

Report from the Faculty Senate Missouri State University-West Plains to the Board of Governors, Missouri State University

January 23, 2018

At the December 1, 2017, MSU-West Plains Faculty Senate meeting, Chancellor Bennett proposed an amendment to the Faculty Handbook that, for the first time in our 54-year history, alters the workload structure of the faculty by increasing the annual teaching and workload of faculty from 30 hours to 36 hours.

As is true for all campuses of Missouri State University, the West Plains campus currently has a 30 hour annual workload, 24 teaching hours and an added 6 workload hours for “maintaining currency in one’s field, advising duties, and normal department, division and university service activities.” Beyond these 30 annual workload hours are many more hours of work preparing classes, grading and mentoring. A Boise State University study recently found that faculty work an average 61 hours a week, with many hours on weekends. (*Addendum 1*, Examination of Workload/Teaching Policy and Implications for Missouri State University and the West Plains Campus).

Following the December meeting, the MSU-WP faculty researched the assertions the Chancellor made in support of his proposal. We find that many of the statistics and statements supporting the teaching load increase are misleading and sometimes factually incorrect. One especially troubling example is that the Chancellor states that 74% of institutions “like ours” have adopted the proposed increased workload. This is incorrect. Of the 41 institutions cited for comparison, only two are configured like Missouri State University and both have the same teaching and workload as the West Plains campus and the MSU system. (*Addendum 2*, Research on Chancellor’s Selected Comparative Institutions; *Addendum 3*, Examination of the Chancellor’s Power Point Presentation).

On January 11, 2018, the MSU-WP Faculty Senate unanimously adopted the recommendation of the Faculty Handbook Committee to reject the Chancellor’s proposal. The faculty then voted unanimously, again on the recommendation of the Faculty Handbook Committee, to adopt the language of the MSU system workload policy (*Addendum 4*, Faculty Handbook, MSU-West Plains, Section 4.3.2.1 Workload).

There are three primary reasons why the faculty at the West Plains campus objects so strongly and unanimously to the Chancellor’s proposed teaching/workload change:

1. The Chancellor’s recommendation will weaken the educational experience at the West Plains campus. The critical matter here is the quality of education for the students of our region. Our courses are reading, writing and math intensive. Although we are an open admissions campus, our graduating students continually score above national norms on all measures of learning over decades of such testing. On behalf of our students and the families of this region, we strongly raise our voices to the Board of Governors regarding how this proposal will negatively impact education. (*Addendum 1*)

2. The administration is demanding that WP faculty teach *3 more credit hours each fall and spring semester* (or 6 credit hours total) without additional compensation. That is, for nearly all faculty, *2 additional courses each year. Again, without compensation*. This is being demanded of the Faculty when, at the same time, MSU-West Plains faculty (AND STAFF) are paid, on average, at the **80th percent** mark of the median AAUP salary benchmark for two-year institutions while at the same time MSU-Sp faculty (and staff) are paid, on average, at the **90th percent** mark of the median salary benchmark for four-year institutions. This change in teaching load will only make that inequity more egregious.
3. We are, by statute, a 2 year campus imbedded in the Missouri State University system. Numerous MSU system policies (such as intellectual property, behavior policies, assessment policies, hiring procedures, grievance procedures, disciplinary procedures, and so on) are umbrella policies formulated to address all exigencies of an issue. The 30-hour teaching/workload standard defined in the MSU faculty handbook and in the MSU workload policies is clearly one of those policies, for it defines workload for any combination of teaching, service, and research throughout the system. The West Plains campus, as an integral part of the MSU system, should have policies consistent with those of the other campuses in the MSU system.

Potential impact of adopting the 36 hour workload proposed by the Chancellor:

1. It will weaken the quality of education students receive at MSU-West Plains and undermine the student learning environment. Time is a fixed commodity. Faculty will be forced to lighten course requirements, stripping out time-intensive writing assignments. The natural default will be fewer tests, less essay writing, more multiple choice tests. Reading and writing skills will decline.
2. In response to President Smart's call for diversity hires, the West Plains campus has adopted the search guidelines/ procedures of the MSU system. As a result, we have hired several outstanding faculty, many with Ph.Ds. If the 36 hour workload is adopted, many faculty will leave to find positions at universities that are less isolated and more welcoming to the efforts it takes to produce a quality education---and at higher pay scales. It will become more difficult to recruit talented faculty as our faculty ages.
3. The reputation of Missouri State University for excellence in public service and education will diminish. If education quality is to be maintained in the coming decades, we must have faculty who will have the time to continue to go the extra mile to educate students, many of which come from educational experiences that have not prepared them for college.
4. It will demoralize our dedicated faculty, potentially poisoning the work environment for a new Chancellor.

The faculty has already adopted the following cost-saving measures:

1. Three faculty positions have been "gapped". (\$180,000)
2. 3-4 Academic support positions have been gapped. (\$120,000-160,000)
3. The Respiratory Care program eliminated. (\$60,000-270,000 over several years).
4. Curtailed the use of Professional Development funds.

5. Academic Department Heads receive no stipend or course reduction.
6. Overload pay reduced this academic year and into the future.

Budgetary issues have always been a challenge for higher education in Missouri. It is largely a function of the appropriation choices made in Jefferson City. We recommend that the university, along with higher education as a whole, effectively communicate to our elected officials an accurate description of the needs of higher education and highlight the important role that higher education plays in the quality of life of our people and our state, for economic development and job creation.

This is a challenge for our leadership and we acknowledge that it is demanding. But to turn our institution into a diploma mill, rather than support us in educating our students, is not the correct choice. We respectfully point this choice out, but we strongly assert our case on behalf of the families of our region who look to us to provide a quality education which will enable them to access a better future.

The Faculty of Missouri State University-West Plains unanimously agrees that the proposal to increase our faculty workload to 36 hours will be detrimental to the quality of education our students have access to and damaging to the reputation of Missouri State University. Our campus should operate under the existing MSU system 30 hour annual workload policy. Respectfully submitted,

Jerry Trick, 2017-18 Faculty Senate Chair

Frank Priest 2018-19 Faculty Senate Chair

Rajiv Thakur co-chair Faculty Handbook Committee, 2017-18

Joseph Rugutt co-chair Faculty Handbook Committee, 2017-18

With the unanimous consent of the Missouri State University-West Plains Faculty Senate

Attachments:

Addendum 1: Examination of Workload/Teaching Policy and Implications for Missouri State University and the West Plains Campus

Addendum 2: Research on Chancellor's Selected Comparative Institutions

Addendum 3: Examination of the Chancellor's Power Point Presentation

Addendum 4: Faculty Handbook, MSU-West Plains, Section 4.3.2.1 Workload

Addendum 5: Partial compendium of research, publications and creative works of MSU-West Plains faculty.

Addendum 1: Explanation of Workload, Teaching hours and Equated hours

As is true for all campuses of Missouri State University, the West Plains campus has a 30 hour annual workload, 24 teaching hours and 6 “equated” hours for “maintaining currency in one’s field, advising duties, and normal department, division and university service activities.”

The Missouri State University system standard workload is 30 equated hours an academic year, an umbrella policy which allows for any combination of teaching, service and research:

Option 1: 24 annual equated teaching hours with six equated hours allocated for maintaining currency in one’s field, advising duties and normal department, division and university service activities. All faculty on the West Plains campus operate under this workload arrangement.

Option 2: 18 annual equated teaching hours with six equated hours for university service (see option 1) and an additional six equated hours for research-active faculty. Though some faculty at the West Plains campus do research and publish, no faculty has requested or been granted this workload arrangement.

Option 3: 30 annual equated teaching hours for faculty who opt out of both service duties and research/creative activities as defined in MSU-West Plains Handbook. No faculty have requested this arrangement at this time.

