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PREFACE

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

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

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

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

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

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

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

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

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

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

The five SFGs were supplemented by two open forum meetings and four more SFGs, utilizing existing committees (Academic Policies, Faculty Personnel, Faculty Handbook, Ad-Hoc Comprehensive Compensation, Faculty Senate Executive Committee). The SFGs each reviewed a section of the draft Handbook, making recommendations or editing the draft policies. The SFGs completed their work between September and December 2014. In September, the FHROC began meeting weekly to integrate work into a complete draft. By January, the FHROC was meeting twice a week, including two-way communication with administration and legal counsel, to ensure the draft would be tenable to all parties. The draft was distributed to all faculty on April 7, 2015, and approved by a 77% to 23% margin at the All-Faculty Meeting on April 29, 2015. Going forward, a regular process will be developed for faculty to propose revisions to the Handbook via the Faculty Handbook Committee.
ACKNOWLEDGEMENTS

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


2013-14: Dean’s Council: Pat Lipira, Crystal Lemmons, Al Cade, John Groesbeck, Richard Miller, Tia Strait
Faculty Senate Executive Committee – Michael Garoutte, Wendy McGrane, Rich Laird, Joy Dworkin (president), Tom Schmidt, Linda Hand

Faculty Welfare Committee – James Donelson, Jill Greer, Donna Johnson, John Summerfield, Scott Cragin, Hartford Tunnell, Cherona Hicklin, Marty Conklin, Kim Rogers, Brett Peine, Bob Black, Tim Klein (chair)


SFG 2: Faculty Appointments – Stacie Scrivner (chair), Jeanie Cozens, Jean Hobbs, Mike Kennedy, Kimberly Kester, Bill Kumbier, Nick Nicoletti, Alan Schiska.

SFG 3: Tenure – Chip Curtis (chair), Nancy Crabtree, Brian Fronzaglia, Andrea Hacker, Sheryl Hill, Jim Lile, Tom Schmidt, Ree Wells-Lewis.


SFG 5: Promotion – Leslie Smith (chair), Marsi Archer, Elke Howe, Lynn Korvick, Melissa Locher, Pat Murphy, Gail Taubel, Susan Tucker.


SFG 7: Faculty Personnel Committee – Richard Spencer, Stephen Schiavo, Loreen Huffman, Grace Ayton, Wendy McGrane, Karen Kostan

SFG 8: Faculty Handbook Committee – Crystal Lemmons, Michael Garoutte, Megan Douglas, David McKee, Becky Gallemore, Brett Peine, Faustina Abrahams

Committee on Committees – Pat Lipira, Leslie Smith, Burt Bucher, Jim Marsh, Lorinda Hackett, Kim Rogers, James Capeci (chair), Leslie Smith

Faculty Senate Executive Committee – Michael Garoutte (president), Leslie Smith, Wendy McGrane, Rich Laird, Brian Nichols, Joy Dworkin


Faculty Handbook Revision Oversight Committee - Grace Ayton, Lorinda Hackett, Brian Nichols, Scott Wells, Wendy McGrane, Joy Dworkin, Michael Garoutte, Crystal Lemmons, Al Cade

University President: Alan Marble

Legal Counsel: Husch Blackwell
CHAPTER 1: UNIVERSITY MISSION AND GOVERNANCE

I. University Mission, Vision, and Values

A. Mission

Missouri Southern State University is a state-supported, comprehensive University offering programs leading to undergraduate and graduate degrees. Central to our mission is a strong commitment to international education, liberal arts, professional and pre-professional programs and the complementary relationship that must exist among them to prepare individuals for success in careers and lifelong learning.

B. Vision

Missouri Southern State University will be recognized as a leader in offering undergraduate and graduate degree programs that foster the total education of each student. In order to remain loyal to the trust given to the University by the people of the State of Missouri, Missouri Southern State University will:

- fulfill its mission and objectives in an honorable and ethical manner,
- periodically review its mission in light of contemporary changes in society and in the needs of the people of Missouri and our communities,
- continually assess the effectiveness of its programs in order to ensure their quality and integrity.

C. Values

1. International Education: The University prepares its students to be global citizens in fulfillment of its statewide mission.
2. Liberal Arts Education: The University commits to a comprehensive program of general education requirements for all students.
3. Teaching and Learning: The University provides exemplary teaching and learning as supported by scholarship and creative expression.
4. Student Success: The University commits to the academic, personal, and career success of its students.
5. Community Service: The University leads the intellectual, creative, cultural, and economic advancement of our communities.

II. Academic Mission and Statements

A. Academic Mission

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

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

B. Academic Responsibility and Ethical Conduct

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

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

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

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

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

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

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

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

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

Membership in the academic community imposes on students, faculty members, administrators, and trustees an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus. The expression of dissent and the attempt to produce change, therefore, may not be carried out in ways that injure individuals or damage institutional facilities or disrupt the classes of one’s teachers or colleagues. Speakers on campus must not only be protected from violence, but also be given an opportunity to be heard. Those who seek to call attention to grievances must not do so in ways that significantly impede the functions of the institution.
Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the teacher-student relationship. Faculty members may not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course. Students should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action or their own social behavior. Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs.

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

III. University Governance and History

A. Higher Education in Missouri

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

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

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

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

B. University History

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

In the spring of 1938, voters approved almost five-to-one a bond proposal that would assure the continuation of the junior college. During the next 25 years Joplin Junior College established a national reputation for outstanding academic strength, a strong foundation for what was to come. By the mid-1960s, area citizens again recognized the need for expanded educational opportunities.

In 1964, the citizens voted eight to one to create the Junior College District of Jasper County with a Board of Trustees to govern the newly named Jasper County Junior College. The following year, the Missouri General Assembly established a two-year senior college to be funded by the state when facilities of the junior college became available. The district would continue to fund the freshman and sophomore years.
The area again responded with enthusiastic and generous support to fund the building of a new campus on the site of the Mission Hills Farm to house the growing college. Administration and faculty, working with other college educators around the state, began developing the new curriculum. In August 1967, students gathered for the first time on the new campus of Missouri Southern State College.

The dual funding arrangement with the state continued until 1977 when on July 1 the State of Missouri officially took on the responsibility of funding the entire college. The next major milestone occurred August 28, 2003 when the college officially became Missouri Southern State University–Joplin. The Joplin reference was later dropped by legislation. With this latest change the institution took on a broader state mission and expanded its programs. Partnering with other universities in Missouri, joint graduate degree programs were offered. Today Missouri Southern State University remains a proud member of the state’s higher education family while continuing to serve the region that is an integral part of its past and beyond.
CHAPTER 2: CONSTITUTION AND BY-LAWS OF THE FACULTY ORGANIZATION AND FACULTY SENATE COMMITTEES

I. Constitution of the Faculty

Article I. Name

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

Article II. Object

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

Article III. Membership

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

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

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

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

Article IV. Officers of the Faculty Organization

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

Section 2. If any office is vacated, it shall be filled by a person elected by and from the Faculty Senate.
Section 3. All newly elected officers and committees shall assume their responsibilities on the first day of the academic contract year in the Fall and hold their positions for one year.

Article V. Meetings

Section 1. Regular meetings shall be held at the beginning of the Fall and Spring semesters for the address of the President of the University, and also at the end of the Spring semester for the election of the Representatives-At-Large of the Faculty Senate and the election of any other officers hereinafter provided. Other business may be considered at any of these meetings.

Section 2. Special meetings may be called by the President of the Faculty Organization on his or her own initiative during the regular school year or at the request of either the Executive Committee of the Faculty Senate or any standing committee that has been created by the Faculty Organization.

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

Section 4. In the absence of the President of the Faculty Organization, an appointee designated by him or her shall act as chair.

Article VI. The Faculty Senate

Section 1. Purpose: The Faculty Senate, as the representative body of the faculty in routine affairs, shall receive and act upon reports and proposals of Faculty Senate Committees, initiate and formulate policy recommendations, and promote the right of due process for faculty members. It is answerable to the faculty and may refer important or troublesome matters to the entire Faculty Organization for decision.

Section 2. Eligibility: Any member of the Voting Faculty is eligible for Senate membership.

Section 3. Senate Officers and Executive Committee:

A. Officers: The Officers of the Faculty Senate shall be as follows:
   1. President (shall be a full-time instructional faculty member) Note: A full-time instructional faculty member gives at least 51% of his or her time to instruction as assigned by the department chair and school dean,
   2. President-Elect (shall be a full-time instructional faculty member)
   3. Secretary
   4. Parliamentarian

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

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

D. Duties:
   1. The Executive Committee shall make recommendations to the Vice President for Academic Affairs and Provost for faculty appointments to all standing administrative committees, except when otherwise provided for.
2. The Faculty Senate President will contact department chairs to ensure that committee vacancies are filled.

3. The Executive Committee shall prepare agendas for all Senate Meetings.

4. The Executive Committee shall appoint a nominating committee which shall present, at the spring meeting of the Faculty Organization, a slate of nominees for any Representative-at-Large vacancies to be filled.

5. Any other duties shall be those prescribed by Robert’s Rules of Order.

E. Term of Office:

1. The President-Elect shall be elected from the membership of the Faculty Senate for a one-year term, to be immediately followed by a second year as President and a third year as Past-President. If the term of the individual chosen as President-Elect would expire before the three-year service as an officer, the term shall be extended until the three years are complete.

2. The Secretary, Parliamentarian, and Member-At-Large shall be elected for a one-year term from those Senators having at least one year remaining on their term as a Faculty Senator.

3. All Executive Committee members will assume office before the conclusion of the last regular meeting of the Faculty Senate in the Spring, and will serve until replaced.

4. If any office is vacated, the Faculty Senate shall elect an individual to complete the remaining term of office of the position vacated.

Section 4. Representation Formula and Membership:

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

One representative for each department with three to twenty Voting Faculty members; two representatives for each department with twenty-one or more Voting Faculty members.

The representation will be reviewed by the Committee on Committees (COC) every five years. The formula will be revised based on the number of faculty members in each department on the last day of the fall semester. The COC will make recommendations for changes in membership of departmental representatives to accurately reflect current status school and departments. It may seek input from Academic Affairs, Assessment and Institutional Research, Human Resources, or other departments to help determine the number of faculty members in each department. This may result in the revision of the formula to accurately determine departmental representation for the five subsequent academic years. If it does, the COC will also review the schools and departments, and propose changes based on schools and departments that were created, consolidated, eliminated, or whose name was changed, and if those changes were previously approved by the University Board of Governors. Any changes to the departmental formula or to the schools and/or departments will be included in a COC proposal to the Faculty Senate.

B. Membership:

1. Representatives elected from each of the following departments:
   (a) Departments of the School of Arts and Sciences
       - Art
       - Music
       - Theater
       - Biology and Environmental Health
       - Chemical and Physical Sciences
2. Six at-large Representatives elected from the four Schools

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

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

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

E. Election:

1. The Executive Committee shall serve as a nominating committee to prepare a slate of candidates for At-Large Representative.

2. The At-Large Representatives shall be elected at the all-faculty meeting at the end of the Spring semester from the slate prepared by the nominating committee plus any nominations made from the floor. Members shall be elected by a majority vote. If a second ballot is required, the election judges may delete the names of candidates receiving a vote amounting to less than 1/3 of the ballots cast in the previous round, unless this makes the number of candidates fewer than the number of positions to be filled.

3. The departmental representatives shall be selected before the end of the Spring semester by the respective department.

F. Vacancies:

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

Section 5: Faculty Senator Job Description:

A. Definition: A Faculty Senate Representative (Faculty Senator) is a full-time member of the Voting Faculty. He or she is selected by his or her department, or by the Voting Faculty as an at-large Representative, to a three-year term.

B. Qualifications:
   • Strong commitment to Students, University, Academy, School, Department, Faculty and Community
   • Ability to work independently and collaboratively
   • Ability to fairly represent competing viewpoints
   • Knowledge of department, school and university operations

C. Responsibilities:
   • Attend and participate in Faculty Senate meetings
   • Routinely communicate issues under Faculty Senate consideration to department and/or school faculty
   • Coordinate and communicate with Faculty Senators within each School on issues of importance to the University, the School, the Students, and/or Faculty
   • Be willing to participate on additional committees

Section 6. Procedure of the Senate:

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

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

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

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

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

F. Robert’s Rules of Order shall be followed.

Article VII. The Right to be Heard

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

Section 2. He or she can petition the Faculty Senate and shall be given the right to be heard if his or her petition carries signatures of 15 percent of the voting faculty.
Section 3. He or she can require consideration of the entire faculty at a regular or special meeting if his
or her petition bears the signatures of one-third of the voting faculty.

Article VIII. Final Approval

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

Article IX. Amendments

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

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

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

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

II. By-Laws of the Faculty Organization

Article I. Rules of Order

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

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

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

Section 4. All committee reports to the Faculty Senate shall be submitted to the President of the Senate
for distribution to Senate members five (5) days before debate and action.

Article II. Duties of Officers

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

Article III. Faculty Senate Committees

Section 1. Method of Selection

1. The Executive Committee of the Faculty Senate shall make recommendations to the Vice
President for Academic Affairs and Provost before July 1 for faculty appointments to all
standing committees, except when otherwise provided for. The Student Senate shall make
recommendations to the Vice President for Academic Affairs and Provost by July 1 for student appointments to such standing committees as are authorized below. The Vice President for Academic Affairs and Provost will then make appointments to all standing committees of the faculty on or before the date of the first fall meeting of the Faculty Organization.

2. Any committee may ask any member of the Faculty Organization to appear before it for information or consultation.

Section 2. Committee Member Eligibility

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

Section 3. Committee Structure

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

Section 4. Committee Reports

1. All committees of the Faculty Senate shall be responsible directly to the Faculty Senate. The Faculty Senate liaison to each committee shall be its spokesperson at meetings of the Senate. All committees of the Faculty Senate shall submit a copy of minutes of each meeting to the President of the Senate within one week of any committee meeting, and any committee desiring action proposal must submit to the President of the Senate and the Academic Affairs Office a copy of such proposals at least five (5) days prior to the Senate meeting at which action is desired.
2. The Secretary of the Faculty Senate will deposit one copy each of the minutes and reports of the Senate and its committees with the University Archivist, who will maintain a file of such records and make them available to all members of the campus community for their use in the library, and will send an electronic copy each of the minutes and reports to the SharePoint Administrator, who will make them available on the University’s SharePoint site.

Section 5. Committee Organization

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

Article IV. Amendments

Section 1. These By-Laws may be amended or revised in the same manner as the Constitution. If a divisional reorganization occurs, the Senate shall plan for the necessary reapportionment of representatives.
III. Faculty Senate Committees

A. General Policies

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

2. A Faculty Senator who is also a member of a Committee may serve a dual role as the Faculty Senate liaison to that Committee.

3. Committee members are elected or appointed to terms as specified in each Committee description. Faculty members may serve up to two consecutive terms on a particular Committee. After two terms, a faculty member must be off the committee for the period of one regular term before being eligible for re-election or re-appointment.

4. Should a vacancy occur in an elected Committee position, the Faculty Senate Executive Committee shall appoint a member to fill the vacancy until the next regular election in the Spring. If the member is subsequently elected to the Committee, the partial term shall not count toward the term limit set in area A.3.

5. To provide continuity, terms of office shall be staggered whenever possible so that a majority of Committee members are retained in the Fall from the previous year. The Faculty Senate Executive Committee shall have the authority to adjust terms of office when necessary to achieve this goal.

B. The Academic Policies Committee and the School Curriculum Oversight Committees*

1. Organization of the School Curriculum Oversight Committees (SCOCs)

   a. One SCOC will be formed in each of the four schools. Members will be elected by their respective areas for two-year terms, with one half of the members to be elected each year.

      (1) **School of Arts and Sciences SCOC**
           7 members
           i. Art / Music / Theatre 1
           ii. Biology and Environmental Health, Chemical and Physical Sciences, Mathematics 2
           iii. Communication / Foreign Language / IEP 1
           iv. Criminal Justice 1
           v. English and Philosophy 1
           vi. Social Science 1

      (2) **School of Business SCOC**
           3 members

      (3) **School of Education SCOC**
           3 members

      (4) **School of Health Sciences SCOC**
           3 members

   b. Since most SCOC members represent more than one department or area, the department chairs of those areas will provide a mechanism such that their chosen representative rotates among the departments or areas as each two-year term expires.

   c. Each SCOC shall elect a chairperson from among its members.

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* See Appendix A for a flow chart summarizing the prescribed routing of curricular proposals.
2. **Duties of the School Curriculum Oversight Committees (SCOCs)**

   a. The SCOCs shall review proposals regarding curricular changes to programs within their respective Schools.
   b. The SCOCs shall ensure that proposals are written in the correct style and follow all policies of the University.
   c. The SCOCs shall recommend to the Faculty Senate only those proposals which they feel will preserve or improve the quality of the education provided by the University.
   d. If a proposed curricular change is likely to affect the general education program of the University, the SCOC shall verify that the General Education Oversight Committee approves the curricular change before recommending the proposal for approval by the Faculty Senate (See Appendix A, Flow Chart Summary for Distribution of Curricular Proposals).
   e. The SCOCs shall determine whether proposed curricular changes are likely to affect programs outside the School. If other programs are affected, the SCOCs shall verify that the responsible individuals in the affected areas agree to the curricular change before recommending the proposal for approval by the Faculty Senate. In the event agreement between departments and/or schools cannot be reached regarding curricular proposals, the SCOC will forward those items to the Academic Policies Committee who will adjudicate disputes regarding curriculum proposals between academic departments.
   f. The SCOCs shall ensure that all proposed changes are communicated with all affected parties, including the University Registrar and Academic Affairs Project Manager.

3. **Meetings of the School Curriculum Oversight Committees (SCOCs)**

   The School Curriculum Oversight Committee (SCOC) meetings will be held as needed.

4. **Organization of the Academic Policies Committee (APC)**

   a. Voting members shall consist of the 16 members of the four SCOCs. Members of the SCOCs are automatically members of the APC for the length of their term and will attend both the APC and the SCOC meetings.
   b. The voting members of the APC shall elect a chairperson, selected from among the voting members.
   c. Nonvoting members shall consist of:
      (1) Vice President for Academic Affairs and Provost (ex-officio)
      (2) University Registrar (ex-officio)
      (3) The School Deans (ex-officio)
      (4) One member of the Library faculty.
      (5) A secretary appointed by the chairperson (without voting rights, unless selected from voting members)
      (6) One member of the Faculty Senate selected by the Executive Committee of the Faculty Senate to serve as a nonvoting liaison for a one-year term.
      (7) One member of the Student Senate selected by the Executive Committee of the Student Senate to serve as a nonvoting liaison for a one-year term.

5. **Duties of the Academic Policies Committee (APC)**

   a. The APC shall make a continuous study of admissions and the curriculum, initiate and consider proposals for the academic development of the University, and make recommendations to the Faculty Senate regarding any policy change in admissions and curricula. The Committee shall adjudicate disputes regarding curriculum proposals between academic departments.
   b. The Committee shall recommend to the Faculty Senate only those proposals which they feel will preserve or improve the quality of the education provided by the University.
c. When departmental matters and professional and pre-professional programs are under discussion, the Committee shall invite counsel from the responsible persons in the areas involved.
d. The Committee shall create task forces to examine substantive academic issues. Task forces may contain members and non-members of the Committee.

6. Meetings of the Academic Policies Committee (APC)

The Academic Policies Committee (APC) meetings will be held the 2\textsuperscript{nd} Monday of each month during the academic year, excluding the summer semester, starting in October.

C. The Athletics Committee

1. Organization
   a. Faculty Athletics Representative (FAR), appointed by the President of the University (ex-officio)
   b. Director of Athletics (non-voting member, ex-officio)
   c. Compliance Office Representative (non-voting member, ex-officio)
   d. Vice President for Business Affairs (ex-officio)
   e. One faculty member (\textit{without coaching responsibilities}) elected by each school for a three-year term:
      (1) Arts and Sciences
      (2) Business
      (3) Education
      (4) Health Sciences
   f. Two students chosen by the Student Senate for a one-year term.
   g. One male member and one female member of the Student Athletic Advisory Committee.
   h. One member of the Faculty Senate selected by the Executive Committee of the Faculty Senate to serve as a nonvoting liaison for a one-year term.
   i. One member of the Staff Senate selected by the Executive Committee of the Staff Senate to serve as a nonvoting liaison for a one-year term.
   j. The FAR (who should not serve a dual role as a faculty member from area 1e) will serve as chair of the committee. The FAR is the NCAA-designated title for the institution’s faculty representative in all conference matters and meetings.

2. Duties
   a. The Committee recommends to the Faculty Senate the broad policies that govern the institution’s participating in intercollegiate athletics within the framework of policies established by The Higher Learning Commission and Title IX, and within the constitutional provisions of The National Collegiate Athletic Association and the Mid-America Intercollegiate Athletic Association.
   b. The Committee deals with matters concerning student athletes such as conduct and eligibility standards.
   c. The chair of the Committee is the official representative of the faculty in all conference matters and meetings unless specified otherwise by conference rules.
   d. The Faculty Senate Representative will report the proceedings of the Committee to the Faculty Senate.
   e. The Committee shall review and approve the Institutional Self-Study Guide (ISSG).
   f. The Committee shall conduct hearings related to the denial of the one-time transfer exception or permission to contact.

D. The Committee on Committees

1. Organization
   a. Vice President for Academic Affairs and Provost (ex-officio)
b. President-Elect of the Faculty Senate or designated member of the Faculty Senate Executive Committee (ex-officio)
c. One faculty member elected by each school for a two-year term.
   (1) Arts and Sciences
   (2) Business
   (3) Education
   (4) Health Sciences
d. One member from the Library elected by members of the Library faculty for a two-year term.
e. Each year the committee shall elect a chair and secretary from its membership in areas 1c or 1d.

2. **Duties**

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

E. **The Faculty Grievance Committee**

1. **Organization**

a. One tenured, full-time teaching faculty member from each of the four schools elected by the members of each school for a three-year term.
   (1) Arts and Sciences
   (2) Business
   (3) Education
   (4) Health Sciences

b. One member from the Library elected by the members of the Library faculty for a three-year term.
c. One tenured full-time teaching faculty member shall be elected by the faculty-at-large to serve a three-year term as member-at-large.
d. The terms of members from a, b, and c will be staggered so that only 1/3 of those members are replaced in any year.
e. One member of the Faculty Senate selected by the Executive Committee of the Faculty Senate to serve as a nonvoting liaison for a one-year term.
f. The chair and the secretary of the Committee shall be elected by the Committee from its membership in areas 1a, 1b or 1c.

2. **Duties**

a. The voting members of the Faculty Grievance Committee shall serve as members of the Hearing Panel.
b. The Committee shall choose Hearing Panel members to replace Committee members recused due to a conflict of interest or direct association with the individuals involved in the grievance.

F. **The Faculty Handbook Committee**

1. **Organization**

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

d. One member from the Library elected by Library faculty for a two-year term.
e. One full-time teaching faculty member shall be elected by the faculty-at-large to serve a two-year term as member-at-large.
f. Voting members of this committee include those from areas 1c, 1d and 1e.
g. At the beginning of each academic year, the committee shall elect a chairperson and secretary from its membership in areas 1c, 1d or 1e.

2. Duties

a. The Committee shall annually review the Faculty Handbook and shall make recommendations to the Faculty Senate regarding revisions. Any member of the Faculty Senate may nominate a section of the Handbook for attention by the Committee.
b. The Committee shall physically incorporate changes or revisions into the Faculty Handbook after they have been approved by the Faculty Senate, the Faculty Organization, the University President and the University Board of Governors, and shall submit the revised documents to the Academic Affairs office for publication.

G. The Faculty Welfare Committee

1. Organization

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

Number of Representatives

<table>
<thead>
<tr>
<th>Area</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts and Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Robert W. Plaster School of Business</td>
<td>2</td>
</tr>
<tr>
<td>School of Education</td>
<td>2</td>
</tr>
<tr>
<td>School of Health Sciences</td>
<td>2</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
</tr>
</tbody>
</table>

b. One member of the Faculty Senate selected by the Executive Committee of the Faculty Senate to serve as a nonvoting liaison for a one-year term.
c. The chair and secretary of the Committee shall be elected by the Committee from its membership in area 1a.

2. Duties

a. The Faculty Welfare Committee shall serve as a research and advisory committee to the President of the University, the Vice President for Academic Affairs and Provost, and the Faculty Senate in matters of general policy regarding faculty salaries and benefits, promotions, tenure, retention, faculty and sabbatical appointments, and leaves of absence. Faculty Senate approval of recommendations will be presented by the Faculty Senate to the VPAA/Provost and/or the University President. The final decision shall be made by the President of the University and/or approved by the Board of Governors.
b. The Committee shall review and make recommendations pertinent to adequate communications within the faculty.

H. The International Studies Committee

1. Organization

a. Director of the International Institute (ex-officio)
b. One full-time teaching faculty member elected by each school for a two-year term:
   (1) Arts and Sciences
   (2) Business
(3) Education
(4) Health Sciences

c. One member from the Foreign Language Department elected by that department for a two-year term.

d. One member from the Library elected by members of the Library faculty for a two-year term.

e. One member of the Faculty Senate selected by the Executive Committee of the Faculty Senate to serve as a nonvoting liaison for a one-year term.

f. Two faculty members with staggered two-year terms, one being elected each year from the pool of faculty who have taught International Studies courses within the previous two years.

g. Each year the committee will elect a chair and secretary from its membership in areas 1b, 1c, 1d, and 1f.

2. **Duties**

   a. Missouri Southern State University includes in their mission statement “a strong commitment to international education”. The Committee shall oversee the three primary areas of the Institute of International Studies—Study Abroad, Themed Semester Events, and the International Studies degree—making recommendations for improvements, extension, and development of each area.

   b. The committee shall annually review the role of the Institute for International Studies on our campus, providing and analyzing assessments for determining if current and strategic goals and objectives are being met.

   c. The committee shall propose to the General Education Committee changes in *Area I* of the General Education Requirements. *Area I* is the Institutional requirement for an International Studies course.

**I. The Library Committee**

1. **Organization**

   a. Library Director (ex-officio)

   b. One faculty member elected by each school for a two-year term:

      (1) Arts and Sciences

      (2) Business

      (3) Education

      (4) Health Sciences

   c. One member representing the Library elected by the members of the Library faculty for a two-year term

   d. Two student members chosen by the Student Senate for a one-year term

   e. One member of the Faculty Senate selected by the Executive Committee of the Faculty Senate to serve as a nonvoting liaison for a one-year term.

   f. Other Library faculty, who shall be non-voting members of this committee.

   g. Each year the committee will elect a chair from its membership areas 1b and 1e; the committee will elect a secretary from its membership areas 1b, 1e, and 1f.

2. **Duties**

   a. The Committee shall recommend policy regarding services rendered by the Library to the University community, including improvements, extension, and development of the Library.

   b. The Committee shall recommend policy regarding the allocation of the Library funds to departments.

   c. The Committee shall communicate library-relevant information, policies, or issues to the university community

   d. The Committee shall routinely review the Library Strategic Plan.
J. The Teaching and Learning Committee

1. Organization
   a. One full-time teaching faculty member elected by each school for a three-year term:
      (1) Arts and Sciences
      (2) Business
      (3) Education
      (4) Health Sciences
   b. One member from the Library elected by the members of the Library faculty for a three-year term.
   c. The previous year’s outstanding teachers and advisors to serve during the subsequent Fall and Spring semesters.
   d. One member of the Faculty Senate selected by the Executive Committee of the Faculty Senate to serve as a nonvoting liaison for a one-year term.
   e. Each year the committee will elect a chair and a secretary from its members in areas 1a, 1b, and 1c.

2. Duties
   a. The committee shall serve as a resource to help faculty improve the quality of their teaching and their students’ learning.
   b. The Committee shall facilitate arrangements for seminars and workshops, to be presented by Missouri Southern faculty and/or experts from off-campus, on the content and methods of university teaching and learning.
   c. The Committee shall bring to the attention of the Faculty Senate, the Academic Policies Committee, and other appropriate University offices any matters pertaining to teaching and learning that require an institution-wide response.
CHAPTER 3: FACULTY APPOINTMENTS AND RECRUITMENT

I. Terms of Appointment

A. Overview and Definitions

The information contained within this section is meant to describe the requirements for a faculty member to be minimally eligible for consideration of a faculty appointment at Missouri Southern. During the first month of employment, any new faculty shall meet with the Department Chair/Director and review University and departmental evaluation, tenure, and promotion expectations and policies as applicable. New faculty are provided access to the Faculty Handbook at the initial time of hire. All faculty must acknowledge receipt of the Faculty Handbook (a copy of this form can be located at the beginning of the Faculty Handbook). Acknowledgment forms are kept on file in the Academic Affairs and Human Resources offices.

All of the faculty appointments described within this section may apply to both undergraduate and graduate education. Faculty must possess adequate credentials in the specific discipline or field. Faculty who teach graduate courses are generally responsible for fulfilling instructional responsibilities as well as providing leadership in the graduate programs. Professional qualifications of faculty who teach graduate courses should include the appropriate doctoral degree, or the terminal degree appropriate to the discipline, or evidence that clearly demonstrates necessary professional competencies and mastery of material. Generally, the undergraduate faculty and faculty who teach graduate courses are one and the same, with graduate faculty assuming duties and responsibilities in both programs.

