recognition, and development.

#### 4.3.4.2. Goals and Criteria for Evaluating Professional Productivity/Research

Below are the four goals with respective criteria for evaluating Professional Productivity/Research. The first goal should be achieved for promotion.

1. Contributes knowledge to discipline.

Translates new knowledge in their discipline into measurable improvements in clinical practice and outcomes and/or translates clinical practice into new knowledge. The criterion for this goal requires communication of outcomes to peers through conference presentations, workshops, peer-reviewed and/or non-peer reviewed publications, and/or sponsored research/contracts. Participation on graduate research committees, selection as a reviewer for a major funding agency, collaboration on Research in clinical settings, and/or the development of nationally recognized clinical service or practice standards also may be considered as evidence.

2. Application of clinical expertise to provide expert service to the local and professional community.

Evidence of positive outcomes within the practice setting may be documented through field assessments, employer surveys, and/or client/patient surveys. Evidence of recognition by professional peers might be documented in the form of awards, requests for service, commendations, citations, etc.

3. Transmission.

Clinical faculty members meet this goal by documenting special accomplishments in sharing clinical expertise or Research with a broad audience.

4. Involvement of students.

Professional practice and scholarly activities are of added value to the University mission if the work involves students, either undergraduate or graduate, as active participants in the process.

### 4.3.3. Service

Goals and criteria for evaluation of Service for faculty with clinical appointments are identical to those for faculty with standard appointments Academic units should be mindful that opportunities for service may differ for Clinical Faculty from those available to other faculty, and recognize a wide range of service activity (Refer to Section 4.2.3.2).

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2. Application of clinical expertise ~~to provide expert service~~ to the local and professional community.

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Professional practice and scholarly activities are of added value to the University mission if the work involves students, either undergraduate or graduate, as active participants in the process.



#### 4.4. Evaluation of Faculty with Research Appointments

The University recognizes the need to evaluate faculty members with specialized assignments according to the requirements of their appointment letters. Research faculty should be so designated in appointment letters. (Refer to Section 3.6.10 3.5.10 for a definition of this category.)

Research faculty members have similar Research and Service requirements as those with standard appointments for performance review and promotion; however, Research output expectations are naturally higher since Teaching is not required. Refer to the Research and Service criteria for standard appointments in Sections 4.2.2 and 4.2.3.2. Evaluations of State Fruit Experiment Station Research Faculty shall be based on Research, Teaching, Outreach, and Service, commensurate with assigned duties.

#### 4.5. Faculty Policies and Responsibilities

##### 4.5.1. Teaching

###### 4.5.1.1. Teaching Loads

Workloads for tenure-track faculty with standard appointments involve significant responsibilities for Research and Service in addition to Teaching responsibilities. Accordingly, average academic unit Teaching loads for full-time research-active (as defined by each college or academic unit) faculty should approximate 18 equated hours per academic year, and no faculty should be expected to teach more than 24 equated hours per academic year. Annual Teaching loads should typically be 24 equated hours per academic year for full-time Instructors with normal service loads, and up to 30 equated hours per academic year for full-time Instructors with little or no Service expectation. Teaching assignments for Clinical and Research faculty will vary depending on details of their appointments. Teaching load for all faculty is determined in accordance with the University's [Faculty Workload Policy](#) (see Appendix A.) Academic unit personnel or governance documents also address teaching load and other aspects of workload.

###### 4.5.1.2. Meeting Classes

Faculty members are expected to meet their assigned classes. If an instructor must miss class due to an unusual circumstance or to attend a conference or similar research-discipline-related event, they must make suitable alternate arrangements for learning experiences for their students. When instructors are unable to meet a class because of non-emergency personal or professional reasons, they must notify the academic unit office and communicate the class schedule change to the students as soon as is feasible. Faculty who wish to request a religious accommodation

to miss class should consult the [Policy Library](#), Op 1.02-1 Accommodations for Religious Observances Policy.

#### 4.X.X.X Instruction During Campus Closures

When the university announces a closure or alteration to normal operations due to an emergency or inclement weather situation, per the university's closure policy ([Op3.29](#)), faculty are generally expected to move classes to any method of alternative instruction deemed appropriate by the course instructor that serves the objectives of the course. Alternative methods of instruction can be disseminated in advance, during, or after campus closures and may include but are not limited to remote learning, live video, recorded video, paper packets, additional readings, etc.

#### 4.4. Evaluation of Faculty with Research Appointments

The University recognizes the need to evaluate faculty members with specialized assignments according to the requirements of their appointment letters. Research faculty should be so designated in appointment letters. (Refer to Section [3.6.10](#) [3.5.10](#) for a definition of this category.)

Research faculty members have [the similar](#) Research and Service requirements as those with standard appointments for performance review and promotion; however, Research output expectations are naturally higher since [Teaching](#) is not required. Refer to the Research and Service criteria for standard appointments in Sections 4.2.2 and 4.2.3.2. Evaluations of State Fruit Experiment Station Research Faculty shall be based on Research, Teaching, Outreach, [\(see Section \[3.6.10\]\(#\) \[1\]\(#\)\)](#) and Service, commensurate with assigned duties.

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Faculty members are expected to meet their assigned classes. ~~If an instructor must miss class due to an unusual circumstance or to attend a conference or similar research-discipline-related event, they must or to see that make~~ suitable alternate arrangements ~~have been made~~ for learning experiences for their students ~~in the case of a required absence of the instructor because of unusual circumstances or because of attendance at a professional meeting~~. When instructors are unable to meet a class because of ~~a non-emergency personal or professional reasons~~, they must notify the ~~departmental-academic unit~~ office and communicate the class schedule change to the students as soon as is feasible. Faculty who wish to request a religious accommodation to miss class should consult the [Policy Library](#), Op 1.02-1 Accommodations for Religious Observances Policy.

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#### 4.5.1.3. Course Policy Statements

Within the first week of classes the faculty member shall issue a written syllabus for each assigned course summarizing the following, where items marked with asterisks have suggested language posted by the Provost:

1. Purpose: A statement of the general content of the course.
2. Course Learning Outcomes: A list of measurable and desirable outcomes to be achieved upon successful completion of the course.
3. \*Attendance Policy: A statement of attendance policy consistent with that of the University, and the policies regarding late arrival and early departure.
4. \*Academic Integrity Policy: A statement concerning the policies concerning plagiarism and cheating, including consequences.
5. Textbooks: A list of textbooks and other sources to be used for the course and whether they are recommended or required reading.
6. Test Dates: A statement concerning the announcement of test dates and the test dates if known. If the dates are unknown, approximations should be offered.
7. Examinations: A general idea of the material to be covered on each exam.
8. Grading Scale: A statement of the grading policy to be used in the course.
9. Term Papers (if applicable): A statement of the dates that term papers are due and general criteria used to determine how the papers will be graded
10. Final Exam: A statement as to whether the final will be comprehensive or not, and a general idea of the subject matter to be covered.
11. Makeups: A statement of how or if makeups will be allowed for exams, papers, or other assignments.

Refer to the Provost website for Policy statements for inclusion in Syllabi; individual academic units may have additional requirements.

Course policy statements must be on file in the appropriate departmental/school office.

#### 4.5.1.4. Emergency Response Information

Using the university-wide learning management system, faculty members must provide students with information about safety-related issues (emergency fire exits, safe locations for severe weather, active shooter, etc.) consistent with information provided by the Provost's Office.

#### 4.5.1.5. Review Of Graded Work

After an examination or any other assignment that has been graded, the work shall be made available to students within a reasonable span of time, so that the students can observe where they have succeeded or failed, ideally before subsequent similar work is due for submission.

#### 4.5.1.6. Class Records

All faculty members must keep accurate accounts of grades and attendance so that they will have factual information for a fair evaluation of each student. All faculty members must leave with their AUL all grade books or a copy of all grade sheets at the time of leaving the employ of the University. In accordance with the Family Educational Rights and Privacy Act (FERPA), student grades are not to be publicly posted.

#### 4.5.1.3. Course Policy Statements

Within the first week of classes the faculty member shall issue a written syllabus policy statement, for each assigned course summarizing the following, where items marked with asterisks have suggested language posted by the Provost:

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5. Textbooks: A list of textbooks and other sources to be used for the course and whether they are recommended or required reading.
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10. Final Exam: A statement as to whether the final will be comprehensive or not, and a general idea of the subject matter to be covered.
11. Makeups: A statement of how or if makeups will be allowed for exams, papers, or other assignments.

Refer to the Provost website for Optional-Policy statements for inclusion in Syllabi; individual academic units may have additional requirements.

Course policy statements must be on file in the appropriate departmental/school office.

#### 4.5.1.4. Emergency Response Information

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After an examination prepared by a faculty member or any other assignment that has been graded, the work shall be made available to students within a reasonable span of time, so that the students can observe where they have succeeded or failed, ideally before subsequent similar work is due for submission.

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#### 4.5.1.7. Student Advisement

Student advisement is the process of assisting students in negotiating the curriculum in order to achieve their educational goals. The process also involves aiding students in thinking through and arriving at educational and professional goals based on an understanding of what higher education is and how it relates to all areas of life.

All faculty members are expected to be knowledgeable of essential aspects of the curriculum and procedures of the University in order to provide accurate and timely advice to students, and should be able to assist in the advisement process through normal contacts with students both in the classroom and in the office. Most faculty members will be assigned individual student advisees for whom they share a particular responsibility for advisement throughout the student's experience at Missouri State University. Some academic units may utilize either select faculty or staff for formal academic advising.

In the advisement process, faculty members may not make representations or commitments that are inconsistent with authorized University policies.

#### 4.5.1.8. Office Hours

Office hours are times when faculty are available for direct consultation with students who are in their classes and with advisees. Availability for office hours usually implies presence in an office but, following departmental norms and consent of the AUL, may be satisfied by other means, e.g., electronic consultation. All full-time faculty members must be available for office hours a minimum of five hours each week at times convenient for students. Part-time faculty must also be available for office hours, but the number of office hours will be determined by the AUL. The office hours must be posted in a place where students can see the notice and make plans to confer with the teacher. Faculty members are encouraged to accommodate students who cannot appear during the regular office hours because of schedule conflicts. Exceptions to this policy must be approved by the appropriate AUL.

#### 4.5.1.9. Access to and Release of Student Academic Records

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. Consult the University [Policy Library](#) for Op5.11-1 FERPA/Confidentiality of Student Education Records..

#### 4.5.1.10. University-wide Learning Management System

All faculty members shall use the university-wide learning management system to provide an electronic copy of the course syllabus and schedule, communicate class cancellations and schedule changes, and post student grades.

#### 4.5.1.7. Student Advisement

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In the advisement process, faculty members may not make representations or commitments ~~which-that~~ [are](#) inconsistent with authorized University policies.

#### 4.5.1.8. Office Hours

Office hours are times when faculty are available for direct consultation with students who are in their classes and with advisees. Availability for office hours usually implies presence in an office but, following departmental norms and consent of the ~~Department-Head~~[AUL](#), may be satisfied by other means, e.g., electronic consultation. All full-time faculty members must be available for office hours a minimum of five hours each week at times convenient for students. Part-time faculty must also be available for office hours, but the number of office hours will be determined by the ~~Department-Head~~[AUL](#). The office hours must be posted in a place where students can see the notice and make plans to confer with the teacher. Faculty members are encouraged to accommodate students who cannot appear during the regular office hours because of schedule conflicts. Exceptions to this policy must be approved by the appropriate ~~Department-Head~~[AUL](#).

#### 4.5.1.9. Access to and Release of Student Academic Records

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. Consult the University [Policy Library](#) for ~~Op5.11-1 FERPA/Confidentiality of Student Education Records.~~[FERPA policy.](#)

#### 4.5.1.10. University-wide Learning Management System

All faculty members shall use the university-wide learning management system to provide an electronic copy of the course syllabus and schedule, communicate class cancellations and schedule changes, and post student grades.

## 42 4.5.2. Research

### 43 4.5.2.1. Intellectual Integrity and Ethical Conduct

44 From 3.1.1, intellectual honesty is essential to the conduct of productive Research. Intellectual honesty demands  
1 avoidance of fabrication, falsification, and plagiarism.

2  
3 Faculty members who engage in funded Research are obligated to meet standards for integrity specified by their  
4 sponsoring agencies. Some granting agencies impose standards on the conduct of Research by all faculty members  
5 as a condition on the receipt of grant funds by any faculty member. They include standards for ethical treatment of  
6 both human and animal subjects. Those faculty benefiting from such funds must, of course, follow such guidelines.

7  
8 Ranked faculty and Instructors are full-time employees of the University during their appointment periods. Faculty  
9 consulting engagements may benefit the University, but they must not interfere materially with faculty  
10 responsibility. Therefore, faculty members are obligated to report consulting activities to the University. (Refer to  
11 also Section 10.)

12  
13 Finally, the Research of a faculty member may be constrained by codes of professional ethics particular to the  
14 faculty member's discipline. Adherence to discipline-specific professional codes is an appropriate subject for peer  
15 review of Research performance.

### 16 4.5.2.2. Intellectual Property

17  
18 Some Teaching and Research outcomes are consequences of faculty effort assisted by University support. They may  
19 be commercially valuable. Guidelines for equitably sharing the proceeds of intellectual property between faculty and  
20 the University are referenced in Appendix A.

## 21 4.5.3. Service

### 22 4.5.3.1. Service Responsibilities

23  
24 Each full-time faculty member is expected to participate actively in the shared governance structure of the  
25 University by serving on departmental, school, college, and university committees and by assuming an appropriate  
26 share of the requisite duties. Service activities also expand opportunities for learning and shape the learning  
27 environment.

28

## 30 4.5.2. Research

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13 share of the requisite duties. Service activities also expand opportunities for learning and shape the learning  
14 environment.

15



## 4.6. Faculty Performance Evaluation Process

### 4.6.1. General Procedures

The performance of all full-time faculty members is evaluated on an annual basis. Annual reviews of probationary faculty are used to evaluate cumulative progress toward tenure and promotion (see Section 4.6.3 below) and to assess yearly performance. Tenured faculty and non-tenure-track faculty participate in an annual performance review, or, as appropriate, tenure and/or promotion reviews. Thus, each full-time faculty member is evaluated just once each academic year.

