

4.0 Faculty Evaluation

4.1 Faculty Performance Criteria and Evaluation Model

Faculty performance criteria at Missouri State University-West Plains are based on the purpose and mission of the institution. The campus mission is: Missouri State University-West Plains empowers students to achieve personal success and to enrich their local and global communities. As a two-year public institution, we provide accessible, affordable, and educational opportunities.

To this end, faculty members are expected to be actively engaged in teaching, professional activity and community and campus service throughout their careers. See Section 4.2 for General Criteria for 1) Teaching, 2) Professional Activity and 3) Service.

4.2 Evaluation of Ranked Tenured and Tenure Track Faculty

Faculty members are expected to be actively engaged in teaching, professional activity, (scholarship, research and/or creative activity) and service throughout their careers, but the campus recognizes that, at different times, faculty members may shift emphasis from one category to another as stated in the annual Faculty Goals, Objectives and Professional Development Agreement form. It is generally expected that during the probationary period the emphasis should be on teaching and service.

4.2.1 Teaching

4.2.1.1 Teaching Mission

The teaching mission at Missouri State University-West Plains is to develop educated persons. In doing so, the campus 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,
- 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 campus seeks to provide 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 of its forms as a means to provide a wide variety of sources of knowledge and perspectives.

4.2.1.2 Goals and Criteria for Evaluating Teaching

The following goals and criteria are the basis of evaluating faculty members' teaching effectiveness for tenure and promotion and for required performance

reviews (refer to Section 4.2.1.3 for recommended methods of documenting teaching effectiveness). Please note that item 1 below is of paramount importance on this list and that any faculty member, in order to succeed as a teacher at Missouri State University-West Plains, must succeed in the areas of item 1 relevant to his or her teaching. Although items 2 a, b and c, are not individually prescriptive, they are inclusive of teaching and may be considered.

1. Developing Educated Persons

Success in this area both describes successful teaching at this University and is a prerequisite for tenure and promotion.

- a. Faculty members meet this goal when they demonstrate their effectiveness in cultivating students' knowledge base and skills both basic and specialized within a specific discipline.
- 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. Evidence of continuing professional development also contributes to this goal.

2. Exceptional Modes or Qualities of Teaching

a. Outstanding Performance as a Classroom Teacher

Beyond basic effectiveness as a teacher, outstanding performance may be evidenced by judgments made by students, peers, administrators and colleagues with appropriate academic expertise. Further evidence may include external recognition for outstanding preparation of students for professional fields and students receiving external recognition for outstanding work produced in the course.

Such evidence may also include noteworthy research work done with students, noteworthy work in student advisement and internal or external grants to support innovative teaching.

b. Experiential Learning

While it is expected that all of our teaching 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 or provide evidence for other structured activities that apply the course material to social issues, problems, tasks or enhancement.

c. Accessibility

The criterion for this goal refers to efforts to increase accessibility to education beyond one's typical assignments. These may include, but are not limited to, offering distance learning, online courses, public lectures or workshops, working with the community and public schools in providing access to education, developing educational materials that address accessibility issues.

d. 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.

4.2.1.3 Documenting Teaching Effectiveness

There are two primary components to documenting teaching effectiveness: Instructor inputs and student outcomes. Everything that contributes to or derives from a teaching/learning experience should address one or more of the criteria above. The following table identifies input/ output elements and possible sources for documentation. The table below is not prescriptive but offers faculty examples of ways to document teaching effectiveness. Divisions/departments can refine these suggestions as appropriate for specific disciplines and a faculty member's specific job assignment.

Inputs and Outcomes	Documentation
Instructor Inputs (developing educated persons)	
Clear identification of outcome goals in terms of knowledge and skills	Syllabi and assignments reflect program and general education goals
Clear identification of relevance of courses to both major study and general education	Syllabi and assignments reflect program and general education goals
Practiced and pedagogically informed delivery of course content	Teaching portfolio, evidence of professional development, peer evaluations
Up-to-date content and materials	Syllabi, sample materials (with explanatory narrative in dossier), curricular grants, development of new courses

Quality organization of course and diligence in application	Syllabi, sample assignments, peer evaluations, student evaluations
Appropriately rigorous expectations	Syllabi statements, quantity and quality of reading, writing and performance assignments
Time, energy and effectiveness	Teaching portfolio, peer evaluations, student evaluations
Instructor Inputs (exceptional modes or qualities of teaching)	Opportunities for out-of-class application
Description of out-of-class activities, including service learning, field work, etc.	Special access opportunities such as distance-learning delivery
Syllabi and/ or descriptions of alternative delivery methods/courses	Special efforts to diversify student experiences
Diversity of educational experience, objectives, and efforts	Student Outcomes (all goals)
Majority of students make progress on knowledge and skill objectives from baseline starting point	Direct and indirect assessment: Aggregate information on pre/post knowledge and/ or skill performance by students in each class (example: 10% of students were able to identify Renaissance art at beginning of semester, 75% by end)
Majority of students understand goals and relevance of courses, regardless of performance level	Student evaluations
Students receive external recognition for work produced in course	External letters, awards, commendations, reviews, news stories, etc.
Faculty member receives direct external recognition for preparation of students	External letters, awards, commendations, reviews, news stories, etc.