The following definitions shall apply pertaining to types of appointments at Missouri Southern:

1) “Ranked Faculty” refers specifically to the three appointments pertaining to tenure-track and tenured faculty—Assistant Professor, Associate Professor, and Professor. Ranked faculty are eligible for promotion and sabbatical leave.

2) “Unranked Faculty” refers to any faculty appointment other than Assistant Professor, Associate Professor, and Professor. Unranked faculty are not eligible for tenure, promotion, or sabbatical leave.

B. Faculty Contractual Information

The general terms and conditions of every appointment to the faculty will be stated in a written contract, signed by both parties, and a copy of the contract will be supplied to the faculty member. Any extensions or modifications of the contract which may be agreed to shall be set forth in writing. All tenure-track and tenured teaching faculty are issued a ten-month (10 month) contract of employment, unless otherwise indicated in writing at the time of the appointment. All tenure-track and tenured library faculty are issued a one-year (12 month) contract of employment, unless otherwise indicated in writing at the time of the appointment. Ten-month (10 month) faculty contracts generally begin August 1 and end May 31. Twelve-month (12 month) faculty contracts generally begin July 1 and end June 30. Contracts are issued at the latest by June 30. All faculty contracts must be signed and returned to the Office of the Vice President for Academic Affairs and Provost; twelve-month (12 month) contracts must be returned by the second Thursday of July and ten-month (10 month) contracts must be returned by the fourth Thursday of July. If either of the above days falls on a holiday, then the contract will be due on the next business day. No contract is valid or binding on the University unless signed by the President or authorized designee.

In cases of non-reappointment, probationary tenure-track and non-tenure-track faculty will be notified in writing by the VPAA/Provost by March 1. Non-reappointment indicates that the faculty member’s employment with the University will be terminated upon expiration of the current contract.
II. Appointment and Rank of Tenure-Track or Tenured Faculty

A. General Criteria for Tenure-Track or Tenured Appointments

1. Qualifications

Tenure-track or tenured faculty must possess a doctorate or terminal degree relative to field or discipline. Exceptions to this policy may be granted upon approval of the VPAA/Provost. Faculty on tenure-track appointments will be considered probationary faculty with the probationary period not to exceed six years. Faculty are expected to complete criteria that would support an application for tenure and promotion with respect of applicable time lines established by the University. Tenure-track and tenured appointments are full-time faculty appointments.

2. Rank and Advancement

There are three ranks pertaining to tenure-track and tenured faculty: Assistant Professor, Associate Professor, and Professor. Advancement to each higher rank carries with it expectation of a greater contribution to the University’s mission in teaching, scholarly/creative activity, and service. Advancement also carries with it the expectation that the faculty member will accept responsibility for assuming leadership roles, which is supportive of shared governance. Positions supported in whole or in part by funds available to the University on a short term basis, such as grants and donated funds, shall not be considered tenure-track positions. For all faculty appointments, faculty are expected to maintain currency within their specific discipline and utilize relevant and up to date teaching methodologies/professional skills. Tenure-track and tenured faculty are eligible for promotion and sabbatical leave.

B. Tenure-Track or Tenured Appointments

1. Assistant Professor

The rank of Assistant Professor is one who exhibits promise or demonstration of excellence in teaching/job performance and has potential for professional development in scholarly/creative activity and service appropriate to the discipline and to the University mission. An Assistant Professor should demonstrate mastery of the subject matter of some segment of the general field of the discipline.

The rank of Assistant Professor may be awarded as a non-tenure-track appointment to a faculty member who is ABD with the understanding that the faculty member will complete all requirements for a terminal degree completion within one year of hiring. When official documentation of completion of the terminal degree is received, and all other evaluations of the faculty member are acceptable, the appointment will become a tenure-track effective with the subsequent contract for the next academic year. If the terminal degree has not been obtained at the end of the one-year time limit, then continued employment in this position will not be recommended. In exceptional cases, where dissertation writing requires greater time or extenuating circumstances apply, a contract may be renewed for a second academic year upon approval of the VPAA/Provost. If the faculty member has not obtained a terminal degree by February 1 of the second academic year, continued employment with the University will not be recommended.

2. Associate Professor

The rank of Associate Professor is one who has demonstrated a sustained record of excellence in teaching/job performance, scholarship/creative activity, and service appropriate to the discipline and to the University mission. An Associate Professor should demonstrate a comprehension of a significant portion of the discipline. It should be evident that scholarly/creative activities are up to date; that there is promise of continued accomplishment in teaching, scholarly/creative activity, and service; and that continued work will make sound contributions to teaching and learning.
3. **Professor**

   The rank of Professor is one who is a recognized leader with a cumulative record of excellence in teaching/job performance, sound contributions of scholarly/creative activity, and substantial service appropriate to the discipline and to the University mission. A Professor should demonstrate a substantial command of the discipline. It should be evident that high standards in teaching and scholarly/creative activity with continued substantial service have resulted in significant contributions to the University and recognition of the faculty member as a leader of academic professionals.

**III. Appointment of Non-Tenure-Track Faculty**

   **A. General Criteria for Non-Tenure-Track Appointments**

   Non-tenure-track faculty must possess a minimum of a master’s degree relative to field or discipline. Exceptions to this policy may be granted upon approval of the VPAA/Provost. Non-tenure-track faculty appointments are not ranked appointments. Non-tenure-track faculty are not eligible for tenure, promotion, or sabbatical leave. There are five appointments pertaining to full-time non-tenure-track faculty: Lecturer, Clinical Instructor, Visiting Assistant Professor, In-Residence Faculty, and Visiting Scholar. For all faculty appointments, faculty are expected to maintain currency within their specific discipline and utilize relevant and up to date teaching methodologies.

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

   1. **Lecturer**

      A Lecturer is an academic appointment of an individual who has potential or demonstrated teaching ability/job performance and a willingness to serve the department, school, and University. A Lecturer who teaches must have knowledge of the particular course materials and an intellectual vision for incorporating relevant teaching methodologies that are appropriate to the discipline. Although the primary responsibility is teaching/job performance, a Lecturer may perform scholarly/creative activity or service work appropriate to the position. Contingent upon performance reviews and the educational and financial needs of the University, a Lecturer appointment can be renewable.

   2. **Clinical Instructor**

      A Clinical Instructor is an academic appointment of an individual whose primary responsibilities are clinical education and service; clinical instructors must be qualified as defined by professional/discipline standards, have practical experience appropriate for the responsibilities assigned, and maintain appropriate professional credentials. Although the primary responsibility is clinical education, a Clinical Instructor may perform scholarly/creative activity or service work appropriate to the position. Contingent upon performance reviews and the educational and financial needs of the University, a Clinical Instructor appointment can be renewable.

   3. **Visiting Assistant Professor**

      A Visiting Assistant Professor is an individual who has all of the qualifications to be appointed as either a Lecturer/Clinical Instructor or Assistant Professor. Although the primary responsibility is teaching/job performance, a Visiting Assistant Professor may perform scholarly/creative activity and service work appropriate to the discipline and the University mission. Contingent upon performance reviews, a Visiting Assistant Professor appointment may be renewed a maximum of two times. Upon recommendation and approval of the Department Chair, School Dean, and VPAA/Provost, a Visiting Assistant Professor will be offered a tenure-track appointment if the University determines it is in its best interest to do so in light of its educational and financial needs. Should it be so determined, a faculty member would be offered a tenure-track appointment in the third year of employment at Missouri Southern, serving in a Visiting Assistant Professor appointment. A Visiting Assistant
Professor can only be offered a tenure-track appointment if the faculty member meets the qualifications and credentials of such an appointment.

4. **In-Residence Faculty**

An In-Residence faculty appointment may be awarded to an outstanding professional within a particular discipline who renders a specified service to the University. An In-Residence faculty member is chosen on the basis of outstanding professional attainments and recognition in his or her specific field. This appointment requires a master’s degree relative to the field or discipline. Exceptions to this policy may be granted upon approval of the VPAA/Provost. An In-Residence faculty member may be appointed for a specified term not to exceed five years, with reappointment possible based upon performance reviews, the educational needs of the department, and the financial needs of the University upon approval of the VPAA/Provost. In-Residence faculty could include Writer-In-Residence, Executive-In-Residence, Artist-In-Residence, and other types of in-residence appointments.

5. **Visiting Scholar**

A Visiting Scholar is an individual who has all of the qualifications to be appointed at faculty rank or who holds faculty rank at another institution and who is appointed to a specific term at the University. A Visiting Scholar is not eligible for promotion.

6. **Adjunct Faculty/Adjunct Clinical Faculty (Teaching)**

Adjunct teaching faculty are appointed on a semester basis and may teach no more than twelve credit hours during the calendar year, excluding summer semesters. Exceptions to this policy must be approved by the VPAA/Provost. Employment terminates automatically at the end of the appointment period. Contractual aspects of the *Faculty Handbook* do not apply to adjunct faculty. Adjunct faculty should possess a master’s degree or the equivalent professional credential in a field determined acceptable by the School Dean. Exceptions to this policy may be granted upon the approval of the VPAA/Provost. An Adjunct faculty member who has any other type of part-time employment at Missouri Southern State University is subject to an overall limitation of 1000-hours over any twelve month (12 month) period. It is possible for an Adjunct faculty member to have teaching assignments that include both undergraduate and graduate coursework. Adjunct faculty have duties that are directly associated with teaching with no expectation to perform committee work nor to perform other responsibilities required of full-time faculty. They have the opportunity to participate in departmental activities, such as department meetings and curricular discussions, and should be included as part of the regular communication flow within the department. Adjunct faculty do not receive retirement or insurance benefits. However, they may be allowed the use of all campus facilities in accordance to regular University policies.

7. **Adjunct Faculty (Library)**

Adjunct library faculty are issued a one-year (12 month) contract of employment, unless otherwise indicated in writing at the time of the appointment. Employment terminates automatically at the end of the appointment period. Contingent upon satisfactory performance reviews and the needs of the University, an adjunct library appointment may be renewed. Adjunct library faculty work a part-time schedule, no more than twenty hours per week. Exceptions to this policy must be approved by the VPAA/Provost. An adjunct library faculty member who has any other type of part-time employment at Missouri Southern State University is subject to an overall limitation of 1000-hours over any twelve month (12 month) period. Adjunct library faculty must possess a Master’s of Science (MLS), which is recognized as the terminal degree for the discipline by Missouri Southern and the American Library Association (ALA). Exceptions to this policy may be granted upon approval of the VPAA/Provost. They have the opportunity to participate in departmental activities, such as department meetings, and should be included as part of the regular communication flow within the
department. Adjunct faculty do not receive retirement or insurance benefits. However, they may be allowed the use of all campus facilities in accordance to regular University policies.

C. Special Provision for Instructors, Assistant Professors, Associate Professors, and Professors Holding a Non-Tenure-Track Appointment Prior to July 1, 2015

All faculty members holding the position of Instructor, Assistant Professor, Associate Professor, or Professor prior to July 1, 2015, who are not on a tenure-track appointment will be given the option to move to a tenure-track appointment, subject to the provisions of this Faculty Handbook, beginning in the 2015-2016 academic year.

An Instructor, Assistant Professor, Associate Professor, or Professor who chooses to move to a tenure-track appointment under this provision and who does not currently possess a doctorate or terminal degree* relative to the field or discipline will be required to begin advancing toward a doctorate or terminal degree relative to the field or discipline. The probationary period for those who choose to move to a tenure-track appointment under this provision shall be a maximum of seven years. The doctorate or terminal degree must be completed by February 1, 2022 (during the last possible probationary year) of the tenure-track appointment. In situations where a degree has not yet been formally conferred prior to February 1, 2022, completion of the doctorate or terminal degree may be evidenced by sufficient documentation showing that the dissertation or other appropriate work has been completed. The VPAA/Provost, in consultation with other appropriate administrators as necessary, determines the sufficiency of the documentation reflecting a completed dissertation for purposes of this provision. If the faculty member has not completed a doctorate or terminal degree by February 1, 2022, the faculty member will no longer be employed in a tenure-track appointment and the University reserves the right to not employ the faculty member in any capacity.

While pursuing a doctorate or terminal degree in accordance with the previous paragraph, a faculty member subject to this provision will not be eligible for promotion. Once the doctorate or terminal degree is obtained, promotion is subject to the process and all requirements identified in Chapter 6 of this Faculty Handbook.

An Instructor who chooses to move to a tenure-track appointment under this provision will have their title changed to Assistant Professor for purposes of consistency with the tenure-track provisions of this Faculty Handbook. This change in title does not necessitate or imply a salary increase.

An Instructor who chooses not to move to the tenure-track under this provision will retain the title of Instructor but will be considered an unranked faculty member under the provisions of this Faculty Handbook. Such an appointment would be referred to as ‘Instructor, Unranked Non-Tenure-Track’. This title will only be used in the Faculty Handbook for faculty described in this provision.

An Assistant Professor, Associate Professor, or Professor who chooses not to move to a tenure-track appointment under this provision will retain the applicable title respectively but will be considered an unranked faculty member under the provisions of this Faculty Handbook. Such an appointment would be referred to as ‘Assistant Professor, Unranked Non-Tenure-Track’, ‘Associate Professor, Unranked Non-Tenure-Track’ or ‘Professor, Unranked Non-Tenure-Track’. These titles will only be used as described in this provision.

Any full-time non-tenure-track faculty member subject to this provision who chooses not to move into the tenure-track appointment will be evaluated according to the provisions of the Faculty Handbook, Chapter 5, Section V for non-tenure-track faculty.

* Doctorate or terminal degrees must be in the discipline or closely related field. It is recommended that the faculty member consult with the School Dean when considering degree programs to avoid confusion regarding appropriate programs.
After July 1, 2015, once a full-time non-tenure-track faculty member subject to this provision separates from the University or obtains a different position within the University, any resultant faculty position opening will comply with the Faculty Handbook.

IV. Emeritus Faculty

A. Eligibility

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

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

2. A minimum of 15 years of service as a full-time faculty member at MSSU.

B. Procedure

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

1. The Department Chair, as a representative of the department, will forward a letter of nomination which shall contain confirmation of an affirmative vote (simple majority) of the tenure-track (probationary) and tenured faculty in the department as well as verification of length of employment, faculty rank and appointment status to the School Dean. The letter of nomination should also include substantive evidence of significant contributions to the University in areas of teaching and/or job performance, scholarly/creative activity and service. Significant contributions in these areas to the discipline or profession should also be noted and evidence of such work should be included. Additional letters of support may be included within the nomination material. In cases of very small departments, the School Dean may initiate the letter of nomination. Any faculty member may nominate a faculty member within a different department by submitting a letter of nomination to that department (the department of the faculty member to be nominated).

2. The letter of nomination from the Department Chair shall be submitted to the School Dean. Upon review of the letter, the School Dean shall write a letter of approval or disapproval, stating cause for either conclusion.

3. All nomination materials from the Department Chair and School Dean shall be submitted to the Promotion Committee, who shall make recommendations to the VPAA/Provost. The VPAA/Provost shall make a recommendation to the President, who in turn shall make a recommendation to the Board of Governors. The nomination process terminates with the approval or disapproval of the Board of Governors.

C. Privileges

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

1. Recognition with a token of appreciation, such as a medallion, following the Emeritus faculty appointment.
2. Recognition within the University catalog and the commencement program as well as an invitation to participate in commencement exercises.
3. Issuance of MSSU identification card with Emeritus Faculty status, which will serve as appropriate identification for attendance of campus events and usage of campus facilities.
4. Issuance of invitations to special events with recognition given where possible.
5. Usage of an Emeriti faculty office, if available.
6. Entitlement to discount at the University Bookstore at the rate afforded to current employees.

V. Recruitment of Faculty

A. Search Authorization

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

B. Search Committee

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

- Department Chair, which also serves as the Chair of the Search Committee, unless otherwise appointed by the School Dean,
- School Dean,
- two faculty members from within the department,
- one faculty member external to the department.

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

The Search Committee is responsible for:

- coordinating the review of applicant materials (credentials, background, experience, references)
- collaboratively establishing standard review criteria and interview questions which will be used to evaluate candidates
- maintaining confidentiality and serving as University ambassadors
- documenting committee discussions; conversations with applicant references; phone interviews with candidates
- conducting phone and on-campus interviews
- working with Human Resources to verify applicant eligibility to work in the United States

C. Search Process

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

1. The Search Committee will screen applicants to determine which applicants will receive a phone interview. There is no limit on the number of phone interviews that can be conducted. Applicant references must be contacted for phone interviewees. References can include off-list individuals (those other than listed on the application).
2. The Search Committee will select up to two candidates to invite for an on-campus interview. Exceptions to this policy must be approved by the VPAA/Provost.

3. The Chair of the Search Committee will seek approval to bring candidates to campus from the School Dean and VPAA/Provost. The Department Chair must provide a copy of all résumé materials to the VPAA/Provost for approved candidates prior to the visit.

4. The Search Committee will coordinate travel (as needed), accommodations, and the campus interview itinerary. The on-campus interview must include a presentation made by the candidate which demonstrates classroom teaching and preparation. As much as possible, the itinerary must include:
   - Meetings with the Search Committee and academic department
   - Meeting with the School Dean
   - Meeting with the VPAA/Provost
   - Meeting with Human Resources
   - Classroom presentation by candidate
   - Departmental and campus tour

5. The Search Committee will make a recommendation to offer employment to the Department Chair, preferably with a ranked list of candidates for employment.

6. The Department Chair will send a memo requesting that an offer of employment be made to the School Dean and VPAA/Provost. The memo should include proposed salary, rank (if applicable), contract status (tenure-track or non-tenure-track), candidate's legal name and contact information including mailing address, and any special notes regarding promotion, tenure, etc. that need to appear on the contract. No offers of employment should be extended or discussed with the candidate by the department or any member of the Search Committee.

7. Upon approval, the School Dean will extend an offer to the candidate. All offers are made contingent upon a successful background check. Any negotiations and/or counter offers must receive approval from the VPAA/Provost. If the offer is rejected, other finalists may be reconsidered by the Search Committee, School Dean, and VPAA/Provost.

8. The Chair of the Search Committee will notify unsuccessful candidates that were interviewed that the search has been closed; Human Resources will notify unsuccessful candidates that were never interviewed.

9. Upon the conclusion of the search, the Department Chair should send a notification to Human Resources, regarding the closure of the search.
CHAPTER 4: TENURE

I. Definition and Purpose

A. Definition

Tenure is an arrangement under which a faculty appointment is continued until the faculty member resigns, retires, is discharged for cause, is laid off pursuant to a reduction in force and/or becomes disabled beyond performing the essential functions of the job.*

B. Purpose

Tenure is intended to assure the University that there will be continuity in its experienced faculty and in the academic functions for which they are responsible. Appointment to tenure recognizes a commitment by the faculty member to exemplify the highest professional and academic standards. By such recognition, the university pays homage to the worth of independence of the mind and freedom of inquiry; and the faculty member acknowledges an obligation to the institution and its students.†

Tenure grants faculty protection from arbitrary dismissal, granting the contractual right to be reemployed for succeeding academic years. Only faculty who hold a tenure-track appointment and have successfully completed their probationary period are eligible for tenure. A decision to grant tenure must reflect an assessment of high professional competence and performance. Tenured faculty have proven their ability to contribute significantly in their discipline and to work productively in their field. The attainment of tenure is accompanied by the expectation of continued professional growth and productivity in the areas of teaching, scholarly/creative activity, and service. Tenured faculty should be strong advocates for quality work and service, and are expected to provide support and guidance to junior colleagues, as well as to become increasingly involved in the life and governance of the University by maintaining key positions that allow them to do so.

C. Procedure

Tenure is based on a thorough evaluation of the applicant’s total contribution to the University, with the exception of those faculty who may be hired with a tenured appointment as depicted in section III. C. of this chapter. An application for tenure should include the Tenure Portfolio Checklist, Certificate of Eligibility for Tenure, and the Tenure Portfolio (see Appendices B and C for the Tenure Portfolio Checklist and the Certificate of Eligibility for Tenure, respectively). It is the responsibility of the applicant to provide sufficient relevant documentation as evidence in support of meeting University criteria pertaining to teaching, scholarly and creative activity, and service.

Application for tenure proceeds from the Department Chair, to the School Dean, to the Tenure Committee, and to the VPAAProvost. The VPAA/Provost makes recommendations to the President, who in turn makes recommendations to the Board of Governors.

The faculty member may withdraw his/her application at any time during the tenure review process. The tenure application process terminates with the approval or disapproval by the Board of Governors.

II. Eligibility

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

It is important to note that schools may adopt a policy that requires additional criteria for tenure in order to meet accreditation requirements or reflect discipline or industry standards. Schools may not adopt any policy in which the criteria for tenure would be less than that of normal University standards.

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* Office of Human Resources, Faculty Handbook, Northwest Missouri State University, 2013.
† Faculty Handbook, University of Central Arkansas, 2013
A. Tenure Eligibility for Faculty Hired On or Before June 30, 2015

Faculty employed within a tenure-track appointment, on or before, June 30, 2015, while not required to apply for tenure, are expected to meet University standards for teaching, as evidenced by receiving a cumulative rating of a minimum of ‘Meets Expectations’ on evaluations. Past evaluations with cumulative ratings of a minimum of ‘Good’ will serve as equivalent to ‘Meets Expectations’. For probationary faculty who commenced tenure-track employment on or before June 30, 2015, a written recommendation, during the fifth probationary year, from the Department Chair and School Dean will indicate if tenure should be granted, beginning with the following year. The written recommendation must include a statement from both the Department Chair and the School Dean that the faculty member’s teaching is rated as a minimum of ‘Meets Expectations’.

B. Tenure Eligibility for Faculty Hired On or After July 1, 2015

Effective for hires following July 1, 2015, tenure will be granted only to tenure-track faculty who apply for tenure and are approved through normal procedures set forth in this Handbook (See Chapter 5, Section III-B). For these faculty, a written recommendation from the Department Chair and School Dean, during the fifth or sixth probationary year, will indicate if tenure should be granted. Faculty, who have been awarded credit towards tenure upon appointment, can apply for tenure, at the earliest, during the fourth year of the probationary period. The written recommendation for tenure must include a statement by both the Department Chair and School Dean that the faculty member's cumulative performance in each of three evaluative areas, classroom instruction/teaching, scholarly/creative activity, and University service, is a minimum of ‘Meets Expectations’.

III. Timeline

A. Prior Service and the Probationary Period

The probationary period for tenure-track faculty will not exceed six academic years. Credit towards the probationary period may be granted by the President for prior full-time service to Missouri Southern State University or to other accredited baccalaureate degree-granting institutions of higher education, industry, or the equivalent as determined by the VPAA/Provost and/or President. No more than two years of credit can be awarded for prior service. Awarded credit for prior service will be stated in a written letter, with copies sent to the faculty member and retained on file within his/her personnel file as well as within the Office of the Academic Affairs. If a faculty member fails to achieve tenure at the end of the probationary period, the faculty member will no longer be employed by Missouri Southern State University in a tenure-track position and the University reserves the right to not employ the faculty member in any capacity.

Although faculty hired in January or mid-year may count all work accomplished since the date of hire, the tenure clock for them will begin the following August, unless otherwise negotiated and stated in writing at the time of the appointment in a document signed by the President or authorized designee.

B. Stopping the Clock

The probationary period may be extended at the request of the faculty member for reason of a medical condition or to accommodate family care issues for a period of one academic year. During this period, the faculty member's work, including the annual evaluation, will not be counted toward tenure nor shall the year be counted toward tenure eligibility. After the end of this period, the faculty member will resume the role of a tenure-track appointment with all of the inherent expectations and responsibilities thereof. The Board of Governors may grant the extension upon the request of the faculty member, with the recommendation of the Department Chair, School Dean, and VPAA/Provost.

Whenever possible, the request should be submitted, in writing to the Department Chair, prior to the start of the academic year in question. Requests will be reviewed in a timely manner. Individuals presenting requests will be notified of approval or denial as expeditiously as possible.
Only one stopping of the tenure-track clock may be granted to each faculty member unless warranted by extraordinary circumstances. In order to evaluate the request, additional documentation, such as medical information, may be required.

C. Tenure Upon Hire

An applicant for the position of Associate Professor or Professor may be offered tenure as a condition of employment only when each of the following criteria have been met: 1) applicant possesses academic credentials reflecting exemplary teaching and service experience, as well as evidence of excellence in scholarly/creative activity in the applicant’s discipline, and 2) an affirmative vote of a majority of the tenured faculty in the affected department, and 3) there is written approval of the President upon a recommendation from the VPAA/Provost. There does not need to be a faculty committee vote prior to the written approval of the President when the applicant is being hired into a full-time administrative position. If the department has fewer than three tenured faculty members, a committee of tenured faculty members will be selected by the VPAA/Provost to review the applicant’s qualifications. An affirmative vote by this committee would serve as support for tenure to be awarded upon employment, subject to approval of the President upon a recommendation from the VPAA/Provost.

IV. Tenure Portfolio and Committee

A. Tenure Portfolio

The tenure portfolio shall include the tenure-track faculty member’s vita, self-evaluation, department chair recommendation, summary of conferences with tenured faculty members (provided by department chair), and dean recommendation as well as any supportive documents or evidence of work that will indicate progress towards tenure (examples include but are not limited to colleague appraisals, colleague letters of support, evidence of scholarly/creative work). The tenure portfolio will be created and maintained by the tenure-track faculty member, and will be submitted for review to the Department Chair as indicated by regular evaluation procedure.

B. Tenure Committee

The Tenure Committee shall consist of six members. There shall be at least one tenured faculty representative from each of the four school units and one faculty representative from the library. Three members shall be appointed by the Executive Committee of the Faculty Senate and three members shall be appointed by the Vice President for Academic Affairs and Provost. On initial appointment, the term of each member shall be designated as one, two, or three years. The members of the Executive Committee of the Faculty Senate and the VPAA/Provost shall each appoint one new member each year thereafter for a three-year term. Vacancies shall be filled by the party making the appointment of the retiring member. The terms of committee members shall be three years (two to be replaced each year).

The Committee shall recommend approval or disapproval of all applications submitted. The Committee shall meet with the Vice President for Academic Affairs and Provost at least annually to discuss its recommendations.

The Committee will submit a written statement to each applicant indicating the disposition of the Committee on the application and indicating deficiencies if an unfavorable recommendation is made.

If, at any step in the tenure process the applicant does not receive a favorable recommendation, he/she may submit an appeal statement rebutting reported deficiencies to the individual(s) responsible for making a recommendation at the next level. The faculty member shall submit the statement within five working days of notification of an unfavorable recommendation.
CHAPTER 5: EVALUATION POLICIES

I. Faculty Performance Evaluation Process

All full-time faculty members, both ranked and unranked, participate in regularly scheduled performance evaluations. Ranked faculty include those who hold faculty appointments of Assistant Professor, Associate Professor, and Professor. Unranked faculty include those who hold faculty appointments of Visiting Assistant Professor, Lecturer, Clinical Instructor, In-Residence Faculty, and Visiting Scholar. For probationary faculty (tenure-track), annual evaluations are completed for the purpose of evaluating appropriate progress towards tenure and promotion. Tenured faculty are formally evaluated every other year for performance, and if appropriate, progress towards promotion. Ranked faculty are formally evaluated in three categories: teaching/job performance, scholarly/creative activity, and service. All other full-time faculty are formally evaluated annually for teaching performance, with consideration given to scholarly/creative activities and service as appropriate for the appointment. Adjunct faculty are formally evaluated each semester, or at least once per academic year in cases where adjunct faculty member may teach for both fall and spring semesters for teaching/job performance. In all cases, evaluations are conducted by the Department Chair, with the School Dean conducting evaluations when indicated as part of the regular evaluation procedure as described within this chapter (see Appendix D for an Evaluation Timeline Summary). Department Chair evaluations will be conducted by the School Dean, following regular evaluation procedures. Classroom observations may be announced or unannounced and are performed at the discretion of the Department Chair and/or School Dean.

The Office of the VPAA/Provost will publish a timeline at the beginning of each academic year that will contain all applicable dates pertaining to faculty personnel items. All evaluation processes shall adhere to this timeline. Faculty should submit evaluation materials by the established deadline. Faculty who begin their employment in January will be formally evaluated for the first time in their first full academic year of employment. Each department is expected to create and maintain documentation of evaluations, and when appropriate, recommendations for tenure and/or promotion. All faculty evaluations are based on University-level criteria and the guidelines and expectations specified in departmental and college documents (See Appendices E, F, and G for Teaching/Job Performance, Scholarship, and Service Assessment Tools, respectively) and any specific contractual agreements that may exist.

Formal faculty evaluations will take into account all of the faculty member’s work since the last evaluation. Faculty applying for promotion will be evaluated according to their accumulated performance in the present rank. Faculty applying for tenure will be evaluated according to their performance in accumulated assignments since employment at Missouri Southern in a tenure-track appointment unless otherwise negotiated at the time of initial appointment. If credit towards tenure and/or promotion is given for years in prior assignment, corresponding professional activities during those years of credit shall be considered in the tenure and/or promotion review process as long as they are contiguous to present assignment.