The Provost will publish in the annual Calendar for Faculty Evaluation a university-wide timetable for all academic personnel review processes. All reviews occur according to this schedule. Faculty members shall submit materials for annual review of probationary faculty, tenure and/or promotion review, or annual performance review to the academic unit by the deadline specified in the Calendar for Faculty Evaluation.

Each academic unit is expected to have a Personnel Committee and a published set of personnel guidelines as described in Section 4.8.4. Each academic unit is expected to keep complete and accurate records of all evaluations, recommendations, and decisions relating to all reviews of academic personnel. This may also be accomplished by means of any electronic evaluation system adopted by the University if adequate records are maintained within the system.

Annual reviews of probationary faculty, tenure and/or promotion reviews, and annual performance reviews proceed through a series of formal evaluations and recommendations beginning with the academic unit Personnel Committee (herein referred to as the Personnel Committee). The Personnel Committee forwards its evaluation and recommendation to the Academic Unit Leader. The Academic Unit Leader forwards their evaluation and recommendation along with the Personnel Committee evaluation and recommendation to the Dean of the College. Annual performance reviews end with this step. For annual reviews of probationary faculty and tenure and/or promotion reviews, Deans forwards their evaluation and recommendation along with all previous recommendations to the Office of the Provost. The Provost makes the final recommendation for tenure and promotion decisions and sends positive recommendations to the President and the Board of Governors.

## 4.6. Faculty Performance Evaluation Process

### 4.6.1. General Procedures

~~All The performance of all full-time faculty members participate in regularly scheduled performance is evaluated on an annual basis. Annual reviews. For of probationary faculty, annual reviews are completed for the purpose of evaluating appropriate used to evaluate cumulative progress toward tenure, tenure review, and promotion review, as well as (see Section 4.6.3 below) and to assess yearly performance review. Tenured faculty and non-tenure-track faculty participate in an annual performance review, and/or, as appropriate, tenure and/or promotion reviews. Ideally Thus, each ranked full-time faculty member should be is evaluated no more than just once annually. each academic year.~~

The Provost will publish in the annual Master Calendar for Faculty Evaluation a university-wide timetable for all academic personnel ~~decisions review processes~~. All reviews occur according to this schedule. Faculty members shall submit ~~application and/or review materials for annual review of probationary faculty, tenure, and/or promotion review, and/or annual performance review to the department academic unit by the department deadline specified deadline that is based on in the Master Calendar for Faculty Evaluation.~~

Each ~~department academic unit~~ is expected to have a ~~personnel committee~~ Personnel Committee and a published set of personnel guidelines as described in Section 4.8.4. ~~(It is to be understood that all policies and procedures described herein for departments apply to any academic unit that has primary faculty evaluation responsibilities, for example, a school.) Each department~~ Each academic unit is expected to ~~create keep complete and use a "paper-trail"~~ accurate records of annual all evaluations, and when appropriate, recommendations, in and decisions relating to all reviews of academic personnel. This may also be accomplished by means of any electronic evaluation system adopted by the University if adequate records are maintained within the system.

Annual reviews of tenure/promotion, promotion, and annual review process probationary faculty, tenure and/or.

~~Annual reviews of progress toward tenure, tenure and promotion reviews, as well as and annual performance reviews, proceed through a series of formal evaluations and recommendations beginning with the departmental personnel committee academic unit Personnel Committee (herein referred to as the personnel committee). The personnel committee Personnel Committee). The Personnel Committee forwards its evaluation and recommendation to the Department Head. The Department Head Academic Unit Leader. The Academic Unit Leader forwards the their evaluation and recommendation along with the department committee Personnel Committee evaluation and recommendation to the Dean of the College. The Dean makes a recommendation on reviews of progress toward tenure, required Annual performance evaluations, and sends a list of all required actions reviews end with appropriate documentation, to the Provost. For tenure this step. For annual reviews of probationary faculty and tenure and/or promotion, the Dean reviews, Deans forwards the recommendations their evaluation and recommendation along with all previous recommendations to the Office of the Provost. The Provost makes the final recommendation for tenure and promotion decisions and sends positive recommendations to the President and the Board of Governors.~~



## Await Senate recommendation re: external letters

In instances of disagreement between the Personnel Committee and the Academic Unit Leader, there shall be a good faith effort to investigate the basis for these differences and ideally resolve them. In all tenure and promotion cases where the recommendation of the Academic Unit Leader, Dean, Provost, or the President differs from that of the Personnel Committee, the administrator initiating the change shall state in writing to the affected faculty member, the Personnel Committee, and other involved administrators, compelling reasons why they cannot agree with earlier recommendations. This rationale will become part of the review file.

Throughout the entire process, confidentiality of information must be maintained. Faculty members at every level of decision-making must assume personal responsibility to ensure confidentiality is not violated. Copies of artifacts or other review-related materials downloaded from the digital platform by reviewers must be deleted upon completion of the review step.

### 4.6.2. Specific Procedures for Annual Review of Probationary Faculty and for Tenure/Promotion Reviews

Each application for annual review of probationary faculty and for tenure and/or promotion review follows a similar

series of steps as described below.

- For tenure and/or promotion applications that require letters from external evaluators, these are requested in accordance with guidelines issued by the Office of the Provost and discipline-specific standards. These letters will not be available to the applicant until the process is completed (up to the initial recommendation by the Provost).
- The faculty member prepares appropriate application/review materials and documentation based on requirements set forth by the Provost and in academic unit governance documents. It is the responsibility of the candidate or applicant to ensure that all accomplishments they wish to submit for consideration are properly documented in the format specified by the Office of the Provost (e.g., hard-copy dossier, electronic portfolio, digital evaluation platform, etc.).
- The documentation to be reviewed is first routed to the Academic Unit Leader for insertion of external review letters before being forwarded to the chair of the Personnel Committee based on a schedule posted by the Provost. A series of evaluations then commences, going from the Personnel Committee to the Academic Unit Leader, from the Academic Unit Leader to the Dean, from the Dean to the Provost, and for positive tenure and/or promotion recommendations, from the Provost to the President and Board of Governors.

~~Discussions and/or negotiations will occur in those cases where the recommendations are not acceptable to the higher-level administrator.~~ In instances of disagreement between the ~~personnel-committee~~ Personnel Committee and the ~~Department-Head~~ Academic Unit Leader, there shall be a good faith effort to investigate the basis for these differences and ideally resolve themse differences. In all tenure and promotion cases where the recommendation of the ~~Department-Head~~ Academic Unit Leader, Dean, Provost, or the President differs from that of the ~~departmental-~~

~~personnel-committee~~ Personnel Committee, the administrator initiating the change shall state in writing to the affected faculty member, the ~~departmental-committee~~ Personnel Committee, and other involved administrators, compelling reasons why ~~the faculty member~~they cannot agree with ~~the original recommendation~~earlier recommendations. This rationale will become part of the review file.

Throughout the entire process, confidentiality of information must be maintained. Faculty members at every level of decision-making must assume personal responsibility to ensure confidentiality is not violated. ~~Copies of artifacts or other review-related materials downloaded from the digital platform by reviewers must be deleted upon completion of the review step.~~

### 4.6.2. Specific Procedures for Annual Review of Probationary Faculty and for Tenure/Promotion Reviews

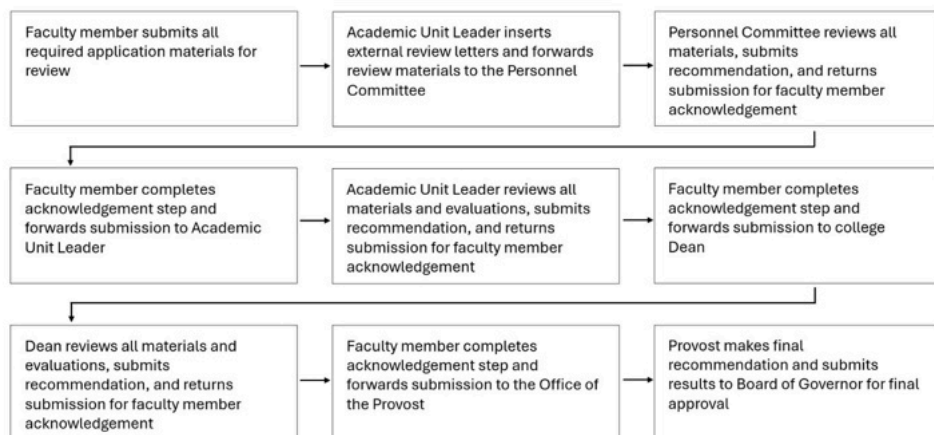
Each application for annual review of probationary faculty and for tenure and/or promotion ~~and performance-~~ evaluation follows a similar series of steps as described below. -

- For tenure and/or promotion applications that require letters from external evaluators, these are requested in accordance with guidelines issued by the Office of the Provost and discipline-specific standards. These letters will not be available to the applicant until the process is completed (up to the initial recommendation by the Provost).
- The faculty member prepares appropriate application ~~and~~/review materials and documentation based on requirements ~~of set forth by~~ the Provost and ~~departmental~~in academic unit governance documents. ~~For tenure and promotion applications, the assembled documentation will generally be referred to as the candidate's dossier.~~ It is the responsibility of the candidate or applicant to ensure that all accomplishments they wish to submit for consideration are properly documented in the format specified by the Office of the Provost (e.g., hard-copy dossier, electronic portfolio, digital evaluation platform, etc.).
- The documentation (dossier) ~~is submitted to~~ be reviewed is first routed to the Academic Unit Leader for insertion of external review letters before being forwarded to the chair of the ~~personnel-committee~~ Personnel Committee based on a schedule posted by the Provost. ~~A and then a series of evaluations then commences,~~ going from the ~~personnel-committee~~ Personnel Committee to the Head Academic Unit Leader, from the Head Academic Unit Leader to the Dean, from the Dean to the Provost, and for positive tenure and/or promotion recommendations, from the Provost to the President and Board of Governors.
- ~~For tenure and/or promotion applications that require letters from external evaluators, the letters will be inserted into the dossier by the Head after the dossier is submitted to the personnel committee. Letters are requested based on guidelines from the Provost and discipline standards. These letters will not be available to the applicant until the process is completed (up to the initial recommendation by the Provost).~~



- At each step of the evaluation, the evaluating party (e.g., Personnel Committee, Academic Unit Leader) provides a copy of the evaluation, along with any recommendations, to the faculty member. The faculty member must sign the evaluation to acknowledge receipt, but the signature does not imply that the faculty member endorses all that is stated in the evaluation.
- The faculty member may append a response to any evaluation before it is forwarded to the next evaluator. If the faculty member includes a substantive response during an acknowledgement step, they should notify the evaluator they are responding to (e.g., Personnel Committee chair, Academic Unit Leader, or Dean).
- In instances of disagreement between the recommendations at two successive levels (e.g., between the Personnel Committee and the Academic Unit Leader), there should be a good faith effort to resolve differences.
- At each step of evaluation beyond the Personnel Committee, a written report of recommendations must be made available to each prior evaluator, e.g., from the Dean to both the Academic Unit Leader and Personnel Committee. The report must provide rationale for any differences from recommendations made at lower levels.  
The Dean may request assistance in evaluations from the College Personnel Committee.
- A candidate for tenure and/or promotion may choose to withdraw the application from consideration at any stage of the process.

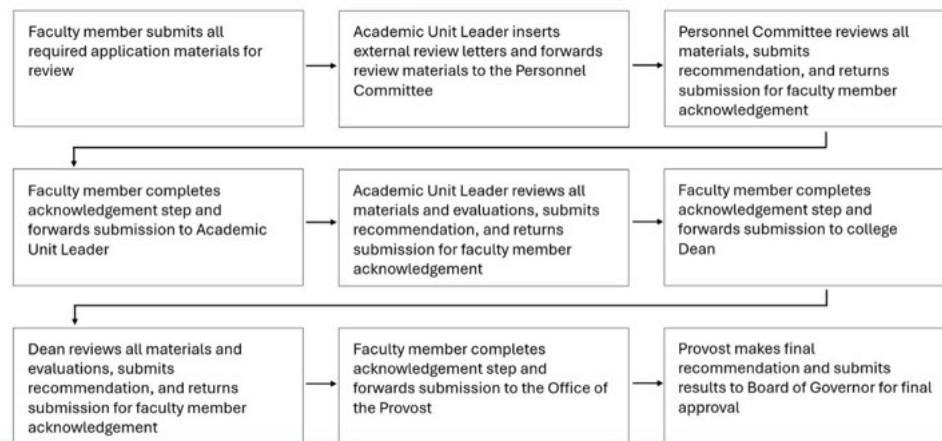
The following flow chart illustrates the main steps in this process:



Variations in the steps outlined above may occur as outlined for specific types of evaluations as follows.

- At each step of the evaluation, the evaluating party (e.g., ~~personnel-committee, HeadPersonnel Committee, Academic Unit Leader~~) provides a copy of the ~~assessmentevaluation~~, along with any recommendations, to the faculty member. ~~The faculty member must undersignsign the evaluation to acknowledge receipt, but the signature does not imply that the faculty member endorses all that is stated in the evaluation. |~~
- The faculty member may append a response to any evaluation before it is forwarded to the next evaluator. ~~-(Alternately, the response may be delivered to the evaluator within two business days of the faculty member's receipt of the recommendation.)If the faculty member includes a substantive response during an acknowledgement step, they should notify the evaluator they are responding to (e.g., Personnel Committee chair, Academic Unit Leader, or Dean).~~
- In instances of disagreement between the recommendations at two successive levels (e.g., between the ~~personnel-committeePersonnel Committee~~ and the ~~HeadAcademic Unit Leader~~), there should be a good faith effort to resolve differences.
- At each step of evaluation ~~pastbeyond~~ the ~~personnel-committeePersonnel Committee~~, a written report of recommendations must be ~~sentmade~~ available to each prior evaluator, e.g., from the Dean to both the ~~HeadAcademic Unit Leader~~ and ~~personnel-committee, Personnel Committee~~. The report must provide ~~rationale~~ for any differences from recommendations made at lower levels.
- The Dean may request assistance ~~in~~ evaluations from the College Personnel Committee.
- ~~For tenure and/or promotion applications, the Dean should normally forward to the Provost only the dossier containing key information (as specified by the Provost) but not supporting documentation. Supporting documentation should be forwarded only at the request of the Provost.~~
- ~~For tenure and/or promotion applications, the Provost will forward positive recommendations to the President and Board of Governors.~~
- A candidate for tenure and/or promotion may choose to withdraw the application from consideration at any stage of the process.