4.2.2 Professional Activity (Scholarship, Research and/or Creative Activity)

Scholarship, research and creative activities each hold equal value in advancing the mission of Missouri State University-West Plains. A blend of scholarship, discovery and of integration and application to teaching, is essential to the mission.

4.2.2.1 Scholarship

Activities fulfilling faculty responsibility for scholarship include not only traditional scientific research and humanistic scholarship but also creative expression in the arts.

Faculty members must be engaged in sustained scholarship that will assist them in maintaining competence in the material to be taught and that will contribute to the education and good of the students, peers and public. Beyond these basic requirements, scholarship may take many forms, including original research or creative expression (scholarship of discovery), review and integration of prior research (scholarship of integration), applying current knowledge and innovations to important practices (scholarship of application) or dialectical engagement of students in the process of inquiry and discovery (scholarship of teaching). In all types of scholarship, direct and indirect involvement of students teaches them about the process and inspires them to become ongoing participants.

4.2.2.1.1 Goals and Criteria for Evaluating Scholarship

Scholarship of Discovery: The scholarship of discovery is recognized as an essential element of the campus mission. Evidence of performance in this form of scholarship is valued both for tenure and for promotions. Examples include:

- a. Scholarly monographs or books that advance understanding.
- b. Original research findings published in scholarly journals.
- c. Original artistic expression.
- d. Successful grant applications for research/ creative activity.
- e. Presentations of original research findings.

Scholarship of Integration and Scholarship of Application: The scholarship of integration and the scholarship of application are recognized as essential elements of the campus mission and of every departmental mission. They may be the most appropriate forms of scholarship for some faculty members. Evidence of performance in these forms of scholarship is valued both for tenure and for promotions. Examples include but are not limited to:

- a. Published textbook summarizing existing research.
- b. Published professional or applied research journal articles.
- c. Presentation of juried exhibits or performances.
- d. Published literature reviews or position papers.
- e. Published research protocols.
- f. Published bibliographies.
- g. Published critical reviews of scholarly projects.
- h. Successful grant applications for applied research and performances.

- i. Presentation of integrative or applied research.

Scholarship of Teaching: The scholarship of teaching is recognized as an essential element of the campus mission. Every faculty member engaged in teaching at this institution must engage in this form of scholarship. Evidence of performance in this form of scholarship is necessary for those faculty with teaching assignments, but it alone is not sufficient for tenure and for promotions. Examples include but are not limited to:

- a. Scholarly presentations to campus-based or community groups.
- b. Critiquing one's own students or colleagues or consulting with community organizations.
- c. Designing and refining media of expression.
- d. Improving the effectiveness of one's own teaching through seeking and using peer and student feedback.
- e. Assessing effectiveness of new learning technologies for teaching one's own courses.
- f. Preparing, compiling and disseminating custom texts, reading packages and/or ancillary materials for one's own courses.
- g. Successful grant applications for developing or enhancing one's own courses.

(Note: Activities such as developing or assessing curricula for a larger audience than one's own students, developing educational resources for use by other educators, observing and analyzing student behaviors and/or student teacher interactions outside of one's own classroom and assessing effectiveness of new educational methods or technologies outside of one's own classroom may qualify as scholarship of discovery, scholarship of integration or scholarship of application.)

4.2.2.2 Research

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 campus's general mission in all three fundamental areas of faculty responsibility: teaching, professional activity and service. Research both advances knowledge in a particular specialized academic field and encourages individual faculty development; it enhances the quality of education students receive.

Research at Missouri State University-West Plains includes activities designed to produce one or more outcomes such as the discovery organization and application of knowledge. The scope of research activities encompasses individual faculty research and departmental research programs.

While Missouri State University-West Plains does not have a formal emphasis on research, the campus affirms that research enhances the quality of education students receive. To that end, the campus recognizes the value of

academic research, and it also recognizes research for the purposes of fulfilling the overall professional activity mission of the campus. (August 2023)

4.2.2.2.1 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.

- a. Expand knowledge and/or demonstrate growth in area of expertise.
- b. Application of research to benefit campus constituents.
- c. Special effort to share knowledge and creative work with a broader audience.
- d. Involvement of students.

4.2.2.3 Creative Activity

Creative works in areas such as music, drama, art and literature are essential for sustaining the cultural role of Missouri State University-West Plains. Creative activities also include the enhancement of teaching effectiveness.

4.2.2.3.1 Goals and Criteria for Evaluating Creative Activity

The following goals and criteria are the basis of evaluating faculty members' creative activity for tenure and promotion and for required performance reviews. In the creative and performing arts, peer review and recognition through exhibitions, concerts, prizes and awards set a similar kind of standard to the kind of recognition another faculty member will achieve through publication in a peer-reviewed journal.