Option 1 is the normal workload structure used by all faculty contracts since our establishment in 1963. Options 2 and 3 must be negotiated with and endorsed by appropriate department chairs, division chairs and the Academic Dean.

Explanatory Narrative:

It is disappointing to the faculty that the chancellor took this action immediately after the evaluation visit by our accrediting agency, the Higher Learning Commission. The faculty heavily invested time and effort into this visit to help assure a positive outcome for our campus. The faculty wrote the Higher Learning Commission Assurance Argument report that was critical to our evaluation by HLC. His proposal also came right before final exams, when faculty are very busy working with students and trying to ensure their academic success. This has placed a burden on the faculty to examine his proposal and supporting documentation and compile a report on his proposal to the Faculty Senate before the Chancellor presents it to the MSU Board of Governors at their February 23, 2018, meeting.

This alone is unprecedented. Never in the history of our institution has a chancellor gone over the head of the faculty to the Board of Governors without giving the faculty sufficient time to carefully examine and respond to a proposal. Although higher education is experiencing budget cuts, budget decisions demand time and research and must always be conducted with the best interests of our students in mind. We all should be reminded that budget issues are always an issue for higher education and fluctuate depending upon the priorities of our elected officials at the time. Yet this proposal is being forced on the faculty with a tight timeline and while the search for our next chancellor is in process.

The faculty's main objection to this change is the negative impact it will have on the quality of education students receive at the West Plains Campus. A second objection is that it will push our campus from a university model, with all its richness and access to education in a variety of formats, towards a community college model. This violates who we are by statute, as a branch of Missouri State University, treats us differently on workload policy matters than the other campuses of the system and diminishes the stature of the university as a whole, serving neither its excellent reputation as an institution of higher education nor its public service mission. Our faculty already teaches 3-6 hours more a semester than our colleagues in Springfield, and at lower pay. This change would double that load difference.

The faculty contends that the critical issue here is the quality of education for the students of our region. This is an area of historically low educational attainment. The presence of our university in West Plains for 54 years has allowed residents to attain the dream of higher education and a better life. The University of Missouri has conducted studies on the impact of our campus on the region and found it to be a significant economic benefit. Many of our students indicate that if we were not physically located in West Plains, a meaningful higher education would be unattainable for them. Thirty percent of our students responded in survey research that they do not have internet service strong enough in their homes to successfully complete an online class.

We are an island of opportunity in a sea of need. Our students benefit from our unique position as a two year institution seamlessly embedded in a university system that offers baccalaureate and graduate degrees. Our students' educational opportunities are vastly enriched by this close association.

By statute, we are a two year institution within a university system. Our campus adopted the system's search guidelines and procedures in response to President Smart's call for more diversity hires. As a result, we have increased our faculty diversity and the number of Ph.D. faculty who teach, do university service and engage in research and publication. This has further enriched our educational environment. Our students had articles published in Logos: A Journal of Undergraduate Research, Fall, 2017.

Our progress in the past 10 years has been upward, towards the university model. Increasing our load to 36 hours will make this kind of academic excellence difficult, if not impossible, to continue.

We are an open-admission campus that has achieved excellent educational outcomes for our students. A few examples: Our students continually score above national norms on all measures of learning over decades of such testing; In 2015, IPEDs, a national clearinghouse for assessing higher education data, reported that 27% of our students completed degrees within 3 years, a 35% higher rate of timely graduation than the national average of 20%.

We have successfully educated generations of families in our region, enabling them to improve their lives. The unseen work of the faculty is not understood by many. Our courses are reading, writing and math intensive. They require hours spent in planning, preparation, grading papers and assignments, advising and mentoring students, to mention only a few. We also supervise dual credit and per course faculty and serve a unpaid department chairs.

In addition to these duties associated with teaching, our faculty sponsors many community and regional educational conferences and activities such as the Ozarks Symposium each fall, Elder Mountain, a journal of Ozarks studies, and the 2017 West Lakes Geographers Conference held in West Plains among many other efforts too numerous to mention here, but which will be more detailed in a later document.

This is part of providing the students in this region with a quality education. In making the proposal to increase our faculty workload to 36 annual hours from the system norm of 30 annual hours, it is apparent that the Chancellor neither understands nor appreciates the dedicated work of this faculty over the past 54 years and its impact on our region.

Briefly, a few outcomes will be immediately evident if this ill-advised change is adopted:

1. **It will negatively impact student learning and weaken the quality of education students receive at MSU-West Plains.** Adding course and student load to an already maxed out workforce will necessitate adjustments to handle the added hours of work. Time is a fixed commodity and instructors will be forced to lighten course requirements, stripping out time-intensive writing assignments. The natural default will be to digress to fewer tests, multiple choice tests and true/false testing. (Known among students everywhere as multiple-guess tests). Reading and writing skills will decline.
2. Our campus will move from offering an outstanding education toward becoming another diploma mill.
3. Most of our talented young faculty will leave to find positions at universities that are less isolated and more welcoming to the efforts it takes to produce a quality education---and at higher pay scales. It will become more difficult to recruit talented faculty as our faculty ages. If our reputation for excellent education is to be maintained in the coming decades, we must have faculty who will have the time to continue to go the extra mile to educate students, many of which come from educational experiences that have not prepared them for college.
4. The Chancellor's proposed changes will **dramatically separate us from the university system**. It will push our campus into a lower caste which would have a devastating effect on the educational opportunities of the people of our region who we serve. This will serve neither our campus mission nor the public service mission of the university.

Two recent reports by the U.S. Department of Agriculture and the Casey School of Public Policy at the University of New Hampshire found that rural America is being hollowed out by the loss of jobs, educational opportunities and an escalating drug crisis fueled by hopelessness. Rural America, according to these reports, faces a bleak future. Institutions like Missouri State University-West Plains are a beacon of hope and opportunity to an isolated rural region. Research conclusively shows that the number one way for an individual to improve their standard of living in our country, and in this region, is education.

It is hard to understand why the chancellor would push for a structural change which will significantly weaken the quality of education in our region as he is retiring.

Nonetheless, we have done our best to research his assertions with only a short amount of time. In his Power Point presentation, he attempts to justify the proposed move to a 36 hour equated workload by saying many other institutions like ours have done so. **This is largely untrue.** We have found the comparative institutions he has chosen for his analysis are mainly technical schools, or community colleges/technical schools whose faculty simply classroom teach and go home.

On Dec. 12, 2017, The Faculty Handbook Committee considered the Chancellor's proposed 36 equated annual workload amendment to the Faculty Handbook and voted unanimously to recommend against the Chancellor's proposal. In a second action, The Handbook Committee voted unanimously to recommend that The Faculty adopt the language of the Springfield campus faculty handbook on workload (adapted to our campus).

Research on this matter is ongoing. The faculty is determined to examine this issue carefully, but such examination takes time. It appears from our preliminary research that many of the Chancellor's assertions in favor of adopting the heavier workload are misleading and sometimes factually incorrect.

In conclusion, we observe that budgetary issues in Missouri have always been a challenge for Higher Education. This time is no different. It is largely a function of the appropriation choices in Jefferson City. We recommend that the university, along with higher education as a whole, effectively communicate to our elected officials an accurate description of the needs of higher education and highlight the important role that higher education plays in the quality of life of our people and our state, for economic development, and for job creation.

This is a challenge for our leadership and we acknowledge that it is demanding. But, to turn our institution, with its long history of outstanding educational outcomes for the people of our region, into a diploma mill rather than support it in educating our students is not the correct choice. We respectfully point out this choice and we strongly assert our case on behalf of the families of our region that look to us to provide them a quality education and a path to a better life.