Each year, a copy of the completed evaluation and an updated vita for each full-time faculty member should be filed with the faculty member, Department Chair, School Dean and Vice President for Academic Affairs and Provost. Each year, the Department Chair will provide an alphabetical list of the faculty members who were fully evaluated along with the summary ratings for each of these faculty members to the School Dean and the VPAA/Provost.

II. Evaluation Criteria

All faculty who hold ranked appointments (assistant professor, associate professor, professor) and the appointment of Visiting Assistant Professor are formally evaluated in three categories of performance: teaching/job performance, scholarly/creative activity, and service. All faculty who hold full-time unranked appointments (lecturer, clinical instructor, in-residence faculty) are formally evaluated for
teaching/job performance and at least one of the following categories, depending upon the position: scholarly/creative activity and service. Evaluation goals and criteria are designed to support the University’s mission, as well as the individual missions for teaching/job performance, scholarly/creative activity, and service. Of the three areas of performance, teaching/job performance is of the utmost importance, and faculty members must demonstrate excellence in teaching/job performance consistently as part of the evaluation process. The University does recognize that faculty members may place more emphasis in one category over another depending on the needs of the discipline and experience of the faculty member.

The University recognizes that there may be additional performance goals relative to a specific program, department, or school. In addition, there may be additional performance goals relative to accrediting or regulatory entities for specific programs or departments.

A. Teaching

1. Teaching Mission

   The Teaching Mission at Missouri Southern is to provide effective teaching demonstrated by engaging instruction, professionalism, and evidence of student learning. Faculty members are professional educators who are enthusiastic in their discipline. Excellence in teaching requires the design and implementation of discipline-appropriate student assessments, planning, organization, and self-evaluation in all courses.

2. Evaluating Teaching Effectiveness

   Evidence of effective teaching should reflect the University’s teaching and academic missions. The teaching effectiveness of a faculty member will be evaluated based on the following criteria:

   a. Faculty members demonstrate effective design and implementation of student assessments. Evidence that may be used to evaluate teaching include clearly communicated outcomes linked to a comprehensive assessment of student learning. Assessments implemented include, but are not limited to assignments, exams, lab reports, discussion questions, presentations, and so forth. Instructor feedback on these assessments is timely, of consistently high quality and students are able to use the feedback in the learning process.

   b. Faculty members provide a professional environment that is engaging and supportive of learning. Student learning occurs through course-specific work, advising, extracurricular activities, and through participation in the intellectual life of the campus. Evidence that may be used to evaluate teaching includes the incorporation of differentiated and challenging learning opportunities that convey high expectations and support instructional outcomes. Lesson structure is coherent and appropriately paced to allow for student interaction and contributions as well as reflection and closure. Faculty members display professionalism towards students and enthusiasm for the subject material.

   c. Faculty members use pedagogy appropriate to the discipline, including up to date course material and relevancy of course material for the discipline. Evidence that may be used to evaluate teaching includes utilization of a wide range of pedagogical approaches incorporating professional resources in course materials to enhance instruction and student learning. Diverse strategies, including the effective use of technology, are creatively implemented to enhance lesson delivery and connections with students and reflect best practices for the discipline.

   d. Faculty members demonstrate appropriate course management and organization. Evidence that may be used to evaluate teaching includes maintenance of formal course syllabi, clearly communicated course expectations for student responsibilities such as attendance, holding courses as scheduled, availability of office hours to maximize opportunities to advise students on academic matters, performance of other related instructional duties as assigned, and self-
reflection regarding instructional effectiveness and the extent to which learning outcomes were achieved.

In addition to meeting the above criteria, faculty evaluations made by students, peers, and administrators should be supportive of the faculty member’s effectiveness in teaching. Only department and/or University administered student evaluations will be considered for the formal evaluation of the faculty member and will not comprise the majority of the faculty evaluation pertaining to teaching effectiveness. Faculty members may also demonstrate effective teaching by evidence of external recognition for outstanding performance in teaching and external recognition of students for outstanding work produced within applicable courses.

B. Scholarly/Creative Activity

1. Scholarly/Creative Activity Mission

The process of scholarly and creative activities includes critical evaluation and artistic creation and performances, as well as discovery and application of facts. Dissemination and external review of scholarly and creative work is understood to be a means to support one’s academic discipline, and a venue to promote the University and benefit the community.

2. Evaluating Scholarly/Creative Activity

Evidence of scholarly/creative activity should reflect the University’s scholarly/creative and academic missions. The University recognizes that scholarly and creative activities may encompass a broad range of topics and venues with respect to the variety and individual demands of specific disciplines. For all disciplines, faculty are expected to complete scholarly/creative activities that are supportive of maintaining currency within their specific discipline. Glassick et al.* suggest the following standards for evaluating the scholarly component of educational innovations:

- **Clear goals:** Is the basis of the work clearly stated? Are the questions addressed important, and the objectives realistic and achievable?
- **Adequate preparation:** Does the scholar display an understanding of existing scholarship in the field and the skills needed to assemble the necessary resources and do the work?
- **Appropriate methods:** Were the methods used appropriate for the goals, applied effectively, and suitably modified when necessary?
- **Significant results:** Were the goals achieved? Did the work contribute significantly to the field?
- **Effective presentation:** Was the work presented effectively and with integrity in appropriate forums?
- **Reflective critique:** Does the scholar critically evaluate his or her own work, bringing an appropriate breadth of evidence to the critique and using the critique to improve the quality of future work?

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

a. The **Scholarship of Teaching** includes the study, creation, application, and dissemination of new pedagogical and best practices methodologies appropriate to the discipline. Scholarly teachers view teaching as a profession with the knowledge base on teaching and learning as a second discipline in which to develop expertise. Scholarly teachers reflect on and assess their teaching, discuss teaching issues with colleagues, and read and apply the literature on teaching and learning in their discipline. The scholarship of teaching includes investigations that begin with the purpose

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of understanding and improving teaching and learning and leads to results that can be shared beyond the classroom.

Evidence that may be used to evaluate the Scholarship of Teaching includes, but is not limited to: versatility of courses developed or taught; development of instructional materials (shared with faculty or academic forums for peers); attendance at conferences or workshops having content relative to disciplinary or pedagogical topics or techniques; published instructional materials or presentations at academic or professional conferences; documented work done to advance pedagogical methods (analysis of course data, case studies, interviews, questionnaires); the pursuit of advanced degrees, certification, postdoctoral study, internships, and fellowships that directly impact pedagogy; active membership in professional organizations with emphasis on pedagogy.

b. The Scholarship of Discovery/Creation involves critical analysis of knowledge and includes creative synthesis of views and insights regarding the original work of others. It also includes conducting research appropriate to a discipline as well as the creation of works that produce new styles or modes of expression.

Evidence that may be used to evaluate the Scholarship of Discovery/Creation includes, but is not limited to: performances, presentations, exhibitions, and other creative activities in the fine and performing arts; ongoing or completed research projects, including work involving students; publication of reviews, articles, books, chapters, or works in progress; paper, poster, or lecture presentations at other institutions, conventions, workshops, symposia; procurement of external funding such as grants, donations, or stipends.

c. The Scholarship of Application can be defined as scholarly service that both applies and contributes to human knowledge or to the solution of problems. It includes translating research results into new services, products, processes, or artistic expressions to benefit other entities such as those associated with the discipline or in the community.

Evidence that may be used to evaluate the Scholarship of Application includes, but is not limited to: publication of articles, books, chapters, or works in progress; presentations, papers, lectures, or poster sessions shared on campus or at other institutions, conventions, workshops, symposia; development of instructional materials shared with other educators; pedagogical research performed and disseminated to peers; writing published reviews; serving as a referee or editor for professional publications; serving as a reader for an academic press.

C. Service

1. Service Mission

Faculty service provides for a strong platform of shared governance, promotes the University by bringing recognition to it as a result of service work, supports the professional needs of the discipline, and strengthens academic departments.

2. Evaluating Service

Service work should reflect the University’s service and academic missions. The University recognizes that service activities may vary depending on the needs of the discipline as well as the experience and rank of the faculty member. For evaluation purposes, a faculty member may complete service work in any or all of the service categories described below.

a. University Citizenship

(1) Faculty members participate in decision-making processes at the University and are responsible for maintaining and promoting shared governance. Evidence that may be used to evaluate such service includes, but is not limited to, serving on program, departmental, school, and university committees and task forces and participating in campus discussions.
(2) Faculty members provide service that contributes to the overall collegiate well-being of the University. Evidence that may be used to evaluate such service includes, but is not limited to, providing professional development; sponsoring student clubs or organizations; participating in recruiting or alumni efforts; advising students; mentoring of another faculty member; participating in activities within the community which enhance the reputation and/or image of the University; participating in activities intended to enhance public understanding of the University; accreditation work (program or University level).

b. Professional Service and Consultation/Collaboration

(1) Faculty members contribute to professional organizations appropriate for the discipline. Evidence that may be used to evaluate such service includes, but is not limited to, holding office in professional organizations; serving on advisory boards or other entities for other institutions or the general community; organizing or facilitating competitions, symposia, or continuing education programs appropriate to the discipline.

(2) Faculty members provide professional expertise or service to business, industry, schools, community organizations, and colleagues in other university programs, appropriate to the discipline. Evidence that may be used to evaluate such service includes, but is not limited to, consultant work or project collaborations with other institutions.

c. Public Service

(1) Faculty members use their professional skills and expertise to serve the community. Evidence that may be used to evaluate such service includes, but is not limited to, media-related events such as with newspapers, radio, television, etc.; participating in events that promote public outreach and representation for the University; using the faculty member’s professional skills to perform or conduct community events or business.

III. Evaluating Probationary (Tenure-Track) Faculty

A. Evaluation Procedure for Tenure-Track Faculty Employed on or before June 30, 2015 in a Tenure-Track Appointment

The procedure outlined below shall apply to faculty who commenced tenure-track employment on or before June 30, 2015. Such tenure-track faculty shall be covered under the following policy with regard to the procedure for achieving tenure. Probationary tenure-track faculty members are formally evaluated each year. As part of the evaluation process, all full-time probationary faculty will submit a vita (see Appendix H for Sample Vita with the appropriate format) and written self-evaluation that includes a description of the faculty member’s progress in teaching/job performance, scholarly/creative activity, and service. Student evaluations will be given in all the faculty member's fall classes, but may be administered in additional classes at the request of the faculty member or at the discretion of the Department Chair or School Dean. For probationary tenure-track faculty members, the Department Chair will conduct a classroom observation during both fall and spring semesters for the first two years of the probationary period. In addition to student evaluations, there will be at least one other evaluation of teaching (generally a class visit by the Department Chair). The School Dean will conduct a class visit if requested by the faculty or Department Chair; the School Dean may also conduct a class visit if he/she feels it is warranted. During the third and fifth years of the probationary period, as applicable regarding the tenure timeline, the faculty member will submit at least two colleague appraisals from tenured faculty, chosen from within the faculty member’s department whenever possible (See Appendix J for the Colleague Appraisal form). The colleague appraisals should assess the probationary faculty member’s strengths and weaknesses with respect to each of the three areas: teaching, scholarly/creative activity, and service. The Department Chair will take into consideration the self-evaluation and colleague appraisals and will construct a formal evaluation of the faculty member addressing four categories: teaching/job performance, scholarly/creative activity, University service, and an overall summary. As part of the written evaluation, the Department Chair will assign ratings describing the faculty member’s performance.
for each category using the following taxonomy: ‘Exceeds Expectations’, ‘Meets Expectations’, or ‘Does Not Meet Expectations’. In addition, each probationary tenure-track faculty member will have a conference meeting with the School Dean and Department Chair. At the conclusion of this conference, the School Dean will add his or her recommendation, including recommendation for reemployment, to the formal evaluation. In the third probationary year, the faculty member being evaluated will have a conference meeting with the School Dean, Department Chair, and the Vice President for Academic Affairs and Provost. During this conference, one of the following administrative conclusions will be reached and shared with the faculty member:

1) The faculty member is making satisfactory progress toward achieving tenure.
2) Areas that need improvement have been identified and specific recommendations for improvement have been presented to the faculty member.
3) The faculty member’s work and overall progress has not been satisfactory. The faculty member will not be recommended for reemployment.

For any probationary year, the faculty member will be notified of continuation of appointment to a subsequent year or notified of non-reappointment by March 1. Non-reappointment indicates that the faculty member’s employment with the University will be terminated upon expiration of the current contract.

During the second and fourth years of the probationary period, the Department Chair will conduct a conference with all of the tenured faculty members within the department to allow tenured faculty to provide input about the probationary faculty member’s progress, as applicable regarding the tenure timeline. The Department Chair will provide a written report of the conference to the probationary faculty member. If there are fewer than three tenured faculty within the department, the School Dean will construct a committee of tenured faculty from closely related departments, with no fewer than three tenured faculty members in addition to the Department Chair. Other faculty members who have written colleague appraisals will also be included in the conference. Throughout this process, confidentiality must be maintained regarding the conference of the tenured faculty members. The progress of the probationary faculty member should not be discussed outside of the conference.

In the fifth probationary year, the Department Chair and School Dean will recommend in writing whether the faculty member should be granted tenure beginning the following year. A recommendation for tenure must include a written statement by both the Department Chair and School Dean that the faculty member’s classroom instruction is at least ‘Meets Expectations’. It may be helpful to review the Evaluation Timeline Table for Probationary Tenure-Track Faculty (see Appendix I).

B. Evaluation Procedure for Tenure-Track Faculty Employed on or after July 1, 2015 in a Tenure-Track Appointment

Probationary tenure-track faculty members are formally evaluated each year. As part of the evaluation process, all full-time probationary faculty will submit a vita (see Appendix H for Sample Vita with the appropriate format) and written self-evaluation that includes a description of the faculty member’s progress in teaching, scholarly/creative activity, and service. Student evaluations will be given in all the faculty member's fall classes, but may be administered in additional classes at the request of the faculty member or at the discretion of the Department Chair or School Dean. For probationary tenure-track faculty members, the Department Chair will conduct a classroom observation during both fall and spring semesters for the first two years of the probationary period. In addition to student evaluations, there will be at least one other evaluation of teaching (generally a class visit by the Department Chair). The School Dean will conduct a class visit if requested by the faculty or Department Chair; the School Dean may also conduct a class visit if he/she feels it is warranted. During the first, third, and fifth years of the probationary period, the faculty member will also submit at least two colleague appraisals from tenured faculty, chosen from within the faculty member’s department whenever possible (See Appendix J for the Colleague Appraisal form). The colleague appraisals should assess the probationary faculty member’s
strengths and weaknesses with respect to each of the three areas: teaching, scholarly/creative activity, and service. The Department Chair will take into consideration the self-evaluation and colleague appraisals and will construct a formal evaluation of the faculty member addressing four categories: teaching/job performance, scholarly/creative activity, University service, and an overall summary, according to established criteria. As part of the written evaluation, the Department Chair will assign ratings describing the faculty member’s performance for each category using the following taxonomy: ‘Exceeds Expectations’, ‘Meets Expectations’, and ‘Does Not Meet Expectations’. The School Dean will formally evaluate the faculty member during the third year of the probationary period. An annual conference meeting will occur between the faculty member, Department Chair, and School Dean and will conclude with one of the following recommendations:

1) The faculty member is making satisfactory progress toward achieving tenure.
2) Areas that need improvement have been identified and specific recommendations for improvement have been presented to the faculty member.
3) The faculty member’s work and overall progress has not been satisfactory. The faculty member will not be recommended for reemployment.

For any probationary year, the faculty member will be notified of continuation of appointment to a subsequent year or notified of non-reappointment by March 1. Non-reappointment indicates that the faculty member’s employment with the University will be terminated upon expiration of the current contract.

In addition to the formal evaluation procedures described above, distinct activities will occur in specific probationary years as described below.

First Year Faculty: The faculty member will be assigned a Faculty Mentor and begin a Tenure Portfolio which includes a self-evaluation on progress toward tenure. The Tenure Portfolio will be maintained and updated by the faculty member for the length of the entire probationary period.

Second Year Faculty: The Department Chair will conduct a conference with all of the tenured faculty members within the department to allow tenured faculty to provide input about the probationary faculty member’s progress. The Department Chair will provide a written report of the conference to the probationary faculty member, which will be placed within the Tenure Portfolio. If there are fewer than three tenured faculty within the department, the School Dean will construct a committee of tenured faculty from closely related departments, with no fewer than three tenured faculty members in addition to the department chair. Other faculty members who have written colleague appraisals will also be included in the conference. Throughout this process, confidentiality must be maintained regarding the conference of the tenured faculty members. The progress of the probationary faculty member should not be discussed outside of the conference.

Third Year Faculty: The VPAA/Provost will review the Department Chair and School Dean evaluations. A conference meeting will occur between the faculty member, Department Chair, School Dean, and VPAA/Provost and will conclude with one of the following recommendations:

1) The faculty member is making satisfactory progress toward achieving tenure.
2) Areas that need improvement have been identified and specific recommendations for improvement have been presented to the faculty member.
3) The faculty member’s work and overall progress has not been satisfactory. The faculty member will not be recommended for reemployment.

Fourth Year Faculty: The Department Chair will conduct a conference with all of the tenured faculty members within the department to allow tenured faculty to provide input about the probationary faculty member’s progress. The Department Chair will provide a written report of the conference to the probationary faculty member, which will be placed within the Tenure Portfolio. If there are fewer than three tenured faculty within the department, the School Dean will construct a committee of tenured faculty.
faculty from closely related departments, with no fewer than three tenured faculty members in addition to the department chair. Other faculty members who have written colleague appraisals will also be included in the conference. Throughout this process, confidentiality must be maintained regarding the conference of the tenured faculty members. The progress of the probationary faculty member should not be discussed outside of the conference.

**Fifth Year Faculty:** Faculty members may choose to apply for tenure during this year or wait until the sixth year of probation. If applying for tenure, the Tenure Portfolio should be completed and submitted to the Department Chair as part of the tenure application. The Department Chair and School Dean will recommend in writing whether the faculty member should be granted tenure beginning the following year. A recommendation for tenure must include a written statement by both the Department Chair and School Dean that the faculty member's performance in each of three evaluative areas, teaching, scholarly/creative activity, and University service, is a minimum of ‘Meets Expectations’. Recommendations from the Department Chair and School Dean will be included in the Tenure Portfolio and submitted to the Tenure Committee. The Tenure Committee will make a recommendation to the VPAA/Provost, who in turn will make a recommendation to the President. The President will make a recommendation to the Board of Governors. The application process will terminate with the approval or disapproval by the Board of Governors. The faculty member may withdraw his/her application at any time during the tenure review process. If tenure is granted, a tenured appointment will begin with the next annual contract. If tenure is not granted by the Board of Governors, the faculty member will no longer be employed in a tenure-track appointment and the University reserves the right to not employ the faculty member in any capacity.

**Sixth Year Faculty:** This is the final year of the probationary period, and faculty members must apply for tenure this year. Faculty members should complete the Tenure Portfolio and submit it to the Department Chair as part of the tenure application. The Department Chair and School Dean will recommend in writing whether the faculty member should be granted tenure beginning the following year. A recommendation for tenure must include a written statement by both the Department Chair and School Dean that the faculty member's performance in each of three evaluative areas, teaching, scholarly/creative activity, and University service, is a minimum of ‘Meets Expectations’. Recommendations from the Department Chair and School Dean will be included in the Tenure Portfolio and submitted to the Tenure Committee. The Tenure Committee will make a recommendation to the VPAA/Provost, who in turn will make a recommendation to the President. The President will make a recommendation to the Board of Governors. The application process will terminate with the approval or disapproval by the Board of Governors. If tenure is granted, a tenured appointment will begin with the next annual contract. If tenure is not granted by the Board of Governors, the faculty member will no longer be employed in a tenure-track appointment and the University reserves the right to not employ the faculty member in any capacity.

It may be helpful to review the Evaluation Timeline Table for Probationary Tenure-Track Faculty (see Appendix I).

**IV. Evaluating Tenured Faculty**

Each tenured faculty member will be formally evaluated at least every other year. As part of the evaluation process, the faculty member will submit a vita (see Appendix H for Sample Vita with the appropriate format) and written self-evaluation that includes a description of the faculty member’s progress in teaching/job performance, scholarly/creative activity, and service. Student evaluations will be given in all the faculty member’s fall classes, but may be administered in additional classes at the request of the faculty member or at the discretion of the Department Chair or School Dean. In addition to student evaluations, there will be at least one other evaluation of teaching (generally a class visit by the Department Chair). The School Dean will conduct a class visit if requested by the faculty or Department Chair; the School Dean may also conduct a class visit if he/she feels it is warranted. The faculty member will submit at least one colleague appraisal from tenured faculty, chosen from within the faculty
member’s department whenever possible (See Appendix J for the Colleague Appraisal form). The colleague appraisal should assess the faculty member’s strengths and weaknesses with respect to each of the three areas: teaching, scholarly/creative activity, and service. The Department Chair will take into consideration the self-evaluation and colleague appraisal and will construct a formal written evaluation of the faculty member addressing four categories: teaching, scholarly/creative activity, University service, and an overall summary, according to established criteria and appropriate to rank. The evaluation should take into account all of the faculty member’s work since the last evaluation. As part of the written evaluation, the Department Chair will assign ratings describing the faculty member’s performance for each category using the following taxonomy: ‘Exceeds Expectations’, ‘Meets Expectations’, and ‘Does Not Meet Expectations’. A conference meeting will occur between the Department Chair and faculty member to review the evaluation. If the faculty member’s rating in any category is ‘Does Not Meet Expectations’, then the Department Chair, School Dean and the faculty member will develop a written Improvement Plan which shall contain areas identified that need specific improvement as well as specific recommendations for improvement. The faculty member will then be formally evaluated every year for a period not to exceed two years. If, at the end of the two year time period, the faculty member has achieved a minimum rating of ‘Meets Expectations’ in all categories, then the faculty member will resume a regular evaluation cycle of a formal evaluation every other year. If, at the end of the two-year time period, the faculty member has achieved a minimum rating of ‘Meets Expectations’ in the category or categories that had previous deficiencies but receives a rating of ‘Does Not Meet Expectations’ in a separate category during the two-year time period, another written Improvement Plan will be implemented addressing the deficiencies in the separate category and annual formal evaluations will continue for a period not to exceed two years from when the deficiencies were identified in the separate category. If, at the end of the two year time period applicable to deficiencies in a particular category, the faculty member has not achieved a minimum rating of ‘Meets Expectations’ in that particular category, then the faculty member will receive notice of termination of employment, according to University policy. Exceptions may be made to this policy upon approval of the VPAA/Provost.

V. Evaluating Non-Tenure-Track Faculty

A. Full-Time Faculty

Full-time non-tenure-track faculty members are formally evaluated each year. As part of the evaluation process, the faculty member will submit a vita (see Appendix H for Sample Vita with the appropriate format) and written self-evaluation that includes a description of the faculty member’s progress in teaching/job performance, scholarly/creative activity, and service. Student evaluations will be given in all the faculty member's fall classes, but may be administered in additional classes at the request of the faculty member or at the discretion of the Department Chair or School Dean. In addition to student evaluations, there will be at least one other evaluation of teaching (generally a class visit by the Department Chair). The School Dean will conduct a class visit if requested by the faculty or Department Chair; the School Dean may also conduct a class visit if he/she feels it is warranted. The faculty member will submit at least one colleague appraisal from tenured faculty, chosen from within the faculty member’s department whenever possible (See Appendix J for the Colleague Appraisal form). The colleague appraisal should assess the faculty member’s strengths and weaknesses with respect to each of the three areas: teaching, scholarly/creative activity, and service. The Department Chair will take into consideration the self-evaluation and colleague appraisal and will construct a formal written evaluation of the faculty member addressing four categories: teaching (includes classroom instruction), scholarly/creative activity, University service, and an overall summary, as indicated by the faculty appointment. As part of the written evaluation, the Department Chair will assign ratings describing the faculty member’s performance for each category using the following taxonomy: ‘Exceeds Expectations’, ‘Meets Expectations’, and ‘Does Not Meet Expectations’. An annual conference meeting will occur
between the Department Chair and faculty member to review the evaluation. If employment is not to continue, the faculty member will receive notice of termination, according to University policy.

B. Part-Time Faculty

Adjunct faculty members, excluding affiliate adjunct faculty, are evaluated each semester or at least once a year if the faculty member is teaching both fall and spring semesters within the category of teaching/job performance. Student evaluations will be given in all the faculty member's fall classes, but may be administered in additional classes at the request of the faculty member or at the discretion of the Department Chair or School Dean. In addition to student evaluations, there will be at least one other evaluation of teaching (generally a class visit by the Department Chair). The School Dean will conduct a class visit if requested by the faculty or Department Chair; the School Dean may also conduct a class visit if he/she feels it is warranted. The Department Chair will construct a written evaluation of the faculty, assigning a rating to describe the faculty member’s performance using the following taxonomy: ‘Exceeds Expectations’, ‘Meets Expectations’, and ‘Does Not Meet Expectations’. A conference meeting will occur between the Department Chair and faculty member to review the evaluation. A copy of the completed evaluation shall remain on file within the department.
CHAPTER 6: PROMOTION

I. Overview and Definitions

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

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

1) “Years of experience” in rank refers to experience at Missouri Southern, unless, at the time of initial appointment, credit is given for previous experience.

2) Where the term “approved graduate hours” appears, final determination of what graduate hours are approved for consideration shall be made by the School Dean and Library Director, respectively.

3) The term “doctorate degree” or “terminal degree” must be in the individual’s teaching discipline, which could include, but is not limited to, Ph.D., Ed.D., J.D., D.B.A., M.D., O.D., D.O., etc. Within the areas of fine arts and library science, a terminal degree may also include M.F.A. and M.L.S. degrees.

II. Promotion Eligibility and Criteria

A. Eligibility and Criteria for Tenure-Track and Tenured Faculty Employed on or before June 30, 2015 in a Tenure-Track or Tenured Appointment

1. Promotion to Associate Professor (See Chapter 3, Section II, B-2 for appointment description)

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

a. Teaching/job performance must be judged by the supervisor as ‘Exceeds Expectations’ in three of the last four years in which the faculty was formally evaluated; cumulative scholarly/creative activities or service must be judged by the supervisor as ‘Exceeds Expectations’. Past evaluations with a rating of ‘Very Good’ will serve as equivalent to the rating of ‘Exceeds Expectations’. In addition to the evaluation ratings described above, one of the following criteria must be met:

   (1) Doctorate or terminal degree in the discipline or a closely related professional field and at least five years of experience as an Assistant Professor

   (2) Master’s degree in the discipline or a closely related professional field plus 60 approved graduate hours and at least six years of experience as an Assistant Professor

b. Teaching/job performance must be judged by the supervisor as ‘Exceeds Expectations’ in four of the last five years in which the faculty was formally evaluated; cumulative scholarly/creative activities or service must be judged by the supervisor as ‘Exceeds Expectations’ and a Master’s degree in the discipline or a closely related professional field plus 60 approved graduate hours and at least seven years of experience as an Assistant Professor. Past evaluations with a rating of ‘Very Good’ will serve as equivalent to the rating of ‘Exceeds Expectations’.
c. If the faculty member does not possess any of the degree requirements described above in sections ‘a’ or ‘b’, then a tenure-track or tenured Assistant Professor may be eligible for promotion to an Associate Professor based on the following criteria:

(1) Teaching/job performance must be judged by the supervisor as ‘Exceeds Expectations’ in four of the last five years in which the faculty member was formally evaluated; cumulative scholarly/creative activities or service must be judged by the supervisor as ‘Exceeds Expectations’. Past evaluations with a rating of ‘Very Good’ will serve as equivalent to the rating of ‘Exceeds Expectations’.

(2) At least twelve years of experience as an Assistant Professor.

2. Promotion to (Full) Professor (See Chapter 3, Section II, B-3 for appointment description)

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

a. Teaching/job performance must be judged by the supervisor as ‘Exceeds Expectations’ in three of the last four years in which the faculty member was formally evaluated; cumulative scholarly/creative activities and service must be judged by the supervisor as ‘Exceeds Expectations’. Past evaluations with a rating of ‘Very Good’ will serve as equivalent to the rating of ‘Exceeds Expectations’.

b. Doctorate or terminal degree in the discipline or a closely related professional field and at least six years of experience as an Associate Professor. If the faculty member does not meet this degree requirement, then at least eleven years of experience as an Associate Professor must be a requirement for promotion eligibility.