~~The following flow chart illustrates the main steps in this process:~~



Variations in the steps outlined above may occur as outlined for specific types of evaluations as follows.

#### 4.6.3. Annual Reviews of Probationary Faculty

Annual reviews following the procedures outlined in Section 4.6.2 are conducted for probationary faculty to assess appropriate progress toward tenure and to make recommendations for continuation of appointments. The Personnel Committee will annually assess the probationary faculty member's cumulative record as the faculty member progresses toward the tenure decision year, and will specify in writing one of three outcomes:

1. That progress toward tenure/promotion is satisfactory
2. That progress toward tenure/promotion is questionable, identifying areas for improvement and providing specific suggestions
3. That progress toward tenure/promotion is unsatisfactory, providing specific rationale

In all cases the Personnel Committee will provide clear feedback, identifying areas for improvement, making specific suggestions or recommendations regarding continued appointment or non-renewal, and providing appropriate rationale in the event the committee recommends non-renewal.

The evaluation will proceed as described in Section 4.6.2 through the Dean, who will report recommendations to the Provost. The Provost may elect to review any annual evaluation and recommendation.

The schedule of annual appointments is in accordance with the AAUP "Standards for Notice of Non-reappointment."

- First-year faculty: continuation of appointment to a second year or notified of non-reappointment by March 1 of the first year.
- Second-year faculty: continuation of appointment to a third year or notified of non-reappointment by December 15 of the second year of service.
- Third-year faculty: continuation of appointment to a fourth year or notified of non-reappointment 12 months before expiration of the appointment.
- Fourth-year faculty: continuation of appointment to a fifth year or notified of non-reappointment 12 months before expiration of the appointment.
- Fifth-year faculty: continuation of appointment to a sixth year or notified of non-reappointment 12 months before expiration of the appointment.
- Sixth-year faculty: tenured or notified of non-reappointment 12 months before expiration of appointment.

#### 4.6.3. Annual Reviews ~~for~~ of Probationary Faculty

Annual reviews following the procedures outlined in Section 4.6.2 are conducted for probationary faculty to assess appropriate progress toward tenure and to make recommendations for continuation of appointments. The ~~personnel-~~  
~~committee~~**Personnel Committee** will annually assess the probationary faculty member's cumulative record as ~~the~~  
~~faculty member he or she~~ progresses toward the tenure decision year, and will specify in writing one of three outcomes:

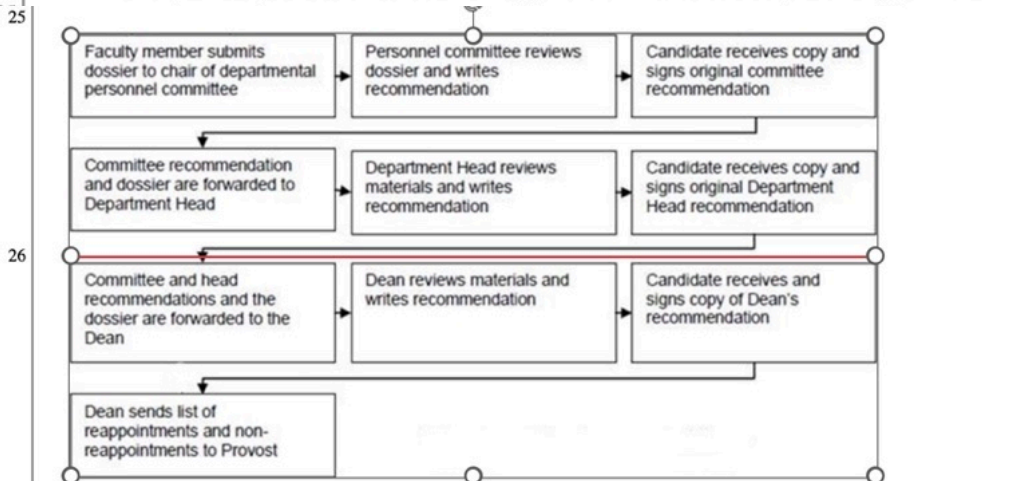
1. -That progress toward tenure/promotion is satisfactory
2. That progress toward tenure/promotion is questionable, identifying areas for improvement and providing specific suggestions
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In all cases the ~~committee~~**Personnel Committee** will provide clear feedback, identifying areas for improvement, making specific suggestions or recommendations regarding continued appointment or non-renewal, and providing appropriate rationale in the event the committee recommends non-renewal. -

The evaluation will proceed as described in Section 4.6.2 through the Dean, who will report recommendations to the Provost. The Provost may elect to review any annual evaluation and recommendation.

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- Third-year faculty: continuation of appointment to a fourth year or notified of non-reappointment 12 months before expiration of the appointment.
- Fourth-year faculty: continuation of appointment to a fifth year or notified of non-reappointment 12 months before expiration of the appointment.
- Fifth-year faculty: continuation of appointment to a sixth year or notified of non-reappointment 12 months before expiration of the appointment.
- Sixth-year faculty: tenured or notified of non-reappointment 12 months before expiration of appointment.





#### 4.6.4. Tenure/Promotion Review (Promotion from Assistant Professor to Associate Professor Rank)

##### 4.6.4.1. Year of Application

In most cases, a probationary faculty member must apply for tenure and promotion to Associate Professor no later than the sixth year of employment (except when the tenure clock has been temporarily stopped – see Section 3.8.1) to remain employed beyond the seventh year. In cases where the faculty member has negotiated for a shorter probationary period, the final tenure and promotion application year is specified in the faculty member's initial letter of employment. Candidates denied tenure by the Provost in the final year for application are not permitted to reapply. Candidates who apply for early tenure and promotion (i.e., in a year prior to the final year for application as stated in the faculty member's initial letter of employment) may reapply up to and including the final year to apply. Although faculty hired at mid-year may "count" all work accomplished since the date of hire, the tenure clock for them begins the following August, unless otherwise negotiated.

Individuals whose initial appointment is to the Associate Professor rank must apply for tenure by the fourth year of their probationary status except in those circumstances where the Provost has granted a temporary stopping of the tenure clock.

##### 4.6.4.2. Application Process and Review

The faculty member prepares all application and review materials according to guidelines provided by the Provost and the faculty member's academic unit (in the case of conflict between these documents, the Provost's guidelines supersede academic unit guidelines) and submits them for evaluation. The promotion materials will include external reviews gathered according to unit guidelines based on guidelines from the Provost and added by the Academic Unit Leader. The process for tenure/promotion review follows the steps outlined in Section 4.6.2.

#### 4.6.5. Promotion Review (Promotion from Associate Professor Rank to Professor Rank)

##### 4.6.5.1. Pre-Promotion Review

Tenured faculty members may request a pre-promotion review facilitated at the unit level one to two years prior to application for promotion. This review is optional, and the decision not to request a pre-promotion review does not preclude a favorable review at the time of application for promotion. Details of such reviews should be included in unit governance documents. Pre-promotion reviews normally end at the Academic Unit Leader, but by mutual agreement of the faculty member and Dean may include the Dean.

The Personnel Committee and the Academic Unit Leader will specify in writing to the requesting faculty member one of the following three outcomes:

1. That progress toward promotion is satisfactory.
2. That progress toward promotion is questionable, identifying areas for improvement and providing specific suggestions.
3. That progress toward promotion is unsatisfactory, providing specific rationale.

#### 4.6.4. Tenure/Promotion Review (Promotion from Assistant Professor to Associate Professor Rank)

##### 4.6.4.1. Year of Application

In most cases, a probationary faculty member must apply for tenure/and promotion to Associate Professor no later than the sixth year of employment (except when the tenure clock has been temporarily stopped – see Section 3.8.1) to remain employed beyond the seventh year. In cases where the faculty member has negotiated for a shorter probationary period, the final tenure and promotion application year is specified in the faculty member's initial letter of employment. Candidates denied tenure by the Provost in the final year for application are not permitted to reapply. Candidates who apply for early tenure and promotion (i.e., in a year prior to the final year for application as stated in the faculty member's initial letter of employment) may reapply up to and including the final year to apply. Although faculty hired at mid-year may "count" all work accomplished since the date of hire, the tenure clock for them begins the following August, unless otherwise negotiated.

Individuals whose initial appointment is to the Associate Professor rank must apply for tenure by the fourth year of their probationary status except in those circumstances where the Provost has granted a temporary stopping of the tenure clock.

##### 4.6.4.2. Application Process and Review

The faculty member prepares a complete tenure/promotion dossier all application and review materials according to guidelines provided by the Provost and the faculty member's academic unit (in the case of conflict between these documents, the Provost's guidelines supersede academic unit guidelines), and forwards it to the chair of the departmental personnel committee, and submits them for evaluation. The tenure/promotion dossier materials will include external reviews gathered according to departmental unit guidelines, and inserted based on guidelines from the Provost and added by the department head. Academic Unit Leader. The process for tenure/promotion review follows the steps outlined in Section 4.6.2.

#### 4.6.5. Promotion Review (Promotion from Associate Professor Rank to Professor Rank)

##### 4.6.5.1. Pre-Promotion Review

Tenured faculty members may request a pre-promotion review facilitated at the departmental unit level one to two years prior to application for promotion. This review is optional, and the decision not to request a pre-promotion review does not preclude a favorable review at the time of application for promotion. Details of such reviews should be included in departmental unit governance documents. Pre-promotion reviews normally end at the Head Academic Unit Leader, but by mutual agreement of the faculty member and Dean may include the Dean.

The personnel committee Personnel Committee and the Department Head Academic Unit Leader will specify in writing to the requesting faculty member one of the following three outcomes:

1. That progress toward promotion is satisfactory.
2. That progress toward promotion is questionable, identifying areas for improvement and providing specific suggestions.
3. That progress toward promotion is unsatisfactory, providing specific rationale.

#### 4.6.5.2. Application Process and Review

The faculty member prepares all application and review materials according to guidelines provided by the Provost and submits them for evaluation. The promotion materials will include external reviews gathered according to unit guidelines based on guidelines from the Provost and added by the Academic Unit Leader. The process for promotion review follows the steps outlined in Section 4.6.2.

#### 4.6.5.3. Application Process for Promotion for Non Tenure-Track Faculty (Instructor, Clinical Faculty, Research Faculty)

The faculty member prepares all application and review materials according to guidelines provided by the Provost and submits them for evaluation. Non-tenure-track faculty may also request a pre-promotion review as specified in 4.6.5.1. The process for promotion review follows the steps outlined in Section 4.6.2., except that external review letters are not required.

#### 4.6.6. Annual Performance Review

The performance of all full-time faculty shall be evaluated on an annual basis. For probationary faculty, the annual review of probationary faculty described above (Section 4.6.3) fulfills this requirement. Tenure and/or promotion reviews conducted in the fall of each academic year (Sections 4.6.4 and 4.6.5) also fulfill this requirement for those candidates. All other full-time faculty members shall undergo the review described in Section 4.6.6.1).

The annual performance review process should foster an open and encouraging environment for faculty performance. Accordingly, faculty evaluations shall observe the highest standards of collegiality, be based on coherent published policy, and administered fairly.

#### 4.6.5.2. Application Process and Review

The faculty member prepares a complete promotion dossier all application and review materials according to guidelines provided by the Provost and forwards it to the chair of the departmental personnel committee. submits them for evaluation. The tenure/promotion dossier materials will include external reviews gathered according to departmental unit guidelines based on guidelines from the Provost, and inserted added by the department head Academic Unit Leader. The process for promotion review follows the steps outlined in Section 4.6.2.

#### 4.6.5.3. Application Process for Promotion for Non Tenure-Track Faculty (Instructor, Clinical Faculty, Research Faculty)

The faculty member prepares a complete promotion dossier all application and review materials according to guidelines provided by the Provost and forwards it to the chair of the Departmental personnel committee. submits them for evaluation. Non-Tenure-Track tenure-track faculty may also request a pre-promotion review as specified in 4.6.5.1. The process for promotion review follows the steps outlined in Section 4.6.2., except that external review letters are not required.

#### 4.6.6. Annual Performance Review

Performance evaluations shall be conducted annually for all full-time faculty (Section 4.6.6.1) and, for per-course faculty after completion of each teaching assignment (see Section 4.6.6.2).

The annual evaluation The performance of all full-time faculty shall be evaluated on an annual basis. For probationary faculty, the annual review of probationary faculty described above (Section 4.6.3) fulfills this requirement. Tenure and/or promotion reviews conducted in the fall of each academic year (Sections 4.6.4 and 4.6.5) also fulfill this requirement for those candidates. All other full-time faculty members shall undergo the review described in Section 4.6.6.1).

The annual performance review process should foster an open and encouraging environment for faculty performance. Accordingly, faculty evaluations shall observe the highest standards of collegiality, be based on coherent published policy, and administered fairly.



#### 4.6.6.1. Annual Performance Reviews for Full-Time Faculty

The performance of each full-time faculty member (except for probationary faculty and applicants for tenure and/or promotion) shall be evaluated annually by the Academic Unit Leader, according to the schedule set forth in the Calendar for Faculty Evaluation issued by the Office of the Provost. Each academic unit shall develop a clear set of expectations for performance that meets expectations in the categories of Teaching, Research, and Service.

By the deadline indicated on the Calendar for Faculty Evaluation, the faculty member will submit to the Academic Unit Leader the materials specified for this purpose in the academic unit's governance document. The Academic Unit Leader then considers the materials submitted and rates the faculty member's performance in each relevant evaluation category (e.g., teaching, research, and service) using the scale adopted by the relevant college or academic unit and providing a brief rationale referencing criteria set forth in the unit governance document.

The Academic Unit Leader's evaluation and performance ratings are then shared with the faculty member for acknowledgement. A faculty member who is dissatisfied with an evaluation may append a written response to the evaluation before it is forwarded to the Dean. Faculty members wishing to appeal category performance ratings may request a review by the unit Personnel Committee. A subsequent appeal may be made to the Dean of the College, whose evaluation is final.

Upon acknowledgement by the faculty member, the annual performance review is forwarded to the Dean. The Dean endorses or modifies the Academic Unit Leader's evaluation. In the case of modification, a rationale must be provided and shared with the Academic Unit Leader and the faculty member. The faculty member may also provide a response to comments from the Dean.