- a. Expand knowledge and/or demonstrate growth in area of expertise.
- b. Application of creative activities to benefit campus constituents.
- c. Special effort to share knowledge and creative work with a broader audience.
- d. Involvement of students.

4.2.3 Service

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 campus work to the public for its benefit.

4.2.3.1 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-West Plains, must succeed in item 1. Although items 2, 3 and 4 are not individually prescriptive, they are inclusive of service and may be considered. (Items 1 and 3 revised August 2023)

1. University Citizenship

In the interest of maintaining faculty influence in the decision-making process at the campus, individual faculty should 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, division and University committees and task forces.

Service activities supporting campus 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.

2. Professional Service

The criterion for this goal refers to contributions to professional organizations within the faculty member's field. Professional association participation may include serving as a board member, officer, editor, reviewer, committee member, etc. Additionally, this may include sponsoring an active student organization, mentoring or advising 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 presentations in contemporary media. 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.

Membership in community, regional, state or national service organizations is also public service.

4. Professional Consultation

Faculty members may meet this goal by providing 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 Faculty Duties and Responsibilities

4.3.1 Faculty Duties and Responsibilities

Duties and responsibilities of ranked faculty members at Missouri State University-West Plains fall into three broad categories: (1) teaching, (2) professional activity (scholarship, research and creative activity) and (3) University and community service. These duties and responsibilities shall be performed in accordance with standards of professional ethics stated in section 3.2.

Because the primary mission of the campus is to provide its students with a quality educational experience, the main responsibility of the faculty is teaching. In order to enhance student learning, faculty are expected to research developments in their respective fields and to transmit that knowledge to their students. Teaching responsibilities entail meeting classes regularly, being available to conference with students, serving as academic advisors and keeping accurate records of student achievement.

Faculty possess diverse talents, skills, and interests that should be employed to meet the mission of the campus, the goals and objectives of their academic units, and the agreed upon individual goals and responsibilities within their departments. Obligations upon faculty time include preparation for lectures and laboratories; delivery of instruction in the classroom, during office hours, and through email; fulfillment of specialized roles within a department; and performance of various academic and public affairs duties that are inherent in a learning environment and within the community.

Fulfilling these time-consuming and diverse responsibilities requires flexibility in assignment. Variations in assignments should be negotiated at the division or department level to allow all faculty the needed time to achieve expected levels of scholarship and campus and community involvement.

Members of faculty are expected to participate in meetings of their respective departments and divisions and to regularly attend Faculty Senate, to serve on faculty and administrative committees, and to serve the academic, professional and civic communities with their expertise.

During the pre-tenure period, the duties and responsibilities should be carefully balanced and monitored to promote success in teaching, professional activity, and service. The quality of the contributions in all areas is a factor for positive tenure and promotion decisions.

4.3.2 Teaching

4.3.2.1 Teaching Load/Work Load

Prior to the fall semester of 2019, the traditional teaching load for full-time ranked faculty of the Missouri State University System was a total of 24 credit hours each academic year for the standard nine-month appointment. This teaching load was combined with 6 equated hours* allocated for maintaining currency in one's field, advising duties, and normal department and university service activities for a total workload of 30 hours**.

The workload for all full-time ranked faculty of Missouri State University — West Plains first employed in fall 2019 and thereafter will increase to 30 credit hours of teaching each academic year plus 6 equated hours allocated for maintaining currency in one's field, advising duties, and normal department and university service activities for a total workload of 36 hours. These faculty members will be eligible to teach overloads as described in section 5.7; all faculty are eligible to teach during the summer semester as described in section 5.7.

Ranked Faculty employed full-time previous to fall 2019 have the following options:

1. **opt in** to this new teaching load of 30 credit hours. This teaching load will be combined with the 6 equated hours for a total workload of 36 hours. These faculty members will receive a 5% increase in their annual salary and will be eligible to teach overloads as described in section 5.7. See section 7.6.3 for information regarding possible release time.
2. **opt out** of the 30-hour teaching load and maintain their original teaching load of 24 hours combined with the 6 equated hours for a total workload of 30 hours. These faculty members will not receive the additional compensation that accompanies the increase of teaching load from 24 hours to 30 hours, and they will not be eligible to teach overloads. However, these faculty may still teach during the summer semester and receive compensation as described in section 5.7.

*The term "equated hours" refers to activities that are equivalent to credit hours of teaching.

**This 30 hours denotes contact hours only, and it is understood across academia that contact hours are inherently accompanied by numerous hours of preparation, evaluation, and documentation. Previous sections of this handbook outline the various expectations of teaching, professional activity, and service.

4.3.2.2 Meeting Classes

Faculty members are expected to meet their classes or to see that suitable 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 a professional meeting. When the instructor is unable to meet a class because of illness, he or she must call the office of academic affairs and make arrangements to notify his or her classes concerning the cancellation of classes and new assignments or to make other arrangements for the classes that will be missed.