B. Eligibility and Criteria for Tenure-Track and Tenured Faculty Employed on or after July 1, 2015 in a Tenure-Track or Tenured Appointment

1. Promotion to Associate Professor (See Chapter 3, Section II, B-2 for appointment description)

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

a. Teaching/job performance must be judged by the supervisor as ‘Exceeds Expectations’ in three of the last four years in which the faculty was formally evaluated; cumulative scholarly/creative activities and service must be judged by the supervisor as ‘Exceeds Expectations’.

b. A doctorate or terminal degree in the discipline or a related professional field, and at least six years of experience as an Assistant Professor, or

c. At least twelve years of experience as an Assistant Professor if the faculty member does not possess a doctorate or terminal degree in the discipline or a related professional field.*

2. Promotion to (Full) Professor (See Chapter 3, Section II, B-3 for appointment description)

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

* This statement details promotion criteria for faculty who do not possess a doctorate or terminal degree in the discipline or a related professional field and who have been hired into a tenure-track or tenured appointment as an exception (as provided in Chapter 3, Section II, A-1).
a. Teaching/job performance must be judged by the supervisor as ‘Exceeds Expectations’ in the last three of the four years in which the faculty was formally evaluated; cumulative scholarly/creative activities and service must be judged by the supervisor as ‘Exceeds Expectations’

b. Doctorate or terminal degree in the discipline or a related professional field

c. At least six years of experience as an Associate Professor

III. Application Process

Promotion will be granted only to ranked faculty who apply for promotion and are approved through normal procedures set forth in this Handbook. The granting of promotion is based on a thorough evaluation of the applicant’s total contribution to the University. It is the responsibility of the applicant to provide sufficient relevant documentation as evidence in support of meeting University criteria pertaining to teaching/job performance, scholarly/creative activity, and service. Only relevant documentation that is applicable since the last promotion will be considered. Application for promotion proceeds from the Department Chair, to the School Dean, to the Promotion Committee, to the VPAA/Provost. The VPAA/Provost makes recommendations to the President, who in turn makes recommendations to the Board of Governors.

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

1) Any full-time tenure-track or tenured faculty member, who meets degree and experience requirements and whose rank permits promotion, may apply for promotion.

2) The promotion application packet should contain a current vita, a letter from the applicant addressing the promotion criteria, and any other supportive documentation (examples include but are not limited to colleague appraisals, colleague letters of support, evidence of scholarly/creative activity). It is the responsibility of the applicant to provide these materials to the Department Chair, observing appropriate deadlines.

3) After the Department Chair receives the promotion packet from the applicant, he or she will complete a portion of the Certificate of Eligibility for Promotion (see Appendix M) and include a recommendation as to whether the promotion should be granted. The promotion packet will then be forwarded to the School Dean, observing all applicable deadlines. The School Dean will complete any remaining portions of the Certificate of Eligibility for Promotion and include a recommendation as to whether the promotion should be granted. If the recommendation from the Department Chair and/or School Dean is not supportive of the promotion, he or she must include a letter stating reasons why the promotion was not supported. If the applicant disagrees with the Department Chair and/or School Dean’s recommendation(s), a written response from the applicant may be included in the promotion application packet. The School Dean will forward the entire completed promotion packet to the Academic Affairs Office, which will make the applications available for review by the Promotion Committee.

4) The Promotion Committee will review all promotion application materials, conduct interviews if necessary, and make its recommendations to the VPAA/Provost.

5) The VPAA/Provost will write a recommendation for each candidate and forward the recommendation to the President of the University. If the VPAA/Provost should make a recommendation that is not supportive of promotion, he or she will include a letter stating reasons for not supporting the promotion.

6) Considering all previous recommendations, the President will make a recommendation to the Board of Governors. The promotion application process terminates with the approval or disapproval by the Board of Governors. The promotion will become effective with the next issued annual contract.

The applicant has the right to view any recommendations pertaining to their application at any time in the application process. Should the performance evaluation of any faculty member, otherwise eligible for
promotion, not meet the promotion criteria, the promotion application must be allowed to proceed through regular application procedures if the faculty member so desires so that the promotion application may be reviewed at each level; it is possible that a higher level of review may grant a favorable recommendation. If, at any step in the promotion process, the applicant does not receive a favorable recommendation, he/she may submit an appeal statement rebutting reported deficiencies to the individual(s) responsible for making a recommendation at the next level. The faculty member shall submit the statement within five working days of notification of an unfavorable recommendation.

IV. Promotion Committee

The Promotion Committee shall consist of six tenured faculty members who hold the rank of Associate Professor or Professor. There shall be at least one faculty representative from each of the four school units and one faculty representative from the library. Three members shall be appointed by the Executive Committee of the Faculty Senate and three members shall be appointed by the VPAA/Provost. The members of the Executive Committee of the Faculty Senate and the VPAA/Provost shall each appoint one new member each year for a three-year term. Vacancies shall be filled by the party making the appointment of the retiring member. The terms of committee members shall be three years (two to be replaced each year). Department Chairs and persons applying for promotion may not serve on this Committee.

The Committee shall recommend approval or disapproval of all applications submitted. The Committee shall meet with the VPAA/Provost at least annually to discuss its recommendations.

The Committee will submit a written statement to each applicant indicating the disposition of the Committee on the application and indicating deficiencies if the recommendation is unfavorable.
CHAPTER 7: COMPENSATION

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

II. Base Compensation

A. Base Salary for Full-Time Faculty
Missouri Southern has a goal of hiring faculty members at nationally competitive salaries, based on rank, discipline, and status (tenure or non-tenure-track). Tenure-track and tenured faculty members who meet evaluation criteria, credentials and years of service requirements, are eligible for an increase in base salary by promotion for rank advancement. Non-tenure-track faculty members who meet the years of service requirement and performance criteria as determined by the Academic Affairs office are eligible for an increase in base salary according to the pay schedule provided by the Academic Affairs office.

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

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

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

III. Summer School Compensation

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

B. Adjunct Faculty
Adjunct faculty members will be paid per credit hour based on the pay schedule provided by the Academic Affairs office.
C. Retired or Resigned Faculty

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

IV. Promotion in Rank

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

V. Other Compensation

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

VI. Equity Adjustments

A. Periodic Adjustments

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

B. Salary Equity

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

C. Salary Review Process

A faculty member may file with his or her Department Chair a request for a salary review if that faculty member believes that his or her salary is inconsistent with the salaries of other individuals of similar training, experience, and job performance. A review may also be requested by an individual who believes that his or her salary is significantly below the market in an area of high demand where experience has shown that there is a difficulty in recruiting and retaining qualified faculty. Requests for salary reviews should be submitted as a letter to the Department Chair, stating reasons for the review request with supportive evidence as applicable. The Department Chair will make a written recommendation, stating reasons for the recommendation, to the School Dean, who will make a written recommendation, stating reasons for the recommendation to the VPAA/Provost. The VPAA/Provost will make the final decision regarding the salary review request. The final decision will be communicated in writing to the faculty member, Department Chair, and School Dean.
VII. Administration of Faculty Compensation

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

1. The Academic Affairs office shall maintain faculty salary data in categories including, but not limited to, the following: base, summer school, promotion in rank adjustments, and other compensation for periodic faculty salary reviews.

2. The Academic Affairs office, in consultation with the Faculty Welfare Committee, shall conduct periodic faculty salary reviews to assure reasonable competitiveness for all disciplines. The Faculty Welfare Committee shall report findings and make recommendations to the Faculty Senate. The University shall provide the resources and administrative support necessary for this monitoring.

3. The Academic Affairs office, working with the Faculty Welfare Committee, shall undertake periodic studies to detect and remedy salary inequities including those concerning age, gender, race, religion, and national origin in accordance with the faculty salary review process.

4. The Academic Affairs office shall undertake long-term studies of compensation for underrepresented groups, formulate recommendations, and advise the University President regarding appropriate courses of action to achieve university objectives for the employment of faculty members in underrepresented groups.

5. If an issue regarding faculty compensation arises that is not covered by the faculty compensation procedures or an existing university administrative policy and regulation, the Academic Affairs office, in consultation with the Faculty Welfare Committee, shall develop a procedure to address it. This procedure shall be submitted to the Faculty Senate for its review and recommendation to the university President. If the situation demands an immediate response, the Academic Affairs office, working with the Faculty Welfare Committee, will develop and implement an interim procedure, which shall be submitted without delay to the Faculty Senate for its review and recommendation.
CHAPTER 8: FACULTY POLICIES AND RESPONSIBILITIES

I. Faculty Responsibilities

A. Teaching Load

Full-time faculty are expected to teach a minimum of 24 teaching load hours within one academic year, excluding summer semesters. Ideally, teaching assignments should be comprised of 12 teaching load hours each fall and spring semester.

A full-time faculty member’s teaching load may be comprised of traditional, hybrid, and online courses with online courses not exceeding 50 percent of the total teaching load. Any exception to this policy must be approved by the VPAA/Provost.

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

B. Academic Advisement

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

1. Academic Advising Mission

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

2. Advising Values

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

- Core Value 1: Advisors are responsible to the individuals they advise.
- Core Value 2: Advisors are responsible for involving others, when appropriate, in the advising process.
- Core Value 3: Advisors are responsible to their institutions.
- Core Value 4: Advisors are responsible to higher education in general.
- Core Value 5: Advisors are responsible to their educational community.
- Core Value 6: Advisors are responsible for their professional practices and for themselves personally.

C. Faculty Mentoring

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

D. Faculty Presence at the University

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

1. Course Assignments

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

2. Office Hours

It is important that all faculty members be as accessible to students as much as possible for instructional and advising purposes. All full-time faculty members must be available in their offices a minimum of ten hours each week at times convenient for student access for consultation with students who are in their classes and with their advisees during the fall and spring semesters. The office hours must be posted outside of the office door on the form provided by the Office of Academic Affairs. A copy of the office hours will be filed with the Department Chair, School Dean, and VPAA/Provost. During the fall and spring semesters, adjunct faculty should hold one office hour for each class session taught, with the instructor available before and after class as much as possible with a maximum of four office hours. During summer semesters, all faculty members should hold one office hour for each class session taught with a maximum requirement of four office hours, with the instructor available before and after class as much as possible. Faculty members should be generally available to students by appointment and should accommodate students as much as possible who cannot appear during the regular office hours because of schedule conflicts. Each department should make sure that there is adequate faculty available to meet with students throughout the day as much as possible.

3. Meetings and Other Events

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

1. Conflicts of Interest

All University employees are expected to meet the specific responsibilities, requirements and obligations of their positions and pursue related professional activities in a manner that avoids any conflicts of interest between the employee and the University. A conflict of interest is defined as any situation in which an employee’s judgment or conduct in the performance of his or her duties for the University, could be influenced or would give the appearance of being influenced by the employee’s personal interests (whether financial, political, or otherwise), or the interests of others closely associated with or related to that employee.

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

a. Selection of an entity as a University vendor by an employee who has a personal or economic interest in that entity or is related to someone with a personal or economic interest in that entity.

b. Use of the University name, logo, trademarks, or service marks intended to endorse or promote individual entities not affiliated with the University or to otherwise enhance private gain.

c. Exploitation or solicitation of students for private gain.

d. Acceptance of other employment or compensation that could reasonably be expected to impair the employee’s independence of judgment in the performance of his or her duties at the University.

e. Intentionally or knowingly solicit, accept or agree to accept any benefit for having performed the employee’s duties in favor of another.

f. Required use of books, supplies, equipment, or other instructional resources at the University when they are created or published by the employee or by an entity in which the employee has a financial interest or by someone who is related to that employee, unless prior written approval from the University is obtained.

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

2. Outside Activities

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

Certain kinds of personal activities, even if not otherwise viewed as a direct conflict of interest, may interfere with devotion of time and attention to job performance, or may become disruptive or reflect negatively on the University, or may create the appearance that the employee is using his or her position to exert undue influence on students or others. While it is impractical to anticipate all such outside activities, the following non-inclusive list contains some examples of situations that constitute outside activities and require disclosure in accordance with the Reporting Requirements section of this policy:
a. Operation of a personal or “sideline” business, or working a second or “moonlighting” job if activities related to the other employment or personal business disrupt or adversely impact the performance of responsibilities owed to the University.

b. Charitable or volunteer work, or other activities unrelated to the University, which involve a commitment of time that disrupts or adversely impacts the performance of responsibilities owed to the University.

c. Solicitation of students, employees, or patrons of the University, on campus or during or in connection with University activities.

d. Using University resources or contact information, for the purpose of attempting to sell, buy, or trade products or services to others for personal gain or to benefit persons or organizations other than the University.

e. If a University employee (“Employee A”) directly or indirectly supervises or evaluates, as part of his or her job duties, another employee at the University (“Employee B”) or student, Employee A should refrain from directly or indirectly supervising Employee B or student in any activities unrelated to the University.

f. Use of personnel, facilities, assets, equipment or supplies of the University with any outside non-University sponsored activities for personal gain or to benefit persons or organizations other than the University, unless prior written approval from the University is obtained. For example, use of personnel, facilities, assets, equipment or supplies of the University to conduct political campaigns or to promote or oppose specific candidates or political issues for personal gain or to benefit persons or organizations other than the University is specifically prohibited.

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

3. Reporting Requirements

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

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

II. Public Communication Policies

A. Instructionally Related Faculty Communication with Students

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

B. Public Relations Communication

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

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

III. Faculty Absences

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

A. Absence Due to Institutional Travel

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

B. Sabbatical Leave

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

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

2. Sabbatical Details and Requirements

a. Eligible faculty members can apply for a one-semester Sabbatical Leave at full pay and full benefits or a one-year Sabbatical Leave at half-pay and full benefits with the exception of contributions to retirement, which will be made at one-half the annual salary.

b. Progress toward time in rank will be counted for the faculty member on Sabbatical Leave.

c. After the Sabbatical Leave has concluded, the faculty member will present a public lecture on campus for the benefit of the academic community describing the extent and nature of activities engaged in during the leave, benefits accrued, etc. A summary report will also be filed with the VPAA/Provost and forwarded to the President.

d. The faculty member agrees to return to the University for a minimum of two years after completing the Sabbatical Leave. Should the faculty member fail to meet this obligation, he or she shall refund to the University, on a prorated basis, the salary received during the leave.

3. Application

a. A faculty member seeking a sabbatical leave of absence will submit a letter of intent to the VPAA/Provost by October 1 of the academic year preceding the year of the intended sabbatical. This letter must be routed through the appropriate Department Chair and School Dean, demonstrating appropriate approval channels.

b. An application form and supplemental materials must be submitted to the faculty member’s Department Chair by October 15 of the academic year preceding the year of the intended sabbatical.

c. The completed application must contain a recommendation from the Department Chair and the School Dean, indicating approval or disapproval. Reasons should be given for either recommendation. The recommendations with the completed application should be submitted to the VPAA/Provost by November 15, who will forward the application to the Sabbatical Committee.

4. Determination and Notification

a. The Sabbatical Committee will review all of the application materials, conduct interviews if necessary, and make its recommendations to the VPAA/Provost by December 10.

b. The VPAA/Provost will write a recommendation for all candidates and forward the application materials to the President.

c. The President will notify the Board of Governors of all awarded sabbatical leaves no later than the January meeting of the Board, and all applicants will be notified in writing concerning the Board’s decision.

d. The President and the Board of Governors, within the limits of their legal authority, may make exceptions to these procedures. The President is the point of jurisdiction for these exceptions.

e. The faculty member shall be engaged in academically-justified study or research that will be of benefit to both the University and the faculty member. Sabbatical leave should be considered a privilege and there may be cases in which the Sabbatical Committee, VPAA/Provost, and/or President may decide not to award all available sabbaticals if there are not enough academically justifiable applications.
5. **Sabbatical Committee**

The Sabbatical Committee shall consist of six tenured faculty members. At least one member of the Committee must come from each of five units on campus. Each academic school shall make up one unit and the library shall make up the fifth unit. Three members shall be appointed by the Executive Committee of the Faculty Senate and three members shall be appointed by the Vice President for Academic Affairs and Provost. On initial appointments, the term of each member shall be designated as one, two, or three years. The members of the Executive Committee of the Faculty Senate and the Vice President shall appoint one new member each year thereafter for a three-year term. Vacancies shall be filled by the party that made the appointment of the retiring member. The terms of the Committee members shall be three years (two to be replaced each year). Persons applying for sabbatical may not serve on this Committee.

C. **Other Leaves of Absences**

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

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

IV. **Faculty Recognition**

A. **Outstanding Teacher Awards**

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

B. **Outstanding Advisor Award**

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

V. Course Policy Statements

A. Classroom Conduct

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

B. Course Information

Faculty are expected to follow current official syllabi which are on file within the department and the Office of the Vice President for Academic Affairs and Provost.

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

1) Instructor Contact Information: Office phone number (or a secretarial staff phone number if an office phone is not available), office email, office hours.

2) Course Description: A statement of general purpose and content of the course.

3) Course Objectives: Objectives should include a list of outcomes to be achieved upon successful completion of the course.

4) Course Outline: A general outline of the sequence of topics to be covered in the class.

5) Course Materials: Textbooks and other materials required or recommended for the course.

6) Examinations: A general idea of the material to be covered for each exam.

7) Final Examination: A statement of general description for the final exam, including if the exam is to be comprehensive or not, and a date of the final exam, according to the final examination policy and schedule set forth by the University.

8) Evaluation Policy: A statement of the grading policy to be used in the course.

9) Statement of Disability Accommodation: This statement should be worded verbatim, according to University policy. This statement will be provided each year to faculty members by the Office of the Vice President for Academic Affairs and Provost.
10) Statement of Academic Integrity: This statement should be worded verbatim, according to University policy. This statement will be provided each year to faculty members by the Office of the Vice President for Academic Affairs and Provost.

It is recommended that faculty include statements within the Course Information handout that address alternative plans for coursework if classes are not held due to inclement weather.

An electronic copy of a sample Course Information handout (see Appendix N) can be found in the Academic Affairs office.

C. Class Roster

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

D. Class Attendance

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

Students are expected to attend all lectures, seminars, laboratories, and fieldwork for each registered class, and to complete all work assigned by the instructor for the course. Advance arrangements for unavoidable absences should be made with the instructor whenever possible. Missouri Southern has no provisions whereby a student can enroll and receive credit without having attended and/or participated in class. This principle applies to all courses for which credit is awarded regardless of mode of delivery. In the event that a student misses any class for two consecutive weeks, the faculty member will report the absence to the Office of the Registrar, using the appropriate form provided by that office. Faculty members are encouraged to utilize Lion Alert (through Advising, Counseling, and Testing Services) when excessive absences occur. Students who miss a class do so at their own risk and must assume responsibility for work missed due to class absences. Instructors are willing to assist students whose absences are caused by valid illnesses, University approved activities, and extenuating circumstances. Student absences may also be excused if based on a recognized basis, such as for religious beliefs. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting the appropriate form (see Appendix O for the Request for Religious Accommodation Form) to the instructor by the end of the third week of a full semester course or the end of the second week in a part-term semester course.* Instructors may require whatever evidence is needed to support the reason for absence. Make-up of course requirements missed due to absence may be worked out between the instructor and the student upon the student’s initiative. A student should contact his or her instructor on the first day the student returns to class.

To be eligible to receive federal and state financial aid, students must have a documented record of attendance in the classes for which they enroll. Registration for classes is, in itself, not sufficient to prove attendance. A student who receives or otherwise benefits from federal or state financial aid, but has no

* Faculty Handbook, Missouri State University, 2014.
documented record of attendance in the class(es) for which he or she is enrolled, is not eligible to have received/benefited from the aid, and will be required to repay all the federal and state assistance credited to his or her Missouri Southern account. Failure on the part of faculty to perform due diligence with regard to verifying student attendance obligates the University to repay all financial assistance that has been distributed to those students who never attended classes but were not identified as absent until the end of the semester. Faculty need to keep records pertaining to the student’s last date of attendance so that the University can comply with Title IV regulations regarding financial aid.

E. Course Assignment and Examination Policies

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

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

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

If a student has three or more final examinations scheduled in one day, the student may petition to change the test date. Students should submit the request in writing, using the appropriate form. Only in special cases are students granted permission to take a final exam outside of the scheduled hours and only with the approval of the instructor, Department Chair, and the School Dean.

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

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

**F. Policies Pertaining to Distance Education**

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

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

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

- posting to a threaded discussion in accordance with instructor expectations;
- submission of an assignment;
- submission of a test or quiz;
- content related emails to the instructor;
- participation in an interactive tutorial or computer assisted instructional activity.

Instructors will determine the Last Date of Attendance based on the academic activities listed above.

Events that do not qualify as student academic activities include logging into the Blackboard course; accessing discussions without posting; non-content related emails to the instructor.

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

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

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

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

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*Faculty Handbook, Missouri State University, 2014.*
In accordance with the concept of academic freedom, the instructor is responsible for and is in control of the course content, methods, procedures, and activities in his or her classroom or laboratory. As such, Missouri Southern has adopted the following policies pertaining to the use of recording devices in the classroom or laboratory:

1) Students should obtain permission of the instructor before using recording devices in class. Students with documented disabilities, and as an approved accommodation, will be allowed to audio record lectures.

2) Students, observers, or visitors of any description may not produce or make publicly available recordings, audiotapes or videotapes of classroom or laboratory lectures, presentations, demonstrations, or activities without the express permission of the instructor.

3) In the event permission is obtained from the instructor to produce or make available such recordings, the recordings may not be employed for any purpose other than individual academic study without the express permission of the instructor.

4) Recordings of lectures, presentations, demonstrations, or activities may not be sold or in any way contracted to a third party without the express written consent of the instructor.

H. Classroom Visitation

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

VI. Grades and Other Class Records

A. Grades

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

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

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

2) In Progress (IP): A grade of ‘IP’ may be reported in a situation in which a student is unable to complete the work of the course within the semester due to the nature of the course, such as a research project or internship that overlaps two semesters. It is not intended as a substitute for an ‘F’ and does not entitle a student to attend the class during the subsequent semester. Coursework must be completed by the end of the next semester (excluding summers) or the ‘IP’ grade will be converted to an ‘F’ automatically. Both credit and grade points for that course are suspended until the ‘IP’ is converted to either a passing grade or an ‘F’. BSE majors will not be able to begin student teaching if an ‘IP’ grade is in force. A student may not graduate with an ‘IP’ grade.

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

A recorded grade (one that is recorded on the student academic transcript) may be altered by action of the faculty member responsible for the initial grade. If an error in the calculation or evaluation is brought to his or her attention, or if missing work is made up with his or her permission, he or she may alter the grade upon approval of the School Dean by submitting the appropriate Change of Grade form supplied by the Registrar’s Office. Such changes should be made within one calendar year following the date of the original grade entry. In unusual circumstances, such as when the original faculty member is no longer employed with the University, a change of grade may be initiated by the Department Chair responsible for the course and with approval of the School Dean. All grade changes are filed with the Office of the Registrar.

B. Class Records

All faculty members must keep accurate accounts of grades and attendance in order to have factual information for a fair evaluation of each student. Final grade reports with a record of absences and other significant notations are the property of the University. Final grade reports should include adequate information in order to show how each grade for any assessment was determined. At the end of each academic year, faculty members are required to submit a copy of all final grades and attendance reports, for all semesters within that academic year, to the Department Chair, who shall submit all of the grade records for the department to the School Dean. Generally, these types of records will be kept for a period of ten years.
CHAPTER 9: FACULTY GRIEVANCE AND TERMINATION POLICIES

I. Faculty Grievance Procedure

It is important to provide a prompt and efficient procedure for fair and equitable resolutions of grievances. To the extent possible, all grievances should be settled through informal discussions at the lowest administrative level and disputed matters should be processed as formal grievances only when either party feels that a fair and equitable solution has not been reached in the informal discussions.

A. Definitions

1. “Faculty” – A University employee who is defined as either Voting and Non-Voting faculty as indicated in the Faculty Constitution of the Faculty Handbook.
2. “Business Day” – Monday through Friday during the fall and spring semesters when classes are normally held. Monday through Thursday during the summer semester when classes are normally held.
3. “Grievance” – An allegation by a faculty member that there has been a violation, misinterpretation, or arbitrary application of any University policy, regulation or procedure, or any statute, which applies personally to the faculty member; a violation relating to academic freedom; a violation or misapplication of the terms of any agreement between the grievant and the University.

B. Scope

This policy applies only to grievances as defined in Section I-A. All other grievances such as those pertaining to discrimination, sexual harassment, and so forth are governed by another set of policies outlined within the Human Resources section. This policy will not apply to any procedure for the termination of employment of faculty members, which is governed by another set of procedures that are outlined below or decisions regarding the non-reappointment; nor to requests for new or revised policies, regulations, or procedures.

C. Procedure

At all levels of these procedures, the supervisor hearing the faculty member’s grievance is required to document the process. Records pertaining to the grievance, including a record of any conferences, decisions, and outcomes, will be kept at each level of supervision. There will be a formal decision at each level of review and each supervisor will issue a written decision on the matter and provide a copy to the faculty member. Supervisors reserve the right to question any applicable individual(s) as part of the investigation of the grievance. Where possible, other departments in which the grievance directly involves the operation thereof, should be notified that the grievance has been filed. For example, if the grievance pertains to employee benefits, then the Office of Human Resources should be notified of the grievance.

1. Any faculty member who feels he or she has a grievance will communicate this to his or her immediate supervisor (Department Chair or Director) or, if the alleged grievance was done by the supervisor, the next level of supervision (generally the School Dean). The grievance should be described in writing, including the event or events giving rise to its occurrence, the alleged harm or damage, the person(s) allegedly responsible, the date of the event, and the remedy requested. This communication must be filed within 10 business days after the discovery of the harm alleged or after the grievant should have known of its occurrence. Within ten (10) business days after receipt of the written grievance, the Department Chair or Director (or the next level of supervision as applicable) will set up a conference with the faculty member and every effort will be made to resolve the grievance at that level.

2. If the grievance is not resolved at the initial conference, the faculty member may request a conference with the next level of supervision (generally the School Dean) by filing a written request for such conference within ten (10) business days after the initial conference has been held with the Department Chair or Director. The School Dean will schedule a conference within ten (10) business
days after receipt of such notice, and the Department Chair or Director will file with the School Dean a summary of proceedings at the conference, a copy of the communication furnished by the faculty member, and the reason for any action taken.

3. In the event the grievance is not yet resolved at the conference before the School Dean, the faculty member may request the Vice President for Academic Affairs and Provost to review the matter by filing a written request within ten (10) business days after the action taken by the School Dean. The VPAA/Provost will schedule a conference ten (10) business days after receipt of such request, and the School Dean will file with the VPAA/Provost a summary of the conference on the grievance and any documents filed or considered in connection therewith and the material filed with him or her by the Department Chair or Director. The faculty member will be furnished with a copy of this additional information.

4. In the event the grievance is still unresolved following the conference with the VPAA/Provost, the faculty member may petition the President of the University for a final decision in the matter within ten (10) business days after the review by the VPAA/Provost.

If the grievant desires peer review of the matter, the petition may request a hearing before the Hearing Panel provided in Section I-D, E, and F. If the request for a hearing is made in the petition to the President, a Hearing Committee will be convened. Following completion of the hearing the complete record, including any findings of fact and recommendations, will be referred to the President for review and a final determination of the matter. If the grievant does not request a hearing in his or her petition to the President, such hearing will be deemed to be waived. In such event, the President will be furnished with the entire record of earlier conferences, including the report of the VPAA/Provost. Within ten (10) business days after receiving whatever record is furnished the President, the President will schedule a conference with the grievant, and the respondent (if the President deems that necessary), and within five (5) business days thereafter notify the grievant, in writing, of the President’s action on the petition.

In all situations, if the grievant fails to file written notice of his or her grievance within the time specified, or fails to request a review of any adverse decision within the time specified, then the grievance will be considered to have been abandoned.

No faculty member will be penalized in any way for filing and pursuing a grievance through the procedures provided hereby, and the fact that a grievance was filed and prosecuted by the faculty member will not be entered on his or her record. The person(s) alleged to have caused harm will not be penalized in any way, if the result of the investigation does not substantiate the alleged harm. Notwithstanding, other possible violations of University policy that are uncovered during the grievance process may be addressed as appropriate.

If more than one faculty member is involved on any grievance, those involved may agree to pursue the grievance jointly; but if the number involved is so great as to make a joint hearing impractical, those involved may agree to designate one or more of their number to appear at any conference of hearing and act on behalf of all involved.

D. Hearing Panel

1. Organization of Hearing Panel

In order to provide a forum for all sides of the issue, a Hearing Panel for the University is hereby established, to be created and function as provided by this Policy. The Hearing Panel will be used as provided in this chapter and in any other matters designated by a policy adopted by the Board of Governors.

Hearings before the Hearing Committee, which is made up of members of the Hearing Panel, will be conducted as provided herein; and at the conclusion of any hearing, the Committee may make such
findings of fact as it may believe relevant to the issues involved; and, if it seems fit to do so, make recommendations for the resolution of the issues. Such findings and recommendations will be advisory only and not binding on the person or persons charged with the final decision on the dispute in question.

2. **Selection of Hearing Panel**

By September 1 of each year, a Hearing Panel will be selected for the University. The Panel will consist of twelve (12) full-time faculty members, six (6) consisting of the Faculty Grievance Committee and six (6) selected by the President of the University. The Hearing Panel will have a rotating membership. Each year the President will choose two (2) members. Each member of the panel will serve a three year term. A member’s term will expire on August 31, of the third year after appointment, unless he or she is serving at that time on a Hearing Committee still in the process of reviewing an unresolved issue. In such case the member’s term will expire as soon as that Hearing Committee has submitted its written report. In order to establish the initial rotation, the length of the initial term of each member will be established by lot. Any vacancies will be filled for the unexpired term by the party making the original appointment. Members of the Hearing Panel must complete specific training as established by the Office of Academic Affairs by September 30 of each year.

E. **Hearing Committee**

1. From the Panel established according to Section D, a Hearing Committee will be drawn according to the following procedure: The President, or President’s designee, and the faculty member involved in the disputed issue, will each select three (3) members from the Hearing Panel; and the President or designee will then strike one (1) of the three (3) members chosen by the faculty member, and the faculty member will strike one (1) of the three (3) members chosen by the President or designee. This process will be facilitated and documented by the Director of Human Resources.