Each faculty member should also have an opportunity to meet directly with the Academic Unit Leader to discuss their annual performance review and to establish goals and support for the next year. These discussions may be incorporated into the workload assignment negotiation (Section 4.6.7).

#### 4.6.6.1. Annual Performance Reviews for Full-Time Faculty

~~The Department Head shall seek the written input of the departmental personnel committee on each faculty member and recommend a composite rating to the Dean of the college in which the department is located. However, in years when there will be no performance-based component to salary adjustments, the full-time faculty of a department may, by majority vote, opt to forgo a review by the departmental personnel committee; in those years, the review process shall start with the Department Head. The Dean shall either endorse or modify the recommended rating. In instances where the Dean modifies the rating, the Dean must provide a compelling rationale for the change in writing to the Department Head, to the departmental personnel committee, and to the affected faculty member.~~

~~Departmental rating systems should recognize both outstanding and unsatisfactory performances as well as those appraised as degrees of good or satisfactory. Each department shall develop a clear set of expectations for satisfactory performance. The performance of each full-time faculty member (except for probationary faculty and applicants for tenure and/or promotion) shall be evaluated annually by the Academic Unit Leader, according to the schedule set forth in the Calendar for Faculty Evaluation issued by the Office of the Provost. Each academic unit shall develop a clear set of expectations for performance that meets expectations in the categories of Teaching, Research, and Service. (Outreach and Professional Productivity will be evaluated for those faculty for whom these are considered responsibilities.)~~

~~At each step of the evaluation process, the faculty member must be informed on the results of the evaluation, including an explanation for each numerical or categorical rating. By the deadline indicated on the Calendar for Faculty Evaluation, the faculty member will submit to the Academic Unit Leader the materials specified for this purpose in the academic unit's governance document. The Academic Unit Leader then considers the materials submitted and rates the faculty member's performance in each relevant evaluation category (e.g., teaching, research, and service) using the scale adopted by the relevant college or academic unit and providing a brief rationale referencing criteria set forth in the unit governance document.~~

~~The Academic Unit Leader's evaluation and performance ratings are then shared with the faculty member for acknowledgement. A faculty member who is dissatisfied with an evaluation may append a written response to the evaluation before it is forwarded to the next evaluator. Dean. Faculty members wishing to appeal category performance ratings may request a review by the unit Personnel Committee. A subsequent appeal may be made to the Dean of the College, whose evaluation is final.~~

~~Upon acknowledgement by the faculty member, the annual performance review is forwarded to the Dean. The Dean endorses or modifies the Academic Unit Leader's evaluation. In the case of modification, a rationale must be provided and shared with the Academic Unit Leader and the faculty member. The faculty member may also provide a response to comments from the Dean.~~

~~Each faculty member should also have an opportunity to meet directly with the Department Head Academic Unit Leader to discuss their annual performance review as well as and to establish goals and support for the next year. These discussions may be incorporated into the workload assignment negotiation (Section 4.6.7).~~

~~In the case where an annual evaluation is completed only by the department head, the faculty member wishing to appeal their performance rating may request a review by the departmental personnel committee. A subsequent appeal may be made to the Dean of the College.~~

#### 13 4.6.6.2. Performance Reviews for Per Course Faculty

14 A performance evaluation for each per course faculty member must be completed after each teaching session (i.e.,  
15 semester or summer session). The evaluation shall be the responsibility of the Academic Unit Leader, and should be  
16 based on the per course faculty member's reliability and effectiveness in completing Teaching assignments.  
17 Evaluations should be based on meeting appointment requirements and on the academic unit's criteria for Teaching  
18 evaluation. Academic units must have a plan in place for providing feedback to per course faculty within established  
19 timelines.

#### 21 4.6.6.3. Performance Evaluation Appeals Process

22 In the event misapplication of unit policies in evaluating faculty performance is detected, a faculty member may file  
23 a grievance through the Academic Personnel Grievance Process (APGP) (see Chapter 12 for process). Any faculty  
24 member who believes to have been discriminated against for any reason not related to job performance may consult  
25 the Office for Institutional Compliance.

#### 35 4.6.7. Work Assignment Negotiation

36 Work assignments are negotiated between the faculty member and the AUL at the time of the annual review. If a  
37 change in a work assignment is needed before a review is done, the AUL will negotiate that change with the faculty  
38 member. In making an appropriate assignment, the AUL will take into consideration the needs of the academic unit,  
39 and the professional objectives and recent productivity of the faculty member. The AUL must make assignments  
40 within the parameters set by the University for expected workloads.  
41

#### 30 4.6.6.2. Performance Reviews for Per Course Faculty

31 A performance evaluation for each per course faculty member must be completed after each teaching session (i.e.,  
32 semester or summer session). The evaluation shall be the responsibility of the ~~Department-Head~~Academic Unit  
33 ~~Leader,~~ and should be based on the per course faculty member's reliability and effectiveness in completing Teaching  
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40 member may file a grievance through the Academic Personnel Grievance Process (APGP) ~~.(Refer to(see Chapter 12~~  
41 ~~for process)).~~ Any faculty member who believes to have been discriminated against for any reason not related to job  
42 performance may consult the Office for Institutional Equity and Compliance.|

#### 37 4.6.7. Work Assignment Negotiation

38 Work assignments are negotiated between the faculty member and the Department-HeadAUL at the time of the  
39 annual review. If a change in a work assignment is needed before a review is done, the Department-Head AUL will  
40 negotiate that change with the faculty member. In making an appropriate assignment, the Department-Head AUL  
41 will take into consideration the needs of the departmentacademic unit, and the professional objectives and recent  
42 productivity of the faculty member. The Department-Head AUL must make assignments within the parameters set  
43 by the University for expected workloads.  
44



## 4.7. Promotion, Tenure, and Reappointment Review

### 4.7.1. Composition and Responsibilities of the Provost's Personnel Committee (PPC)

The Provost's Personnel Committee (PPC) shall consist of the chairs of each of the Colleges' Personnel Committees. In all cases, PPC members with any conflict of interest must be replaced by an alternate selected by their college.

The Provost shall be responsible for convening this committee, which will review promotion, tenure, and reappointment decisions in the case of appeals. The PPC shall select a chairperson who shall be responsible for making an annual report to the Faculty Senate during the first fall meeting of its work.

### 4.7.2. Grounds for a PPC Appeal

Appeals based on denial or granting of promotion, tenure, or reappointment shall be filed with the Provost or designee no later than 35 business days after notification of the decision, and shall proceed to the Provost's Personnel Committee. No finding of a prima facie case by the Provost or designee is required. A PPC appeal may be filed to challenge the denial of reappointment, tenure, or promotion substantially affected by:

1. Failure to use for evaluation of tenure and promotion the appropriate criteria in effect for that faculty member (see Sections 3.3.1 and 3.3.2), or
2. Failure to consider the substantive merits of the applicant's performance and fulfillment of appropriate University expectations, or
3. Failure to follow Faculty Handbook procedures, or
4. Failure to provide timely notice for non-reappointment of probationary faculty as defined in Section 4.6.3, or
5. Arbitrary and capricious failure to evaluate the faculty member in a fair manner and by comparable standards used to evaluate other faculty members being considered for reappointment, tenure or the same rank promotion, or
6. Retaliation for exercising academic freedom of speech or political speech/affiliation

### 4.7.3. Provost's Personnel Committee (PPC) Review Process

#### 4.7.3.1. Appeal Related to Reappointment, Tenure, or Promotion

An appeal or claim related to reappointment, granting of tenure, or promotion decisions shall be initiated with the Provost or designee, and the Faculty Senate Office shall be notified no later than 35 business days after notification of the decision. Such an appeal may be initiated by a tenured or tenure-track faculty member to challenge denial of reappointment, tenure, or promotion. Non-tenure track faculty, including clinical faculty (see 3.5.1), may challenge denial of promotion, but not reappointment.

#### 4.7.3.2. Burden of Proof

The burden of proof shall be on the party initiating the appeal to demonstrate its case by the preponderance of the evidence.

#### 4.7.3.3. PPC Review

The PPC will conduct its review in accord with AAUP Recommended Regulation 16 as found in [Recommended Institutional Regulations on Academic Freedom and Tenure](#), AAUP Procedural Standard 6 as found in the AAUP Statement on Procedural Standards in the [Renewal and Nonrenewal of Faculty Appointments](#), and in accord with due process guarantees set forth in the University Hearing Panel process described in Chapters 13 and 14.

## 4.7. Promotion, Tenure, and Reappointment Review

### 4.7.1. Composition and Responsibilities of the Provost's Personnel Committee (PPC)

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The Provost shall be responsible for convening this committee, which will review promotion, tenure, and reappointment decisions [in the case of appeals](#). The PPC shall select a chairperson who shall be responsible for making an annual report to the Faculty Senate during the first fall meeting of its work.

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#### 4.7.3.4. Report

Upon completion of its review, the PPC shall prepare a written report divided into findings of fact and recommendations with supporting reasons which shall be presented to the Provost and the faculty member within 5 business days of the conclusion of the hearing. A minority report may also be prepared.

#### 4.7.3.5. Implementation or Appeal of Recommendation

If the Provost agrees with the PPC recommendations, the Provost shall promptly implement the recommendation of the PPC unless the faculty member appeals the results of that recommendation in writing, stating the reasons for the appeal within 10 business days of the receipt of the PPC Findings and Recommendations. Such appeal shall be filed at the Provost's office. The Provost will include whatever additional information and investigation the Provost determines necessary and promptly forward that information and PPC Findings and Recommendations to the President for Final Determination. If the Provost decides not to adopt the PPC recommendations, the faculty member may appeal that decision in the same manner set forth herein.

#### 4.7.3.6. Unavailability of Academic Personnel Grievance Process (APGP) Appeal

If a faculty member reviewed under the PPC process is denied promotion, tenure or reappointment any given year, that faculty member cannot file a separate Academic Personnel Grievance (4.6.6.3).

### 4.8. Evaluation-Related Policies

#### 4.8.1. Applicant's Rights

All faculty evaluations are based on university-level criteria and the guidelines and expectations specified in academic unit and college documents and any specific written agreements that may exist. Faculty applying for tenure and/or promotion will be evaluated based on their performance since employment at MSU unless otherwise negotiated at the time of initial employment.

#### 4.8.2. Responsibilities for Tenure and Promotion Applications

##### 4.8.2.1. Applicant's Responsibilities

Each faculty member making application is responsible for assembling evidentiary documentation, for making the case in support of the application, and for submitting materials according to established format and deadlines. The faculty member shall have access to all materials submitted to Watermark, with the exception of external review letters, which will remain confidential until the initial recommendation by the Provost. Recommendations at each level will be based upon data supplied by the candidate as well as that collected by the academic unit, such as student evaluation results.

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# On hold for Senate recommendation.

## 41 4.8.2.2. Responsibilities for External Reviews

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0 the ~~Department-Head~~AUL to aid each tenure/promotion or promotion decision. External reviewers will normally be  
1 selected from comparable institutions; however, individuals whose expertise make them specifically suitable to  
2 serve as reviewers may also be selected with approval of the Dean (see the Provost's website for specific

49

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2 comparable institutions; however, individuals whose expertise make them specifically suitable to serve as reviewers  
3 may also be selected with approval of the Dean (see the Provost's website for specific qualifications). Academic  
4 units must, in their policy documents, define the role of the Personnel Committee in this process: the committee's  
5 role may range from formal input on the selection process and approval of the reviewer list to availability for advice  
6 and consulting at the request of either the AUL or the candidate. Four external reviewers will be identified  
7 collaboratively by the faculty member, the AUL and, to the extent specified in the academic unit's governance  
8 documents, the academic unit Personnel Committee. If the faculty member and AUL cannot agree on the list of four  
9 reviewers, each shall select two. The list of reviewers will be submitted to the Dean who will certify that the  
10 selection process has followed guidelines. Reviewers may then be contacted.

11  
12 The AUL is responsible for obtaining a sufficient number of reviewers. The AUL should contact selected reviewers  
13 early in the process to determine if they would be willing to provide reviews; when a timely review appears unlikely,  
14 an alternate reviewer should then be identified. Faculty and AULs will follow the external review process in  
15 accordance with the Evaluation Calendar as published by the Office of the Provost. The absence of review will not  
16 be allowed to prejudice the tenure or promotion candidacy of the faculty member. Subsequently, reviewer  
17 statements that are inconsistent with Academic unit criteria for Tenure and/or Promotion or Reviewer Instructions  
18 shall not prejudice the tenure and promotion candidacy.

19

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7 the tenure and promotion candidacy.

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### 4.8.3. Academic Unit Personnel Committees

Academic unit personnel committees serve as the initial evaluating bodies for all faculty evaluations (except as indicated in Section 4.6.6.1). Personnel committees are normally made up of all tenured faculty members in the academic unit with restrictions as noted below. Academic unit personnel committees may include non-tenure track faculty for certain evaluations as described in Section 4.8.3.1 below. The personnel committee may designate subcommittees for specific assignments as described in its academic unit guidelines.

Normally, the personnel committee should have at least five qualified members. In the event that the academic unit has fewer than five eligible faculty members, see Section 4.8.3.2 below for options. The personnel committee operates as an autonomous faculty body, and therefore the AUL shall not participate in personnel committee proceedings or make decisions regarding its composition or actions. Tenured faculty members who have administrative assignments that require them to participate in personnel review at a higher level shall not participate in personnel decisions within the faculty member's home academic unit. A faculty member with a potential conflict of interest (usually evaluating a spouse or partner) should not participate in the evaluation process for annual appointment, tenure, or promotion. When an applicant is being considered for promotion, only those tenured faculty members who hold a rank equal to or above the rank for which the candidate is applying shall participate in the decision-making process. An exception to this occurs when the applicant is applying for promotion to Distinguished Professor, where faculty at the rank of Professor or above may participate.

The committee selects a chair who is responsible for working with the AUL, for convening the committee's meetings, for assuring that committee processes are carried out with integrity, and for writing (or delegating the writing of) personnel recommendations based on the deliberations of the committee.

The candidate's credentials and/or application will be presented to the chair of the personnel committee (or of the subcommittee), who will undertake the security of the application dossier to assure appropriate confidentiality. At the time of evaluation for annual review of appropriate progress toward tenure, required performance reviews, promotion or tenure, the personnel committee will have access to the candidate's current vita, other documentation of Research, Teaching, and Service as required by the Provost and/or department, as well as all prior personnel

reviews generated by the Dean, AUL and personnel committee.