4.3.2.3 Policy Statement and Course Outline (Syllabus)

Within the first week of classes the faculty member must submit a copy of the course syllabi to the office of academic affairs and shall issue to each student a print or electronic policy statement summarizing the following:

- a. Instructor Contact Information
- b. Catalog Description
- c. Course Rationale/Purpose: A statement of the general content of the course.
- d. Course Materials: A list of textbooks and other sources to be used for the course and whether they are recommended or required reading.
- e. Course Objectives
- f. Course Learning Outcomes: A list of measurable and desirable outcomes to be achieved upon successful completion of the course.
- g. General Education, Program, or Degree Learning Outcomes/Objectives
- h. Attendance Policy: A statement of attendance policy consistent with that of the campus and the policies regarding late arrival and early

departure. Refer to
<https://wp.missouristate.edu/catalog/policyattendance.htm>.

- i. Assignment Information
 - Grading Scale: A statement of the grading policy to be used in the course.
 - Examinations: A general idea of the material to be covered on each exam.
 - 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.
 - Makeups: A statement of how or if makeups will be allowed for exams, papers or other assignments.
 - 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.
 - 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.
- j. Course Outline/Calendar
- k. Academic Integrity Policy: A statement concerning policies concerning plagiarism and cheating, including consequences. Refer to the student academic integrity policies and procedures,
<https://wp.missouristate.edu/catalog/policy-academic-integrity.htm>.
- l. All University policies as documented in the Master Syllabus which can be found at the following site:
<https://wp.missouristate.edu/academics/mastersyllabus.htm>

4.3.2.4 Review of Graded Work

After an examination prepared by a faculty member or any written paper has been graded, the test or paper is to be made available to the student so that the student can observe where he or she has succeeded or failed.

4.3.2.5 Class Records

All faculty members must keep an accurate account of grades and attendance (paper or electronically stored) so that he or she will have factual information for a fair evaluation of each student. All faculty members must leave with their Department Heads/directors all grade books or a copy of all grade sheets at the time of leaving the employment of the University. In accordance with the Family Educational Rights and Privacy Act (FERPA), student grades are not to be publicly posted.

4.3.2.6 Policies Concerning Student Grades

Evaluation of student performance and assignment of final course grades are the responsibility of the faculty. If there are extenuating circumstances by which a student is unable to complete a small portion of the course, the teacher has the prerogative to assign an incomplete 'I' grade. The student must then complete all make-up work during the next semester of enrollment or the grade automatically reverts to an 'F'. Once the student has completed the necessary work, the faculty will prepare a Grade Change Authorization form and submit it to the office of registration and records.

It is not an acceptable practice for students to be allowed to earn extra credit after the semester is finished and final grades have been submitted.

It is not an acceptable practice for a member of the administration, faculty or staff to try to petition a faculty member to change a student grade.

Any changes to final grades must be handled through the procedure outlined in the course catalog.

4.3.3 Student Advisement

Student advisement is the process of assisting the student in negotiating the curriculum in order to achieve his/her educational goals. The process also involves aiding the student in thinking through and arriving at educational goals based on an understanding of what higher education is and how it relates to all areas of the individual's life, including his/her vocation.

The Advisement and Academic Coaching Center for Empowering Student Success (AACCESS) will initiate advising for each student, but all faculty members are expected to assist in the advisement process through normal contacts with students both in the classroom and in the office. Faculty members will also be assigned individual student advisees for whom they share a particular responsibility for advisement throughout the students' experience at Missouri State University-West Plains. Faculty members are expected to be knowledgeable of essential aspects of the curriculum and procedures of the campus in order to provide accurate and timely advice to students. AACCESS serves as a resource for faculty regarding advising.

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

4.3.4 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 their dean, 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. Per-Course faculty must also be accessible for student inquiry. 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 hours because of schedule conflicts. Exceptions to this policy must be approved by the appropriate Dean.

4.3.5 Access to and Release of Student Academic Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects against a policy or practice of permitting the release of education records of students, except for directory information or as otherwise specifically authorized by the statute. "Education records" do not include records of instructional, supervisory and administrative personnel in the sole possession of the maker of the record and not accessible or revealed to any other individual. Disclosure of personally identifiable information from the education records of a student requires written consent, signed and dated, specifying the records to be disclosed, the purpose or purposes of the disclosure and

the party or parties to whom the disclosure can be made. Disclosure may be made without written consent to other University officials who have been determined by the Administration to have legitimate educational interests. The Vice Chancellor of Academic Affairs should be consulted before any disclosure of education records. Grades are not to be posted using personally identifiable descriptors such as name or social security number or any portion of the social security number.

For purposes of FERPA, whenever a student at Missouri State University-West Plains has attained eighteen years of age, the permission or consent required of and the rights accorded to the parents of the student shall thereafter be required of and accorded to the student.

4.3.6 University Service Responsibilities

Much of the important work of Missouri State University-West Plains is carried on by committees appointed by the chancellor, deans and by the Faculty Senate. From time to time temporary committees are established to carry on assigned responsibilities. See the Faculty Senate By-Laws for a complete description of the Faculty Senate standing committees.