2. The four (4) Committee members so chosen will then select one (1) additional member from the remaining panel who will serve as chairperson of the Hearing Committee. The fifth panel member so chosen will be a member of the faculty without full-time administrative duties. No person may be selected to serve on the Hearing Committee who has been involved in the grievance in any capacity or who has direct supervisory responsibility over the faculty member involved or who has been stricken as provided in 1, above.

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

F. **Hearings**

1. Upon formation of the Hearing Committee, the President will advise the faculty member and the respondent of its composition and other relevant matters. Within fifteen (15) business days after receipt of such notice, the party raising the issue to be heard by the Committee will file with the chairperson the written complaint (or a copy thereof) upon which the matter has proceeded to this point and request in writing a hearing thereon.

2. Not later than fifteen (15) business days after receiving notice of the matter to be considered, the chairperson will convene the Hearing Committee and furnish each member with a copy of the complaint which provides the basis for the hearing, together with all documents, reports, recommendations, or other evidence previously submitted in connection with the issue in question. The Hearing Committee will, at the initial meeting, set a date, not less than (5) business days or more than fifteen (15) business days thereafter, for the start of hearings on the issues, and the faculty member and respondent will be given notice of the date, hour, and place of the initial hearing. The first hearing, and any hearing scheduled thereafter, may be continued to another hour or date upon the request of either the faculty member or the respondent, for good cause shown. It is the chairperson’s
duty to determine whether good cause has been shown. In event of any such continuance, the faculty member and respondent will be given notice of the date, hour, and place of the continued hearing.

3. All hearings will be limited to the issues specified in the written statement filed with the Committee. The following standards apply to all hearings:
   a. Both the faculty member and respondent will be given an opportunity to state their positions, present evidence relevant to the case, and call witnesses. While the University will reasonably cooperate with the faculty member in securing witnesses and, to the extent not limited by law, in making available documentary evidence, it is the faculty member’s responsibility to secure his or her own witnesses and make specific requests for identifiable and relevant documentary evidence.
   b. At all hearings, the party presenting the witness will conduct the direct examination and the other party will have the right to cross examine. The chairperson may question any witness on behalf of the Committee and may authorize other Committee members, upon request, to question witnesses.
   c. The hearing does not require that strict rules of evidence be followed. The chairperson will rule on any question raised as to the admissibility of evidence offered, and in the event of an adverse ruling, the person offering the evidence may make an offer of proof into the record, setting forth the specific fact or facts to be proved and the evidence which would be offered in support thereof.
   d. The burden of proof will be on the party making the original charge.
   e. The parties may have legal counsel represent them. Each party is responsible for the attorneys’ fees incurred on their behalf.
   f. All proceedings before the Committee will be recorded by a written record, and after the hearing has been completed the record thereof will be delivered to the chairperson.
   g. All evidence presented at any hearing before the Committee will be confidential but made available to either the faculty member or respondent or his or her authorized representative; or produced in response to a properly authorized subpoena.
   h. In carrying out its duties, the Committee has no power to alter or amend the provisions of the Faculty Handbook or to create policy for the University or the faculty.

4. Both the faculty member and respondent(s) will be present at any hearing, unless a written waiver of the right to attend is filed with the chairperson prior to any hearing at which attendance is waived. Hearings will not be open to the public except by express agreement of the faculty member and respondent, with approval of the Hearing Committee.

5. Hearings will be scheduled and will continue until both the faculty member and respondent have had full opportunity to submit their evidence. Every attempt will be made to resolve the hearing in a timely manner and if at all possible, before the end of the semester in which the hearing was initiated. The Hearing Committee may call witnesses or require the production of documentary evidence, in the event such additional evidence is deemed necessary in order for the Hearing Committee to make a final determination.

6. A written record will be made of the hearing, and the record will be furnished without cost to the affected faculty member, the presiding officer at the hearing, and the President.

7. Within ten (10) business days after completion of the record, the Committee will review the evidence and prepare any findings of fact and/or recommendations the Committee may agree to submit with the full record of the hearing. If any member of the Committee disagrees with the findings and/or recommendations of a majority of the Committee, he or she may so note and, if he or she so desires, file a separate statement. The final report of the Committee, together with the complete record of the hearings, will be delivered to the President of the University to make the decision in the case. Copy of the findings of the Committee will be furnished to the faculty member and to the respondent.
The President will render a final decision within ten (10) business days after receiving the report from the Hearing Committee. The faculty member, Department Chair or Director, School Dean, and VPAA/Provost will be notified, in writing, of the final decision.

8. The University will bear the reasonable expense incurred in all hearings; provided, however, that no member of the Hearing Committee, the faculty member involved, or the respondent will receive any additional compensation for participating in any hearing.

II. Termination

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

A. By A Faculty Member

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

B. By Mutual Agreement

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

C. Due to Disability

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

D. By the University

1. Any probationary tenure-track or non-tenure-track faculty member may be terminated at the end of any contract year of employment by giving written notice of termination as provided in Chapter 3, Section I-B. The University reserves the right to terminate any probationary tenure-track or non-tenure-track faculty member before the end of the contract year of employment if warranted by the faculty member’s lack of performance.

2. Any probationary tenure-track, tenured, or non-tenure-track faculty member may be terminated at any time when the financial position of the institution is such that a reduction in force is required, or when any department or program is terminated. When possible, tenured faculty members will be given preference over others when termination is required for these reasons.

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

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

3. Tenured faculty members may be terminated “for cause”. Except as provided in Sections A, B, C, D-1, and D-2 above, “for cause” termination of any tenured faculty member, or “for cause” termination prior to the end of the period specified in the current contract held by any full-time teaching or library faculty member, will be effected only after the procedures hereinafter set forth will have been followed. “For cause” includes, but is not limited to, incompetency, neglect or refusal to perform duties, dishonest, drunkenness, gross or immoral conduct. Such “cause” may be found in, but is not necessarily limited to, violation of the *Faculty Handbook* or other University policy or violation of the law in connection with the performance of duties with the University.

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

E. Procedures for Termination Under D-3

1. When a recommendation has been made for the termination of a faculty member covered by Section D-3 above, the VPAA/Provost will prepare a written statement, setting forth the charges which it is alleged warrant termination; and a copy of said charges will be served on the faculty member involved either by delivering the same to him or her personally or by mailing it to him or her by registered mail at the last address as shown on the records of the institution. If service is made by delivery of a copy, the person delivering the same will certify on a copy thereof the date of such service and return the same to the VPAA/Provost. If service is made by registered mail, it will be deemed to have been completed on the day immediately following the date on which it was placed in the mail, postage prepaid, unless such day is Sunday or holiday, in which event service will be deemed to have been made on the next business day thereafter. In addition to serving a copy of the charges on the faculty member involved, a copy will also be delivered to the President of the institution and notification of the termination will be delivered to the President of the Faculty Senate.

2. If the faculty member involved wishes to contest or to have a hearing on the charges made against him or her, he or she will, within ten (10) business days after service of a copy of the charges, file a written request with the VPAA/Provost for such hearing. If the tenth day after service falls on a Sunday or holiday, then the time for filing such request will be extended to the next business day.

3. Upon receipt of a request for hearing, the VPAA/Provost will promptly notify the President of the Faculty Senate, who will set the date and hour for a hearing, which date will be not less than ten (10) nor more than fifteen (15) business days after receipt of the request. Written notice of the date and hour of the hearing will be sent to the affected faculty member, the VPAA/Provost, and the President of the institution. The time fixed for the hearing may be changed by agreement of the President of the Faculty Senate, the faculty member involved, and the VPAA/Provost.

4. The hearing will be held before the Hearing Committee as outlined in the Faculty Grievance Procedure Chapter 9, Section I-D, I-E, and paragraphs 1-6 of I-F.

5. Within ten (10) business days after the written record has been completed, or in any event within fifteen (15) business days after completion of the hearing, the hearing body will make, in writing, its recommendations as to whether the affected faculty member should be terminated or retained, setting forth in summary the evidence on which it bases its recommendation; and if the recommendation is for termination, the effective date thereof. Copies of the recommendation of the hearing body will be furnished to the affected faculty member or member’s counsel, the VPAA/Provost, and the President.
of the University, and attached to each copy will be a complete copy of the transcript of the evidence and copies of any exhibits which may have been offered by either party.

6. After reviewing the evidence and the recommendations of the hearing body, the President will make a written recommendation to the Board of Governors as to whether or not the affected faculty member should be terminated or retained; attaching to this recommendation the copy of the hearing body’s report and a written record of the evidence. A copy of the recommendation will be furnished to the faculty member or his counsel, who will also be given written notice of the date and hour on which the matter will be considered by the Board of Governors.

7. The Board of Governors may consider the matter at the next regular meeting or at a special meeting called for the purpose. The decision will be based on the evidence contained in the written record and the exhibits, except that the Board may order that the testimony of any witness be presented in person before it. In addition, the affected faculty member or the VPAA/Provost may request the Board to hear evidence not presented before the hearing body.

8. The affected faculty member may request the Board, in writing, to appear at the meeting at which the final determination is to be made, in person or by or with counsel, for the purpose of making a statement as to why he or she should not be terminated. The Board may fix the amount of time to be permitted for such presentation; and a representative of the University will be permitted to make a counter argument within the same time limitation, if any, imposed on the faculty member’s statement.

9. After the issue of the faculty member’s termination has been fully presented to the Board, it will make its decision. A decision to terminate will require a majority vote of the Board of Governors. The parties will be notified of the Board’s decision in writing. If the Board votes to terminate, the effective date of the termination will be specified.

10. At the time a faculty member is notified of charges for which the University is seeking termination and pending a final decision by the Board of Governors, the President may suspend the faculty member or assign the faculty member to other duties. The President will also determine whether or not the faculty member’s salary will be continued during the period of suspension.
CHAPTER 10: ACADEMIC OPERATING PROCEDURES

I. Class Size and Scheduling Policies

A. Class Size

Learning is a personal experience, and class size can affect the relationship between student and instructor, and hence, affect learning. Class size itself is affected by the resources available to the University. Different courses are affected differently by class size, and so consideration must be given to both average class size and the size of individual classes. The University-wide goal for an average class size is 25. The goal of an average class size of 25 is not something which will be sought for each faculty member. It may not even be used for each discipline. If the nature of some curricula is that a class size of 25 is considered too high, then the other curricula will have to operate at a class size greater than 25 in order to maintain the University-wide average. The minimum class size will be twelve students. This applies to lower division, upper division, day and evening classes. Classes enrolling fewer than the defined minimum may be taught with the approval of the VPAA/Provost, following a request and justification by the Department Chair and School Dean.

B. Semester Credit Hour

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

C. Class Scheduling Policies

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

1. Fall and Spring Semesters

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

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<tr>
<th>Monday</th>
<th>Tuesday</th>
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### 2. Summer Semester

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

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

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

<table>
<thead>
<tr>
<th>Credit Hours of Class</th>
<th>Total Number of Minutes Required</th>
<th>Number of Minutes/Hrs. per day for four week session *</th>
<th>Number of Minutes per day for eight week session *</th>
<th>Number of Minutes per day for ten week session *</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Credit</td>
<td>800 minutes</td>
<td>50 minutes</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2 Credits</td>
<td>1600 minutes</td>
<td>100 minutes (1 hour 40 minutes)</td>
<td>50 minutes</td>
<td>N/A</td>
</tr>
<tr>
<td>3 Credits</td>
<td>2400 minutes</td>
<td>150 minutes (2½ hours)</td>
<td>75 minutes (1 hour 15 minutes)</td>
<td>60 minutes (1 hour)</td>
</tr>
<tr>
<td>4 Credits</td>
<td>3200 minutes</td>
<td>200 minutes (3 hours 20 minutes)</td>
<td>100 minutes (1 hour 40 minutes)</td>
<td>80 minutes (1 hour 20 minutes)</td>
</tr>
<tr>
<td>5 Credits</td>
<td>4000 minutes</td>
<td>N/A</td>
<td>125 minutes (2 hours 5 minutes)</td>
<td>100 minutes (1 hour 40 minutes)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Cr. Hrs.</th>
<th>Minutes/Hrs. per day for four week session</th>
<th>Minutes/Hrs. per day for eight week session</th>
<th>Minutes/Hrs. per day for ten week session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 101</td>
<td>Lecture 150 minutes (2½ hours) Lab 110 minutes (1 hour 50 minutes)</td>
<td>Lecture 75 minutes (1 hour 15 minutes) Lab (2 days/week) 110 minutes (1 hour 50 minutes)</td>
<td>Lecture 60 minutes (1 hour) Lab (2 days/week) 90 minutes (1 hour 30 minutes)</td>
</tr>
</tbody>
</table>
Evening courses may be offered in either a four or eight week session. Four week classes will meet four nights a week (2½ hours per session). Eight week classes will meet two nights a week (2½ hours per session).

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

II. Textbook Adoptions

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

1. A department may adopt one rental textbook for each regular course offered. In rare circumstances, a second rental text may be approved by the Vice President for Business Affairs at the recommendation of the VPAA/Provost. Textbooks for special topics courses (298 and 498 level) are not eligible for inclusion in the rental text program. A faculty member may request the use of a second rental textbook if the Bookstore already has sufficient quantities in stock.

2. Rental textbooks must be kept in service a minimum of three years in order for the University to recover the cost of the text. An adopted rental text must be used each semester the course is offered and for all sections of the course.

III. Course Credit Policies

A. Overview of Courses for Credit

Following the Coordinating Board of Higher Education’s description of a semester credit hour and following definition guidelines from the U.S. Department of Education, Missouri Southern defines a semester credit hour as a permanently transcribed instructional activity in which one (1) semester credit hour shall consist of a minimum of 750 minutes (for example, 15 weeks times 50 minutes per week) of classroom experiences such as lecture, discussion, or similar instructional approaches, or a minimum of 1500 minutes of such experiences as laboratory, studio, or equivalent experiences. Both of the above are exclusive of registration and final examination times. Greater amounts of supervised practicum or internship instruction normally are required to be the equivalent of one credit hour. In vocational education laboratories more clock hours per credit hour are usually required. Credit hours are assigned to a course based on the established educational standard that one credit hour is equal to approximately three hours of student learning time per week over a period of a semester. (Usually one hour of lecture or discussion, plus two hours of individual study outside of class.) When much individual study is involved as in Independent Study courses, each additional hour of credit should represent three hours of student work. Faculty members should attempt to plan course requirements so that the total work load of the student is, on average, equal to the credit-hour rating of the course.

As described above, academic credit is awarded to students for study at Missouri Southern under clearly defined conditions. Credit courses are organized as distinct University courses, with a course number and name, and recorded along with an appropriate grade in the permanent records of the University. Credit courses may or may not be used to satisfy requirements of an existing University degree. In some cases it may be a supplementary elective course which is outside minimum degree requirements of an established program.
All courses eligible for credit must be taught by the faculty member of an instructional unit of the University designated by the Board of Governors as authorized to offer a degree program or to offer credit courses in a specialized area. Beginning with the Department Chair and following appropriate approval channels, degree credits may be allowed for academic work done at other institutions (transfer of credits).

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

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

B. Credit by Examination

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

1. College Level Examination Program (CLEP)

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

   A student must meet the following in order to qualify for taking the CLEP tests:
   a. Be working toward a degree at MSSU in order for the CLEP credits to be transcribed to the student’s transcript;
   b. Not have credit in a more advanced course in the same field.

2. Departmental Examinations

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

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

   Upon completion of the procedure the faculty member is paid a fee for administering the examination.

   A student must meet the following in order to qualify for taking departmental examinations:
   a. Be enrolled in University at the time of the examination;
b. Not taken an examination over the course within the preceding six months;

c. Not have credit in a more advanced course in the same field;

d. Be working toward a degree at MSSU;

e. Have the approval of the Department Chair in which the course is offered.

C. Retro-credit

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

D. Dual Credit

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

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

IV. Courses for Non-Credit (Continuing Education)

A. Overview

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

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

B. Classifications

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

1. Community Continuing Education includes noncredit courses that are open to the public and generally serve to provide for personal enrichment. These courses are not eligible for financial aid assistance and are not transcribed upon completion. Students may receive a certificate of completion at the end of the course, depending upon the course. A description of the content and instructor information must be on file with the Office of Academic Outreach. For applicable courses, the instructor shall provide graded evaluations of students that shall be delivered to the Office of Academic Outreach within 48 hours after the last class meeting.

2. Professional Continuing Education includes all of the following:
   a. Continuing Education Units (C.E.U.) satisfy requirements as specified by the appropriate governing body, pertaining to a particular profession. Examples would include CEUs for physicians, lawyers, veterinarians, dental hygienists, nurses, and other professionals that are required as part of a typical licensure renewal process. In general, CEUs are not eligible for financial aid assistance and are not transcribed upon completion. Students may receive a certificate of completion upon the successful completion of all required work, depending upon the course. Specific course requirements may vary depending on the course.
   b. Workforce Development offerings include short courses, seminars, and workshops that are directed toward specific target populations. These types of offerings are designed to be offered in response to area community and industry needs. A professional certification or certificate of completion may be awarded upon successful completion of all required work. Professional certifications must satisfy industry standards and the curriculum may require approval of a governing entity. In general, Workforce Development offerings are not eligible for financial aid assistance and are not transcribed upon completion. Specific course requirements may vary depending on the course.

C. Enrollment Policies

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

D. Facility Policies

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

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

For Professional Continuing Education, all expenses will first be paid from generated revenue. Any remaining revenue, after expenses have been paid, will be allocated as 50 percent to the University and 50 percent to the department. Expenses include supplies, stipends, travel reimbursement, instructor remuneration, institutional expenses related to compensation, equipment usage and/or purchase and any other expense. The School Dean must approve all expenses paid. Allocations will be made only once during the fiscal year and specifically, during the month of October.

F. Course Policies

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

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

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

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

G. Records Policies

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

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

V. Policies Pertaining to Student Records

A. Public Records

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

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

2. **Athletics**: Participation in officially recognized University activities and sports and appropriate
   statistical data.

3. **Student Activities**: Participation in officially recognized University activities and student
   organizations.

### B. Confidential Records

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

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

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

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

### D. Right to Explanation

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

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

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

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

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

VI. Accommodation Policies for Students with Disabilities

A. Institutional Commitment

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

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

B. Determination of Accommodations

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

C. Instructor Responsibilities

1. Instructors are required to make reasonable accommodations, as determined by the Coordinator for Student Disability Services, in both the classroom and via distance learning platforms.
2. Instructors are required to make reasonable accommodations, as determined by the Coordinator for Student Disability Services, when leading a group of students off campus and/or out of the country.

3. Instructors are required to keep disability and accommodation related information confidential.

4. In the event of an emergency evacuation, instructors are responsible for assisting in the evacuation of students with disabilities.

D. Grievance Procedures

In accordance with the policies and procedures that govern Missouri Southern, students who feel that they have not been accorded their due rights are entitled to file a grievance. Grievances related to an individual’s disability should follow the procedure outlined below.

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

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

1. Grievance Procedure for Academic Issues

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

a. Meet with the Coordinator for Student Disability Services to discuss the situation and determine if the situation can be resolved.

b. If a resolution cannot be reached, the grieving party may file an internal grievance with the Director of the Student Success Center. Grievance forms are available in the Student Success Center and alternative formats may be requested.

c. The completed form should be turned in to the Director of the Student Success Center at which point the time and date received will be noted. The Director will provide written notification of receipt of the form within two business days.

d. The Director will then schedule a resolution meeting with the Dean of the respective school. This meeting will occur within three weeks of receipt of the grievance.

e. If a faculty member is initiating the grievance, he or she must provide the designated accommodation until a resolution can be achieved.

f. The grieving party may be asked to attend the resolution meeting. The grieving party will receive written notification of the meeting day, time and location at least one week prior to the meeting.

g. If asked to attend the resolution meeting, the grieving party may be accompanied by an advocate.

h. Upon completion of the resolution meeting, the Director of the Student Success Center will provide a written summary of the outcome of the meeting to the grieving party. A meeting with the Director may be requested to review the outcome.

i. If the grieving party is dissatisfied with the outcome of the meeting with the Director, he or she may request a meeting with the Vice President for Student Affairs or his/her designee.

j. The Vice President or designee will review all documentation pertaining to the situation and meet with the grieving party within two weeks of the request for the meeting.

k. The Vice President or designee will hear the grievance and render a decision. A written copy of this decision will be mailed to the grieving party within five business days.
1. The Vice President’s or designee’s decision is the final decision for the institution.

m. At this point, if the grieving party is a faculty member, the decision is binding.

n. If the grieving party is a student, he or she may file a complaint with the Office of Civil Rights at http://www.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt or the Department of Justice at http://www.usdoj.gov/crt/complaint/#two.

2. Grievance Procedure for Non-Academic Issues

The following steps should be taken in the order listed:

a. Meet with the Coordinator for Student Disability Services to discuss the situation and determine whether a solution can be negotiated.

b. If a resolution is not achieved, the student should meet with the Vice President for Student Affairs or his/her designee.

c. The Vice President/designee will meet with the Coordinator for Student Disability Services to review the details surrounding the complaint. The Vice President/designee will consult with other relevant campus personnel.

d. The Vice President/designee will meet with the student to discuss possible resolutions.

e. If a resolution cannot be achieved the Vice President/designee will render a decision. A copy of this decision will be mailed to the student within five business days.

f. The decision of the Vice President/designee is the final decision for the institution.

g. At this point, the grieving party may file a complaint with the Office of Civil Rights at http://www.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt or the Department of Justice at http://www.usdoj.gov/crt/complaint/#two.

VII. The Use of Copyrighted Materials for Classroom Use

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

A. Copyright Law

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

1. literary works
2. musical works
3. dramatic works
4. pantomimes and choreographic works
5. pictorial, graphic, and sculptural works
6. motion pictures and other audiovisual works
7. sound recordings
8. architectural works

Ownership of a copyrighted work includes the right to control the use of that work. Use of such work by others during the term of the copyright requires either permission from the author or reliance on the doctrine of fair use. Failure to do one or the other will expose the user to a claim of copyright infringement for which the law provides remedies including payment of money damages to the copyright owner.
Finally, other copyright laws to consider include the TEACH Act, the Digital Millennium Copyright Act, and the National Commission on New Technological Uses of Copyrighted Works. Information regarding them is available on the MSSU Spiva Library website.

B. Fair Use

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

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

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

C. Compliance Guidelines for Faculty

Copying of copyrighted materials for student learning and research use without written permission may occur in the following instances (see Appendix R for specific examples of common copyright scenarios):

1. Single Copying for Instructors

   Single copies may be made of any of the following by or for teachers at their individual request for scholarly research or use in teaching or preparation to teach a class:
   a. One chapter from a book;
   b. An article from a periodical, journal, or newspaper;
   c. A short story, short essay, or short poem, whether or not from a collective work;
   d. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

2. Multiple Copies for Student Learning Use

   Multiple copies (not to exceed more than one copy per student in a course) may be made by or for the teacher giving the course for student learning use or discussion; provided that the following three criteria are met:
   a. The copying meets the tests of brevity and spontaneity (as defined below).
   b. The copying meets the cumulative effect test (as defined below).
   c. Each copy includes a notice of copyright. An example is “this material may be protected by Copyright law (title 17, US Code).”

* Not all uses in an academic context are automatically considered fair use.
3. **Copying Computer Software**

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

a. Copying it by using it in a computer's memory.

b. Making one backup or archival copy.

c. Making adaptations in order to use a particular machine.

d. Lending it.

e. Selling it, in which case the backup or archival copy must be destroyed.

D. **Definitions**

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

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

3. *Cumulative effect:* Copying of the material is for only one course in the school in which the copies are made.

E. **Prohibitions**

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

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

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

Prohibited uses of copyrighted software include:

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

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

F. **Obtaining Permission**

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

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

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

G. Public Domain
A public domain work is a creative work that is not protected by copyright and which may be freely used by everyone. Works fall into the public domain for three main reasons:
1. the term of copyright for the work has expired;
2. the author failed to satisfy statutory formalities to perfect the copyright or
3. the work is a work of the U.S. Government.

As a general rule, most works enter the public domain because of old age. This includes any work published in the United States before 1923. Another large block of works are in the public domain because they were published before 1964 and copyright was not renewed. (Renewal was a requirement for works published before 1978.) A smaller group of works fell into the public domain because they were published without copyright notice (copyright notice was necessary for works published in the United States before March 1, 1989).

VIII. Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes
The following guidelines reflect the higher education community’s consensus as to the application of “Fair Use” to the recording, retention, and use of television broadcast programs for educational purposes. The purpose of establishing these guidelines is to provide standards for both owners and users of copyrighted television programs.

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

8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

9. This policy will be automatically updated as it is rewritten by future Congressional recommendations.
CHAPTER 11: UNIVERSITY ADMINISTRATIVE STRUCTURE

I. Administrative Organization

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

UNIVERSITY ORGANIZATIONAL FLOW CHART - GENERAL
II. Administrative Committees – Academic

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

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

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

Minutes and reports of each meeting will be distributed to the SharePoint Administrator, who will make them available on the University’s SharePoint site. Each standing committee is required to submit a year-end report with the Vice President for Academic Affairs and Provost. The year-end report shall contain a summary of the committee’s meetings and actions for the academic year.

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

A. Academic Advising Council

1. Organization

   a. Membership consists of the following:

      (1) Administrative Members serve indefinite terms.
          (a) Associate Vice President for Academic Affairs and Vice Provost
          (b) Dean of Student Engagement and Retention
          (c) Director of Advising, Counseling, and Testing Services
          (d) Coordinator of Online Academic Advising

      (2) Faculty and staff members serve three-year terms. Faculty and staff members will be appointed by the Vice President for Academic Affairs and Provost.
          (a) School of Arts and Sciences faculty members (2)
          (b) School of Business faculty member (1)
          (c) School of Education faculty member (1)
          (d) School of Health Sciences faculty member (1)
          (e) Registrar representative (1)
          (f) Athletics representative (1)

      (3) Student member will serve a one-year term. The Council will request the Student Senate to recommend a student representative each year.
(4) Faculty and staff may serve up to two consecutive terms. After being appointed to two terms, a faculty member must be off the Council for two years before being eligible for re-appointment.

b. With the exception of the student representative, each member will maintain membership, through the support of the Office of Academic Affairs, in MACADA and attend the annual MACADA conference when possible.

2. Duties

a. The Academic Advising Council will serve as an oversight panel responsible for making recommendations for policies and procedures related to academic advising.

b. The Academic Advising Council will report to the Vice President for Academic Affairs and Provost.

B. Academic Program Review Advisory Committee

1. Organization

a. Membership includes the following, serving indefinite terms and appointed by the Vice President for Academic Affairs and Provost:
   (1) Four full-time faculty members, at least one from each academic school
   (2) Two full-time faculty members, at large
   (3) Director of Assessment and Institutional Research, ex-officio
   (4) Vice President for Academic Affairs and Provost, ex-officio

b. The chair will be appointed by the VPAA/Provost.

2. Duties

a. The Academic Program Review Advisory Committee is responsible for developing and maintaining the following program review documents:
   (1) Timeline for each year of a five-year cycle
   (2) Departmental Report outline
   (3) Review Panel Selection and Reimbursement Guidelines
   (4) Administration Response form
   (5) Schedule for the five-year review cycle

C. Assessment Advisory Committee

1. Organization

a. Membership will consist of the following:
   (1) Eight full-time faculty members, two from each academic school, appointed by the VPAA/Provost; each will serve a three-year term.
   (2) Director of the Student Success Center, Indefinite
   (3) Vice President for Academic Affairs and Provost, ex-officio
   (4) Director of Assessment and Institutional Research, ex-officio

b. The Chair will be appointed by the VPAA/Provost.

c. Faculty may serve up to two consecutive terms. After being appointed to two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.

2. Duties

a. The Assessment Advisory Committee will advise on assessment and the interpretation of the assessment results in the areas of general education, the majors, and student life at Missouri Southern.
D. Conceptual Framework Committee

1. Organization
   a. Membership consists of faculty members from the Teacher Education Department and faculty representatives from each department that offers a teaching specialty: Art, Biology, Business, Chemistry, English, Foreign Language, Kinesiology, Mathematics, Music, Physical Science, Social Science, Speech and Theatre

2. Duties
   a. As part of the Governing Unit for Teacher Education, The Conceptual Framework Committee will make recommendations for policies related to the development, organization, coordination, and articulation of professional education programs.

E. Distance Learning Advisory Committee

1. Organization
   a. Membership consists of the following:
      (1) Nine full-time faculty members, two from each academic school and one from the library, appointed by the VPAA/Provost; each will serve three-year terms which are staggered initially to ensure continuity
      (2) One School Dean serving an indefinite term, appointed by the VPAA/Provost
      (3) Two Instructional Designers, serving indefinite terms
      (4) Coordinator for Online Academic Advising, serving an indefinite term
      (5) Learning Management System Administrator, serving an indefinite term
      (6) Director of Distance Learning, ex-officio; Chair
   b. Faculty may serve up to two consecutive terms. After being appointed to two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.