If there is a personnel subcommittee, it will present its recommendations to the full personnel committee, whose vote will establish the academic unit faculty recommendation for a personnel action. If there is a split vote among tenured faculty, the minority may file a report, signed by each member of the minority, which will be forwarded with the majority decision.

In instances of disagreement between the personnel committee and the AUL, there shall be a good faith effort to resolve these differences. If resolution is not possible, the AUL must offer in writing compelling reasons for disagreeing with the committee's recommendation before advancing the recommendation to the Dean.

#### 4.8.3.1. Non-Tenure Track Faculty on Academic Unit Personnel Committees

Non-tenure track faculty may not participate in evaluations of tenure-track faculty. However, departments may choose to allow non-tenure track faculty to participate in promotion evaluations of other non-tenure track faculty, provided that the evaluator is at or above the rank sought by the applicant.

### 4.8.3. Departmental Academic Unit Personnel Committees

~~Departmental Academic unit~~ personnel committees serve as the initial evaluating bodies for all faculty evaluations (except as indicated in Section 4.6.6.1). Personnel committees are normally made up of all tenured faculty members in the ~~department-academic unit~~ with restrictions as noted below. ~~Departmental Academic unit~~ personnel committees may include non-tenure track faculty for certain evaluations as described in Section 4.8.3.1 below. The personnel committee may designate subcommittees for specific assignments as described in its ~~departmental academic unit~~ guidelines.

Normally, the personnel committee should have at least five qualified members. In the event that the ~~department-academic unit~~ has fewer than five eligible faculty members, see Section 4.8.3.2 below for options. The personnel committee operates as an autonomous faculty body, and therefore the ~~Department Head AUL~~ shall not participate in personnel committee proceedings or make decisions regarding its composition or actions. Tenured faculty members who have administrative assignments that require them to participate in personnel review at a higher level shall not participate in personnel decisions within the faculty member's home ~~department academic unit~~. A faculty member with a potential conflict of interest (usually evaluating a spouse ~~or partner~~) should not participate in the evaluation process for annual appointment, tenure, or promotion. When an applicant is being considered for promotion, only those tenured faculty members who hold a rank equal to or above the rank for which the candidate is applying shall participate in the decision-making process. An exception to this occurs when the applicant is applying for promotion to Distinguished Professor, where faculty at the rank of Professor or above may participate.

The committee selects a chair who is responsible for working with the ~~head AUL~~, for convening the committee's meetings, for assuring that committee processes are carried out with integrity, and for writing (or delegating the writing of) personnel recommendations based on the deliberations of the committee.

The candidate's credentials and/or application will be presented to the chair of the personnel committee (or of the subcommittee), who will undertake the security of the application dossier to assure appropriate confidentiality. At the time of evaluation for annual review of appropriate progress toward tenure, required performance reviews, promotion or tenure, the personnel committee will have access to the candidate's current vita, other documentation of Research, Teaching, and Service as required by the Provost and/or department, as well as all prior personnel reviews generated by the Dean, ~~Department Head AUL~~ and personnel committee.

If there is a personnel subcommittee, it will present its recommendations to the full personnel committee, whose vote will establish the ~~departmental-academic unit~~ faculty recommendation for a personnel action. If there is a split vote among tenured faculty, the minority may file a report, signed by each member of the minority, which will be forwarded with the majority decision.

In instances of disagreement between the personnel committee and the ~~head AUL~~, there shall be a good faith effort to resolve these differences. If resolution is not possible, the ~~Department Head AUL~~ must offer in writing compelling reasons for disagreeing with the committee's recommendation before advancing the recommendation to the Dean.

#### 4.8.3.1. Non-Tenure Track Faculty on ~~Departmental Academic Unit~~ Personnel Committees

Non-tenure track faculty may not participate in evaluations of tenure-track faculty. However, departments may choose to allow non-tenure track faculty to participate in promotion evaluations of other non-tenure track faculty, provided that the evaluator is at or above the rank sought by the applicant.



#### 4.8.3.2. Options When an Academic Unit Personnel Committee Has Fewer Than Five Members

Ideally, any committee evaluating a colleague for annual review of appropriate progress toward tenure, required performance reviews, promotion or tenure should have a minimum of five qualified members, but some academic units may have insufficient qualified faculty to meet this expectation. Options include:

- Allowing the academic unit to proceed with the evaluation with as few as three qualified faculty from the unit.
- Supplementing the academic unit personnel committee with faculty from other academic units (normally from the same college) who, based on rank, would qualify. The additional faculty should never increase the size of the committee to more than five total. These additional faculty are to be selected by the Dean, based on recommendations by the AUL and the faculty member.

The option (or combination of options) selected should be negotiated with and approved by the Dean.

#### 4.8.4. College Personnel Committees

All colleges shall have a Personnel Committee. The College Personnel Committee (CPC) will be comprised of one elected representative from each academic unit of the College. Representatives should normally be selected from an academic unit's tenured Professors. In some cases (e.g., when there are few faculty at Professor rank in an academic unit), the Dean may permit an academic unit to elect a tenured Associate Professor as its representative. Each College Personnel Committee must also have a representative of non-tenure-track faculty (elected by the College's non-tenure-track faculty) who will serve on the committee on matters involving non-tenure-track faculty members. The non-tenure track faculty member must recuse on any matters dealing with tenure-track faculty. If an academic unit has no tenured faculty, the unit may be represented on the College Personnel Committee for purposes of discussing compensation issues. The academic unit will elect one faculty member to represent the department for the discussion of compensation.

If a college committee serves in an advisory capacity only on matters of tenure, promotion, and continuation of appointment, it generally should not be required to supply a written recommendation.

For the role of the College Personnel Committee in compensation, see Section 5.3.

#### 4.8.3.2. Options When a Departmental Academic Unit Personnel Committee Has Fewer Than Five Members

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- Allowing the department/academic unit to proceed with the evaluation with as few as three qualified faculty from the department/unit.
- Supplementing the departmental academic unit personnel committee with faculty from other departments/academic units (normally from the same college) who, based on rank, would qualify. The additional faculty should never increase the size of the committee to more than five total. These additional faculty are to be selected by the Dean, based on recommendations by the Head AUL and the faculty member.

The option (or combination of options) selected should be negotiated with and approved by the Dean.

#### 4.8.4. College Personnel Committees

All colleges shall have a Personnel Committee. The College Personnel Committee (CPC) will be comprised of one elected representative from each department/academic unit of the College. Representatives should normally be selected from a department's academic unit's tenured Professors. In some cases (e.g., when there are few faculty at Professor rank in a department/academic unit), the Dean may permit a department/academic unit to elect a tenured Associate Professor as its representative. —Each College Personnel Committee must also have a representative of non-tenure-track faculty (elected by the College's non-tenure-track faculty) who will serve on the committee on matters involving non-tenure-track faculty members. —The non-tenure track faculty member must recuse on any matters dealing with tenure-track faculty. If a department/academic unit has no tenured faculty, the department/unit may be represented on the College Personnel Committee for purposes of discussing compensation issues. The department/academic unit will elect one faculty member to represent the department for the discussion of compensation.

If a college committee serves in an advisory capacity only on matters of tenure, promotion, and continuation of appointment, it generally should not be required to supply a written recommendation.

For the role of the College Personnel Committee in compensation, see Section 5.3.

#### 4.8.5. Academic Unit Personnel and Governance Documents

All departments, schools, and other academic divisions with faculty evaluation responsibilities must maintain current personnel and governance documents that are fully compliant with the University Faculty Handbook. All recommendations within the review process must adhere to the standards and requirements identified in the academic unit documents. Academic unit documents minimally must contain the following:

1. Specific guidelines or expectations for tenure, promotion, and annual review of appropriate progress toward tenure; the policy must contain a progression of expectations, e.g., minimal expectations for annual appointment are not sufficient for tenure or promotion.
2. Clarification of what the academic unit will recognize as Research and how it may be evaluated.
3. Criteria for “exceptional records of accomplishments: that could lead to early tenure and/or promotion. These criteria must require performance that significantly exceeds the normal expectations for tenure or promotion. Specific examples of exceptional accomplishments should be provided. At a minimum, accomplishments in both Teaching and Research must be exemplary. Candidates considering application for early tenure should consult their Academic unit’s personnel committee.
4. Academic unit personnel committee structure, rules, and procedures
5. Required and recommended materials for application dossiers, following formats specified by the Provost;
6. A statement regarding policies for adding materials to the application dossier after the Provost Office deadline (i.e., University deadline) which can be no later than the academic units final committee deliberation regarding the candidate’s dossier.
- 7.
8. Faculty mentoring policies
9. Policies and procedures for required performance evaluations for tenure-track faculty
10. Policies and procedures for evaluating non-tenure track faculty
11. Descriptions of all other self-governance policies and procedures within the department, school, or program, including procedures for amending the governance document itself.

The tenure and promotion document of each academic unit shall be reviewed by each academic unit’s committee at least every three years. This review is to ensure that the guidelines appropriately reflect the goals and mission of the academic unit and remain in compliance with the criteria, goals, and mission of the University community. The academic unit review committee will first forward the reviewed document with or without changes to the academic unit faculty for approval. Upon receipt of faculty approval, the document will 1) be forwarded to the AUL for review; 2) after review of the AUL forwarded to the Dean for review; 3) and after review of Dean forwarded to the Provost’s Office for review and final approval. An academic unit’s tenure and promotion guidelines are under the purview of the academic unit faculty. If compelling reason or explanation is provided (by the AUL, Dean, or upper administration) to the faculty for modifications, it is the responsibility of the academic unit faculty to consider suggested modifications, and for all parties to make a good faith effort to work collaboratively in achieving resolution. Administrators’ recommendations should be based on issues of compliance and clarity.

#### 4.8.5. ~~Departmental~~Academic Unit Personnel and Governance Documents

All departments, schools, and other academic divisions with faculty evaluation responsibilities must maintain current personnel and governance documents that are fully compliant with the University Faculty Handbook. All recommendations within the review process must adhere to the standards and requirements identified in the ~~departmental~~academic unit documents. ~~Departmental~~Academic unit documents minimally must contain the following:

1. Specific guidelines or expectations for tenure, promotion, and annual review of appropriate progress toward tenure; the policy must contain a progression of expectations, e.g., minimal expectations for annual appointment are not sufficient for tenure or promotion.
2. Clarification of what the ~~department-academic unit~~ will recognize as Research and how it may be evaluated.
3. Criteria for “exceptional records of accomplishments: that could lead to early tenure and/or promotion. These criteria must require performance that significantly exceeds the normal expectations for tenure or promotion. Specific examples of exceptional accomplishments should be provided. At a minimum, accomplishments in both Teaching and Research must be exemplary. ~~Candidates considering application for early tenure should consult their Academic unit’s personnel committee.~~
4. ~~Departmental~~Academic unit personnel committee structure, rules, and procedures
5. Required and recommended materials for application dossiers, following formats specified by the Provost;
6. A statement regarding policies for adding materials to the application dossier after the ~~Provost Office deadline (i.e., University deadline) which can be no later than the academic units final committee deliberation regarding the candidate’s dossier.~~ ~~departmental-academic-unit-deadline~~
7. ~~Generic-calendar specifying approximate dates of submission and review for all actions~~
8. Faculty mentoring policies
9. Policies and procedures for required performance evaluations for tenure-track faculty
10. Policies and procedures for evaluating non-tenure track faculty
11. Descriptions of all other self-governance policies and procedures within the department, ~~schools~~school, or program, including procedures for amending the governance document itself.

The tenure and promotion document of each ~~department-academic unit~~ shall be reviewed by ~~each academic unit’s~~ ~~departmental~~ committee at least every three years. This review is to ensure that the guidelines appropriately reflect the goals and mission of the ~~department-academic unit~~ and remain in compliance with the criteria, goals, and mission of the University community. The ~~departmental-academic unit~~ review committee will first forward the reviewed document with or without changes to the ~~departmental~~academic unit faculty for approval. Upon receipt of faculty approval, the document will 1) be forwarded to the ~~Department-Head~~AUL for review; 2) after review of the ~~Department-Head~~AUL forwarded to the Dean for review; 3) and after review of Dean forwarded to the Provost’s Office for review and final approval. A ~~department’s~~ ~~academic unit’s~~ tenure and promotion guidelines are under the purview of the ~~departmental-academic unit~~ faculty. If compelling reason or explanation is provided (by the ~~Department-Head~~AUL, Dean, or upper administration) to the faculty for modifications, it is the responsibility of the ~~departmental~~academic unit faculty to consider suggested modifications, and for all parties to make a good faith effort to work collaboratively in achieving resolution. Administrators’ recommendations should be based on issues of compliance and clarity.



Specifically, all academic unit policies must meet the following requirements:

1. The academic unit's personnel and governance document shall be presented in writing to the candidate at the time of employment. If it is expected that some of these criteria will be met at different points in a faculty member's career, the timetable must also be placed in writing with notification given to the Office of the Provost and Office of Human Resources.
2. The guidelines shall be appropriate to the discipline, achievable, and consistent with university criteria.
3. Promotion to a higher faculty rank requires documentation of sustained performance within rank at the level required by the University. Distinctions between performance expectations for the various ranks must be clearly and specifically stated in writing.
4. Only verifiable job performance indicators are valid considerations for personnel decisions.
5. Academic unit guidelines will emphasize performance outcomes, meeting clearly stated goals and objectives and professional achievements. Guidelines shall be specific so that they can be applied consistently within an academic unit.
6. Differential Research guidelines may be applied to faculty members within an academic unit whose professional specialties differ substantially in construction and delivery, as long as they do not disadvantage one group over another. For example, studio artists would generally be held to a different set of performance measures than art historians in the same academic unit.

#### 4.8.6. Documentation

Both the faculty member and the AUL shall maintain complete documentation for all aspects of the review of that faculty member's promotion, tenure, and annual review of appropriate progress toward tenure. This requirement shall begin at the date of employment.

Documentation shall include, but not be limited to, letters of understanding at the time of hire; applicable academic unit guidelines signed by faculty member and AUL; participation in teaching improvement activities; any recommendations made by personnel committees prior to the final review; previous annual reviews, required performance reviews, and annual letters from the AUL; summaries of all teaching evaluations; committee assignments and results; proposals written or grants received; and other documentation of Research activities.