4.3.7 Supervision of Laboratory Supervisors

Some faculty members are responsible for the supervision of laboratory supervisors. Laboratory supervisors are individuals appointed on a semester or yearly basis to supervise laboratory or laboratory-like sections of classes. In this regard, their duties are similar to those of graduate teaching assistants. Laboratory supervisors are not assigned to teach classes as the principal instructor. They should hold at least a baccalaureate degree appropriate to their assignment. Laboratory supervisors always receive term contracts, do not hold academic rank and have no tenure rights.

4.4 Faculty Performance Evaluation Process (Revised August 2022)

Each member of the ranked faculty participates in the following evaluative processes:

1. Annually develops a Faculty Development Plan (FDP) for the upcoming academic year which is reviewed by their Dean or immediate faculty supervisor.
2. Annually completes a self-evaluation of the previous academic year, including a review of the past year's FDP. This self-evaluation will be submitted to the Dean or immediate faculty supervisor for their review.
3. Annually receive a Faculty Performance Review (AFPR) by the Dean or immediate faculty supervisor.
4. When applying for reappointment, promotion, or tenure (RPT) the Divisional Personnel Committee will conduct a comprehensive review as described further in section **4.4**.

Each evaluation will review performance concerning teaching, professional activity and service. Evaluations will provide constructive feedback and suggestions for improving performance regarding promotion or tenure. Evaluations will also include the role of individually negotiated assignments (lab supervisor, program coordinator, grant writer, etc....) and will address areas of strengths and weaknesses regarding these assignments. In negotiating individualized roles for faculty members, the Vice Chancellor of Academic Affairs is charged to carry out this task in a manner consistent with the Faculty Handbook.

The Vice Chancellor of Academic Affairs and Deans shall work closely with the Faculty Evaluation Committee and Divisional Personnel Committees (see section 4.4.2) throughout the year as needed to complete the faculty evaluation process.

The Vice Chancellor of Academic Affairs shall review faculty evaluation processes with the Department Chairs and Deans each fall semester.

4.4.1 Regular Performance Reviews

By the last Friday in April, every ranked faculty member will submit their Faculty Development Plan for the upcoming academic year to their dean or immediate faculty supervisor.

By the third Wednesday in September, ranked faculty will submit their self- evaluation for the previous academic year to their dean or immediate faculty supervisor. Subsequently, the reviewer will conduct a performance review for the previous academic year and assign a composite rating for every ranked faculty member in his or her jurisdiction.

At least four numerical or categorical ratings are to be used for the performance reviews. The ratings are to be designed to recognize both outstanding and unsatisfactory performances as well as those appraised as degrees of good or satisfactory. The Vice Chancellor of Academic Affairs and Deans shall develop a clear set of expectations for satisfactory performance in the categories of teaching, professional activity and service.

By the third Thursday in October, the reviewer shall meet with each faculty member to discuss the results of his or her performance review. To acknowledge that she or he has received the performance review, the faculty member must sign the review before it is forwarded further. Signing the review does not imply that the faculty member endorses all that is stated therein. The faculty member may append a response before the evaluation is forwarded further, and this response will remain attached throughout the evaluation process. By the fourth Thursday in October, the reviewer shall forward the performance reviews to the Vice Chancellor of Academic Affairs.

By the first Monday in November, 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 reviewer and to the affected faculty member. Each faculty member shall receive notification of the dean's action regarding their performance review by the Third Wednesday in November, thus completing the faculty evaluation cycle.

Performance reviews for deans and immediate faculty supervisors will be conducted by the Vice Chancellor of Academic Affairs.

A faculty member may appeal the performance rating as outlined in Section 4.4.4.

These performance reviews will form a basis for subsequent reviews, for reviews regarding progress toward promotion or tenure and for recommendations concerning promotion, tenure and annual appointment and should be kept on file in the office of Academic Affairs.

4.4.1.1 Probationary/Tenure-Track Faculty

4.4.1.1.1. Faculty Mentors

Untenured, ranked faculty members who are first-year candidates for reappointment shall have the advice of an appropriate faculty mentor to assist them in preparing for the reappointment process. The mentor shall be appointed by the Vice Chancellor of Academic Affairs in consultation with the Department Chair and/or Dean and the new faculty member and hold this responsibility formally for one year. The mentor should, however, continue to advise the new faculty member on an indefinite basis.

4.4.1.1.2 Evaluation of Probationary Faculty

Probationary faculty will undergo the following evaluations: [Forms available through the Office of Academic Affairs]

1. At least one classroom observation by the Department Chair and/or a member of the tenured faculty annually.
2. Annual performance reviews completed by the Department Chair or Dean or immediate faculty supervisor.
3. Annual review of progress toward tenure by the Divisional Personnel Committee and Dean or immediate faculty supervisor. (See below)
4. Student course evaluations for each course taught every semester.

4.4.1.1.3 Reappointment and Progress-Toward-Tenure Process

Due dates for the following processes are posted in the RPT work calendar on the MSU-WP website.