2. Duties
   a. The Distance Learning Advisory Committee is responsible for recommending policies and procedures that are consistent with best practices and the University’s mission.
   b. The Committee will identify and recommend best pedagogical distance learning practices.
   c. The Committee will review and recommend support services provided to distance learning faculty and students.
   d. The Committee will provide advisory support to all University distance learning initiatives.
   e. The Committee will provide oral and written assessment to the VPAA/Provost.

F. Faculty Development Committee

1. Organization
   a. Membership consists of the following:
      (1) Four full-time faculty members with one faculty member from each academic school, serving three-year terms, appointed by the VPAA/Provost.
      (2) One full-time faculty member, at large appointed by the VPAA/Provost
   b. On initial appointment, the term of each member shall be designated as one, two, or three years.
   c. The Chair will be appointed from the current membership by the VPAA/Provost.
   d. Faculty may serve up to two consecutive terms. After being appointed to two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.
2. Duties
   a. The Faculty Development Committee is charged with organizing procedures to fund research,
      non-international travel projects or lectures that contribute to the welfare of the faculty member
      and the University.
   b. The Faculty Development Committee will recommend the approval of expenditures to the Vice
      President for Academic Affairs and Provost after reviewing proposals presented by the individual
      faculty member.
   c. The Faculty Development Committee will file an annual summary report of the yearly
      proceedings of the Committee with the Vice President for Academic Affairs and Provost.

G. General Education Oversight Committee

1. Organization
   a. Membership will consist of the following:
      (1) Four full-time faculty members, one from each academic school, serving three-year terms.
      (2) Two full-time faculty members, at large
      (3) Vice President for Academic Affairs and Provost, ex-officio
   b. Three members are appointed by the VPAA/Provost; three members are appointed by the Faculty
      Senate Executive Committee.
   c. The Chair will be appointed from the current membership by the VPAA/Provost.
   d. Faculty may serve up to two consecutive terms. After being appointed to two terms, a faculty
      member must be off the Committee for two years before being eligible for re-appointment.

2. Duties
   a. The General Education Oversight Committee will collect, review, and recommend to the
      Academic Policies Committee all course changes in the General Education Curriculum submitted
      by academic departments.
   b. The General Education Oversight Committee will review the General Education Curriculum
      every three years to determine how well the curriculum goals are being met. The review will
      result in a written report given to the Academic Policies Committee, the Faculty Senate, and the
      President of the University.

H. Governing Unit for Teacher Education

1. Organization
   a. The Governing Unit for Teacher Education consists of the Conceptual Framework Committee
      and the Teacher Education Council.

2. Duties
   a. The Governing Unit for Teacher Education will recommend policies related to the development,
      organization, coordination, and articulation of professional education programs to the School
      Dean and VPAA/Provost.

I. Graduate Council

1. Organization
   a. Membership consists of the following:
      (1) Graduate Program Coordinators from each graduate program
      (2) Two School Deans, appointed by the VPAA/Provost
      (3) Associate Vice President for Academic Affairs and Vice Provost, ex-officio
b. The Chair will be appointed from the current membership by the VPAAProvost.
c. A vice-chairperson will be elected from the current membership.
d. The Administrative Assistant to the Dean of the School of Education shall serve as the Secretary (non-voting).

2. Duties

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

J. Honors Program Committee

1. Organization

a. Membership will consist of the following, serving three-year terms:
   (1) Four full-time faculty members, one from each academic school
   (2) School Deans from each academic school, ex-officio
   (3) Director of Honors Program, ex-officio
   (4) Director of Assessment and Institutional Research, ex-officio
   (5) Director of Advising, Counseling, and Testing Services, ex-officio
   (6) Admissions Office representative
   (7) Vice President for Academic Affairs and Provost, ex-officio; Chair
b. On initial appointment, the term of each member shall be designated as one, two, or three years.
c. Faculty may serve up to two consecutive terms. After being appointed to two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.

2. Duties

a. The Honors Program Committee has the authority to approve the following when they are part of the Honors Program: courses, instructors, schedules, and admission to the courses. The committee has the authority to administer appropriate questionnaires to students and faculty for purposes within its authority.
b. The Honors Program Committee will create policies regarding the program.

3. Meetings

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

1. Organization
   a. Membership will consist of the following, appointed by the VPAA/Provost, serving three-year terms:
      (1) Four full-time faculty members, one from each academic school
      (2) School Deans from each academic school, ex-officio
      (3) Director of the Institute of International Studies, ex-officio; Chair
   b. On initial appointment, the term of each member shall be designated as one, two, or three years.
   c. Faculty may serve up to two consecutive terms. After being appointed to two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.

2. Duties
   a. The International Grants Committee establishes policies and procedures for international trips funded by the University.
   b. The International Grants Committee reviews applications for Faculty Study Abroad, Student Group Study Abroad, Student Study Abroad, and Internationalizing the Curriculum grants.
   c. The International Grants Committee collects narrative reports from those faculty and students who have received grants as described above.

3. Meetings
   a. The International Grants Committee meets as needed every year to review policies and set deadlines and to vote on faculty and student applications.

L. Institutional Animal Care and Use Committee (IACUC)

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

2. Duties
   a. The IACUC will provide assurance that the University will comply with the Public Health Service (PHS) Policy on Humane Care and Use of Laboratory Animals.
   b. The IACUC will review and have the authority to approve, require modifications, or disapprove all proposals for research or teaching protocols utilizing animals and determine approval
according to University policy. All faculty proposing to use a live animal in research, training, education, experimentation, biological testing, or for related purposes must submit a completed IACUC Application form.

c. The IACUC will review concerns involving the care and use of animals at the University.
d. Every six months, the IACUC will perform a review of the University’s program for human care and use of animals, using the Guide for the Care and Use of Laboratory Animals.
e. Every six months, the IACUC will inspect all of the University’s animal facilities, using the Guide for the Care and Use of Laboratory Animals as a basis for evaluation.
f. The IACUC will make written recommendations to the VPAA/Provost regarding any aspect of the University’s animal program, facilities, or personnel training.
g. The IACUC will prepare reports of all the IACUC evaluations and submit the reports to the VPAA/Provost.

3. Meetings
   a. The IACUC will meet as needed to review proposals and conduct regular business.
   b. More information regarding the IACUC can be found within Chapter 12 Ethical Standards in Research. Policies, procedures, and forms can be located on the Missouri Southern IACUC website. Specifically, the following policies can be located on the website: proposal review and approval criteria; social housing for animals; veterinary care for animals; physical restraint; non-pharmaceutical grade compounds; monoclonal antibody production; guillotine use; field studies; euthanasia; housing densities for social animals; animal identification; blood collection.

M. Institutional Review Board (IRB)

1. Organization
   a. Membership consists of the following serving five-year terms, appointed by the VPAA/Provost:
      (1) Two faculty members from each of the academic schools; preferably these members will have experience with the Human Subjects Review Panels (previously called Departmental Review Panels); including
         (a) At least one faculty member whose primary concerns are in scientific areas
         (b) At least one faculty member whose primary concerns are in nonscientific areas
      (2) At least one individual from the community who is not an employee or member of the Board of Governors of the University or a family member of a University employee or Governor
      (3) Chair of the Student Research Committee
      (4) Director of Assessment and Institutional Research, ex-officio
      (5) Associate Vice President for Academic Affairs and Vice Provost, ex-officio
   b. The Chair will be appointed from the current membership by the VPAA/Provost for a three-year term in the following manner: one year as chair elect; one year as chair; and one year as past chair.
   c. Membership will consist of both men and women.

2. Duties
   a. The IRB will review and have the authority to approve, require modifications, or disapprove all research activities involving human subjects.
      (1) Except when a research project is exempt or an expedited review is used, reviews will occur at a convened meeting at which at least five of the nine members are present, including at least one member whose primary concerns are in nonscientific areas.
      (2) The IRB will periodically review the range of research approved under the exempt and expedited categories to assure compliance with policy.
b. The IRB will develop policy and procedures for review of research involving human subjects. The policies and procedures shall be consistent with ethical standards and federal code regarding human subjects.

c. The IRB will retain documentation of their review activities including copies of all research proposals reviewed, minutes of their meetings, copies of correspondence with the investigators, and records of continuing review. All records must be retained for three years after completion of a research project.

d. The IRB will provide written notice to principal investigators of the disposition of their proposals, or of modifications required to secure IRB approval of the research activity. If the IRB decides to disapprove a research activity, it shall include in its written notification a statement of the reasons for its decision and give the investigator an opportunity respond in person or in writing.

e. The IRB will conduct a continuing review of ongoing projects at least once a year.

3. Meetings

a. The IRB will meet the second, tenth, and fourteenth week of the fall and spring semester, and the fourth week of the eight-week summer session.

b. More information regarding the IRB can be found within Chapter 12 Ethical Standards in Research. Policies, procedures, and forms can be located on the Missouri Southern IRB website.

N. Promotion Committee

1. Organization

a. Membership consists of the following, serving three-year terms:
   (1) Five tenured faculty members who hold the rank of Associate Professor or Professor, with at least one faculty member from each academic school and one faculty member from the library
   (2) One tenured faculty member who holds the rank of Associate Professor or Professor, at large

b. Three members will be appointed by the Vice President for Academic Affairs and Provost.

c. Three members will be appointed by the Faculty Senate Executive Committee.

d. The VPAA/Provost and Faculty Senate Executive Committee will each appoint one new member each year.

e. Vacancies shall be filled by the party making the appointment of the retiring member.

f. The Chair will be elected from the current membership.

g. Department Chairs and persons applying for promotion may not serve on this Committee.

h. Faculty may serve up to two consecutive terms. After being appointed to two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.

2. Duties

a. The Promotion Committee will recommend approval or disapproval of all applications submitted. The Committee shall meet with the VPAA/Provost at least annually to discuss its recommendations.

b. The Promotion Committee will submit a written statement to each applicant indicating the disposition of the Committee on the application and indicating deficiencies if the recommendation is unfavorable.

O. Sabbatical Committee

1. Organization

a. Membership consists of the following, serving three-year terms:
(1) Five full-time faculty members, with at least one faculty member from each academic school and one faculty member from the library
(2) One full-time faculty member, at large
b. Three members will be appointed by the Vice President for Academic Affairs and Provost.
c. Three members will be appointed by the Faculty Senate Executive Committee.
d. The VPAA/Provost and Faculty Senate Executive Committee will each appoint one new member each year.
e. Vacancies shall be filled by the party making the appointment of the retiring member.
f. The Chair will elected from the current membership.
g. Persons applying for sabbatical leave may not serve on the Committee.
h. Faculty may serve up to two consecutive terms. After being appointed to two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.

2. Duties
a. The Sabbatical Committee will review application materials for sabbatical leave, conduct interviews if necessary, and make its recommendations to the Vice President for Academic Affairs and Provost.

P. Student Research Committee

1. Organization
a. Membership includes the following who serve four-year terms:
   (1) Two full-time faculty members from each academic school
   (2) Associate Vice President for Academic Affairs and Vice Provost, ex-officio
b. On initial appointment, the term of each member shall be designated as one, two, or three years.
c. All members are appointed by the VPAA/Provost of the University.
d. The Chair will be elected from the current membership.
e. Faculty may serve up to two consecutive terms. After being appointed to two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.

2. Duties
a. The Student Research Committee receives, reviews, and recommends approval of the funding of selected student research and travel.

3. Procedures
a. Individual students or groups of students must apply to the Student Research Committee for the grants, giving such information as the Committee requires.
b. Each application must bear the signature of a faculty advisor responsible for coordinating the research project and endorsing the expenditure of the grant monies.
c. The Student Research Committee will recommend the granting of the awards to the Vice President for Academic Affairs and Provost.
d. The Vice President for Academic Affairs and Provost will notify the faculty member and the student about the procedures the University will use to disburse the funds.
e. Upon completion of a funded project, grant recipients must submit a written report to the Student Research Committee and offer a campus-wide public presentation of the findings in an appropriate forum.
Q. Teacher Education Council

1. Organization
   
   a. Membership consists of the following:
      
      (1) One faculty from each of the academic schools
      
      (2) One Elementary Education faculty representation from the Teacher Education Department
      
      (3) One Middle School Education faculty representative from the Teacher Education Department
      
      (4) One High School Education faculty representative from the Teacher Education Department
      
      (5) One Special Education faculty representative from the Teacher Education Department
      
      (6) Two area school administrators
      
      (7) Two area Early Childhood teachers
      
      (8) Two area Elementary teachers
      
      (9) Two area Middle School teachers
      
      (10) Two area High School teachers
      
      (11) Two area Special Education teachers
      
      (12) Two students in Certification Program
      
      (13) Department Chair of Teacher Education, MSSU
      
      (14) Dean of the School of Education, MSSU
      
      (15) VPAA/Provost, ex-officio

2. Duties
   
   a. The Teacher Education Council will review proposals and recommendations from the Teacher Education Department.
   
   b. The Council will advise on all phases of the Teacher Education program.
   
   c. The Council will periodically review the objectives of the Teacher Education program.
   
   d. The Council will recommend, to applicable departments, appropriate curricula leading to teacher certification which meet or surpass State of Missouri requirements.
   
   e. The Council will advise on the criteria and process for the admission or exclusion of candidates into the Teacher Education program.
   
   f. The Council will review the evaluation of the curricula and procedures of the Teacher Education program.

R. Tenure Committee

1. Organization
   
   a. Membership consists of the following:
      
      (1) Five full-time faculty members with at least one tenured faculty member from each of the academic schools and one faculty member from the library
      
      (2) One tenured faculty member, at large
   
   b. Three members will be appointed by the Vice President for Academic Affairs and Provost.
   
   c. Three members will be appointed by the Faculty Senate Executive Committee.
   
   d. On initial formation, the term of each member shall be designated as one, two, or three years. After the Committee is established, members shall serve three-year terms.
   
   e. The VPAA/Provost and Faculty Senate Executive Committee will each appoint one new member each year thereafter for a three-year term.
   
   f. Vacancies will be filled by the party making the appointment of the retiring member.
   
   g. The Chair will be elected from the current membership.
h. Faculty may serve up to two consecutive terms. After being appointed to two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.

2. Duties

a. The Tenure Committee will recommend approval or disapproval of all applications submitted. The Committee shall meet with the VPAA/Provost at least annually to discuss its recommendations.

b. The Tenure Committee will submit a written statement to each applicant indicating the disposition of the Committee on the application and indicating deficiencies if an unfavorable recommendation is made.

S. Writing Program Committee

1. Organization

a. Membership consists of the following:
   (1) One full-time faculty member from each of the academic schools, serving three-year terms
   (2) Coordinator of the Writing Program, ex-officio; Chair
   (3) Vice President for Academic Affairs and Provost, ex-officio

b. On initial appointment, the term of each member shall be designated as one, two, or three years.

c. Members are appointed by the Vice President for Academic Affairs and Provost, with the consent of the President of the University.

d. Faculty may serve up to two consecutive terms. After being appointed to two terms, a faculty member must be off the Committee for two years before being eligible for re-appointment.

2. Duties

a. The Writing Program Committee will recommend policies, guidelines, goals, methods, and evaluation regarding the Writing Program to the Vice President for Academic Affairs and Provost.

III. Administrative Committees – General

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

In general, the annual period of service for committees is from July 1 to June 30. The office principally concerned with the activities of a committee will provide reasonable administrative support. For each committee, the determination of the chairperson should be clearly indicated: either appointed by the respective senior administrative official (President or Vice President); elected from the current membership; as a function of position (i.e. some are chaired by specified ex officio members). Each committee selects its own secretary/recorder, unless otherwise indicated. Committee chairs will be appointed/elected no later than at the beginning of each academic year.

A recommendation to implement any changes regarding the description, duties or composition of the committees shall be submitted to the senior administrative official (President or Vice President) for review. Upon approval the senior administrative official will submit recommended changes to the President’s Council for review and approval. Administrative Committees may be revised as needed to meet the needs of the University.
A. Administrative Council

1. Organization
   a. President of the University, Chair.
   b. All campus supervisory personnel

2. Duties
   a. The Administrative Council will serve as an advisory body to the President.
   b. The Administrative Council will disseminate information.

3. Meetings
   a. The Administrative Council will meet informally as needed.

B. Diversity Advisory Committee

1. Organization
   a. Membership consists of the following, appointed by the President:
      (1) Four faculty members, at large
      (2) Three staff members, at large
      (3) One representative from Disability Services
      (4) Dean of Students
      (5) Director of the Institute of International Studies
      (6) Director of Student Activities

2. Duties
   a. The Diversity Advisory Committee will seek to foster an organizational culture that supports the value of diversity. Through this the DAC will encourage a conversation intended to address issues of diversity and advance an intentional, focus, campus-wide approach that creates and maintains teaching and learning environments that provide educational opportunities for diverse individuals and groups.

C. Homecoming Committee

1. Organization
   a. Membership consists of representatives from the following areas, serving indefinite terms;
      (1) Alumni Affairs
      (2) Athletics
      (3) Dean of Students
      (4) One faculty representative
      (5) Marching Band
      (6) Parade Coordinator
      (7) Physical Plant
      (8) Public Information
      (9) Residence Hall Association
      (10) Student Activities Director; Chair
      (11) Student representatives from CAB, Student Alumni Association, Student Senate, and other select organizations
      (12) Other departmental representatives with interest
2. **Duties**
   a. The Homecoming Committee will establish a date and a calendar of events for Homecoming.
   b. The Committee is charged with developing guidelines, organizing events, and implementing all activities during Homecoming.

**D. Information Technology Advisory Committee**

1. **Organization**
   a. Membership consists of the following:
      (1) At least fifteen (15) faculty and staff representatives from different departments
      (2) One member of the Faculty Senate selected each year by the Executive Committee of the Faculty Senate to serve a one-year term
      (3) Schools Deans from each academic area
      (4) Director of ITS; Chair
   b. Members serve one-year terms with continued service at the committee’s discretion.
   c. The Committee may delegate any of its responsibilities to a subcommittee comprised of at least one member, as well as other campus representatives. At least one member of the subcommittee will be an employee from ITS.

2. **Duties**
   a. The Information Technology Advisory Committee will advise the ITS Department on issues of computing and technology which may include present and future needs, resource allocations and purchasing decisions.
   b. The Committee will advise the ITS Department regarding information security policy and information security related matters. Security policy and practices of the ITS Department will be periodically reviewed.
   c. The Committee will review information, including University feedback and ideas regarding ITS. This action may include sending surveys, meeting with faculty and staff, and third parties.
   d. The Committee will develop, review, and communicate the University’s information technology related policy.
   e. The Committee will review and assess the University’s technology-related facilities.
   f. The Committee will review and assess new and current software needs.
   g. The Committee will review and assess trends and emerging technology.
   h. The Committee will review and assess scholastic technology needs.

**E. President’s Council**

1. **Organization**
   a. Memberships include the following:
      (1) President of the University, Chair
      (2) Executive Vice President for Development
      (3) Vice President for Academic Affairs and Provost
      (4) Vice President for Business Affairs
      (5) Vice President for Student Affairs and Enrollment Management
      (6) Athletic Director
2. Duties
   a. The President’s Council will meet regularly to advise the President on all matters relating to the University.

F. Shared Governance Committee (Hiatus Status)

1. Organization
   a. Membership consists of the following, appointed by the University President:
      (1) University President, indefinite term
      (2) One representative from the President’s Council
      (3) One representative from the Deans’ Council
      (4) One representative from Faculty Senate
      (5) One representative from Staff Senate
      (6) One representative from Student Senate
      (7) Four full-time faculty members, one from each academic school
      (8) Three full-time staff members, one from each of the following areas: Classified Secretarial/Office/Technical, Professional, Classified Physical Plant
      (9) One representative from the Athletics Department
   b. Unless otherwise indicated, members will serve four-year terms; the terms of the original appointees will be staggered to ensure continuity of the committee.
   c. The Chair will be elected from the current membership.

2. Duties
   a. The Shared Governance Committee will review and affirm the Shared Governance Philosophy, Goals, and Principles.
   b. The Committee will review and affirm the Shared Governance Framework.
   c. The Committee will administer, review, and analyze the Shared Governance survey annually and report results to campus community.
   d. The Committee will monitor the communication infrastructure to ensure effective communication is taking place. As a minimum, ensure that all campus-wide committee reports are posted on the Intranet.
   e. The Committee will ensure a continuous communication avenue for each employee to send in recommendations for effective intra campus communication.
   f. The Committee will make recommendations to appropriate University bodies to maintain effective open shared governance communication.
   g. The Committee will submit annual written reports to administration for dissemination to the campus community.
   h. The Committee will promote ongoing campus-wide education and discussion to foster a healthy shared governance environment.

3. Meetings
   a. The first meeting will be called by the representative from the President’s Council.
   b. The Committee will meet at least three times per fall and spring semesters.

G. Shared Sick Leave Committee

1. Organization
   a. Membership consists of the following, serving two-year terms:
(1) One member of Faculty Senate, appointed by Faculty Senate
(2) One member of Staff Senate, appointed by Staff Senate
(3) One member from the Human Resources Department, appointed by the Vice President for Business Affairs
(4) Two at-large faculty members, appointed by the President of the University

b. Two at-large staff members, appointed by the President of the University
c. In the first year of the Committee, the Faculty and Staff Senate member will serve a three year appointment. Thereafter, the new appointee will serve a two-year term which will allow the faculty and staff senate membership to be replaced on alternate years.
d. In the event that the appointed Faculty or Staff Senate member’s term on Faculty or Staff Senate ends before the term of the Shared Sick Leave Committee, a new appointee will be appointed by their respective body.
e. The Committee will elect a Chair and Vice Chair each year at the first meeting in July.
f. Terms will run from July-June.
g. The Committee must sign a Confidentiality Agreement promising to maintain all information on a confidential basis. Any breach of confidentiality will result in the committee member being excused and a replacement member being appointed. In addition, disciplinary action, up to and including termination of employment may be taken as a result of any breach of confidentiality.
h. Due to the confidential nature of the duties of the Committee, membership is anonymous.

2. Duties

a. The Shared Sick Leave Committee will review all applications for the shared sick leave pool and shall follow the criteria according to policy to approve or disapprove the request for shared sick leave pool benefits.

3. Procedures

a. The Committee will convene as soon as possible to approve or disapprove a shared sick leave pool request to ensure a speedy response.
b. A minimum of four (4) committee members must be present to constitute a quorum.

H. Strategic Planning Committee

1. Organization

a. Membership consists of the following:
   (1) Board of Governors member, one-year term (non-voting); the Board of Governors will determine if it is appropriate for one of its members to serve.
   (2) Faculty Senate President or designee, one-year term
   (3) Staff Senate President or designee, one-year term
   (4) Student Senate President or designee, one-year term
   (5) University President, indefinite term
   (6) President’s Council, indefinite term
   (7) Deans’ Council, indefinite term
   (8) Four faculty members, one from each academic school, indefinite terms
   (9) Three staff members, at large, indefinite terms; it is recommended that each of the Professional Staff, Classified Staff and Physical Plant Staff groups be represented.

2. Duties

a. The Strategic Planning Committee will lead the strategic planning process, which includes the formulation, implementation, and control of a comprehensive strategic plan for the University.
b. The Committee will solicit feedback from the University stakeholders in formulation and annual revision of the plan.

c. The Committee will ensure that adequate University resources are devoted to implementing the plan.

d. The Committee will continuously monitor progress toward achievement of the plan goals and revise these as conditions warrant.

e. The Committee will publicize the plan and its progress toward achieving plan goals to the University community.

f. The Committee will periodically review the strategic planning process in light of best practices.

3. Meetings

The Strategic Planning Committee will meet at least once per month, excluding June and July.
CHAPTER 12: POLICIES AND ETHICAL STANDARDS FOR RESEARCH

I. Human Subjects Protections Policy

A. Statement of Ethical Principles

Missouri Southern State University is committed to quality policy and procedures for the protection of humans as participants in research. The development of this policy was guided by the requirements of the code of Federal Regulations 45 CFR 46.

B. Applicability of Policy

All systematic research undertaken by Missouri Southern personnel or students in which human subjects participate is subject to review under this policy. The term “human subjects” is defined as a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information. The federal definition for research is “a systematic investigation, including research development, testing and evaluation, designed to develop and contribute to generalizable knowledge (45 CFR 46).” This definition includes any surveys, tests, observations of people, or experiments which involve systematic data collection that could result in knowledge reported in professional meetings or publications. All research projects directed by MSSU faculty, staff, or students must receive Institutional Review Board (IRB) approval prior to collecting data. Research conducted on the MSSU campus by researchers from other institutions may apply for approval by submitting the following documents: an IRB application, supporting materials including all measures and procedures, and a copy of the IRB approval from their home institution to the MSSU IRB. The Chair of the IRB will review the documents and may approve the application or require further review by the full IRB committee.

Classroom curriculum projects, workshop evaluations, and administrative projects do not need IRB approval if they are not research; that is, if the results will not be distributed outside the classroom, institutional setting, or if they are used solely for program review or evaluation. If such projects may lead to generalizable information, through publication or dissemination of results, they must undergo review. Regardless of whether the project is subject to review, all personnel and students must adhere to ethical guidelines when conducting class projects with human participants.

C. Human Subjects Review Structure

1. Institutional Review Board Composition

The IRB is an administrative committee consisting of individuals with diverse backgrounds and the training necessary to evaluate human subjects research and its institutional, legal, scientific, and social implications. The members of the IRB are appointed by the Vice President of Academic Affairs and Provost for five year terms. Membership consists of the following:

   a. Two faculty members from each of the academic schools; preferably these members will have experience with the Human Subjects Review Panels (previously called Departmental Review Panels); including
      (1) At least one faculty member whose primary concerns are in scientific areas
      (2) At least one faculty member whose primary concerns are in nonscientific areas
   b. At least one individual from the community who is not an employee or member of the Board of Governors of the University or a family member of a University employee or Governor
   c. Chair of the Student Research Committee
   d. Director of Assessment and Institutional Research, ex-officio
   e. Associate Vice President for Academic Affairs and Vice Provost, ex-officio
The Chair will be appointed from the current membership for a three-year term in the following manner: one year as chair elect; one year as chair; and one year as past chair. Membership will consist of both men and women.

2. IRB Responsibilities

a. The IRB shall review and have the authority to approve, require modification, or disapprove all research activities involving human subjects.

   1. Except when a research project is exempt or an expedited review is used, reviews will occur at a convened meeting at which at least 5 of the 9 IRB members are present, including at least one member whose primary concerns are in nonscientific areas.

   2. The IRB will periodically review the range of research approved under the exempt and expedited categories to assure compliance with policy.

b. The IRB shall develop policy and procedures for review of research involving human subjects. The policies and procedures shall be consistent with ethical standards and federal code regarding human subjects.

c. The IRB shall retain documentation of their review activities including copies of all research proposals reviewed, minutes of their meetings, copies of correspondence with the investigators, and records of continuing review. All records must be retained for 3 years after completion of a research project.

d. The IRB will provide written notice to principal investigators of the disposition of their proposals, or of modifications required to secure IRB approval of the research activity. If the IRB decides to disapprove a research activity, it shall include in its written notification a statement of the reasons for its decision and give the investigator an opportunity respond in person or in writing.

e. The IRB will conduct a continuing review of ongoing projects at least once a year.

f. IRB members should provide advice to investigators whose research involves human subjects.

3. IRB Meetings

The IRB will meet the second, sixth, tenth, and fourteenth week of the fall and spring semester, and the fourth week of the 8-week summer session.

4. Human Subjects Review Panels

Schools, departments, or programs may establish a Human Subjects Review Panel. Each Human Subjects Review Panel will:

   a. Consist of at least two members who hold faculty, staff, or administrative positions at MSSU.

   b. Establish guidelines in keeping with the IRB policies and their discipline’s professional guidelines

   c. Provide the IRB with a copy of their guidelines and a list of their reviewers, and supply evidence of training certification for each member.

Trained members of the review panels will serve as reviewers for exempt projects and as one of the reviewers for expedited projects.

Reviewers are urged to complete their review within two business days. Upon completion the reviewer will send a signed copy of the Human Subjects Review Application and associated materials to the IRB manager.

5. Training Requirements

Members of the IRB, Human Subjects Review Panels, and all MSSU researchers, including students, faculty, and staff who submit an IRB application must complete the online training provided by the
D. Determining the Type of Research Review

The type of review that a research project undergoes is determined by the level of risks to the participants and the types of participants involved in the research. There are three types of initial reviews for research, exempt, expedited, and full. The researcher must evaluate risk and type of participants to determine which type of review may be appropriate for the project. If the risk and participant type is appropriate for exempt or expedited review, the researcher must determine if the research falls in one of the categories under that type of review. Most of the research conducted at MSSU is expected to fall in the exempt or expedited categories. Approval of research under these policies is for a one year period, unless the IRB determines the risk is sufficiently high to require more frequent review. Any research project that lasts for more than one year must petition the IRB for continuing approval.

1. Level of Risk

Researchers should make every effort to minimize the amount of risk involved in the research design. The IRB will evaluate the risk and determine if the risks are reasonable in relationship to the anticipated benefits of the research to the subjects, if any, or the knowledge that may reasonably be expected to result. Each level of risk is described below:

a. Less-than-minimal-risk is research in which there is no known physical, emotional, psychological, or economic risk. This research can qualify as exempt if it does not involve a vulnerable population and falls in an exempt category.

b. Minimal-risk is research that presents only the kind of risks encountered in daily life by most people (e.g., moderate exercise testing, minor stress from psychological tests, or surveys involving sensitive topics). This research can qualify as expedited if it does not involve a vulnerable population and falls in an expedited category.

c. Greater-than-minimal-risk is research procedures that may include risk beyond that ordinarily encountered by subjects (e.g., maximal exercise testing, stressful psychological testing, questions about illegal activities). This type of research requires a full review.