Addendum 2: Research on Chancellor's selected Comparative Institutions

**Faculty Workload Comparisons Between
Missouri State University-West Plains and Chancellor Bennett's Institution List**

Introduction:

At the December 1, 2017, Faculty Senate Meeting, Chancellor Bennett presented a rationale to change Missouri State University-West Plains faculty loads from 4/4 (12 credit hours per regular semester) to 5/5 (15 credit hours per regular semester). As part of his presentation, he provided a list of colleges he claimed were similar to MSU-West Plains.

An analysis of the list demonstrates that provided data for many of these institutions is misleading.

Methodology:

The Chancellor's December presentation left faculty with very limited time to research and respond to the Chancellor's proposal. Dr. Bennett waited until just before finals week, near the beginning of the holiday season, and at a time when the ability to contact the listed institutions would be difficult despite having presented this proposal and list to others on campus in mid-November. This limited timeframe meant that in order to forward our views with any proposal the Chancellor might make to the President or the Board of Governors, this preliminary report relies on publicly available documents from the forty-one institutions listed in his presentation, primarily faculty handbooks, policy statements, and collective bargaining agreements. To make a reasonable comparison between Missouri State University-West Plains and those listed institutions, these criteria were used: faculty workload in credit hours, faculty duties as described (teaching, research, service, committee assignments, advising, other), and whether or not the comparison institution had rank and tenure comparable to MSU-West Plains' rank and tenure system.

Findings:

After examining available public documents, many of the institutions the Chancellor claimed reported workloads of 15 or more hours actually have two tiers of faculty: tenure track and non-tenure track. At most of those institutions, including some of those that are community colleges under a university umbrella or technical colleges rather than a two-year branch campus of a four-year university as Missouri State University-West Plains is, it is the non-tenure track full-time faculty for whom a 15 hour or higher workload is assigned. Tenure-track, full-time faculty typically had a 12 hour workload with committee or faculty senate/association responsibilities.

Not all the institutions in the presentation calculate teaching load hours the same way. MSU-West Plains uses credit hours. Some of the other institutions used contact hours or load points. Some include all student contact hours, including non-instructional duties such as advising and committee or campus service.

There were institutions in the list that have one system handbook where policies appear to apply across all campuses. In those cases, loads were not always defined, in part because of the defined two-tier faculty systems and in part because some of them are in states where faculty are union members or have collective bargaining rights in negotiating contracts. Where collective

bargaining agreements were publicly available, not all defined teaching loads in those documents.

Not all institutions with faculty senates or faculty associations are like that of Missouri State University-West Plains. Many are representative (members are elected rather than including all faculty members as MSU-West Plains does), and many have only curricular, assessment, and “advisory” responsibilities rather than actual governance responsibilities. Others have one or two elected members who serve on the university system’s faculty senate. Only a few had faculty governance structures that mirrored MSU-West Plains’ structure. A handful had no discernable faculty governance system.

A limited number had research and service requirements for their tenure-track faculty, and those tended to be institutions on the list who were reported as having 12 hour workloads.

Limitations:

Again, there was limited time to locate, read, and analyze documents. It is possible that some were missed (particularly at institutions where no official faculty handbooks were located), and some institutions required a login ID to be able to access those documents in their entirety. This means the information reported can’t be examined more closely to see how close the “apples to apples” comparison the Chancellor makes actually are.

Another limitation is that for those institutions who use load points, it isn’t always easy to see the direct correspondence to the credit hour system MSU-West Plains uses. Some discount laboratory hours by limiting them to half to two-thirds of a credit hour. This is usually the justification for the load point system: credit hours do not accurately reflect a faculty member’s teaching load. Some also include non-instructional duties as part of the load points.

With more time, it would be valuable to contact the institutions who do not have publicly available information or individual campus data available to see precisely how similar or dissimilar these institutions are from Missouri State University-West Plains.

Analysis:

In looking at the data retrieved from public records for the Chancellor’s list, there were 41 institutions (40 individual colleges and 1 system, excluding Missouri State University-West Plains which the Chancellor included). Of those, 17 institutions (41%) have 12 hour faculty workloads, 24 (or 59%) have 15 or more hour faculty workloads, and 1 is not defined. Only 8 of these institutions have a faculty senate and committee structure similar to that of Missouri State University-West Plains. Many of the listed institutions also make an effort to capture non-instructional faculty load through load points, which Missouri State University-West Plains does not use.

Conclusion:

The Chancellor claimed in his presentation to faculty senate that “74% of like institutions, 2-year

under a 4-year system, had a teaching load of 15 hours or more.” The problem is that many of these institutions are not like Missouri State University-West Plains when examined more closely. Several, the University of Hawaii community colleges, for example, are very differently structured and governed than MSU-West Plains. Due to the different ways these institutions describe themselves, only the two Kent State campuses can clearly be shown to be like Missouri State University-West Plains, and they also have 12 hour teaching loads.

To be fair to the Chancellor, his number is correct if we remove rank and tenure from the equation. Given that ranked and tenured faculty almost always have increased non-instruction obligations to their institutions, teaching load is not the entirety of a faculty member’s workload. A closer look at the listed institutions demonstrates that faculty workloads, particularly those faculty who, like those at Missouri State University-West Plains, have rank and tenure are those whose loads more closely resemble the teaching and service loads of MSU-West Plains.

For many institutions on this list, their documents on faculty workloads—and they define them as workloads, not teaching loads—include preambles to the workload discussion that make clear the difficulty in defining a faculty member’s workload using only one metric, the credit hour, for example. Laboratory faculty often have workloads that credit hours do not fully capture since they have more instructional contact hours with students than credit hours reflect, and many faculty often have non-instructional duties like advising, service, or leadership roles that are also not captured by that metric. On campuses where faculty serve in governance through faculty senates and committees, there is a significant investment of faculty time that is rarely captured when only the teaching load is considered. As a result, our workloads are often not clearly understood by non-faculty.

APPENDIX

COMPARISON INSTITUTIONS

Arkansas State University-Beebe, Mountain Home, and Newport

- 2-year residential community colleges, though Beebe is a technical school
- No publicly available documents on faculty workload for Beebe; 15 hour load for Mountain Home; 15 hour load for general education faculty and 20 for technical faculty at Newport
- No rank or tenure system at Beebe or Mountain Home; Newport has rank and tenure with different systems for general education and for technical faculty. Rank for technical faculty at Newport include only different tiers within the instructor rank
- No evidence of a faculty senate

Cossatot College of the University of Arkansas

- 2-year community college
- Two-tier faculty system: full-time tenure track faculty have 12 hour load; full-time non-tenure track faculty have 15 hour load
- Faculty senate/committee structure similar to Missouri State University-West Plains

Dakota College of Bottineau

- 2-year college, general education and technical programs
- Uses credit hours or contact hours (typically for laboratory or non-lecture coursework); 15-16 hour workload or 20-22 contact hours (depending on which calculation is used)
- Tenure system based on teaching, university service, and community service
- Faculty senate/committee structure similar to MSU-West Plains

Eastern New Mexico University-Roswell and Ruidoso

- 2-year colleges
- Faculty handbook defines a normal load for tenure-track faculty as 12 hours per semester
- Faculty handbook does not define the tenure system and its requirements
- Faculty senate is elected or appointed; committee structure and duties not defined

Great Falls College Montana State University

- 2-year technical college
- Normal load for “contract” faculty defined as 15-16 credit hours per semester
- No tenure system described in the public documents
- No faculty senate listed or described in the public documents

Hawaii Community College, Honolulu Community College, Kapiolani Community College, Kauai Community College, Leeward Community College, Windward Community College

- 2-year community colleges under the University of Hawaii

- Normal faculty teaching loads are not specifically defined in public documents, though division/department chair loads use defined load points based on responsibilities they oversee. Some documents define 15 hours as the base for faculty.
- There is a rank and tenure system, but criteria are not in the public documents
- There is a system faculty senate comprised of the faculty senate chairs from each community college; each college's faculty senate is representative (Honolulu does not have any indication in the public documents that it actually has a faculty senate)