At the time of evaluation for required performance reviews, promotion, tenure, or annual review of appropriate progress toward tenure, the candidate shall submit to the Personnel Committee a current vita as well as all the documentation that has been maintained up to that time. Additional materials supporting Teaching, Research, and Service activities may also be submitted as required by the program/department/school/college. The Personnel Committee shall have access to all information to be used in the decision regarding Teaching, Research, or Service.

Specifically, all ~~departmental-academic unit~~ policies must meet the following requirements:

1. The ~~department's-academic unit's~~ personnel and governance document shall be presented in writing to the candidate at the time of employment. If it is expected that some of these criteria will be met at different points in a faculty member's career, the timetable must also be placed in writing with notification given to the Office of the Provost and Office of Human Resources.
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4. Only verifiable job performance indicators are valid considerations for personnel decisions.
5. ~~Departmental-Academic unit~~ guidelines will emphasize performance outcomes, meeting clearly stated goals and objectives and professional achievements. Guidelines shall be specific so that they can be applied consistently within ~~an academic unit-department~~.
6. Differential Research guidelines may be applied to faculty members within a ~~departmentn academic unit~~ whose professional specialties differ substantially in construction and delivery, as long as they do not disadvantage one group over another. For example, studio artists would generally be held to a different set of performance measures than art historians in the same ~~departmentacademic unit~~.

#### 4.8.6. Documentation

Both the faculty member and the ~~Department-Head-AUL~~ shall maintain complete documentation for all aspects of the review of that faculty member's promotion, tenure, and annual review of appropriate progress toward tenure. This requirement shall begin at the date of employment.

Documentation shall include, but not be limited to, letters of understanding at the time of hire; applicable ~~departmental-academic unit~~ guidelines signed by faculty member and ~~Department-HeadAUL~~; -participation in teaching improvement activities; any recommendations made by ~~departmental~~-personnel committees prior to the final review; previous annual reviews, required performance reviews, and annual letters from the ~~Department-HeadAUL~~; summaries of all teaching evaluations; committee assignments and results; proposals written or grants received; and other documentation of Research activities.

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29 | **4.8.7. Faculty and Academic Unit Leader Procedural Agreement**

30 | Each academic unit shall supply new faculty with a copy of the academic unit tenure and promotion guidelines in  
31 | effect on the date of hire. During the first month of full-time employment, the new faculty shall meet with the AUL  
32 | and review the tenure and promotion document to ensure understanding of expectations and governing procedures.  
33 | Clarifications of expectations emanating from the meeting shall be noted on the guideline document. Both the  
34 | faculty and AUL shall sign off on the guidelines, and this will be placed in the faculty member's personnel file. The  
35 | signed guidelines should be provided for the faculty member's records. In the event that the academic unit's tenure  
36 | guidelines change during the probationary period of a faculty member pursuing tenure and/or promotion, the faculty  
37 | member has the right to remain within the domain of the guidelines under which the faculty member was hired or  
38 | elect to be evaluated with the new guidelines. If it is the desire of the faculty member to be evaluated with the new  
39 | guideline document, the signed guidelines shall be amended to reflect the change and a copy provided to the faculty  
40 | member. For applications for promotion to Associate Professor separate from the tenure application, see Section  
41 | 3.3.1 regarding the academic unit policy in effect. For promotion to Professor, see Section 3.3.2 for the academic  
42 | unit policy in effect.

43 |  
44 | Should the negotiated faculty workload change subsequent to the original agreement, this amendment to the faculty  
45 | member's and AUL's procedural agreement shall be reflected in all future evaluations.

37 | **4.8.7. Faculty and ~~Department Head~~Academic Unit Leader Procedural Agreement**

38 | Each ~~department-academic unit~~ shall supply new faculty with a copy of the ~~departmental-academic unit~~ tenure and  
39 | promotion guidelines in effect on the date of hire. During the first month of full-time employment, the new faculty  
40 | shall meet with the ~~Department Head~~AUL and review the tenure and promotion document to ensure understanding  
41 | of expectations and governing procedures. Clarifications of expectations emanating from the meeting shall be noted  
42 | on the guideline document. Both the faculty and ~~Department Head~~AUL shall sign off on the guidelines, and this will  
43 | be placed in the faculty member's personnel file. The signed guidelines should be provided for the faculty member's  
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5 | policy in effect.

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8 | member's and ~~Department Head's~~AUL's procedural agreement shall be reflected in all future evaluations.



## 5. SALARY POLICIES

### 5.1. Salary Policy and Goals

While Missouri State University does not have a formal salary schedule for faculty and other academic employees, it is the ideal of Missouri State University to attain throughout the University, essential parity in salaries among faculty members with comparable backgrounds and responsibilities. It is the practice at Missouri State University, however, to offer higher salaries and/or other financial incentives to faculty members in some teaching areas where experience has shown that there is difficulty in recruiting and retaining qualified faculty because of higher competitive market salaries.

Improvement of faculty salaries shall receive high priority each year in budget construction. The University will attempt to budget, as an annual priority, a salary raise pool for faculty and staff of sufficient magnitude that the institution will be able, eventually, to achieve and sustain its salary goals. The size of this raise pool depends primarily on the amount of funds appropriated by the legislature and the amount of funds generated by required student fees. The University's salary goals for faculty include raising salaries such that average salaries by rank will equal or exceed averages published in the CUPA "C" National Faculty Salary Survey of public, masters-level universities.

### 5.2. Salary Procedures

Full-time faculty (excluding visiting faculty) will be eligible for salary increments derived from the above pool, allocated by the cost center head on the basis of individual performance and considerations of internal and external equity. Performance-based salary adjustments shall be based on annual reviews as described in Section 4.6.4. Procedural details for such salary adjustments will be developed by the Provost's Compensation Committee and posted by the Provost. Salary adjustments under the Compensation Committee plan must:

- Provide guidelines for implementation of salary procedures at the cost centers.
- Include both performance and equity considerations.
- Incorporate performance ratings from at least some recent years during which there were no performance-based adjustments (see below).

When the raise pool is at or below 2%, across-the-board raises will be given. Policy and procedural details for across-the-board raises will be based on recommendations from the Executive Budget Committee to the President and will be posted by the Office of the Provost. The performance-based component of salary increases could be implemented when the size of the raise pool is greater than 2% of the salary base.

### 5.3. Role of the College Personnel Committee in Compensation

The College Personnel Committee is described in Section 4.8.4 in the context of its role in faculty evaluations. The College Personnel Committee also has two primary functions with respect to compensation issues: (1) drafting college guidelines for balancing the interests of performance assessment and salary inequity in annual salary adjustments, and (2) reviewing appeals of faculty performance ratings. The appeals process is described in Section 4.6.6.3.

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## 5.4. Rank Change

An individual promoted to a higher academic rank receives an increment appropriate to the new rank. The amount of this increase will be based on a schedule posted by the Provost. The Provost will periodically review the salary adjustment schedule and adjust as appropriate. Any changes will be reported to the Faculty Senate.

## 5.5. Professor Salary Incentive Program

The MSU Professor Salary Incentive Program (PSIP) is for those at the rank of professor for five or more years who have continued to exhibit a high level of scholarship, while being accomplished teachers and demonstrating sustained student mentoring. While rewarding scholarship is the focus of this program, applicants must also provide evidence of leadership qualities and accomplishments in the areas of teaching and service, as well as contributing to a climate of collaboration and a community of scholars. Detailed guidelines for applying for PSIP salary increases, and a description of the evaluation processes, will be posted by the Provost.

The PSIP program provides salary increments similar to those for promotions. However, PSIP raises do not represent a change in rank or title. Faculty are eligible for PSIP raises only one time.

## 5.6. Equity Adjustments

Faculty members may file, with their AULs a request for a salary adjustment if faculty members believe that their salaries are inconsistent with the salaries of other individuals of similar training, experience, and job performance. An adjustment may also be requested by an individual who believes that salary is significantly below the market in an area of high demand where experience has shown that there is difficulty in recruiting and retaining qualified faculty. Requests for equity adjustment must be filed according to the schedule issued by the Office of the Provost in the Master Calendar.

Requests for equity adjustments must be accompanied by appropriate justification. The faculty member must make a case based on internal or external discrepancies in the faculty member's pay for comparable training, experience, and job performance.

## 5.7. Salary Report

In the fall of the year, the Provost will present a report to the Faculty Senate in which implementation of salary policies for that year is detailed. In particular, the progress of each college toward attaining University salary goals will be addressed.

## 5.8. Summer Session

The summer session plays a significant role in providing opportunities for students. Nine-month faculty members who teach during the summer sessions will receive pay in addition to their regular annual salaries as determined by the Board of Governors. Compensation will be based on a rate of at least two and one-half percent of base salary per teaching load equivalent. For courses that do not meet the minimum enrollment guidelines, the administrator and faculty member may negotiate for a salary rate that is less than two and one-half percent of base salary per teaching load equivalent (in extenuating circumstances individual colleges, in consultation with the Provost, may establish differential policy regarding summer pay). Subject to a holdback of ten percent of the personnel services budget for the summer to cover unforeseen student demand for courses in specific areas, summer faculty appointments will be confirmed as soon as possible after the summer budget is final and allocation has been made by the colleges to academic units. While there is no specific date by which summer appointments will be confirmed, it will be at the earliest possible date.

Faculty members (except those whose contracts already include summer sessions) are placed on the summer session payroll and will receive their summer salary at the end of June and/or at the end of July, depending on the session that is taught. If circumstances require that an appointment to teach during the summer is made after the last week in May, the entire compensation will be included in the July paycheck.

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## 5.9. Intersessions

Missouri State University offers courses during three intersession periods (January, May, and August) and faculty members are encouraged to develop proposals for these courses. The course proposals are approved and reviewed by the AUL and the Dean. Instructional salary for intersessions is based on a scale of at least two and one-half percent of base salary per teaching load equivalent. For intersession courses that do not meet the minimum enrollment guidelines, the administrator and faculty member may negotiate for a salary rate that is less than two and one-half percent of base salary per teaching load equivalent.

## 5.10. Off-Campus Teaching

Faculty members may be asked to teach courses at off-campus locations as part of regular teaching loads. Expenses of meals and travel, when recognized as excludable by the Internal Revenue Service, will be reimbursed to individuals assigned, and en-route compensation will be paid at currently approved rates, which are based on distance and/or driving time from Missouri State University. For specific details, see the University Travel Policy document. Assignments may be made on an overload basis for supplemental compensation.

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## 6. BENEFITS

### 6.1. Overview and Principles

#### 6.1.1. Principles

The University subscribes to the American Association of University Professors statement on benefits found in its document, *The Role of Faculty in Budgetary and Salary Matters* (1990), which states:

The faculty should participate in the selection of fringe benefit programs and in the periodic review of those programs. It should be recognized that of these so-called fringe benefits, at least those included in the definition of total compensation set forth by the Association's Committee on the Economic Status of the Profession, have the same standing as direct faculty salaries and are separated for tax purposes. They should be considered and dealt with in the same manner as direct payment of faculty salary.

Benefits policies, as well as salary policies, are critical matters for faculty governance. The Employee Wellness Advisory Committee and the Healthcare Plans and Benefits Committee, and Faculty Senate Benefits Committee, have compositions that allow faculty input on benefits issues.

#### 6.1.2. Overview

A broad range of benefits are provided to faculty as part of their overall compensation. These include a range of insurance benefits, retirement programs, educational opportunities, legal defense for official duties, workers' compensation benefits, military leave benefits, and access to and use of a number of facilities and services. In addition, the University provides access to a number of voluntary benefits programs such as the Missouri Cafeteria plan. Some benefits may be extended to spouses, sponsored dependents, and dependents. More detailed information may be accessed through the Office of Human Resources.

#### 6.1.3. Dependents

Some benefits may be applied to dependents (in some cases requiring that the faculty member pay the monthly premium through payroll deductions). For the purpose of benefits:

- An eligible dependent shall be defined as provided in Section 152 of the United States Internal Revenue Code. In addition, a child(ren) of divorced or separated parents is treated as a dependent of both parents where (1) the parents are divorced, legally separated, or separated under a written separation agreement; (2) the child(ren) receives over half of the child's (children's) support from the child's (children's) parents; and (3) the child(ren) is in the legal custody of one or both parents for more than half the calendar year.
- A sponsored dependent is defined as a person who meets all of the following criteria: (1) be at least 18 years old and mentally competent to consent to contracts; (2) have shared the same permanent residence and the common necessities of life with the employee for at least the previous 12 months; (3) not be legally married to anyone else in any state; (4) not be related by blood or a degree of closeness to the employee that would prohibit legal marriage in the State of Missouri; (5) have a single dedicated relationship with the employee of at least 12 months; (6) and not be a renter, boarder, or tenant of the employee.

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## 6.2. Insurance Benefits

### 6.2.1. Health and Life Insurance Benefits

All full-time faculty (minimum 9-month contracts) are eligible for a variety of insurance benefits. Medical, dental, life, and long-term disability insurance are provided by the University at a low cost to faculty members. Supplemental life insurance and long-term care insurance may also be purchased with premiums borne by faculty and paid through payroll deductions. Faculty may also purchase medical, dental, and life insurance for their spouses, sponsored dependents, and dependents, with monthly premiums paid through payroll deductions.

### 6.2.2. Voluntary Benefits

Certain “voluntary benefits” are also available to full-time faculty. These include but are not limited to offerings such as vision insurance and critical illness insurance. Coverage for these is borne by the individual, but payments may be arranged through payroll deductions and may be included in the Cafeteria Plan (see 6.2.3).

### 6.2.3. Cafeteria Plan

The University participates in the Missouri State Employees' Cafeteria Plan which allows full-time and part-time employees to contribute to certain benefit plans on a before-tax basis. Participation in the plan is voluntary. The plan allows employee contributions for insurance coverage and flexible spending accounts for reimbursable health care expenses and child/dependent care expenses to be taken out of each paycheck before taxes are calculated. Other important information concerning the Cafeteria Plan is available online at <http://www.mocafe.com/>.