2. Type of Participants

Vulnerable populations require a higher level of protection, thus a higher level of scrutiny for the research procedures. Prisoners, mentally disabled persons, and children are considered vulnerable because their ability to give truly voluntary and informed consent may be limited. Pregnant women are considered vulnerable in the case of research procedures that pose any hazard to the fetus. Research considered to be less-than-minimal-risk for non-vulnerable adults is considered as minimal-risk for vulnerable populations, thus only research on non-vulnerable adults qualifies for the exempt category.

3. Qualifications for Exempt Status

Exempt review is used for studies presenting less than minimal risk to non-vulnerable subjects. Research that will likely be exempt must be reviewed under the exempt process to assure that it really is exempt from further review. The categories of research that qualify for exempt review are listed below. Note that even if research falls into one of the general categories that is normally exempt, it is not exempt if it involves sensitive topics (e.g., recreational drug use, sexual practices, use of alcohol by minors,
criminal behavior) or vulnerable participants (e.g., children, victims, persons with disabilities). Exempt protocols are reviewed by a Human Subjects Review Panel or reviewer selected by the IRB manager (see the section on Research Review Procedures). The researcher must not begin contacting research participants or collecting data until written approval is received from the IRB. This usually requires three working days for processing after the exempt projects are submitted. Research activities in which the only involvement of human subjects is in one or more of the following categories qualify for review under the exempt category:

a. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

b. Research involving the use of educational tests (e.g., cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) data obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the participants at risk of criminal or civil liability or be damaging to the participants' financial standing, employability, or reputation.

c. Note: When video-recording and/or photography is used for data collection, the research no longer meets the exempt requirements. This is because information is recorded in such a manner that participants can be identified. Audio-recording may fit under this same category, depending upon how the recording is made and its intended use. If the recording is to facilitate accurate record keeping and will be erased following transcription, it may go in the exempt category. If it is to be used for purposes that would make the recording part of the reporting process it would not be exempt.

d. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under category (2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

e. Research involving the collection or study of existing information, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

f. Research and demonstration projects that are conducted by or subject to the approval of supporting agencies, and which are designed to study, evaluate, or otherwise examine: a) public benefit or service programs; b) procedures for obtaining benefits or services under those programs; c) possible changes in or alternatives to those programs or procedures; or d) possible changes in methods or levels of payment for benefits or services under those programs.

g. Taste and food quality evaluation and consumer acceptance studies, a) if wholesome foods without additives are consumed or b) if a food is consumed that contains a food ingredient at or below the level, and for a use, found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration and approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.
4. Qualifications for Expedited Status

Expedited reviews are used for research presenting minimal risk to non-vulnerable participants or less-than-minimal risk to vulnerable participants. Expedited reviews do not require a convened meeting of the IRB. Two reviewers, one from the Human Subjects Review Panel and one IRB member outside the department review the protocol. The reviewers will send the completed review to the IRB manager, who will notify the principal investigator or supervisor of the results of the review. This may require up to one week for review after it is received by the IRB. Research involving no more than minimal risk and in which the involvement of (non-vulnerable) participants is in one or more of the following categories may be reviewed through the expedited review procedure. The categories in this list are exempt regardless of the age of the subject, except as noted.

a. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt. This listing refers only to research that is not exempt.)

b. Collection of data from voice, video, digital, or image recordings made for research purposes.

c. Research involving materials (data, documents, records, or specimens) that have been collected, or will be collected solely for non-research purposes (such as medical treatment or diagnosis). (NOTE: Some research in this category may be exempt. This listing refers only to research that is not exempt.)

d. Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.) Examples: (a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the subject or an invasion of the subject’s privacy; (b) weighing or testing sensory acuity; (c) magnetic resonance imaging; (d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography; (e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.

e. Prospective collection of biological specimens for research purposes by noninvasive means. Examples: (a) hair and nail clippings in a nondisfiguring manner; (b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction; (c) permanent teeth if routine patient care indicates a need for extraction; (d) excreta and external secretions (including sweat); (e) uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to the tongue; (f) placenta removed at delivery; (g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor; (h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques; (i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings; (j) sputum collected after saline mist nebulization.

f. Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows:
from healthy, nonpregnant adults who weigh at least 110 pounds. For these subjects, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week; or

(2) from other adults and children, considering the age, weight, and health of the subjects, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these subjects, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.

g. Clinical studies of drugs and medical devices only when condition (1) or (2) is met.

(1) Research on drugs for which an investigational new drug application (21 CFR Part 312) is not required. (Note: Research on marketed drugs that significantly increases the risks or decreases the acceptability of the risks associated with the use of the product is not eligible for expedited review.)

(2) Research on medical devices for which (i) an investigational device exemption application (21 CFR Part 812) is not required; or (ii) the medical device is cleared/approved for marketing and the medical device is being used in accordance with its cleared/approved labeling.

h. Continuing review of research previously approved by the convened IRB as follows:

(1) where (i) the research is permanently closed to the enrollment of new subjects; (ii) all subjects have completed all research-related interventions; and (iii) the research remains active only for long-term follow-up of subjects; or

(2) where no subjects have been enrolled and no additional risks have been identified; or

(3) where the remaining research activities are limited to data analysis.

5. Full Review

Any research that does not meet the qualifications listed under exempt or expedited review will be reviewed by the IRB at a regular meeting.

E. Research Review Procedures

1. Exempt Review

Research projects that the principal researcher (and faculty research supervisor in the case of a student research) believes meet the qualifications for exempt status must be reviewed by a member of a Human Subjects Review Panel (not the faculty research supervisor) before the researcher begins contacting participants or collecting data. The researcher should send the application and associated documents to the Human Subjects Review Panel. If the researcher is not in a department that has a Human Subjects Review Panel, the researcher will send the Human Subjects Review Application and associated documents to the IRB manager, who will select a review panel member and forward the application and materials. If the reviewer confirms that the research is exempt, the reviewer will sign the application form and send the Human Subjects Review Application and associated documents to the IRB manager. The IRB manager will assign a number, inform the researcher or research supervisor in writing that the project is approved, and file the application. If the reviewer determines that the project does not meet the exempt criteria, the reviewer will notify the researcher with a recommendation for modification or resubmission for expedited or full review. Researchers should allow three days in their planning for the review process. The researcher must not begin collecting data until the written IRB approval is received.

2. Expedited Review

Research projects that the principal researcher (and faculty research supervisor in the case of a student research) believes meet the expedited review criteria must be reviewed by a member of the researcher’s Human Subjects Review Panel (not the faculty research supervisor) and an IRB reviewer outside of the researcher’s department. The researcher should submit the Human Subjects Review Application and
associated documents to the Human Subjects Review Panel and to the IRB manager, who will assign a number and send the materials to an IRB reviewer outside of the researcher’s department. If the researcher is not in a department that has a Human Subjects Review Panel the researcher should send the Human Subjects Review Application and associated documents with a request for two reviewers to the IRB manager, who will send the application and materials to two reviewers in separate departments. Each reviewer will send the completed signed application to the IRB manager. The IRB manager will inform the researcher or research supervisor in writing if the project is approved, or revision or full review is recommended and file the application. Researchers should allow one week in their planning for the review process. The researcher must not begin collecting data until the written IRB approval is received.

3. Full Review

If a research project requires a full review, the researcher must submit the Human Subjects Review Application and associated documents to the IRB manager requesting a full review. The IRB manager will send the application and materials to the IRB members for consideration at their next meeting. Proposals should be submitted at least three working days prior to a scheduled meeting. The IRB will meet the second and the sixth week of the fall and spring semesters. A majority of the IRB members must be present for research to be reviewed. Approval of a proposal by the IRB requires a majority vote of the members present at the meeting. The IRB manager will inform the researcher or research supervisor in writing of the IRB decision.

4. Continuation or Renewal

Approval of research is good for a one year period, unless otherwise specified at the time of approval. If the research is to continue beyond the approved time the researcher must request an extension. The request for extension must be reviewed at the same level of review as the original proposal. The researcher’s request must include the following information. 1. The name of principal investigator and title of the research project. 2. The number of participants that have been tested to date and the number of additional participants needed. 3. A description of any modifications that will be made to the procedures. 4. Any changes in anticipated risks or benefits. 5. A description of any adverse effect or participant complaints to date. 6. A brief summary of the findings to date.

F. Informed Consent Requirements

The participant should have sufficient knowledge and understanding of the elements of informed consent. To the extent possible, the participant should make an informed decision about whether or not to participate in the research. As a part of the process of obtaining informed consent, the following elements of consent should be considered.

1. Elements of Informed Consent

Informed Consent Forms should include the following elements.

a. A statement that the study involves research.
b. An explanation of the purposes of the research.
c. The expected duration of the subject's participation.
d. A description of the procedures to be followed.
e. Identification of any procedures which are experimental.
f. A description of any reasonably foreseeable risks or discomforts to the subject.
g. A description of any benefits to the subject or to others which may reasonably be expected from the research.
h. A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject.
i. A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained.

j. For research involving more than minimal risk, an explanation as to whether any compensation, and an explanation as to whether any medical treatments are available, if injury occurs and, if so, what they consist of, or where further information may be obtained.

k. An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subject.

l. A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits, to which the subject is otherwise entitled.

When appropriate for the type of research being conducted, Informed Consent Forms should also contain one or more of the following elements*:

a. A statement that the particular treatment or procedure may involve risks to the subject (or to the embryo or fetus, if the subject is or may become pregnant) which are currently foreseeable.

b. Anticipated circumstances under which the subject’s participation may be terminated by the investigator without regard to the subject’s consent.

c. Any additional costs to the subject that may result from participation in the research.

d. The consequences of a subject’s decision to withdraw from the research and procedures for orderly termination of participation by the subject.

e. A statement that significant new findings developed during the course of the research which may relate to the subject’s willingness to continue participation will be provided to the subject.

f. The approximate number of subjects involved in the study.

2. Documenting or Waiving Documentation of Informed Consent

When research presents a greater than minimal risk to the participants, a signed written Informed Consent Form must be retained with the research records for three years. A copy of the form must be given to the participant. Signed documentation of informed consent can be waived if 1) the research presents no more than minimal risk and involves no procedures for which written consent is normally required outside of the research context or 2) the consent document would be the only record linking the subject and the research and the principal risk would come from a breach of confidentiality. The researcher still needs to provide the subject with the elements of consent so an informed decision is assured. This process is recommended for projects that require less than a full review because it preserves anonymity and eliminates the need to store the consent forms.

Informed consent may be waived or altered if the research meets all of the following conditions: 1) The research involves no greater than minimal risk. 2) It is not practicable to conduct the research without the waiver or alteration. 3) Waiving or altering the informed consent will not adversely affect the subjects’ rights and welfare. 4) Pertinent information will be provided to the subjects later, if appropriate. This category of waiver includes cases in which the investigator needs to withhold some information about the research, which if known by the participant would bias the result of the study. Ordinarily, the researcher will plan a debriefing session after completion of the individual’s participation to provide the missing information.

* Institutional Review Board Guidebook, U.S. Department of Health and Human Services, Office for Human Research Protections
G. Debriefing

When the informed consent procedures withhold information from the participants of the research or the research design involves deception, researchers should provide the participants additional information and correct any misperceptions that have been created. This information should be provided as early as possible, preferably at the end of participation, but at least by the conclusion of the research. When appropriate the researcher should provide the participants the opportunity to learn about the nature of the results and conclusions of the research.

H. Research with Children

Research involving children must be undertaken with care and meet strict ethical standards. Research with children is never considered exempt from IRB review, even if the same research procedures would be exempt with adult participants. It is anticipated that most research conducted with children will present minimal or less-than-minimal risk. Research involving more than minimal risk to children should be conducted only if sufficient potential benefits are anticipated. If research involving more than minimal risks with children is proposed, it must meet the special considerations specified in 45 CFR §46.405, or §46.406 to be approved by the IRB. For the purpose of these rules a —child— is a person under the age of 18 or legally emancipated. When engaging in research with children the researcher may need to seek permission of the school district and parents or guardians as well as assent of the child. Permission of the school (superintendent or principal) is required for any research that takes place in a school setting or involves school records. Parental permission and child assent may be waived, if the research does not involve direct intervention with children or include personally identifiable information. Examples of such research include observations of public or classroom behavior and analysis of educational test or existing data recorded without personal identifiers. Projects that involve direct intervention with children require permission from the parent or guardian. In addition, assent from the child is required when the IRB determines the child is capable of providing assent (taking into account the child’s age, maturity, and psychological state).

II. Animal Subjects Research Policies

Animal Subjects Research Policies will take effect beginning January 2016 to allow time for implementation.

A. Applicability of Assurance and University Commitment

The Vice President for Academic Affairs and Provost and members of the Missouri Southern State University Institutional Animal Care and Use Committee (IACUC) provide assurance that this Institution will comply with the Public Health Service (PHS) Policy on Humane Care and Use of Laboratory Animals (Policy).

The University will comply with all applicable provisions of the Animal Welfare Act and other Federal statutes and regulations relating to animals.

The University is guided by the “U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training.”

The University acknowledges and accepts responsibility for the care and use of animals involved in activities covered by this Assurance. As partial fulfillment of this responsibility, this Institution will ensure that all individuals involved in the care and use of laboratory animals understand their individual and collective responsibilities for compliance with this Assurance, and other applicable laws and regulations pertaining to animal care and use.

The University has established and will maintain a program for activities involving animals according to the Guide for the Care and Use of Laboratory Animals (Guide).
B. University Program for Animal Care and Use

1. The Institutional Animal Care and Use Committee (IACUC)

The IACUC at Missouri Southern is properly appointed according to PHS Policy IV.A.3.a. and is qualified through the experience and expertise of its members to oversee the University animal care and use program. In accordance with the Health Research Extension Act of 1985, this delegation of authority is specific and is in writing. The IACUC consists of at least five members, and its membership meets the composition requirements of PHS Policy IV.A.3.b.

2. IACUC Membership

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

   a. One Doctor of Veterinary Medicine, with training or experience in laboratory animal science and medicine, who has direct or delegated program authority and responsibility for activities involving animals at the University
   b. Two full-time faculty members, one from the field of life or physical sciences and one from the field of behavioral or social sciences; members must be experienced in research involving animals
   c. One full-time faculty member whose primary concerns are in nonscientific areas
   d. One individual who is not affiliated with the University in any way other than as a member of the Committee, and is not a member of the immediate family of a person who is affiliated with the University

Faculty members will serve three-year terms, with staggering of the initial appointment to ensure continuity. The Committee must have no less than five members at all times. The Chair will be appointed from the current membership by the VPAA/Provost.

3. IACUC Duties

   a. The IACUC will review at least once every six months the Institution's program for humane care and use of animals, using the Guide as a basis for evaluation. The IACUC procedures for conducting program reviews are described below.

The IACUC will meet at least once every six months to review the Institutional Program for Humane Care and Use of Animals. The Committee uses the Guide and other pertinent resources, e.g., the PHS Policy, the Code of Federal Regulations (Animal Welfare) as a basis for the review. To facilitate the evaluation, the Committee will use a checklist based on the Sample OLAW Program and Facility Review Checklist from the OLAW website. The evaluation will include, but not necessarily be limited to, a review of the following:

   - Animal Care and Use Program;
   - Disaster Plans and Emergency Preparedness;
   - IACUC Protocol Review – Special Considerations;
   - IACUC Membership and Functions;
   - IACUC Training;
   - IACUC Records and Reporting Requirements;
   - Veterinary Care;
   - Personnel Qualifications and Training;
   - Occupational Health and Safety (OHS) of Personnel;
   - Personnel Security;
   - Investigating and Reporting Animal Welfare Concerns.
In addition, the evaluation will include a review of the Institution’s PHS Assurance. If program deficiencies are noted during the review, they will be categorized as significant or minor and the Committee will develop a reasonable and specific plan and schedule for correcting each deficiency. A significant deficiency is one that is or may be a threat to the health and safety of the animals or personnel. Subcommittees may be used to conduct all or part of the reviews. However, no member will be involuntarily excluded from participating in any portion of the reviews.

b. The IACUC will inspect at least once every six months all of the Institution's animal facilities, using the *Guide* as a basis for evaluation. The IACUC procedures for conducting facility inspections are described below.

At least once every six months at least two members of the IACUC will inspect all of the institute’s animal facilities. For example, the areas inspected may include, holding areas, animal care support areas, storage areas, procedure areas, laboratories where animal manipulations are conducted, and equipment used for transporting of the animals. The Committee uses the Guide and other pertinent resources, e.g., the PHS Policy, the Code of Federal Regulations (Animal Welfare) as a basis for the review. To facilitate the evaluation, the Committee will use a checklist based on the Sample OLAW Program and Facility Review Checklist from the OLAW website. If deficiencies are noted during the inspection, they will be categorized as significant or minor and the Committee will develop a reasonable and specific plan and schedule for correcting each deficiency. A significant deficiency is one that is or may be a threat to the health and safety of the animals or personnel. Subcommittees may be used to conduct all or part of the inspections. However, no member will be involuntarily excluded from participating in any portion of the inspections.

c. Review and approve, require modifications in (to secure approval), or withhold approval of activities related to the care and use of animals according to PHS Policy IV.C.1-3.

The IACUC procedures for protocol review are as follows:

1. All personnel proposing to use a live animal in research, training, education, experimentation, biological testing or for related purposes must submit a completed IACUC Application form (hereafter referred to as protocol) to the IACUC Chairperson.

2. The IACUC will ensure that protocols meet the requirements of the PHS Policy at IV.C.1; the US Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research and Training; The Guide; and ethical principles which govern the use of animals at the institution.

3. No member may participate in the IACUC review or approval of a protocol in which the member has a conflicting interest (e.g., is personally involved in the project) except to provide information requested by the IACUC; nor may a member who has a conflicting interest contribute to the constitution of a quorum. At the beginning of each meeting the Chair of the IACUC reminds investigators to declare any conflicting interest not previously noted.

4. The IACUC may invite consultants to assist in reviewing complex issues. Consultants may not approve or withhold approval of an activity or vote with the IACUC unless they are also members of the IACUC.

5. Committee review of protocols requires a convened meeting of a quorum of the IACUC members. A simple majority of the membership of the IACUC constitutes a quorum and is required in order to convene a meeting for the review of protocols. The IACUC will convene when necessary.

6. A complete list of protocols scheduled for full IACUC review is distributed via email to all members at least one week prior to the meeting.
When it is determined that consultants or experts will be required to advise the IACUC in its review of a protocol, the protocol shall also be distributed to the consultants or experts prior to the meeting, and if necessary the consultant may be invited to the Full Committee Meeting. Consultants may not approve or withhold approval of an activity or vote with the IACUC.

Following review of the protocol, a motion is made and a vote taken to either: 1) approve, 2) require modification(s) to secure approval, or 3) withhold approval. Each of these actions requires agreement by a majority of those members present at the convened meeting.

All Reviews: In order to approve proposed protocols or proposed significant changes in ongoing protocols, the IACUC will conduct a review of those components related to the care and use of animals and determine that the proposed protocols are in accordance with the PHS Policy. In making this determination, the IACUC will confirm that the protocol will be conducted in accordance with the Animal Welfare Act insofar as it applies to the activity, and that the protocol is consistent with the Guide unless acceptable justification for a departure is presented. Further, the IACUC shall determine that the protocol conforms to the institution's PHS Assurance and meets the following requirements:

1. Procedures with animals will avoid or minimize discomfort, distress, and pain to the animals, consistent with sound research design.
2. Procedures that may cause more than momentary or slight pain or distress to the animals will be performed with appropriate sedation, analgesia, or anesthesia, unless the procedure is justified for scientific reasons in writing by the investigator.
3. Animals that would otherwise experience severe or chronic pain or distress that cannot be relieved will be painlessly killed at the end of the procedure or, if appropriate, during the procedure.
4. The living conditions of animals will be appropriate for their species and contribute to their health and comfort. The housing, feeding, and nonmedical care of the animals will be directed by a veterinarian or other scientist trained and experienced in the proper care, handling, and use of the species being maintained or studied.
5. Medical care for animals will be available and provided as necessary by a qualified veterinarian.
6. Personnel conducting procedures on the species being maintained or studied will be appropriately qualified and trained in those procedures.
7. Methods of euthanasia used will be consistent with the current recommendations of the American Veterinary Medical Association (AVMA) Guidelines on Euthanasia, unless a deviation is justified for scientific reasons in writing by the investigator.

d. The IACUC will review and approve, require modifications in (to secure approval), or withhold approval of proposed significant changes regarding the use of animals in ongoing activities as set forth in the PHS Policy IV.C.

The IACUC procedures for reviewing proposed significant changes in ongoing research projects are as follows:

1. Proposed significant changes must be submitted to the IACUC by completing a Request for Change form and revising the approved protocol by incorporating the change. Submissions are reviewed by the IACUC.
2. Determination of what constitutes a significant change is based upon guidance provided by OLAW. Examples of changes considered to be significant include, but are not limited to, changes:
(a) in the objectives of a study
(b) from non-survival to survival surgery;
(c) resulting in greater discomfort or in a greater degree of invasiveness;
(d) in the species or in approximate number of animals used*;
(e) in Principal Investigator;
(f) in anesthetic agent(s) or the use or withholding of analgesics;
(g) in the method of euthanasia; and
(h) in the duration, frequency, or number of procedures performed on an animal

The IACUC will notify investigators and the Institution in writing of its decision to approve or withhold approval of those activities related to the care and use of animals, or of modifications required to secure IACUC approval as set forth in the PHS Policy IV.C.4.

The IACUC procedures to notify investigators and the Institution of its decisions regarding protocol review are as follows:

(1) The IACUC Chair or his/her designee shall notify the investigator in writing of the IACUC's decision to approve the protocol, require modification in (to secure approval), or withhold approval (disapproval). In order to secure approval the investigator must revise the IACUC application and/or respond to other conditions set by the IACUC.

(2) The IACUC Chair or his/her designee shall provide the investigator with the reasons, in writing, for the IACUC's decision to withhold approval of a protocol and shall provide an opportunity for the investigator to respond and appeal in writing.

(3) When requested, the investigator may also appeal, in person, before a fully convened meeting of the IACUC.

(4) Applications and proposals that have been approved by the IACUC may be subject to further review by officials of the institution who can overturn an IACUC approval. However, those officials may not approve those sections of an application or proposal related to the care and use of animals if they have not been approved by the IACUC.

(5) The IO receives a copy of the IACUC meeting minutes that records all decisions regarding protocol review and activities.

The IACUC will conduct continuing review of each previously approved, ongoing activity covered by the PHS Policy at appropriate intervals as determined by the IACUC, including a complete review at least once every three years according to PHS Policy IV.C.1-5.

The IACUC procedures for conducting continuing reviews are as follows:

(1) All ongoing activities are monitored continuously by the AV’s.

(2) At the time of initial review and approval, the IACUC will set a continuing review date for each protocol.

(3) Investigators are required to submit an application for Review in accordance with the date set by the IACUC.

(4) The IACUC will re-review all protocols no less often than every three years. If the protocol involves USDA regulated species, continuing review will be conducted no less often than annually.

(5) Protocols are approved for a maximum of 36 months. That is, all protocols expire no later than the three-year anniversary of the initial IACUC review. If activities will continue beyond the expiration date, a new protocol must be submitted, reviewed, and approved as described in Paragraph III.D.6 above. All applicable requirements (laws, regulations, policies, etc.) in place at the time of the [de novo] review shall apply.

*Changes of less than 10% in the approximate number of animals used of mice of the genus *Mus* and rats of the genus *Rattus* that are bred for use in research only may, at the IACUC’s discretion, be considered minor (not significant).
g. The IACUC is authorized to suspend an activity involving animals as set forth in the PHS Policy IV.C.6.

The IACUC procedures for suspending an ongoing activity are as follows:

1. An activity involving animals can only be suspended at a convened meeting of the IACUC. The IACUC may suspend the entire protocol or any component of a protocol.
2. The IO has authorized the IACUC chair/designee or the AV to immediately halt any activity involving animals if animal welfare is jeopardized or there is evidence of serious non-compliance. Such actions will be promptly reported to the IACUC.
3. If the IACUC suspends an activity involving animals, or any other institutional intervention results in the temporary or permanent suspension of an activity due to noncompliance with the Policy, Animal Welfare Act, the Guide, or the institution’s Assurance, the IO in consultation with the IACUC shall review the reasons for suspension, and take appropriate corrective action.
4. An IACUC suspension can only be lifted by the full IACUC at a convened meeting.

h. The IACUC will prepare reports of the IACUC evaluations according to PHS Policy and submit the reports to the Institutional Official.

The IACUC procedures for developing reports and submitting them to the Institutional Official are as follows:

1. Individual IACUC members will convey their observations to the IACUC Chairperson, or his or her designee, who, in turn, will draft the reports using the sample OLAW Semiannual Report to the Institutional Official format from the OLAW website as a model.
2. The reports will contain a description of the nature and extent of the institution's adherence to the Guide and the PHS Policy.
3. The reports will identify specifically any departures from the provisions of the Guide and the PHS Policy, and state the reasons for each departure. If there are no departures the reports will so state. Approved departures must be approved as part of a protocol, protocol amendment, or other written document, using either FCR or DMR as delineated below in Section III.D.6.
4. Departures from the provisions of the Guide that are not IACUC approved are considered deficiencies and addressed as such, i.e., the IACUC will develop a reasonable plan and schedule for discontinuing the departure or for having the departure properly reviewed and approved.
5. The reports will distinguish significant deficiencies from minor deficiencies. If program or facility deficiencies are noted, the reports will contain a reasonable and specific plan and schedule for correcting each deficiency.
6. If some or all of the institution's facilities are not accredited by AAALAC International the reports will identify those facilities as such.
7. Copies of the draft reports will be reviewed, revised as appropriate, and approved by the Committee.
8. The final reports will be signed by a majority of the IACUC members and will include any minority opinions. If there are no minority opinions, the reports will so state.
9. The completed reports will be submitted to the Institutional Official within 60 days following the evaluation. However, if during the inspection significant deficiencies are identified, the IACUC Chair will verbally notify the IO as soon as possible.
10. Deficiencies will be tracked by the IACUC to ensure that they are appropriately resolved.

i. The IACUC will review concerns involving the care and use of animals at the Institution.
The IACUC procedures for reviewing concerns are as follows:

1. Any individual may report concerns to the MSSU IACUC or the VPAA/Provost.
2. Any individual who, in good faith, reports an animal welfare concern will be protected against reprisals.
3. The IACUC Chair must be notified as soon as possible of all concerns or problems involving the care and use of animals. The VPAA/Provost will be notified immediately of all serious concerns or problems. Documentation must be maintained on file.
4. All reported concerns will be brought to the attention of the entire IACUC.
5. The concern or problem will be immediately addressed by appropriate intervention or investigation.
6. When an investigation is warranted, it will be conducted by the members of the IACUC or other key staff. The investigation will include but is not limited to; 1) interview of personnel; 2) observation of animals; and 3) review of pertinent records. Note: Absent a conflict of interest, no member of the IACUC will be involuntarily excluded from participating in any portion of an investigation.
7. A detailed record of the concern and investigation including any corrective action already taken will be prepared and reviewed by IACUC.
8. The IACUC will generate a report, and this report will be provided to the Principal Investigator (PI) or other involved personnel. The recipient of the report will be asked to acknowledge the report, provide any comments and appeal as necessary, in accordance with a set deadline.
9. All IACUC members will have the opportunity to review the appeal and action will be taken, as necessary.
10. Following IACUC review, the IACUC Chair will send a letter to the investigator outlining the concern and the IACUC’s recommendation including further corrective action, if necessary. The letter will require a written response from the investigator acknowledging receipt of the letter and confirmation that the concern is being/has been addressed.
11. Reported concerns and all associated IACUC actions will be recorded in the IACUC meeting minutes. The Committee will report such actions to the VPAA/Provost.
12. All reports must be maintained on file by the IACUC, including any associated documentation.
13. The identity of the whistle blower or individual bringing the concern to the attention of the IACUC will be protected in accordance with the institution’s whistle blower policy and any individual who, in good faith, reports an animal welfare concern will be protected against reprisals.

j. The IACUC will make written recommendations to the VPAA/Provost regarding any aspect of the University's animal program, facilities, or personnel training.

The procedures for making recommendations to the VPAA/Provost are as follows:

1. Recommendations regarding any aspects of the institution’s animal program or facilities are reviewed by the Committee, revised as appropriate, and then submitted to the VPAA/Provost.
2. The committee’s recommendations are included in the IACUC meeting minutes or a report of the IACUC’s evaluations or a separate letter.

C. Recordkeeping Requirements

The University will maintain for at least three years:

a. A copy of this Assurance and any modifications made to it;
b. Minutes of IACUC meetings, including records of attendance, activities of the committee, and committee deliberations;
c. Records of applications, proposals, and proposed significant changes in the care and use of animals and whether IACUC approval was granted or withheld;
d. Records of annual IACUC reports and recommendations (including minority views) as forwarded to the Institutional Official;
e. Records of accrediting body determinations (if applicable).