This multi-step process begins with an application reminder from the Office of Academic Affairs in August and concludes with the Board of Governors final action the following May or June.

Every probationary faculty member must apply for each academic year appointment during his or her term of probation. The application must be made at the appropriate time as stated in the RPT academic work calendar and in accordance with procedures outlined in section 4.4.3. Failure to do so will result in no appointment.

An annual review to assess whether a faculty member should be reappointed and to assess appropriate progress toward tenure shall be conducted by the Divisional Personnel Committee (DPC) and by the appropriate Dean. The Dean shall not be a participant in the voting or deliberations of the DPC. Based on the requirements of tenure listed in Section 3.6.2, the DPC serves as a pre-tenure committee and will annually assess the probationary faculty member's cumulative record as he or she progresses toward the tenure decision year and will specify in writing one of three outcomes:

- a. that progress toward tenure is satisfactory.

b. that progress toward tenure is questionable, identifying areas for improvement and providing specific suggestions.

c. that progress toward tenure is unsatisfactory, providing specific rationale.

In all cases the committee will provide clear feedback, identifying areas for improvement, making specific suggestions. Additionally, the committee will make a recommendation regarding continued appointment or non-reappointment. If the committee recommends non-reappointment, then appropriate rationale must be provided.

In December, the DPC will forward its annual review evaluation, its recommendations and the applicant's portfolio to the appropriate Dean who will add her or his evaluation and recommendations and pass all of these materials to the Vice-Chancellor. The Vice-Chancellor will also attach his or her evaluation and recommendations and will notify the Chancellor of the outcome of this evaluation process. Copies of each evaluation and recommendation shall be provided to the candidate at each stage of this process before the portfolio, evaluation and recommendations are submitted to the next reviewer. To acknowledge that she or he has received these copies, the candidate must undersign each before the evaluation materials are forwarded further. Signing the evaluation does not imply that the candidate endorses all that is stated therein. The candidate may append a response before the evaluation is forwarded further, and this response will remain attached throughout the evaluation process.

If the progress toward tenure is questionable or unsatisfactory, then the Vice Chancellor in consultation with the appropriate Dean shall meet with the faculty member to discuss the areas of improvement that were identified and to discuss the implementation of suggested courses of action, as well as to discuss any other issues that need to be addressed. The appropriate Dean will also periodically follow-up with the faculty member throughout the upcoming academic year.

4.4.1.1.4 Promotion and Tenure Process for Probationary Faculty

Due dates for the following processes are posted in the RPT work calendar on the MSU-WP website.

This multi-step process begins with a reminder from the Office of Academic Affairs in August and concludes with the Board of Governors final action the following May or June.

For promotion, the application must be made at the appropriate time as stated in the RPT Work Calendar and in accordance with evaluation procedures outlined in section 4.4.3. The application for promotion may be withdrawn from consideration at any stage of the process.

The process of promotion review and tenure review follows the steps shown in the RPT Work Calendar. The requirements for promotion are located in Section 3.4 and the requirements for tenure are located in Section 3.6. At each stage of the

evaluation of promotion and/or tenure, a candidate will be given a copy of the evaluation and written rationale for the recommendation.

For tenure, in most cases, a probationary faculty member must apply for tenure no later than the fifth year of employment to remain employed beyond the sixth year. Application may be made in the final year of required service. The application must be made at the appropriate time as listed in the RPT Work Calendar and in accordance with evaluation procedures outlined in section 4.4.3. Failure to do so will result in no appointment for the year following the probationary period. In cases where the faculty member has negotiated for a shorter probationary period, the final tenure application year is specified in the faculty member's initial letter of employment. Candidates denied tenure by the Vice-Chancellor in the final year for application are not permitted to reapply. Candidates who apply for early tenure (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 the 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 and may apply in their final year of required service except in those circumstances where the dean has granted a temporary stopping of the tenure clock.

The Chancellor will submit reappointment, promotion and/or tenure recommendations to the President and Board of Governors and the Vice-Chancellor will notify all applicants of the Board's actions. Recommendations from each level of the review process will be shared with the applicant by the reviewer(s) at each level. The applicant may withdraw the application at any level of the process prior to the review by the Vice-Chancellor and the Chancellor.

Throughout the entire review process, confidentiality must be maintained. Members at every level of decision-making must assume personal responsibility to ensure that confidentiality is not violated.

4.4.1.2 Tenured Ranked Faculty

Due dates can be found in RPT work calendar posted on MSU-WP website.

4.4.1.2.1 Promotion for Tenured Faculty

This multi-step process begins with a reminder from the Office of Academic Affairs in August and concludes with the Board of Governors action the following May or June.

For promotion, the application must be made at the appropriate time as stated in the annual RPT Work Calendar and in accordance with procedures outlined in section 4.4.3. The application for promotion may be withdrawn from consideration at any stage of the process. The process of promotion review follows the steps as shown in Section 4.4.1.1.4. The requirements for promotion are located in Section 3.4. At each stage of the evaluation of promotion, a candidate will be given a copy of the evaluation and written rationale for the recommendation.