Helena College University of Montana

- Comprehensive 2-year college
- Faculty union. Terms of employment under collective bargaining agreement uses an FTE to calculate a load of 15 hours (with no non-instruction duties, lower if there are non-instruction duties assigned); faculty advise students
- There is an unranked promotion system and tenure which is based on teaching and university service
- Faculty senate includes all full-time faculty but has only two standing committees: curriculum and professional development

Kent State University at Liverpool and Kent State University at Tuscarawas

- 2-year branch campuses of 4-year university
- 12 hour teaching load
- Rank and tenure system similar to MSU-West Plains
- Faculty senate structure similar to MSU-West Plains

Louisiana State University-Eunice

- Comprehensive 2-year community college
- 15-21 hour full-time teaching load
- Only upper ranks of faculty are tenured, and the status is automatic at appointment with what is defined as the upper faculty ranks (associate professor or higher). The ranks are not clearly defined (for example, Assistant Professor is either part-time or adjunct, but there appears to be no full-time rank for assistant professor).
- Faculty council can be organized on campus (handbook is for system), but has no authority except advisory and is only required to meet once a year. Administration is part of the council.

Nebraska College of Technical Agriculture

- 2-year technical college
- Load is 15 equivalent hours based on a formula using contact hours and enrollment
- No evidence of rank and tenure in the public documents
- No evidence of a faculty senate

New Mexico State University-Alamagordo, Carlsbad, Dona Ana, and Grants

- 2-year community colleges
- 2-tier faculty system where "regular" faculty have a 12 hour work load and "temporary"

faculty have a 15 hour work load

- Rank and tenure system for regular faculty
- Participate in system faculty senate, though each campus has a faculty assembly with two standing committees: Assessment and Curriculum

Ohio State University Agricultural Technical Institute

- 2-year technical campus
- Policies default to the Ohio State University policies where faculty load is calculated using FTE for a full-time load of 12 hours.
- Rank and tenure exists, but policies primarily mention nursing/clinical faculty
- A faculty council exists but has only an advisory capacity

Phillips Community College of the University of Arkansas

- 2-year community college
- Faculty load is calculated with a point system using credit hours and student contact hours. 30 points is a full-time load calculated by credit hours added to contact hours (contact hours generally involve laboratory course work or the teaching of dual credit/dual enrollment courses)
- No evidence of rank and tenure
- A Faculty Assembly exists with elected members and only three standing committees: Academic Standards, Curriculum, and Faculty Development

Potomac State College of West Virginia State University

- 2-year college
- No specified faculty workload, but there is a 2-tier faculty system. Based on other examples, the tenure-track faculty likely have 12 hour loads and the non-tenure track faculty likely have 15.
- Rank and tenure system
- Campus Faculty Assembly with a representative to West Virginia State University's Faculty Senate. Faculty Assembly duties/structure not defined

Richard Bland College of the College of William and Mary

- 2-year college
- Two-tier faculty; faculty loads are 12-15 hours for tenure-track faculty and 15-18 for non-tenure track faculty
- Rank and tenure system
- Representative faculty senate

Southern Arkansas University Tech

- 2-year technical college
- 15 hour teaching load
- No rank or tenure system
- Faculty Assembly, but the structure is not clear

Southern University at Shreveport

- 2-year college
- 14-17 hour teaching load based on credit/contact hours
- Rank and tenure system
- No faculty senate but academic committees exist to which faculty are appointed

University of Akron Wayne College

- 2-year college
- 12 hour teaching load
- Rank and tenure system
- Elect representative to the University of Akron system Faculty Senate

University of Arkansas Community College-Batesville, Hope, Morrilton

- 2-year community colleges
- 15 hour teaching loads
- No rank or tenure
- Faculty Senate, but no information about organization or committee structure

University of Cincinnati-Blue Ash College and Clermont College

- 2-year colleges
- 12 hour teaching load
- Rank and tenure system
- Elect representatives to the University of Cincinnati System Faculty Senate

University of New Mexico-Gallup, Los Alamos, Taos, and Valencia County

- 2-year colleges
- 15 hour load units calculated on more than just credit hours (includes contact hours for advising, etc.)
- Rank and tenure system
- Faculty senate structured like ours

University of Pittsburgh-Titusville

- 2-year college
- Two-tier faculty; 12 hour teaching load for tenure-track faculty
- Rank and tenure system
- Faculty Senate includes all faculty; faculty assembly members are elected, but there isn't a clear distinction in the documents between the two

University of South Carolina-Lancaster

- 2-year college
- 12 hour teaching load
- Rank and tenure system
- Faculty senate with elected representative to the University of South Carolina system Faculty Senate

University of Wisconsin Colleges

- 2-year community colleges
- 12 hour teaching load
- Rank and tenure system
- One faculty senate for the entire system with elected representatives

Addendum 3: An Examination of Chancellor's Power Point Presentation

**An Examination of "Faculty Teaching Load PowerPoint"
Delivered by Chancellor Bennett to Faculty Senate on December 1, 2017**

Introduction

This document provides a copy of each slide of Chancellor Bennett's PowerPoint entitled, "Faculty Teaching Load," which he delivered to Faculty Senate on December 1, 2017. Each slide is immediately followed by brief reactions.

Slide One

Faculty Teaching Load

In the current political and economic environment it is in the best interest of Missouri State University-West Plains to increase faculty teaching from the current load of 12 credit hours per semester to the norm of 15 credit hours per semester.

Chancellor Bennett refers to the “current political and economic climate,” but his proposal concentrates on the future. In other words, this proposal would influence the workloads and incomes of all future faculty on this campus in reaction to the present challenges.

No other employee group on campus faces similar changes, primarily because their workloads can only be reduced, not raised, and there is no consideration of the impact such a change for faculty is likely to have on the quality of instruction for our students.

Slide Two

My Opinion

- I believe the strength of our institution must be our faculty.
- I would like to pay our faculty more.
- I think the caliber and dedication of our faculty is outstanding.
- I have tried to recognize, honor, and show appreciation for our faculty.

No comment.

Slide Three

Accreditation Site Visit March 31, 2014- April 2, 2014

- From page 22 PEAQ Comprehensive Evaluation Report:

“Full-time faculty load is 12 credit hours per semester. The prevalent practice at two year teaching institutions is to require a full-time load of 15 hours or more per semester. This discrepancy in load may become financially unhealthy in the future.”

- The Chair of this site visit was led by Dr. Kristin L. Mallory. She has over 10 years experience in evaluating two-year teaching institutions, not just public community colleges, and specializes in faculty compensation.

In the quotation above, Dr. Kristin L. Mallory appears unaware of the required service component defined within the MSU standard 30-hour teaching load. Perhaps she was not informed of this standard.

Dr. Mallory offers no support, and she recognizes no differences between the numerous two-year institutions, many of which do not have 15-hour loads for ranked, tenure-track faculty.

Dr. Mallory had seven years' experience, not ten as stated above, when she wrote this in 2014.

Chancellor Bennett cites only one expert.

An internet and EBSCO search identified no publications by Dr. Kristin L. Mallory other than her dissertation, so it is unclear why she is considered an expert in faculty compensation. Dr. Mallory holds a bachelor's in dental hygiene, a master's in secondary science, and the 74-page dissertation she produced for her EdD, "Employment Success of Community and Technical Program Graduates as an Indicator of Economic Development in West Virginia" is not a study of faculty compensation.

Slide Four

“But we are not a Community College”
Let us compare apples to apples...