### 6.2.4 Long-Term Care

Currently, the university does not offer Long-Term Care Insurance due to the University's provider stopping new enrollments. However, full-time regular employees and their spouses, parents and parents-in-law, as well as retirees and their spouses, who obtained coverage under the previous provider will continue to be covered with Long-Term Care insurance as long as they continue to pay the premiums. Long-Term Care insurance provides coverage for a wide range of personal care, health care, and social services for people of all ages who can no longer care for themselves due to chronic illness, long-lasting disability, or the effects of aging. Most health care plans do not cover the costs associated with such care, and Medicare provides very limited coverage. The University's current Group Universal Life Insurance coverage has provisions that allow access to some of the life benefits if long-term care becomes necessary for the insured. Please contact Human Resources for more information as we obtain a new provider.

### 6.2.5 Long-Term Disability Insurance

The University provides Long-Term Disability (LTD) insurance at no cost to the employee. LTD insurance covers disabilities resulting from accidental bodily injury, illness, or pregnancy, upon completion of an eligibility waiting period. Under this insurance coverage, employees who are disabled for either 180 days or the expiration of their accrued sick leave (whichever is greater) because of injury or illness (as defined in the Long-Term Disability Benefit Booklet) are eligible to receive a benefit equal to 60 percent of their monthly earnings up to a maximum benefit of \$10,000 per month (minus any other income benefits such as workers' compensation benefits, retirement benefits, Social Security Disability benefits).

## 6.3. Retirement Benefits

The terms of retirement plans are established by Missouri Statute, and the Social Security Program is controlled by federal law. Retirement plans available to faculty vary depending on date of hire and years of creditable service.

### 6.3.1. Social Security

All employees are required to participate in the Federal Social Security Program in accordance with federal law. Employee contributions are made by payroll deduction, with the University contributing an equal portion.

## 6.2. Insurance Benefits

### 6.2.1. Health and Life Insurance Benefits

All full-time faculty (minimum 9-month contracts) are eligible for a variety of insurance benefits. Medical, dental, life, and long-term disability insurance are provided by the University at a low cost to faculty members. Supplemental life insurance and long-term care insurance may also be purchased with premiums borne by faculty and paid through payroll deductions. Faculty may also purchase medical, dental, and life insurance for their spouses, sponsored dependents, and dependents, with monthly premiums paid through payroll deductions.

### 6.2.2. Voluntary Benefits

Certain “voluntary benefits” are also available to full-time faculty. These include but are not limited to offerings such as vision insurance and critical illness insurance. Coverage for these is borne by the individual, but payments may be arranged through payroll deductions and may be included in the Cafeteria Plan (see 6.2.3).

### 6.2.3. Cafeteria Plan

The University participates in the Missouri State Employees' Cafeteria Plan which allows full-time and part-time employees to contribute to certain benefit plans on a before-tax basis. Participation in the plan is voluntary. The plan allows employee contributions for insurance coverage and flexible spending accounts for reimbursable health care expenses and child/dependent care expenses to be taken out of each paycheck before taxes are calculated. Other important information concerning the Cafeteria Plan is available online at <http://www.mocafe.com/>.

### 6.2.4 Long-Term Care

Currently, the university does not offer Long-Term Care Insurance due to the uUniversity's provider stopping new enrollments. However, full-time regular employees and their spouses, parents and parents-in-law, as well as retirees and their spouses, who obtained coverage under the previous provider will continue to be covered with Long-Term Care insurance as long as they continue to pay the premiums. Long-Term Care insurance provides coverage for a wide range of personal care, health care, and social services for people of all ages who can no longer care for themselves due to chronic illness, long-lasting disability, or the effects of aging. Most health care plans do not cover the costs associated with such care, and Medicare provides very limited coverage. The uUniversity's current Group Universal Life Insurance coverage has provisions that allow access to some of the life benefits if long-term care becomes necessary for the insured. Please contact hHuman rResources for more information as we obtain a new provider.

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### 6.3.1. Social Security

All employees are required to participate in the Federal Social Security Program in accordance with federal law. Employee contributions are made by payroll deduction, with the University contributing an equal portion.



### 6.3.2. College and University Retirement Plan (CURP)

All faculty on full-time, regular appointment hired on or after July 1, 2002, who have not previously been or are currently enrolled in the Missouri State Employees' Retirement System (MOSERS, Section 6.3.3) will be enrolled in the College and University Retirement Plan (CURP). CURP is a 401A defined contribution retirement plan which uses TIAA-CREF as its third-party administrator. CURP offers interstate portability, immediate vesting, and no minimum service requirement. Faculty select individual accounts into which the University's contributions to this plan are directed. After six years of participation in CURP, faculty may opt to move to the MOSERS. Additionally, employees hired on or after July 1, 2018 will also contribute 2% of pay as described in Chapter 104.1205 of the *Missouri Revised Statutes*.

### 6.3.3. Missouri State Employees' Retirement System (MOSERS)

All faculty on full-time, regular appointment hired prior to July 1, 2002, are members of MOSERS, a defined benefit retirement plan. Faculty hired after that date have the option of switching to MOSERS after six years of service. Faculty who switch from CURP to MOSERS are automatically vested in MOSERS (MSEP 2002 or MSEP 2011, depending on date of hire). Retirement benefits (including eligibility for retirement) will be calculated based on years in MOSERS. A faculty member who has switched from CURP to MOSERS does not have the option of returning to CURP.

### 6.3.4. Deferred Compensation Plans: 403(b) and 457(b)

Faculty are eligible to participate in supplemental tax-sheltered investment programs through the payroll deduction method as authorized under Section 403(b) and Section 457(b) of the Internal Revenue Code. These investment plans allow employees to save for retirement either on a tax-deferred basis or after-tax (Roth). Employees may participate in both a 403(b) program and the State of Missouri Deferred Compensation Plan (457(b) Plan). See the Office of Human Resources website for more information.

### 6.3.5. Benefits Available to Retired Faculty

All faculty members retired from Missouri State University have the following benefits: use of Magers Health and Wellness Center, faculty discount at the Bookstore, admission to convocations on campus, use of the facilities of the Libraries, use of Plaster Student Union, enrollment in one course per semester free of required student fees, faculty privileges for admission to athletic activities, and use of the campus recreation facilities.

Faculty members retired from Missouri State University are entitled to continue the same medical insurance coverage they had before retirement, including dependent coverage. The retiree must assume the cost, which will be at the group rate that is currently in effect. This eligibility continues until the retiree is eligible for Medicare. Although a retiree is no longer eligible for the group term life insurance plan provided by the University, the retiree is guaranteed the option to convert to ordinary life insurance with the same company but at a higher rate based upon individual policy rates and the retiree's age. The Director of Human Resources can provide more specific information regarding retirement and insurance.

A retiree's eligible dependent children who enroll at Missouri State University are extended the same educational benefit available to the eligible dependent children of a full-time regular employee. Under no circumstances, however, can the retiree and the retiree's dependent children together receive a waiver of required student fees for more than a total of 15 credit hours per academic year (12-month period beginning with the fall intersession). This benefit is not applicable to out-of-state fees, book costs, or any special fee pertaining to a specific class or private instruction. The eligible dependent must pay the required student fees for all college-level courses taken over the 15 credit hours per academic year covered under this program.

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A retiree's eligible dependent children who enroll at Missouri State University are extended the same educational benefit available to the eligible dependent children of a full-time regular employee. Under no circumstances, however, can the retiree and the retiree's dependent children together receive a waiver of required student fees for more than a total of 15 credit hours per academic year (12-month period beginning with the fall intersession). This benefit is not applicable to out-of-state fees, book costs, or any special fee pertaining to a specific class or private instruction. The eligible dependent must pay the required student fees for all college-level courses taken over the 15 credit hours per academic year covered under this program.



### 6.3.6. Benefits Available to Emeritus Faculty

Emeritus faculty (see Section 3.6.1) are entitled to all the benefits previously listed for retirees, receive invitations to special events held throughout the year, and receive a President's Parking Pass.

### 6.4. Legal Defense of Faculty Members

Pursuant to and in conjunction with the State Legal Expense Fund, Section 105.711, RSMo, et seq., it is the policy of the University to provide legal defense of any claim covered by Sections 105.711 to 105.726, regarding conduct of any officer or employee of the University arising out of and performed in connection with official duties on behalf of the University. When questions arise as to whether or not the conduct in question would be covered by Sections 105.711 to 105.726, the University may consult and obtain the advice of the Attorney General of the State of Missouri. The University may also proceed with a defense under a reservation of rights, under which the officer or employee may subsequently become liable and responsible for the expense of such defense upon a finding that the conduct was not or would not have been covered by Sections 105.711 to 105.726.

### 6.5. Educational Benefits

#### 6.5.1. Credit Course Fees

Faculty members may enroll for up to 15 credit hours in an academic year (12-month period beginning with fall semester) and have their required student fees paid by the University. Faculty members must pay the required student fees for all courses over 15 credit hours per academic year. This benefit is not applicable to out-of-state fees, non-credit courses, book costs, or any special fee pertaining to a specific class or private instruction.

Eligible faculty members may assign part or all of the 15-credit-hour benefit to a spouse, sponsored dependent, or dependent. The assignee must file an application for admission or readmission with the Office of Admissions and Records and meet all admissions and academic requirements stipulated in the Missouri State University Undergraduate or Graduate Catalog.

The University will comply with Internal Revenue Code regulations in regard to reporting benefits that are taxable income. To determine tax liability with regard to this benefit, consult a tax advisor.

Credit course fee waiver requests are automated and can be accessed through the Profile tab at <http://my.missouristate.edu/> under Employment Details - Benefits. The Office of Human Resources will check the request for eligibility, approve appropriate requests, and arrange payment when registration for classes has been completed. The employee must request educational benefits prior to fee payment; cash refunds will not be made.

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### 6.5.2. Noncredit Course Fees

Faculty members may receive assistance to help pay course fees to enroll in noncredit courses offered by Missouri State University's approved units for the purpose of professional and personal development. The University will pay \$150 per employee, per fiscal year (July 1 through June 30) for the faculty member's enrollment in noncredit courses sponsored through these units. The fee waiver will be for course fees only and will not be applicable to special book fees, lab fees, or other special fees in addition to the course fees. The fee waiver is for the faculty member only. It cannot be assigned to a spouse, sponsored dependent, or dependent.

### 6.5.3. Greenwood Laboratory School

Full-time regular faculty who are eligible for the credit course fee waivers as described above may apply one-half of the total annual undergraduate credit hour benefit to their eligible dependent children who attend Greenwood Laboratory School toward payment of required student fees.

## 6.6. Leave Benefits

The following leaves are available to faculty. Information on developmental leaves (sabbatical leaves, professional leaves, scholarly leaves, educational leaves, and special leaves) may be found in Section 7. In all cases, it is the faculty member's obligation to contact the faculty member's AUL, Human Resources, and other offices as appropriate concerning requests for leave.

### 6.6.1. Civil Duty Leave

Any full-time faculty member who is validly subpoenaed or summoned to involuntarily appear or serve as a juror in a judicial form or compelled to appear before a judicial, legislative or administrative body with civil power to compel attendance during regularly scheduled work hours shall be entitled to receive leave with pay for a period of time necessary for such appearance. Any compensation received for the appearance, other than travel and meal allowances, shall be reported to the University and deducted from any salary paid by the University for such civil leave. Civil leave shall not be granted for appearances as an expert witness for a party to litigation. The faculty member must provide advance written notification to the AUL for civil duty leave.

### 6.6.2. Bereavement Leave

A full-time or part-time faculty member shall be given time off, not to exceed five business days, without loss of pay to make arrangements for or to attend the funeral of a family members or loved ones as specified in the Human Resources Bereavement Leave policy

### 6.6.3. Military Leave

Faculty members are entitled to military leave and return rights as provided by applicable federal and state law. A faculty member under contract to the University must provide to the Office of Human Resources a copy of official military orders containing certification of the faculty member's commanding officer of performance of duty in accordance with the terms of such order, prior to receiving University salary for the period of the military leave (refer to Section 105.270 RSMo). Reservists or members of the National Guard who are called to active duty have rehire and other benefits as prescribed by federal law in Uniformed Service Employment and Reemployment Rights Act of 1994 (USERRA).

Additional information on the military leave policy, especially where the leave in question exceeds a total of 15 calendar days in any federal fiscal year, may be obtained from the Office of Human Resources.

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### 6.6.1. Civil Duty Leave

Any full-time faculty member who is validly subpoenaed or summoned to involuntarily appear or serve as a juror in a judicial form or compelled to appear before a judicial, legislative or administrative body with civil power to compel attendance during regularly scheduled work hours shall be entitled to receive leave with pay for a period of time necessary for such appearance. Any compensation received for the appearance, other than travel and meal allowances, shall be reported to the University and deducted from any salary paid by the University for such civil leave. Civil leave shall not be granted for appearances as an expert witness for a party to litigation. The faculty member must provide advance written notification to the [AUL Department Head](#) for civil duty leave.

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A full-time or part-time faculty member shall be given time off, not to exceed five business days, without loss of pay to make arrangements for or to attend the funeral of a family member ~~or loved ones or loved ones as specified in the~~ [Human Resources Bereavement Leave policy](#).

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Additional information on the military leave policy, especially where the leave in question exceeds a total of 15 calendar days in any federal fiscal year, may be obtained from the Office of Human Resources.



#### 6.6.4. Voting Leave

Faculty members are ordinarily able to vote before or after work. However, if a full-time or parttime faculty member's work schedule is such that the faculty member does not have three consecutive hours of unscheduled time during an election day, the faculty member will be excused from duties at the University for a period of time for voting, not to exceed three successive hours, including off-duty time, between the opening and closing of the polls on the day of election.

#### 6.6.5. Leave of Absence

A leave of absence might be taken for personal reasons or for purposes of accepting a visiting Professorship, for research, for study, or for other kinds of work performed with or without compensation. Normally, this type of leave shall not be granted to any employee who has accepted a tenured position elsewhere.

A full-time member of the faculty desiring a leave without pay should make application early to the AUL, usually by April 1 preceding the beginning of the academic year in which the leave is to be taken. No leave applications will be considered without the recommendation of the AUL. If the AUL approves of the leave, the AUL will prepare a written memorandum and forward it, along with the faculty member's request, to the appropriate college Dean. Before making a recommendation, an AUL will consider:

1. Has the individual contributed to the academic unit and the University in such a positive way that the unit wishes to encourage the individual's return as a faculty member?
2. Is it possible to obtain an effective teaching replacement for the period of the leave?