4.4.1.3 Evaluation of Non-Ranked Faculty

Due dates can be found in RPT and AFPR work calendars posted on MSU-WP website.

Lecturers and per-course/adjunct faculty (see Section 3.5 for definitions) are expected to attend annual workshops/trainings as conducted by the Office of Academic Affairs and will undergo the following evaluations:

- a. At least one classroom observation by the appropriate Dean, Department Head, and/or tenured faculty member each year.
- b. Student Evaluations for each course taught each semester.
- c. An annual performance evaluation by their Department Head or appropriate Dean or immediate supervisor and the appropriate Divisional Personnel Committee.

All involved in the performance evaluations should realize that lecturers do not have the same responsibilities and expectations as full-time ranked faculty members. However, all faculty are expected to 1) teach effectively; 2) be available to their students; and 3) to function within their department/division. More information concerning the responsibilities and expectations of non-ranked faculty may be found at the Office of Academic Affairs.

The Department Head or appropriate Dean or immediate faculty supervisor will write the final evaluation utilizing information from the DPC's evaluation and provide the Lecturer with a written copy. The purpose of the evaluation is to identify any areas where improvement can be made and provide constructive feedback. Should a lecturer apply for a full-time ranked faculty position, these evaluations shall become part of the candidate's file.

4.4.2 Faculty Evaluation Committee and Divisional Personnel Committees

The Faculty Evaluation Committee shall annually review evaluation procedures, including establishing the minimum and maximum weightings to be placed on the categories of performance (teaching, professional activity and University and community service) and submit proposed changes to the Faculty Senate. The Faculty Evaluation Committee should work closely with the Divisional Personnel Committees, Deans, and the Vice Chancellor of Academic Affairs in this endeavor.

At the annual August Faculty Workshop, two divisional personnel committees (DPC) are formed as follows. The General Studies DPC will be formed for the arts, education and social sciences division and mathematics and science division and will consist of at least two tenured faculty members from each of those divisions. The Applied Sciences DPC will be formed for the business, applied technology and public service division and nursing and allied health division and will consist of at least two tenured faculty members from each of those divisions. The faculty members that will serve on these committees for each division will be elected from the pool of eligible tenured faculty members and will be elected by a plurality of votes by the ranked faculty in the division. (In the event that a division has fewer than two tenured faculty members, additional tenured faculty members from other divisions may be appointed by the Vice Chancellor of Academic Affairs to a total number of two. In such cases, the Dean or immediate faculty supervisor and the faculty applicant(s) will submit a list of possible committee members for the Vice Chancellor of Academic Affairs' consideration and appointment). Members shall serve two-year, staggered terms and may be elected to consecutive terms. Tenured faculty members who are seeking promotion or with a potential conflict of interest shall not serve on a DPC.

By the first Wednesday in September, the Chair of the Faculty Evaluation Committee will meet with the members of the DPC for each Division and review procedures and deadlines for the faculty evaluation process and answer questions. The DPC will serve as the initial evaluating body for divisional faculty evaluations. Each DPC will select co-chairs (one chair from each division) that will be responsible for working with the Dean or immediate faculty supervisor to establish and communicate internal application deadlines. The co-chairs convene the committee's meetings and are responsible for writing personnel recommendations for the candidates within his or her division based on the deliberations of the committee. Each DPC operates as an autonomous faculty body and therefore the Dean or immediate faculty supervisor shall not participate in personnel committee proceedings or make decisions regarding its composition or actions. Inappropriate actions by individuals on the committee should be addressed by the committee co-chairs.

The application portfolio for candidates for reappointment, promotion and tenure will be presented to the co-chairs of the DPC, who will undertake the security of the application portfolio. 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 as well as all prior personnel reviews generated by the appropriate dean or immediate faculty supervisor and the DPC. Additional materials, supporting teaching, research and service, may be requested by the DPC.

The DPC shall make the original recommendations in all cases involving annual review of appropriate progress toward tenure and/or reappointment of probationary faculty. 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 Dean there shall be a good faith effort to resolve these differences. If resolution is not possible, the Vice-Chancellor must offer in writing compelling reasons for disagreeing with the committee's recommendation before advancing his or her recommendation to the Chancellor.

4.4.3 Application for Reappointment, Promotion and Tenure

Specific due dates can be found in RPT and AFPR work calendars posted on MSU-WP website.

This multi-step process begins with a reminder from the Office of Academic Affairs in August and concludes with the Board of Governors final action the following May or June.

The Vice-Chancellor shall present a copy of the evaluation procedure to new full-time faculty upon signing of their contracts for employment. Also, at the beginning of each academic year, the Vice-Chancellor shall disseminate faculty evaluation procedure guidelines and appropriate forms to all faculty members. A candidate initiates the application process by completing the appropriate form and submitting it to the Vice Chancellor of Academic Affairs by the first Wednesday of September. The form is then forwarded to the appropriate personnel committee for verification of eligibility.