- **74%** of like institutions, 2-year under a 4-year system, had a teaching load of 15 hours or more.
- The list of 46 colleges was generated from Carnegie Classification.
- Everyone of these colleges must participate in shared governance or they would not be accredited.

Bullets One and Two: As further research demonstrates (Addendum 2), a vast majority of these institutions are not truly “like” MSU-WP. Of the 41 institutions selected for comparison, only two campuses are configured “like us,” and both have the same teaching load as MSU-WP. Additionally, the following comparison list provided contained only 41 institutions, not 46 as stated.

Bullet One: This propensity to follow seems to undermine the key point of our vision statement: “Missouri State University-West Plains will be a model among two-year, learning-centered institutions.”

Bullet One: Teaching load is only one part of the 30-hour workload standard defined by MSU. In fact, in the annual faculty evaluation system, it is considered a maximum of 70% of a faculty member’s duties.

Bullet Three: Simply “participating in” shared governance is often something much different from authentic shared governance. We have an extraordinarily small faculty body and have a remarkable amount of governing responsibility to split between the shrinking number of faculty members. Additionally, many of the comparison institutions have no real shared governance system beyond curriculum authority (Addendum 2).

Slide Five

“But Springfield faculty get time off for doing shared governance”

- We are not a 4-year campus, we are a separately accredited 2-yr campus.
- Even Springfield Instructors who do not have a service load are expected to teach 15 credit hours.
- Springfield tenure track faculty get time off to do research and service.
- MSU-West Plains is a two year teaching institution. Staying current in your field, as well as doing service work, is a general expectation of faculty at all two-year colleges, Community Colleges and Two-year under Four-year systems, getting time off for doing research or service is not.

Bullet One: MSU-WP is not a four-year campus, but many of the umbrella policies (such as intellectual property, behavior policies, assessment policies, hiring procedures, grievance procedures, disciplinary procedures, and so on) of our mother campus cover all exigencies of an issue. The 30-hour workload standard defined in the MSU faculty handbook is clearly one of those policies, for it defines workload for any combination of teaching, service, and research throughout the system.

Bullet Two: This is inaccurate and misleading. “Even” should be “only.” “Only Springfield instructors who do not have a service load are expected to teach 15 credit hours.” It should be noted that the instructor rank at Springfield has different teaching load requirements than the instructor rank on the West Plains campus where instructor is the initial rank for the tenure track, hence the 12-hour load for that position at West Plains.

Bullet Three: Springfield faculty do not get “time off” to do research and service; it is part of their 30-hour requirement. Since service and research are required components of a faculty member’s workload, this is does not constitute “time off.”

Bullet Four: It is true that MSU-WP is a teaching institution, but MSU-Springfield also recognizes in its 30-hour standard that MSU-Springfield is both a teaching institution and a research institution. One-half of any undergraduate program is 100-level and 200-level courses, so one-half of MSU-Springfield’s mission is a teaching institution. Furthermore, most faculty agree that teaching lower-level courses is more challenging and time consuming than teaching upper-level courses. This distinction of being a “teaching institution” makes little practical sense when discussing workloads.

Bullet Four: This sweeping generalization oversimplifies faculty members’ numerous duties and activities and then states that this is a general expectation at all two-year colleges. Advising is not an expectation at all two-year colleges, and many two-year schools do not have department chairs, handbook committees, campus-wide faculty senate committees, executive budget

committees, cost-cutting committees, long-range plan committees, HLC report committees, Ozark Symposium Committees, RPT committees, and numerous other committees that are made necessary by our level of self-governance and our level of understaffing. Additionally, it does not take into consideration that faculty at MSU-WP are evaluated for promotion and tenure on an expectation that research is part of their job, whether that is the scholarship of teaching or more traditional research for publication.

Slide Six

“This will negatively impact the quality of instruction provided to students...”

- No. Most of our faculty already teach 15 credit hours or more. The majority of our faculty have taught 15 credit hours both Fall and Spring semesters for the last ten years. (We pay them “overload”)
- In fact this proposal will put full-time faculty in front of more students and should thereby increase the quality of instruction.
- There are countless two-year schools who require a 15 credit hour teaching load AND are recognized for outstanding instruction. I am confident our faculty are just as capable and professional.

Bullet One: Faculty can refuse overloads and only receive overload pay if they teach outside their contractual requirements. Faculty can negotiate their nonteaching responsibilities down when teaching an overload. The bottom line is, there is no right to overload, and the administration must approve a faculty member teaching outside his or her contract. The reality is that for many of our disciplines, there are simply few local, qualified faculty willing to teach for us as per course at the low salary we offer. This forces overloads onto existing faculty, though not all faculty choose to teach them.

Bullet Two: Some instructors do not consistently teach overloads because they know it will reduce their effectiveness, and if they are forced to teach 15-hours per semester in the future, their effectiveness will be reduced.

Bullet Three: When one looks at two-year faculty who have teaching loads similar to MSU-WP, they teach 12, not 15-hour loads. Thus, the 15-hour load comparison is out of context.

Slide Seven

Reasons for Moving to the Norm of 15 Credit Hour Teaching Load

- Consistent with our Long Range Plan goals:
 - "Reduce...financial costs of the institution through...use of best practices"
 - "Seek to increase faculty salaries to within 90% of the two-year college benchmark average" [Making it a true benchmark of faculty teaching 15 credit hours compared to faculty teaching the same.]
- Consistent with State guidance and Missouri State University System guidance to be more efficient
- Saves approximately \$240,000 a year

Bullet One: Sadly, this move will actually lower faculty salaries, since many faculty use overload to make up the admitted deficit in their compensation. Faculty support reducing financial costs where possible, but we have families to support, student loans to repay, and other costs we, too, must meet. We are also deeply concerned that such a move will reduce our classroom effectiveness when we lose time to learn new skills, research better methodologies of teaching and achieve a healthy work/life balance.

Bullet Two: Circular reasoning. This argues that a 15-hour teaching load will be a good practice because it is a “best” practice, and there is no proof in evidence here that this is a “best practice” rather than simply a policy.

Bullet Three: This is a vague, unfunded promise. Even if the 90% benchmark for faculty salaries is somehow funded in a distant future, the increased teaching load would put West Plains salaries even lower per workload hour than they are now.

Bullet Four: In a recent survey of 242 two-year colleges (a survey summarized by Dean Lancaster at the November 2017 meeting of Faculty Senate), MSU-WP ranked in the sixth lowest percentile for the amount of money invested in students per capita—so a lack of efficiency is not the cause of the deficits on this campus.

Bullet Five: This statistic is given with no citation and no documentation, no evidence. Other than reducing faculty compensation, it is difficult to see how this is more “efficient.” Faculty have already agreed to a temporary change in policy that lowered overload pay. Eliminating it is not efficiency; it is simply a pay cut.

It is not clear that a \$240,000 annual savings will materialize with this change. It is likely that overload will still exist in some programs and for some faculty. MSU-WP faculty are strongly committed to guaranteeing students have the courses they need. Given there are few qualified

faculty in our area who wish to teach for the low per course pay we offer, many faculty will still need to teach additional required courses to ensure students graduate.

Slide Eight

What will we do with the saved money?

- It depends on our budget:
 - Governor's budget, what is passed by the legislature, what is signed, what is vetoed, what becomes law, State revenues, and any hold backs by the Governor.
 - Enrollment increases or decreases.
 - Extra bills like MOSERS
- My preference:
 - Use as much of the saving as we can to move faculty and staff to 90% of market over a two year period.

OR (If we can't afford that in the budget)

- Use the money to prevent laying off personnel.

Bullet One: Obfuscation.

Bullet Four: Faculty and staff workloads/salaries should not be used to compensate for unplanned and repeated budget shortfalls.

Bullet Six: As previously noted, faculty salaries will still lag, and the opportunity to earn additional funds will largely disappear for faculty.