A faculty member on leave will retain all rights and privileges; however, prior to the leave it must be determined by the Dean and approved by the Provost if time on leave without pay will or will not count as time in rank towards promotion or tenure.

Faculty members on leave without pay will not have fringe benefits paid for them by the University while they are on such leave. They may maintain their insurance coverage for a period up to a maximum of one year with personal contributions if they wish. If a faculty member desires to maintain coverage during a leave of absence without pay, arrangements must be made with the Director of Human Resources 60 calendar days prior to the leave, and premiums must be paid one month in advance of the month of insurance coverage.

A faculty member who is on leave without pay for less than a full academic year will receive salary payments and fringe benefits only during the semester in which the faculty member is teaching.

Faculty members are not covered under retirement system benefits for the period of leave without pay and do not receive creditable service for that period.

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A full-time member of the faculty desiring a leave without pay should make application early to the AULDepartment-Head, usually by April 1 preceding the beginning of the academic year in which the leave is to be taken. No leave applications will be considered without the recommendation of the AULDepartment-Head. If the AULDepartment Head approves of the leave, the AULDepartment Head will prepare a written memorandum and forward it, along with the faculty member's request, to the appropriate college Dean. Before making a recommendation, an AULDepartment Head will consider:

1. Has the individual contributed to the department-academic unit and the University in such a positive way that the department-unit wishes to encourage the individual's return as a faculty member?
2. Is it possible to obtain an effective teaching replacement for the period of the leave?

A faculty member on leave will retain all rights and privileges; however, prior to the leave it must be determined by the Dean and approved by the Provost if time on leave without pay will or will not count as time in rank towards promotion or tenure.

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Faculty members are not covered under retirement system benefits for the period of leave without pay and do not receive creditable service for that period.

35 **6.6.6. Faculty Sick Leave**

36 All full-time faculty members are eligible to accrue paid sick leave at the rate of eight (8) hours per pay period (i.e.,  
37 one (1) day per month, times 12 months, for a total of 12 days of paid sick leave per year). For purposes of this  
38 Section 6.6.6, “full-time faculty” includes 12-month faculty, and 9-month faculty. This benefit accords the faculty  
39 member with sick leave hours for professional service rendered to the University during the summer, regardless of  
40 the nature of the service. Professional service includes not only teaching activities, but also advising, mentoring,  
41 committee work, theses/research, and all other service rendered on behalf of the University.

1 Sick leave may be used for an illness, pregnancy, injury, or for medical/dental appointments. Faculty may also use  
2 sick leave due to an illness or injury of the faculty member’s spouse, sponsored dependent, children, parents,  
3 mother-in-law, father-in-law, or other family members who require the faculty member’s personal care and  
4 attention.

5  
6 Normally, absences due to short-term illness are handled informally within academic departments and are granted  
7 without loss of compensation. As noted in section 8.43, each department has procedures for handling and recording  
8 such faculty absences. Faculty members must consult with their AULs regarding these procedures. Additionally, all  
9 sick leave taken by a faculty member shall be recorded on the faculty member’s leave report. The leave report is  
10 available at the faculty member’s account at <http://my.missouristate.edu>. The Office of Human Resources maintains  
11 leave records for all faculty members.

12  
13 There is no limit on the number of sick leave hours that may be accrued or carried forward during a faculty  
14 member’s years of service. This system allows employees the opportunity to accumulate a substantial amount of  
15 paid sick leave in the event of an accident or long-term illness. For faculty members who are vested in the Missouri  
16 State Employees’ Retirement System (“MOSERS”) upon bona fide retirement from the University, Missouri state  
17 law requires that the University report the number of unused sick hours that a faculty member has accrued at the  
18 time the faculty member terminates employment with the University.

19  
20 If the faculty member is vested in MOSERS at the time of termination of employment, MOSERS will convert the  
21 reported accrued, unused sick leave hours into retirement service credit. (Note: 168 hours equals one (1) month of  
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22 service credit). When the faculty member applies for retirement at some future date when the faculty member is  
23 qualified to retire, MOSERS will include those months of service in the calculation of the retirement benefit  
24 amount.



# We intend to add a couple of details in here that came down from Counsel

## 6.6.7. Faculty Leave under the Family Medical Leave Act ("FMLA")

In compliance with the Family and Medical Leave Act (FMLA) of 1993, full-time faculty members of the University shall be entitled to a total of 12 work weeks of unpaid leave during any 12-month period if requested by a faculty member for one or more of the following reasons:

1. The birth of a child and to care for the newborn child within one year of birth
2. The placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement
3. To care for the employee's spouse, sponsored dependent, child, or parent who has a serious health condition
4. A serious health condition that makes the employee unable to perform the essential functions of an assigned job
5. Any qualifying exigency arising out of the fact that the employee's spouse, sponsored dependent, son, daughter, or parent is a covered military member on "covered active duty"

FMLA also provides up to twenty-six workweeks of leave during a single 12-month period to care for a covered Service member with a serious injury or illness if the eligible employee is the Service member's spouse, sponsored dependent, son, daughter, parent, or next of kin (military caregiver leave).

The University has the legal authority to consider an employee's absence as family and medical leave when it has sufficient evidence that the absence is due to an FMLA qualifying reason even if the employee has not applied for family and medical leave.

The following provisions shall apply to family and medical leave:

### 6.6.7.1. Unpaid FMLA Leave

In accordance with federal law, the University provides leave to eligible employees in accordance with the Family Medical Leave Act of 1993, as amended ("FMLA"). FMLA provides eligible employees who work for covered employers the right to take up to 12 weeks of unpaid, job-protected leave during a rolling 12-month period for absences due to a qualifying event. (NOTE: The FMLA provides up to 26 weeks of unpaid, job-protected Military Caregiver Leave, as defined below, to eligible employees.)

In order to be eligible for leave under the FMLA, an employee must:

- (a) have worked for the University for at least 12 months;
  - (b) worked at least 1,250 hours during the 12 months prior to when the leave will commence;
  - (c) have not already exhausted all FMLA leave in the 12 months prior to when the leave will commence;
- and
- (d) experience a qualifying event as defined by the FMLA.

Under the FMLA, a qualifying event includes:

- (a) The birth of a child and to care for the newborn child within one year of birth;
- (b) The placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- (c) To care for the employee's spouse, sponsored dependent, child, or parent who has a serious health condition;
- (d) A serious health condition that makes the employee unable to perform the essential functions of an assigned job; or
- (e) Any qualifying exigency for an employee's spouse, sponsored dependent, child, or parent on active military duty or being called to active military duty
- (f) To care for a spouse, sponsored dependent, child, parent, or next-of-kin who is a member of the Armed Forces and who is undergoing medical treatment, recuperation or therapy for serious injury or illness suffered in the line of duty on activity duty ("Military Caregiver Leave").

## 6.6.7. Faculty Leave under the Family Medical Leave Act ("FMLA")

In compliance with the Family and Medical Leave Act (FMLA) of 1993, full-time faculty members of the University shall be entitled to a total of 12 work weeks of unpaid leave during any 12-month period if requested by a faculty member for one or more of the following reasons:

1. The birth of a child and to care for the newborn child within one year of birth
2. The placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement
3. To care for the employee's spouse, sponsored dependent, child, or parent who has a serious health condition
4. A serious health condition that makes the employee unable to perform the essential functions of an assigned job
5. Any qualifying exigency arising out of the fact that the employee's spouse, sponsored dependent, son, daughter, or parent is a covered military member on "covered active duty"

FMLA also provides up to twenty-six workweeks of leave during a single 12-month period to care for a covered Service member with a serious injury or illness if the eligible employee is the Service member's spouse, sponsored dependent, son, daughter, parent, or next of kin (military caregiver leave).

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- (f) To care for a spouse, sponsored dependent, child, parent, or next-of-kin who is a member of the Armed Forces and who is undergoing medical treatment, recuperation or therapy for serious injury or illness suffered in the line of duty on activity duty ("Military Caregiver Leave").



#### 6.6.7.2. Request for Unpaid Family and Medical Leave

A faculty member requesting family leave under this leave provision should complete a standard Request for Leave form or letter and submit it to the faculty member's Academic Unit Leader. When leave is foreseeable, an employee must give the University 30 calendar days' advance notice. In addition, when foreseeable leave is for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to unduly disrupt the University's operations. If it is not possible to provide 30 calendar days' notice, as much notice as is practicable must be provided. The Academic Unit Leader will forward the request to the Office of Human Resources. Upon receipt of the request, the Office of Human Resources will provide the faculty member with the Family and Medical Leave Provisions and a leave questionnaire for the faculty member to complete. FMLA regulations require documentation from a medical provider.

#### 6.6.7.3. Paid FMLA Leave

While the FMLA only requires that covered employers provide eligible employees with unpaid, job-protected leave, as a matter of University policy, all full-time faculty members (as defined by Section 6.6.6) are eligible for up to one (1) semester of paid leave, contingent upon recommendation by the faculty member's Academic Unit Leader and college Dean, and approval by the Provost. For information regarding the procedure for requesting this benefit,

please refer to the Office of the Provost website: <https://www.missouristate.edu/provost/medleave.htm>.

Faculty members may also use paid FMLA due to an illness or injury of the employee's spouse, sponsored dependent, child(ren), parents, mother-in-law, father-in-law, or other family members who require the employee's personal care and attention. Subject to University discretion and approval, a faculty member may also be granted up to one (1) semester of paid sick leave in order to provide care to a family member who requires the faculty member's personal care and attention due to illness, injury, childbirth or adoption. A proposal for such paid leave must be made by the college Dean, who should give due consideration to the fiscal constraints of the college and the staffing needs of the Academic Unit. All requests for paid leave must be approved by the Provost, whose determination is final.

#### 6.6.7.4. Status during Paid or Unpaid FMLA Leave

During paid or unpaid FMLA leave, the faculty member is required to report regularly on the faculty member's status and intent to return to work. The University shall continue to pay for the faculty member's individual insurance coverages, including medical, dental, life, long-term disability, and accidental death and dismemberment during FMLA and or paid leave on the same basis as if the individual had been actively at work. The University shall return the faculty member to the same or an equivalent position and employment benefits upon return from approved family leave.

#### 6.6.7.5. No Right to both Paid and Unpaid FMLA Leave

As noted in Section 6.6.7.1, the FMLA only requires that covered employers provide eligible employees with a period of unpaid, job-protected leave. As delineated in Section 6.6.7.3, the University has established a process whereby faculty members may be granted paid leave which is more generous than the requirements of the FMLA. Faculty members are not, however, entitled to combine unpaid FMLA leave and paid FMLA leave within a rolling 12-month period for the same qualifying event. If continued leave is necessary after a faculty member has been granted a semester of FMLA leave, the faculty member will be referred to the Office of Resources in order to pursue long-term disability or other unpaid leave options as outlined in the Faculty Handbook.

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## 6.7. Unemployment Compensation Insurance

The University provides unemployment insurance coverage for employees in accordance with the laws of the State of Missouri. For specific details concerning coverage and benefits, contact the Office of Human Resources or the local office of the Missouri Division of Employment Security.

## 6.8. Workers' Compensation

All University employees are extended Workers' Compensation coverage which provides payment of medical expenses and salary compensation to employees who suffer the effects of a work-related injury or who incur an occupational disease arising out of and in the course of employment with the University. The amount of compensation authorized under Workers' Compensation is prescribed by law and the State of Missouri and not by the University. Key requirements are:

- A work-related injury must be reported immediately to the employee's supervisor.
- The supervisor must ensure that an employee injured in a work-related accident completes a Missouri State University On-The-Job Injury Report form.
- The supervisor must complete the "Supervisor Comment Section" and send the completed form to the Office of Human Resources **within 24 hours of the injury**. If there is a good reason for not reporting the

injury within 24 hours, the injury must be reported as soon as possible, but no later than 30 calendar days after the work-related accident.

- Upon receiving a work-related injury requiring medical attention, employees must contact 1-800-624-2354 for the name of an authorized medical care provider prior to seeking treatment (except for serious injuries). This referral service is available 24 hours a day, 365 days a year. If the injury is considered to be serious (e.g., potentially life and/or limb threatening), the injured employee should proceed immediately to the nearest hospital emergency room, and the employee or supervisor must notify the Office of Human Resources immediately.
- The State of Missouri will not pay for medical treatment an employee receives from a medical provider who has not been approved by the Central Accident Reporting Office (CARO). Employees may seek their own medical care with the provider of their choice at their own expense.

Beyond this point in the process, details of coverage through Workers' Compensation diverge depending on the type of position held and personal choices of the injured party. Early Return to Work and Temporary Modified Work Programs may be available. It is essential that the injured faculty member contact the Office of Human Resources for guidance about compensation law and available options.

## 6.9. Identification Card (BearPass Card)

All faculty members are issued a picture identification card (BearPass Card) by the BearPass Card Office, which serves as an identification for a wide variety of Missouri State University facilities and services. A full-time faculty member is also entitled to obtain a Missouri State University BearPass Card for a spouse or sponsored dependent. The spouse's or sponsored dependent's BearPass Card can be used for all of the same services and facilities as the employee's card.

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#### 6.10. Access to University Services and Facilities

Faculty have access to the following services and facilities in accordance with the rules, regulations, and policies of each department providing the facilities or service. For more information and answers to questions concerning these services, the employee should contact the specific department responsible for the service. The services and facilities include:

- Athletic events:- Faculty may purchase reserved or general admission tickets to selected Missouri State University athletic events at a reduced rate, subject to the availability of tickets.
- Check Cashing Privileges:- Faculty may cash personal checks up to \$50 per day with their BearPass Card at the Bursar's Office. See the Bursar's Office website for more information.
- CopyThis: CopyThis is a full-service copy center for students, faculty, and staff use.
- Counseling and Testing Center:- The Counseling and Testing Center is staffed with experienced professional counselors, psychologists, and social workers who provide individual and group counseling to help resolve personal and relationship difficulties, as well as providing crisis intervention to deal with situations which require immediate attention. First priority is given to students; however, University employees including faculty are eligible for consultation and referral services.
- Credit Union:- All employees are eligible for membership in the Educational Community Credit Union located at 1221 East Grand Street. The Credit Union is sponsored by teachers of the Southwest District of Missouri for the purpose of investment and loans. Employees interested in general banking, checking, savings, or loans should contact the Educational Community Credit Union at 417-831-0534.

No changes to remainder of Section 6 other than removal of extra spaces