4.4.3.1 Application Portfolio

Once eligibility has been verified, the applicant for reappointment, promotion and/or tenure shall submit by the first Wednesday in October to the chair of their DPC an application portfolio for consideration by the Divisional Personnel Committee, Dean or immediate faculty supervisor, the Vice Chancellor of

Academic Affairs and the Chancellor. This application portfolio should contain material that substantiates quality performance concerning teaching, professional activity and University and community service. Substantiating data should include: [Forms available through the Office of Academic Affairs]

- a. Signed and dated approved application for reappointment, promotion and/or tenure.
- b. Department and/or division evaluations, signed and dated, for the current and previous years to show growth in teaching, professional activities and service.
- a. Seated or virtual classroom evaluations, signed and dated, for the entire probationary period for those seeking reappointment or tenure and for the prior three years when promotion is sought.
- b. Prior years' DPC evaluations and recommendations and evidence of progress toward compliance with recommendations for those seeking reappointment and/or tenure.
- c. Evidence of participation in assessment processes for the entire probationary period for those seeking reappointment and/or tenure and for the prior three years when promotion is sought; e.g., annual assessment report.
- d. Any other peer or supervisory administrator evaluations for substantiation of growth in teaching, professional development and service.
- e. Signed and dated statements of goals and a self-evaluation, for the entire probationary period for those seeking reappointment or tenure and for the prior three years when promotion is sought.
- f. Student evaluations summaries for the entire probationary period for those seeking reappointment and/or tenure and for the prior three years when promotion is sought.
- g. Current curriculum vita (updated each year). Summarized documentation should be maintained in a professional portfolio to show activities previous to the past 12 months.
- h. Current course syllabi for a course taught in the past year and portions of other course syllabi, including assignments or other pertinent materials, which the applicant deems appropriate to their evaluation.
- i. Publications of the preceding 12 months (titles of older publications should be in the curriculum vita).
- j. Workshops conducted or attended in the preceding 12 months.
- k. Professional conferences conducted or attended in the preceding 12 months.
- l. University service responsibilities during preceding 12 months.
- m. Community service projects during the preceding 12 months.
- n. Other relevant data from the previous 12 months, such as informal thank you notes from students or peers, news articles concerning activities of the applicant, etc. may be included as the last section of the application portfolio.

Applicants should compile the substantiating data in a three-ring binder or in the campus approved on-line software application and the contents should be arranged in the order mentioned above. An index or table of contents must be included as the first page of the portfolio or in the online portfolio.

Completed RPT, DPC, Dean, Vice Chancellor and/or chancellor evaluations, as required by the evaluation process, will be placed in the front of the application portfolio as each is completed.

4.4.4 Appeals of Evaluations or Recommendations

Informal reconsiderations of evaluations and recommendations may occur at all administrative levels.

4.4.4.1 Appeals of Performance Evaluations

If an academic employee believes that an unfair performance evaluation or inaccurate performance evaluation has been rendered, a written response to the evaluation may be submitted to Academic Affairs office with a request that it be placed in his/her personnel file with the performance evaluation. Academic employees who choose to formally appeal their performance evaluation must follow the appeal process. While the performance evaluation may be appealed, the resulting salary compensation formula may not be appealed.

- Step 1 – Academic employees desiring to appeal a performance evaluation must submit a written appeal to their direct supervisor within 10 work days of receiving the performance evaluation.
- Step 2 – The academic employee and supervisor will meet within 10 work days after receipt of the written appeal to discuss the academic employee's concerns. If the academic employee's concerns are not resolved and the academic employee desires to escalate the appeal, the academic employee must submit a written appeal to the next level of supervision within 10 work days following the academic employee's appeal meeting with his/her direct supervisor.
- Step 3 – The appeal process may continue to the cost center administrator (president, provost, vice-president, chancellor or chief financial officer), who's decision will be final.

The office of human resources also is available to advise or counsel academic employees.

Academic employees who believe that they have been discriminated against on the basis of race, color, religion, sex, national origin, ancestry, age, disability or veteran status with respect to rendering a job performance evaluation may consult the office for equity and diversity.

4.4.4.2 Appeal of Promotion, Tenure or Reappointment Recommendations

A formal appeal of a promotion, tenure or reappointment recommendation may be made through the grievance process outlined in section 13.0.

4.4.5 Report on Faculty Evaluation

Early in the fall semester of each academic year, the Vice Chancellor of Academic Affairs will present a report to the Faculty Senate regarding the outcome of faculty evaluations for the preceding year. In particular, all cases where positive or negative recommendations for reappointment, promotion or tenure that were unanimous through all levels up to the Vice Chancellor of Academic Affairs, but were reversed at that level or above, will be enumerated. Causes for each reversal will be stated without identifying by name the individuals involved. In addition, the Vice Chancellor of Academic Affairs will present a general accounting of the outcomes of original Divisional Personnel Committees and Deans' recommendations for reappointment, promotion and tenure for the preceding year.