Slide Nine

Process

- This has been discussed at Admin Council and the Executive Budget Committee
- In accordance with the process outlined in the Faculty Handbook, I am presenting a draft of a Faculty Handbook revision recommending the West Plains Faculty teaching load be changed to 15 credit hours to the Faculty Handbook Committee Co-Chairs. I am also giving a copy to the Chair of the Faculty Senate.
- I plan to present this issue to the BOG so that it is discussed at the Planning and Programming committee in Feb and voted on by the entire board at the May board meeting. This gives the faculty 5 months to work this issue.

Bullet One: The faculty welcome discussion, but the faculty would also note that neither of these are forums that provide opportunity for extended conversations of faculty compensation.

Bullet Three: There would be more time to analyze this proposal if Chancellor Bennett had not intentionally waited until the week following the HLC visit and the week before finals to present it. This proposal will significantly affect people's incomes, workloads, and careers, so it should have been presented in a more timely, professional and ethical manner, especially since the Chancellor made this presentation to other campus groups in early to mid-November.

Slide Ten

Summary

- I believe the strength of our institution must be our faculty.
- I would like to pay our faculty more.
- I think the caliber and dedication of our faculty is outstanding.
- I have tried to recognize, honor, and show appreciation for our faculty.

HOWEVER:

- I also believe the future is now and we can no longer afford to subsidize our faculty teaching load.
- It is unfair to pass this on to the next Chancellor, it needs to be done now.
- **In the current political and economic environment we should increase the faculty teaching load to the norm of 15 credit hours per semester and save \$240,000 a year by doing what our accreditors say is the normal practice and what is done by a super majority of like institutions. I propose we use the money to either move faculty and staff closer to 90% of true market over two years or, if needed, prevent us from having to lay off even more employees.**

Bullet Five: Faculty duties as described in the faculty handbook and University policy include more than their teaching load (advising students, participating in Faculty Senate, serving on Faculty Senate and university committees, research, and University and community service). That teaching load also involves more time than is represented by the credit or contact hours of the teaching load (class preparation, grading, providing guidance and feedback to students, for example). As a result, the University is not “subsidizing” faculty members’ “teaching load.”

Bullet Six: Given that leadership often has different ideas about how to manage institutions and finances, the next Chancellor may see this issue differently. It may also be unfair to land a new Chancellor with a demoralized faculty who no longer trusts its leadership.

Bullet Seven: As supporting documentation shows, these institutions are neither a “supermajority” nor “like” us. Again, of the 41 institutions selected for comparison, only two campuses are configured “like us,” and both have the same teaching load as MSU-WP. Slightly more than half have the 15-hour work load; the others have 15-hour teaching loads for non-ranked, non-tenure track faculty only.

Addendum 4: Faculty Handbook, West Plains Campus, Section 4.3.2.1 Workload.

Adopted by unanimous vote of the MSU-West Plains Faculty Senate 1-11-2018

Section 4.3.2.1 Teaching Load

Definitions

The term "Equated hours" is used to refer both to credit hours of teaching and to time assigned to activities that are equivalent to credit hours of teaching. The work involved in any activity worth three equated hours will have been determined to be equivalent to the work involved in having sole responsibility for instructing a one semester non-laboratory three-hour undergraduate class with enrollment at typical numbers or with responsibilities that do not significantly increase normal workload.

The conceptual framework for this standard workload is a total workload of 30 equated hours with six equated hours being allocated for maintaining currency in one's field, advising duties, and normal department, division, and University service activities.

"Standard workload" is 24 equated hours across an academic year (Fall and Spring) with the exception of instructors without a service component and research-active faculty. For research-active faculty, "standard workload" should approximate 18 equated hours across an academic year (Fall and Spring), subject to division-specific guidelines. The reference to standard workload in this policy is only applicable to nine month academic appointments.

"Overload" is determined by evaluating the workload assigned to a faculty member in relation to the standard workload as configured for that faculty member. Thus, if a faculty member with a typical semester teaching load is asked to teach additional coursework during a semester, then that faculty member's workload might be considered overloaded.

Reason or purpose for the policy

Missouri State University recognizes and supports the important work that faculty members do in and outside of the classroom to impact academic disciplines, students, the University, and communities. In support of that commitment, the following workplace policy was drafted to guide department, division and University decisions related to the fair and prudent allocation of faculty workload.

Policy statement

"Equated hours" is used to refer both to credit hours of teaching and to time assigned to activities that are equivalent to credit hours of teaching. The work involved in any activity worth three equated hours will have been determined to be equivalent to the work involved in having sole responsibility for instructing a one semester non-laboratory three-hour undergraduate class with

enrollment at typical numbers or with responsibilities that do not significantly increase normal workload. Academic Department policies regarding how equated hours are assigned to particular activities are to receive majority approval in departments, be aligned with the campus Long Range Plan and approved by the Department Head, Division Chair and the Academic Dean. The process for creating the workload policy should be transparent. Changes made to the Academic Department/Division workload policies by any level of academic leadership should be documented, made available, and communicated to the faculty impacted by the change. Workload policies must be reviewed every three years when applicable.

“Standard workload” is 24 equated hours across an academic year with the exception of instructors without a service component. The conceptual framework for this standard workload is a total workload of 30 equated hours with six equated hours being allocated for maintaining currency in one’s field, advising duties, and normal department, division, and University service activities. The departmentally-approved activities of each faculty member will often vary, and in many cases the standard workloads for individual faculty members will also vary. Research-active faculty members can apply for and be granted a three-hour reassignment per semester to promote scholarly endeavors at the University, resulting in an equated 18-hour instructional workload for an academic year. Research and other agreed upon activities are negotiated between the Department Head, Division Chair and the faculty member, with the approval of the Academic Dean.

“Overload” is determined by evaluating the workload assigned to a faculty member in relation to the standard workload as configured for that faculty member. Thus, if a faculty member with a typical twelve-hour semester teaching load is asked to teach additional coursework during a semester, then that faculty member’s workload would be considered overloaded. Faculty members who are requested to teach overload course assignments have the right to refuse such assignments. If a faculty member chooses to accept an overload assignment, then that faculty member is entitled to overload compensation, to future workload reductions, or to another compensation arrangement mutually acceptable to the faculty member and Department Head and Division Chair. Faculty who receive overload compensation will receive a minimum instructional salary based on a scale of 2 ½% of a nine month base salary per credit hour unless otherwise negotiated with their direct academic administrator or Academic Dean. Faculty who choose to accept an overload assignment will be permitted to renegotiate prior established merit weights for teaching, research, and service if applicable.

If a substantial proportion of faculty disagrees with the content of the workload policy or with changes made to the policy by the Department Head or Division Chair, they should attempt to resolve differences of opinion with the focal/relevant academic administrator. If a resolution is not possible then the faculty member may submit a written appeal to the Academic Dean for consideration. Faculty who believe the policy is not being applied equitably may use the normal appeals process outlined in the Faculty Handbook.

Addendum 5: Partial Compendium of Research, Publications and Creative Works of MSU-West Plains Faculty

Professional Service	Business Advisory Committee : South Central Career Center, Serve on Committee for Business Education Programs	Dasha Russell		
Professional Service	EPIC Pitchfest Judge: Ozarks Small Business Incubator, Served as Pitchfest Judge	Dasha Russell		
University Service	Faculty Senate Curriculum Committee: Missouri State University-West Plains, Served on Committee for University Curriculum Issues	Dasha Russell	x	
University Service	Faculty Senate Budget Priorities Committee: Missouri State University -West Plains, Serve on Committee for University Budget Priorities, Prepare Budget Analysis Reports	Dasha Russell	x	
University Service	Faculty Senate Assessment Committee: Missouri State University-West Plains, Serve on Committee for University Assessment, Serve on Sub-Committee for Re-evaluating General Education Assessment Process	Dasha Russell	x	
University Service	Distance Learning Committee: Missouri State University-West Plains, Serve on Committee for Distance Learning Issues	Dasha Russell	x	
University Service	Film Series Committee: Missouri State University-West Plains, Serve on Committee for February Film Series Event	Dasha Russell	x	
University Service	Enrollment Management Committee: Missouri State University-West Plains, Serve on Committee for University Enrollment Management Serve on Sub-Committee for Enrollment Relationships	Dasha Russell	x	
University Service	Higher Learning Commission (HLC) Criterion 5 Committee: Missouri State University-West Plains, Serve on Committee for Evaluation of HLC Criterion 5, Serve on Sub-Committee for HLC Criterion 5 Sub-Part B Report	Dasha Russell	x	
University Service	Institutional Analysis Committee: Missouri State University-West Plains, Serve on Committee for Institutional Analysis of University Budget Process	Dasha Russell	x	
University Service	Phi Beta Lambda: Missouri State University-West Plains, Serve as Co-Advisor or Phi Beta Lambda	Dasha Russell	x	
Community Service	Thayer Freewill Baptist Church: Children's Church Leader/Vacation Bible School Leader, Serve as Children's Church Leader for Children Ages 2-6, Serve as Vacation Bible School Leader	Dasha Russell		x
Community Service	Oregon County Food Pantry: Family Registration Clerk, Assisted Families in Registering for Oregon County Food Pantry	Dasha Russell		x
Community Service	West Plains Trunk or Treat: Phi Beta Lambda Booth Advisor, Advised/Assisted Phi Beta Lambda Members at Trunk or Treat Event	Dasha Russell		x

Community Service	Thayer Little League, T-Ball Coach, Coached team of 3-5 year old children	Dasha Russell	x
Community Service	Future Business Leaders of America-District 14: Competition Judge, Judged the Social Media Presentation Event	Dasha Russell	x
Community Service	Phi Bet Lambda: Competition Timekeeper, Kept time for Client Service Event	Dasha Russell	x
Administration	South Central Career Center - West Plains R-VII School District, West Plains, MO	Brenda Smith	x
Administration	Adult Program Director/Assistant Director (retired, part-time)	Brenda Smith	x
Administration	Director (Secondary-Postsecondary)	Brenda Smith	x
Community Involvement	Jobs through Education, Inc. Board of Directors	Brenda Smith	x
Community Involvement	South Central Workforce Investment Board	Brenda Smith	x
Community Involvement	Elected to West Plains City Council	Brenda Smith	x
Community Involvement	Elected to West Plains Charter Government Commission	Brenda Smith	x
Community Involvement	Ozarks Small Business Incubator (OzBI) Board of Directors, Secretary 2014-2015	Brenda Smith	x
Community Involvement	Received Community Service Award from West Plains Noon Rotary Club	Brenda Smith	x
Campus Service	I continue as a member of the Philanthropic Women for Education, which provides funds each year for selected projects for students and faculty on campus.	Brenda Smith	x
Campus Service	As a member of the Friends of Garnett Library Bylaws Committee, I assisted with Bylaws revisions.	Brenda Smith	x
Campus Service	As a former board member of the Heart of the Ozarks United Way Campaign, I understand the importance of donations and sponsorship provided to various community agencies and gladly give to the campaign each year.	Brenda Smith	x
Campus Service	I participated in the Annual MSU-WP Auction and served as a faculty member on the planning committee to help solicit donations. I learned the Development Office and Staff provide a tremendous service to the campus through their hard work and organization of many projects.	Brenda Smith	x
Campus Service	The CFD department managed the College Parent Resource Center for the campus. I supervise operations and student workers for the CPRC the last year of operations 20162017. I developed a brochure to promote the CPRC and submitted it to Dr. Renee Moore and the University Communications office for approval and distribution.	Brenda Smith	x

Campus Service	<p>Since 2013, I have coordinated the Read While You Wait Project in which CFD students have collected over 500 children's books and distributed to various area businesses, agencies, and waiting rooms for children and parents. I coordinated with the West Plains Public Library and Mtn. Grove locations where CFD students conducted book drives and distribution locations for children's books. Currently I am working with a MSU Springfield Bachelor's student using Read While You Wait as her senior internship project.</p>	Brenda Smith	x
Campus Service	<p>Collaboration between colleagues and campuses continued through participation in department, monthly division and Faculty Senate meetings. Attendance at Springfield CFD Department meetings were in-person, through phone conference, or ITV connections through Gohn Hall Outreach Office services.</p>	Brenda Smith	x
Campus Service	<p>I set a goal to become more active on campus following a recommendation from a previous evaluation. As I become more involved on campus my appreciation for my colleagues and gratitude to be a part of this campus deepens. I volunteered to serve on the Faculty Senate Public Affairs Committee, Assessment Committee, and the Dean's Long Range Strategic Planning Committee, and was elected as secretary of Faculty Senate. I was appointed to the Ad-Hoc Committee for Service Learning.</p>	Brenda Smith	x
Campus Service	<p>My past-experience as a member and chair of accreditation program reviews for Career and Technical Schools in Missouri and Indiana prompted me to volunteer for the Assessment Committee-Program Review Subcommittee. Our task was to determine what should be included in program reviews for MSU-WP. I wrote the initial institutional Program Review of MSU-WP Nursing Program 2015.</p>	Brenda Smith	x
Campus Service	<p>To promote the CFD program I participated in Red Carpet Days, STAR Orientations, ASK Week, Career Fair Days, and advise CFD students with less than 65 credit hours in addition to other assigned university students.</p>	Brenda Smith	x
Campus Service	<p>I assisted ENACTUS and CFD students with projects to benefit the Bridges Program for disadvantaged students of the West Plains area, including donations and a two-day yard sale during the spring of 2015.</p>	Brenda Smith	x
Campus Service	<p>I served three years as a table hostess for the TRIO Etiquette Dinner where I gained knowledge of the services TRIO provides students who are first generation college students and assisted students by reviewing their resumes and providing strategies for successful interviews.</p>	Brenda Smith	x

Campus Service	I assisted with the Poverty Simulation conducted by Ozark Action, Inc. in Alton, October 30, 2015 and contributed the Follow-Up presentation and supervised participating MSU-WP CFD students.	Brenda Smith	x
Campus Service	As instructor and student advisor, I arranged meetings with local legislators, Senator Mike Cunningham and Representative Shawn Rhoads for Dr. Moore, myself, and CFD students attending Child Advocacy Day, 2014 and 2015, in Jefferson City. Our students shared background with legislators for several bills affecting children and childcare providers. Senator Cunningham took our students on a tour including the Senate Chamber. Representative Rhoads also provided a photo opportunity with students and spoke with them on various issues, then took them on a tour on the floor of the House of Representatives.	Brenda Smith	x
Campus Service	After attending the Campus Compact Heartland Conference on Service Learning and Springfield MSU Citizenship and Service Learning (CASL) Workshop/site visit with the Public Affairs Committee. I gained more knowledge on the ways to integrate Service Learning into CFD courses and opportunities for further study.	Brenda Smith	x
Campus Service	CFD students are provided opportunities to engage in 24 hours of community service in CFS120 and 15 hours of service in CFD 155.	Brenda Smith	x

Community Service	<ul style="list-style-type: none"> Primarily I fulfill my community service as City Council member and Mayor Pro Tem for the City of West Plains with oversight of City Hall, Administration, Finance and Budget, Civic Center, Tourism Development, Purchasing/ Warehouse, and the Housing Authority. As part of my duties, I am a member and attend meetings of the monthly Advisory Boards for the Civic Center and Tourism Development. I work closely with the Economic Development Director and Economic Advisory Board on initiatives for industry and retail opportunities for our area. 	Brenda Smith	x
Community Service	I also serve as Chairman of Galloway Park Advisory Board, Vice Chairman of the Friends of Galloway, and a member of the Haunting of the Hollows Planning Committee.	Brenda Smith	x
Community Service	As a member of the Ozarks Small Business Incubator (OzSBI) Board of Directors, I am the elected Board Secretary and serve on the Strategic Planning Committee.	Brenda Smith	x
Community Service	I support the Boy Scouts of America through Friends of Scouting, serve as a Merit Badge Counselor, and serve on the Troop Committee for Boy Scout Troop 160 of West Plains.	Brenda Smith	x
Community Service	As an Advisory Committee member of South Central Child Advocacy Center, I supervised CFD students during the set up for Celebrity Waiter fundraiser held in September.	Brenda Smith	x
Community Service	I am an active member of the Rotary Club of West Plains -Noon and serve as Community Development Director, and Membership Committees.	Brenda Smith	x
Community Service	As a member of Business Women of Missouri-West Plains and the Optimist Club, I have also provided these groups, along with the Lions Club and both Rotary Clubs of West Plains presentations on school and career programs, Adult Education and Literacy, and the West Plains Charter.	Brenda Smith	x
Community Service	As a past President of the Board of Directors for the West Plains Chamber of Commerce, I continue as a member and participate in various activities throughout the year.	Brenda Smith	x

Community Service	I volunteer annually in community activities such as the CASA Annual 5K Color Run, Callie Ann Community Baby Shower, South Central Child Advocacy Center Celebrity Waiter Dinner, Ozarks Community Buddy Walk, and Trunk or Treat to enhance student learning by personal knowledge shared of agencies and employment opportunities for students. Knowing where and how students can help engage in partnerships and provide service to others in this and their own community addresses a portion of the University mission to empower students to achieve personal success and to enrich their local and global communities.	Brenda Smith		x
Philanthropic Women for Education Grant	Awarded for the purchase of a Prusa 3D Printer for use by multiple Departments on campus	Jacob Poulette	x	x
Unity Education Grant	\$75,000 in software licensing, awarded by Unity Technologies for use of their Unity Game Engine software by the Computer Graphics & Programming Department	Jacob Poulette	x	x
EPIC 16 Business Pitch Competition	Awarded by the Ozarks Small Business Incubator for business pitch on taking the game "Cat Ladies" The Feline Collecting Card Game" to market	Jacob Poulette	x	x
Philanthropic Women Education Grant	\$500.00 awarded for a joint mobile app project between the Agriculture and Computer Graphics and Programming Departments	Jacob Poulette	x	x
Philanthropic Women for Education Grant	\$519.98 awarded for the purchase of new hardware for the Computer Graphics & Programming Department	Jacob Poulette	x	x
Industry Bound Mentor	Awarded by University of Advancing Technology Game Studio Faculty "For Game Industry Readiness	Jacob Poulette	x	x
ScrumDo Grant	\$750 in software licensing awarded by ScrumDo LLC for use of their online software platform by the Computer Graphics & Programming Department	Jacob Poulette	x	x
Publications	Cat Ladies: The Feline Collecting Card Game, physical card game published by Silicon Forge Studios	Jacob Poulette		x
Publications	Challenge of the Summer Games, flash game published to Kongregate	Jacob Poulette		x
Presentations	Agile Development, Ozech Meetup	Jacob Poulette		x
Co-Proctored	Interscholastic CIS Test	Jacob Poulette		x
Co-Sponsored	Student D&D Charity Event at the Civic Center	Jacob Poulette		x
Participation	CGP Department recruiting activity at Willow Springs High School	Jacob Poulette		x
Participation	Star Session	Jacob Poulette		x
Spearhead	Creation of the video game collection at Garnett Library	Jacob Poulette		x

Donation	Initial video game collection through personal business	Jacob Poulette			x
SCRUMDO software license	5 month	Jacob Poulette			x
Participation	Career Fair	Jacob Poulette			x
Faculty Sponsor	ACM	Jacob Poulette			x
Participation	Red Carpet Session	Jacob Poulette			x
Faculty Sponsor	Ozarks Game Convetion (OzCon) 2017 - FloodCon	Jacob Poulette			x
Faculty Sponsor	Ozarks Convention (OzCon)	Jacob Poulette			x
3ds Max	Recent update using a new tool called Voxel to speed up rigging characters. This was researched and used in the classroom in CGP 260	Tera Smith	x	x	
3ds Max	Updates to it's hair and fur modifier. This was researched, updated and used in CGP 260	Tera Smith	x	x	
3ds Max	Researched using Max's biped skeleton versus the Neuron Skeleton and implementing it into the motion capture control in Unity.	Tera Smith	x	x	
Faculty Chair	The student charity event Ozarks Convention (OzCon) at the Civic Center	Tera Smith			x
Guest Relations Coordinator	Student charity event Ozarks Convetion (OzCon) at the Civic Center	Tera Smith			x
Participation	International Game Day at Garnett Library	Tera Smith		x	
Speaker	West Plains Game Developers Meetup	Tera Smith			x
Participation	OzCon Month prep	Tera Smith			x
Participation	OzCon Weekend	Tera Smith			x
Presentations	Missouri State University Math and Science "Compound Fractions"	Melinda Denton			
Presentations	Missouri State University Math and Science "Gears, Levers and Pulleys"	Melinda Denton			
Presentations	Missouri State University Math and Science "Factoring Methods"	Melinda Denton			
Presentations	Missouri State University Math and Science "Finding the Equation of Lines"	Melinda Denton			
Presentations	Midwest Regional Association for Developmental Education and STEMtech "Implementation of Emporium Style Developmental Mathematics"	Melinda Denton			
Presentations	Collaboration for College Readiness for High School Teachers "Developmental Math"	Melinda Denton			
Workshops	Fall and Spring Faculty Development Workshops	Melinda Denton			
Workshops	Dual Credit Workshops	Melinda Denton			
Workshops	Advisor Training	Melinda Denton			
Workshops	Experts Training	Melinda Denton			
Workshops	Blackboard Training	Melinda Denton			

Workshops	Diversity and Inclusion Training	Melinda Denton
Workshops	Degree Works Training	Melinda Denton
Workshops	Attendance Tracker Training	Melinda Denton
Workshops	ALICE Training	Melinda Denton
Workshops	Missouri State Co-Requisite Academy	Melinda Denton
Workshops	Designing Pathways Workshop	Melinda Denton
Supervision	Supervise several Dual Credit Math Instructors and Courses	Melinda Denton
Advising	Academic Advisor	Melinda Denton
Committees	Chair of Curriculum Committee	Melinda Denton
Committees	Academic Concerns Committee	Melinda Denton
Community Service	Tutor Trainin	Melinda Denton
Community Service	Helped to host the MESCM Math Relays	Melinda Denton
Community Service	Helped to host the MCTM Elementary Math Contests	Melinda Denton
Community Service	Taught in Department sponsored Middle School Math Academy	Melinda Denton
Community Service	President of Thayer Alumni Board who hosted the Homecoming reception and banquet, trivia night, and Christmas Pageant. We presented two \$1,000 Scholarships to MSU-WP students.	Melinda Denton
Community Service	Arranged for Math Education Students to attend the MOCTM Conference	Melinda Denton
Community Service	Chaired and was a member of Search Committees	Melinda Denton
Community Service	Active Church Member: Assist in Preschool Church, Soloist and Choir member, served on church shower committee, photographer for VBS and Valentine's Day Banquet, Sponsored youth competitive activities and stuffed 1,200 Easter Eggs with teen volunteers for the Church Egg Hunt.	Melinda Denton