This Institution will maintain records that relate directly to applications, proposals, and proposed changes in ongoing activities reviewed and approved by the IACUC for the duration of the activity and for an additional three years after completion of the activity.

All records shall be accessible for inspection and copying by authorized OLAW or other PHS representatives at reasonable times and in a reasonable manner.

D. Policy for Review and Approval Criteria for Proposals Involving Animals

Prior to approving a research or teaching protocol utilizing animals, the Institutional Animal Care and Use Committee (IACUC) will review the application to determine if the following criteria are adequately addressed:

a. Is the purpose and potential value of the proposed animal use clear and acceptable;
b. Is there documentation to support that unnecessary duplication was adequately considered;
c. Is there a clear, sequential and complete description of all procedures (surgical and non-surgical) to be performed on animals;
d. Is there adequate justification for the selected species;
e. Is there adequate justification for the number of animals requested;
f. Is the use of analgesics, anesthetics, and tranquilizing drugs appropriate to minimize discomfort and pain to animals;
g. Is there adequate peri-operative and/or peri-procedure care in accordance with established veterinary medical practices;
h. Is there a clear description and criteria for timely intervention for animals that would otherwise experience pain or distress beyond that anticipated and described in the research endpoints;
i. Is there a clear description and rationale for the selected study endpoints;
j. Are all applicable exceptions to the Guide and/or USDA Regulations listed and appropriately justified;
k. Is the disposition of animals/method of euthanasia appropriate, including a method to ensure death;
l. Is there adequate information to assess that alternatives or alternative methods that incorporate replacement, reduction, or refinement of animal use to minimize animal pain and distress were considered;
m. Is there adequate documentation of training and experience or proposed training for all personnel for all listed responsibilities;
n. Is the use of hazardous materials adequately outlined and provisions in place to ensure a safe working environment?

Upon receipt of an acceptable submission addressing the criteria listed above, a final harm/benefit analysis is conducted weighing the potential adverse effects of the study against the potential benefits that are likely to accrue as a result of the research. If it is determined that the benefits outweigh, or balance, the harms and the protocol is in compliance with the Public Health Service (PHS) Policy on the Humane Care and Use of Laboratory Animals, USDA Regulations (where applicable), the Guide for the Care and
Use of Laboratory Animals, and the MSSU IACUC Animal Welfare Assurance, Guidelines and Policies, approval and release to conduct the study is issued.

Note: Specific policies pertaining to social housing of animals, housing densities for social animals, animal identification, veterinary care, physical restraint of animals, field collection, blood collection, nonpharmaceutical grade compounds, monoclonal antibody production, and euthanasia can be located on the MSSU IACUC website. Any individual proposing to conduct any animal activities will need to follow applicable University policy and procedures.
WORKS CONSULTED


APPENDIX B: TENURE PORTFOLIO CHECKLIST

Submit this checklist, Certificate of Eligibility for Tenure, and the tenure portfolio in a three-ring binder with the name of the faculty member and the documents in order as listed below. The application for tenure is initiated by submitting these documents to the Department Chair.

☐ Faculty member’s vita

☐ Faculty self-evaluation (one each academic year) *

☐ Written summary of tenured faculty conference supplied by Department Chair (Years 2, 4) *

☐ Two colleague appraisals (Years 1, 3, 5) *

☐ Colleague letters of support (optional)

☐ Written recommendation for tenure from the Department Chair

☐ Written recommendation for tenure from the School Dean

☐ Additional evidence of effective teaching (optional)

☐ Additional evidence of scholarly/creative work (optional)

☐ Additional evidence of service (optional)

*Organize the evidence with the most recent first
APPENDIX C: CERTIFICATE OF ELIGIBILITY FOR TENURE

SECTION ONE: TO BE COMPLETED BY TENURE APPLICANT

Name: _________________________________  Current Rank: _________________________________
Date Appointed in a Tenure-Track Position: _____________________________________________

(Applicant Signature) (Date)

SECTION TWO: TO BE COMPLETED BY DEPARTMENT CHAIR

The above applicant has completed _________ years as a probationary faculty member in a tenure-track appointment.

For this applicant, the teaching/job performance, scholarly/creative activity, and service have been judged by the applicant’s supervisor as indicated (indicate all years as applicable):

<table>
<thead>
<tr>
<th>Year</th>
<th>Teaching/Job Performance</th>
<th>Scholarly/Creative Activity*</th>
<th>Service*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation Rating</td>
<td>Evaluation Rating</td>
<td>Evaluation Rating</td>
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</table>

*Cumulative Rating

*This category must be completed for applicants hired in a tenure-track appointment after July 1, 2015.

In my opinion, this applicant DOES / DOES NOT (circle one) meet minimum criteria for promotion.

(Department Chair/Director Signature) (Date)

SECTION THREE: TO BE COMPLETED BY THE SCHOOL DEAN (if applicable)

☐ I verify that this applicant does meet the minimum criteria in both evaluation and years of service for eligibility for a tenured appointment.

☐ I cannot verify that this applicant does meet the minimum criteria in both evaluation and years of service for eligibility for a tenured appointment.

(School Dean Signature) (Date)
APPENDIX D: EVALUATION TIMELINE SUMMARY

Tenured Faculty
Formal Evaluation occurs at least every other year

- Faculty submits written self-evaluation
- One colleague appraisal
- Department Chair constructs formal written evaluation
- Conference between faculty member and Department Chair
  - If “Does Not Meet Expectations” is assigned in any category, a written improvement plan is devised by faculty member, Department Chair and School Dean; formal evaluation is conducted every year (not to exceed two years); if evaluation category has achievement a minimum of “Meets Expectations” the regular evaluation cycle resumes

Probationary Tenure-Track Faculty employed after July 1, 2015

First Year:
- Mentor assigned by the Department Chair (2 years)
- Faculty submits written self-evaluation
- Two colleague appraisals
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, School Dean with recommendation
- Begin tenure portfolio (See tenure portfolio checklist)

Second Year:
- Faculty submits written self-evaluation
- Tenured faculty conference with written summary by Department Chair
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, School Dean with recommendation
- Update tenure portfolio

Third Year:
- Faculty submits written self-evaluation
- Two colleague appraisals
- Department Chair constructs formal written evaluation
- School Dean constructs formal written evaluation
- Conference between faculty member, Department Chair, School Dean, and VPAA/Provost with recommendation
- Update tenure portfolio

Fourth Year:
- Faculty submits written self-evaluation
- Tenured faculty conference with written summary by Department Chair
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, School Dean with recommendation
- Update tenure portfolio
  - If awarded credit toward tenure upon appointment, may apply and submit portfolio to Department Chair
  - Written recommendations for tenure supplied by the Department Chair and School Dean

Fifth Year:
- Faculty submits written self-evaluation
- Two colleague appraisals
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, School Dean with recommendation
- Update tenure portfolio OR
  - May apply for tenure and submit portfolio to Department Chair
  - Written recommendations for tenure supplied by the Department Chair and School Dean
Sixth Year:
- Faculty submits written self-evaluation
- Department Chair constructs formal written evaluation
- Annual conference between faculty member, Department Chair, School Dean with recommendation
- Update and submit tenure portfolio (if not completed the fifth year)
  - Written recommendations for tenure supplied by the Department Chair and School Dean

Probationary Tenure-Track Faculty employed before July 1, 2015

First Year:
- Faculty submits written self-evaluation
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, School Dean with recommendation

Second Year:
- Mentor assigned by the Department Chair*
- Faculty submits written self-evaluation
- Tenured faculty conference with written summary by Department Chair*
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, School Dean with recommendation

Third Year:
- Faculty submits written self-evaluation
- Two colleague appraisals*
- Department Chair constructs formal written evaluation
- School Dean constructs formal written evaluation
- Conference between faculty member, Department Chair, School Dean, and VPAA/Provost with recommendation

Fourth Year:
- Faculty submits written self-evaluation
- Tenured faculty conference with written summary by Department Chair*
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, School Dean with recommendation

Fifth Year:
- Faculty submits written self-evaluation
- Two colleague appraisals (as applicable)*
- Department Chair constructs formal written evaluation
- Conference between faculty member, Department Chair, School Dean with recommendation
- Written recommendations by Department Chair and School Dean for tenure beginning the sixth year if “Meets Expectations” regarding classroom instruction

*Should be performed as applicable, regarding the tenure timeline.

Non-Tenure-Track Full-Time Faculty
Formal Evaluation occurs every year
- Faculty submits written self-evaluation
- One colleague appraisal
- Department chair constructs formal written evaluation
- Annual conference between faculty member and Department Chair

Part-Time Faculty
Evaluation each semester or at least once a year if teaching both fall and spring semesters
- Department chair constructs formal written evaluation
- Conference between faculty member and Department Chair
APPENDIX E: TEACHING ASSESSMENT TOOL

This tool may be used by faculty for self-assessment or by supervisors to assist in the evaluation process. Faculty members may place more emphasis in one category over another depending on the needs of the discipline and experience of the faculty member. There may be additional performance goals relative to a specific program, department, or school, as well as additional performance goals relative to accrediting or regulatory entities for specific programs or departments. The formal evaluation process will not require evidence for each descriptor. Descriptors used to determine faculty effectiveness are the result of a collaborative effort requiring faculty self-evaluation and feedback from the Department Chair/School Dean.

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Supporting Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Assessment</strong></td>
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<tr>
<td>Goals/objectives/outcomes are clearly communicated</td>
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<tr>
<td>Student assessment(s) is/are effectively designed and implemented</td>
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<tr>
<td>Feedback is timely and high quality</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>Learning Environment</strong></td>
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<tr>
<td>Appropriate course-specific work is assigned</td>
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<tr>
<td>Learning is supported through advisement and extracurricular activities</td>
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<tr>
<td>Student participation in the intellectual life of the campus is encouraged</td>
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<tr>
<td>Learning opportunities are differentiated and challenging</td>
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<tr>
<td>High Student Expectations are established</td>
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<tr>
<td>Lesson structures are coherent and paced appropriately</td>
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<tr>
<td>Student interaction and contributions are encouraged</td>
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<tr>
<td>Professional interactions with student are maintained</td>
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<tr>
<td>Subject matter is treated with enthusiasm</td>
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<td>Other</td>
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**APPENDIX E: TEACHING ASSESSMENT TOOL**

<table>
<thead>
<tr>
<th><strong>Pedagogy</strong></th>
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<tbody>
<tr>
<td>Pedagogy is appropriate to the discipline</td>
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<tr>
<td>Course materials are up-to-date/relevant</td>
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<tr>
<td>Variety of instructional approaches are utilized</td>
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<tr>
<td>Professional resources are incorporated</td>
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<tr>
<td>Effective use of technology for teaching and learning</td>
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<tr>
<td>Incorporates best practices</td>
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<td>Other</td>
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<tr>
<th><strong>Course Management</strong></th>
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<tbody>
<tr>
<td>Pedagogy is appropriate to the discipline</td>
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<tr>
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<tr>
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<tr>
<td>Incorporates best practices</td>
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<td>Other</td>
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APPENDIX F: SCHOLARSHIP ASSESSMENT TOOL

This tool may be used by faculty for self-assessment or by supervisors to assist in the scholarship evaluation process. Faculty members may place more emphasis in one category over another depending on the needs of the discipline and experience of the faculty member. There may be additional performance goals relative to a specific program, department, or school, as well additional performance goals relative to accrediting or regulatory entities for specific programs or departments. The formal evaluation process will not require evidence for each descriptor. Descriptors used to determine faculty effectiveness are the result of a collaborative effort requiring faculty self-evaluation and feedback from the Department Chair/School Dean.

<table>
<thead>
<tr>
<th>Scholarship of Teaching</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Supporting Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Versatility of courses taught and developed</td>
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<tr>
<td>Development/sharing of instructional materials with faculty or academic forum</td>
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<tr>
<td>Attends conference/workshops related to the discipline/pedagogy</td>
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<tr>
<td>Published instructional materials</td>
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<tr>
<td>Presentations at academic/professional conferences</td>
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<tr>
<td>Documentation of work to advance pedagogical methods (analysis of course data, case studies, interviews, questionnaires)</td>
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<tr>
<td>Pursuit of advanced degrees, certifications, internships, fellowships impacting pedagogy</td>
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<tr>
<td>Active membership in professional organizations with emphasis on pedagogy</td>
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<tr>
<td>Other</td>
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</table>
## APPENDIX F: SCHOLARSHIP ASSESSMENT TOOL

<table>
<thead>
<tr>
<th>Scholarship of Discovery/Creation</th>
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</thead>
<tbody>
<tr>
<td>Performances/presentations, exhibitions/other creative activities</td>
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<tr>
<td>Ongoing/completed research projects</td>
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<tr>
<td>Ongoing/completed research working with students</td>
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<tr>
<td>Publications of reviews, articles, books, chapter, works in progress</td>
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<tr>
<td>Paper, poster, lecture presentations at other institutions / conventions / workshops/symposia</td>
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<tr>
<td>Procurement of external funding such as grants, donations, stipends</td>
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<tr>
<td>Other</td>
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</table>

<table>
<thead>
<tr>
<th>Scholarship of Application</th>
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<tbody>
<tr>
<td>Publication of articles, books, chapters or works in progress</td>
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</tr>
<tr>
<td>Presentations, papers, lectures, or poster sessions shared on campus/other institutions, conventions, workshops, symposia</td>
<td></td>
</tr>
<tr>
<td>Development of instructional materials shared with other educators</td>
<td></td>
</tr>
<tr>
<td>Pedagogical research performed and disseminated to peers</td>
<td></td>
</tr>
<tr>
<td>Writing published reviews</td>
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<tr>
<td>Referee or editor for professional publications</td>
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<tr>
<td>Serve as a reader for an academic press</td>
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<tr>
<td>Other</td>
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</tbody>
</table>
APPENDIX G: SERVICE ASSESSMENT TOOL

This tool may be used by faculty for self-assessment or by supervisors to assist in the scholarship evaluation process. Faculty members may place more emphasis in one category over another depending on the needs of the discipline and experience of the faculty member. There may be additional performance goals relative to a specific program, department, or school, as well additional performance goals relative to accrediting or regulatory entities for specific programs or departments. The formal evaluation process will not require evidence for each descriptor. Descriptors used to determine faculty effectiveness are the result of a collaborative effort requiring faculty self-evaluation and feedback from the Department Chair/School Dean.

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Supporting Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Citizenship</strong></td>
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<tr>
<td>Decision-Making processes/Maintaining and promoting shared governance</td>
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<tr>
<td>University Committees</td>
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<tr>
<td>Program/Department Committees</td>
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<tr>
<td>School Committees</td>
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<tr>
<td>Task Forces</td>
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<tr>
<td>Campus Discussions (Roundtables, Open Forums, etc.)</td>
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<tr>
<td><strong>Contributes to the collegiate well-being of the University</strong></td>
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<tr>
<td>Providing professional development</td>
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<tr>
<td>Sponsoring student clubs/organizations</td>
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<tr>
<td>Participate in recruiting or alumni efforts</td>
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<tr>
<td>Advising students</td>
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<tr>
<td>Mentoring another faculty member</td>
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<tr>
<td>Participate in activities enhancing the University image/reputation</td>
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<tr>
<td>Participate in activities to enhance public understanding of the University</td>
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<tr>
<td>Accreditation work/program or university</td>
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<td>Other</td>
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</table>
### APPENDIX G: SERVICE ASSESSMENT TOOL

#### Professional Service and Consultation/Collaboration

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Contributes to professional organizations appropriate for the discipline</td>
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<tr>
<td>Holding office in professional organizations</td>
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<tr>
<td>Serving on advisory boards for other institutions/general community</td>
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<tr>
<td>Organizing/facilitating competitions, symposia, continuing education related to the discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides expertise or service to business, industry, schools, community organizations, colleagues in other university programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultant work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project collaboration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

#### Public Service

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Media-related events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in events to promote public outreach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform or conduct community events or business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE VITA
Mary S. Jones

Appointed, August 1995
Associate Professor, since July 2002
Tenure, July 2000

EDUCATION
B.A. Central College 1988 (Math)
M.A. Northwestern University 1990 (Physics)
Ph.D. University of Missouri 1994 (Physics)

PROFESSIONAL EXPERIENCE
Missouri Southern State University Associate Professor 2002 –
Missouri Southern State University Assistant Professor 1995-2002
Crowder College Assistant Professor 1994-1995
University of Missouri Teaching Assistant 1990-1994

COURSES TAUGHT (Optional)
College Physics Phys 101
Electrical Circuits Phys 202
Quantum Mechanics Phys 310
History of Science Phys 325
College Chemistry Chem 100
Director, Various Independent Studies

TEACHING LOAD (may be omitted)

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phys 0100 College Physics 5</td>
<td>Phys 0100 College Physics 5</td>
</tr>
<tr>
<td>Chem 0100 College Chem. 4</td>
<td>Phys 0202 Electrical Circuits 3</td>
</tr>
<tr>
<td>Phys 0325 History of Science 3</td>
<td>Phys 0310 Quantum Mechanics 5</td>
</tr>
</tbody>
</table>

COLLEGE SERVICE (1)

<table>
<thead>
<tr>
<th>Service</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Personnel Committee (university)</td>
<td>2004-</td>
</tr>
<tr>
<td>Academic Policies (university)</td>
<td>2000-03</td>
</tr>
<tr>
<td>Faculty Senate (university)</td>
<td>1999-05</td>
</tr>
<tr>
<td>Head, Physics Department (department)</td>
<td>1995-99</td>
</tr>
<tr>
<td>Textbook Committee (department)</td>
<td>1996-98</td>
</tr>
<tr>
<td>Advisor, Physics Club (department)</td>
<td>1995—</td>
</tr>
</tbody>
</table>

(1) Cumulative or since last promotion. Note whether committees are departmental, school, or university and if you held office, name it.
PUBLICATIONS AND PRESENTATIONS (2)


RESEARCH (on-going)


PROFESSIONAL MEMBERSHIPS (current) (3)

American Physics Society (member)
Midwest Research Association (member)
Midwest Science Teaching Association (President, 1999)
International Astronomy Society (member)

HONORS AND AWARDS

National Science Foundation Research Grant 2000.

PUBLIC AND PROFESSIONAL SERVICE

Greater Ozarks Soccer Association Referees Association, 1998-Present.

(2) Cumulative. Note whether each journal is regional, national, or international. Format may vary with discipline.
(3) If you hold office, please name it.
## APPENDIX I: EVALUATION TIMELINE TABLE FOR PROBATIONARY TENURE-TRACK FACULTY

<table>
<thead>
<tr>
<th>Task</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Fifth Year</th>
<th>Sixth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor assigned</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty submits written self-evaluation</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Colleague appraisals (minimum of two)</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tenured faculty conference</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenured faculty conference summary written by Department Chair</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Formal evaluation by Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Conference/recommendation with Department Chair &amp; School Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Update tenure portfolio</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Formal evaluation by School Dean</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference/recommendation with Department Chair, Dean, &amp; VPAA/Provost</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio submitted for tenure application</td>
<td>X*</td>
<td><strong>X</strong></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department Chair recommendation for tenure</td>
<td>X*</td>
<td><strong>X</strong></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Dean recommendation for tenure</td>
<td>X*</td>
<td><strong>X</strong></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If awarded credit towards tenure upon appointment, faculty may be eligible to apply for tenure during the 4th year

**Probationary faculty hired after July 1, 2015 may apply for tenure during the 5th year

- Applies to all tenure-track probationary faculty, as applicable regarding the tenure timeline

- Applies to tenure-track probationary faculty hired on or after July 1, 2015
APPENDIX J: COLLEAGUE APPRAISAL FORM

COLLEAGUE APPRAISAL* FOR FACULTY EVALUATION

Faculty Member to be Evaluated: ____________________________________________

Department of Faculty Member: ___________________________________________

Colleague Evaluator: _____________________________________________________

Department of Evaluator: _________________________________________________

Time Period of Evaluation: _______________________________________________

Please provide in narrative form an evaluation of your colleague's work over the period indicated above in each of the College's three evaluation categories: Teaching/Job Performance, Scholarly/Creative Activity, and Service. Colleague appraisals should be taken into account as part of the formal evaluation process for all full-time faculty members and included within the Tenure Portfolio for probationary tenure-track faculty members. Depending on the type of faculty appointment, you may not need to complete all three evaluation category sections (teaching/job performance, scholarly/creative activity, service).

Please write your evaluation in three separate sections (as described below) and staple them together with this page as a cover sheet. In each section, state the reasons for the views you express and what evidence you used. For all categories, characterize the reference group you are using for comparison (School of Arts and Sciences faculty, other university faculty, etc.).

Thank you for your help!

PLEASE USE THIS PAGE AS YOUR COVER SHEET. Thank you!

I certify that the attached narrative represents my sincere evaluation of the work of my colleague over the period indicated above in each of the College's three evaluation categories: Teaching/Job Performance, Scholarly/Creative Activity, and Service.

__________________________________________  __________________________
(Evaluator Signature)                      (Date)
INSTRUCTIONS FOR WRITING THE NARRATIVE

SECTION ONE: Colleague Appraisal of Teaching Effectiveness/Job Performance

Please provide your appraisal of your colleague’s teaching effectiveness/job performance, including specific details of your evaluation process and evidence where applicable. For example, are your evaluation comments based on classroom observations, and if so how many visits? Have you inspected syllabi, examination questions, talked with students, etc.?

Please keep in mind that important aspects of effective teaching include, but are not limited to, knowledge of and enthusiasm for the subject matter; organization and currency of the material with pedagogy appropriate to the discipline; evidence of student learning outcomes and appropriate assessment; evidence of student participation; professional demeanor and interaction with students. You may find the Teaching Assessment Tool (see Appendix E) to be valuable in making your appraisal.

SECTION TWO: Colleague Appraisal of Scholarly/Creative Activity

Please provide your appraisal of your colleague’s scholarly/creative activity, including specific details of your evaluation process and evidence where applicable. For example, have you heard a professional presentation, read a research report, seen a public performance, etc.?

Please keep in mind that important aspects of professional achievements include, but are not limited to, research or creative work; publications and artistic or professional presentations; contributions to professional organizations; advanced study at other institutions; progress toward advanced degrees. You may find the Scholarship Assessment Tool (see Appendix F) to be valuable in making your appraisal.

SECTION THREE: Colleague Appraisal of Service

Please provide your appraisal of your colleague’s service, including specific details of your evaluation process and evidence where applicable. For example, have you served on a committee with the person being evaluated, observed advising sessions, etc.?

Please keep in mind that important aspects of service to the University include, but are not limited to, effective participation in faculty governance, including program/departmental, school and/or university committees; sponsorship of student activities and organizations; academic advising; faculty mentoring; assistance with the external relations work of the University. You may find the Service Assessment Tool (see Appendix G) to be valuable in making your appraisal.

APPENDIX K: CERTIFICATE OF ELIGIBILITY FOR PROMOTION

SECTION ONE: TO BE COMPLETED BY THE APPLICANT

Name: ___________________________  Current Rank: ___________________________

Date Current Rank Appointed: ___________________________

Degree (include discipline and additional graduate hours as applicable): ___________________________

Years of Experience: ___________________________

(Applicant Signature)  (Date)

SECTION TWO: TO BE COMPLETED BY THE DEPARTMENT CHAIR

For this applicant, the teaching/job performance, scholarly/creative activity, and service have been judged by the applicant’s supervisor as indicated (indicate all years as applicable since the last promotion):

<table>
<thead>
<tr>
<th>Year</th>
<th>Teaching/Job Performance</th>
<th>Scholarly/Creative Activity</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation Rating</td>
<td>Evaluation Rating</td>
<td>Evaluation Rating</td>
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</tbody>
</table>

*Cumulative evaluation ratings must be assigned for Scholarly/Creative Activity and Service categories.

In my opinion, this applicant  DOES / DOES NOT  (circle one) meet minimum criteria for promotion.

(Department Chair/Director Signature)  (Date)

SECTION THREE: TO BE COMPLETED BY THE SCHOOL DEAN (if applicable)

☐ I verify that this applicant meets the minimum criteria in degree credentials, evaluation ratings, and years of service for eligibility for promotion and rank advancement.

☐ I cannot verify that this applicant meets the minimum criteria in degree credentials, evaluation ratings, and years of service for eligibility for promotion and rank advancement.

(School Dean Signature)  (Date)
APPENDIX L: STATEMENT OF CORE VALUES OF ACADEMIC ADVISING*

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

- Regular student contact through in-person appointments, mail, telephone, E-mail, or other computer-mediated systems helps advisors gain meaningful insights into students’ diverse academic, social, and personal experiences and needs. Advisors use these insights to assist students as they transition to new academic and social communities, develop sound academic and career goals, and ultimately, become successful learners.

- Advisors recognize and respect that students' diverse backgrounds are comprised of their ethnic and racial heritage, age, gender, sexual orientation, and religion, as well as their physical, learning, and psychological abilities. Advisors help students develop and reinforce realistic self-perceptions and help them use this information in mapping out their futures.

- Advisors introduce and assist students with their transitions to the academic world by helping them see value in the learning process, gain perspective on the college experience, become more responsible and accountable, set priorities and evaluate their progress, and uphold honesty with themselves and others about their successes and limitations.

- Advisors encourage self-reliance and support students as they strive to make informed and responsible decisions, set realistic goals, and develop lifelong learning and self-management skills.

- Advisors respect students' rights to their individual beliefs and opinions.

- Advisors guide and teach students to understand and apply classroom concepts to everyday life.

- Advisors help students establish realistic goals and objectives and encourage them to be responsible for their own progress and success.

- Advisors seek to understand and modify barriers to student progress, identify ineffective and inefficient policies and procedures, and work to affect change.

- Advisors recognize the changing nature of the college and university environment and diversity within the student body. They acknowledge the changing communication technologies used by students and the resulting new learning environments. They are sensitive to the responsibilities and pressures placed on students to balance course loads, financial and family issues, and interpersonal demands.

- Advisors are knowledgeable and sensitive regarding national, regional, local, and institutional policies and procedures, particularly those governing matters that address harassment, use of technology, personal relationships with students, privacy of student information, and equal opportunity.

- Advisors respect student confidentiality rights regarding personal information. Advisors practice with an understanding of the institution's interpretation of applicable laws such as the Federal Educational Rights and Privacy Act (FERPA).

- Advisors seek access to and use student information only when the information is relevant to the advising process. Advisors enter or change information on students' records only with appropriate institutional authorization to do so.

- Advisors document advising contacts adequately to meet institutional disclosure guidelines and aid in subsequent advising interactions.

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

- Academic advisors must develop relationships with personnel critical to student success including those in such diverse areas as admissions, orientation, instruction, financial aid, housing, health services, athletics, academic departments, and the registrar's office. They also must establish relationships with

---

* Excerpt from Statement of Core Values of Academic Advising, National Academic Advising Association
those who can attend to specific physical and educational needs of students, such as personnel in
disability services, tutoring, psychological counseling, international study, and career development.
Advisors must also direct students, as needed, to experts who specialize in credit transfers, co-curricular
programs, and graduation clearance.

Core Value 3: Advisors are responsible to their institutions.

- Advisors keep those not directly involved in the advising process informed and aware of the importance
  of academic advising in students' lives. They articulate the need for administrative support of advising
  and related activities.
- Advisors increase their collective professional strength by constructively and respectfully sharing their
  advising philosophies and techniques with colleagues.
- Advisors respect the opinions of their colleagues; remain neutral when students make comments or
  express opinions about other faculty or staff; are nonjudgmental about academic programs; and do not
  impose their personal agendas on students.
- Advisors encourage the use of models for the optimal delivery of academic advising programs within
  their institutions

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

- Advisors accept that one goal of education is to introduce students to the world of ideas in an environment
  of academic freedom. Advisors demonstrate appreciation for academic freedom.
- Advisors base their work with students on the most relevant theoretical perspectives and practices drawn
  from the fields of social sciences, the humanities, and education.
- Advisors advocate for student educational achievement to the highest attainable standards and support
  student goals as they uphold the educational mission of the institution.
- Advisors advocate for the creation, enhancement, and strengthening of programs and services that
  recognize and meet student academic needs.

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

- Many institutions recognize the importance of integrating classroom learning with community experience,
  study abroad, and programs that bridge the gap between the academic and off-campus environments.
  Where such programs exist, advisors help students understand the relationship between the institution and
  local, regional, national, and international communities.
- Advisors advocate for students who desire to include study abroad or community service learning into
  their co-curricular college experience, and they make appropriate referrals to enable students to achieve
  these goals.
- Advisors understand the intricacies of transfer between institutions and make appropriate referrals to
  enable students to achieve their goals.

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

- Advisors seek opportunities to grow professionally. They identify appropriate workshops, classes,
  literature, research publications, and groups, both inside and outside the institution, that can keep their
  interest high, hone professional skills, and advance expertise within specific areas of interest.
- Advisors recognize that research topics are embedded in academic advising practice and theory. Advisors
  engage in research and publication related to advising as well as in areas allied with their training and
  disciplinary backgrounds. Advisors' research agendas safeguard privacy and provide for the humane
  treatment of subjects.
APPENDIX M: FACULTY MENTOR CHECKLIST

Faculty mentors and mentored faculty should meet at least twice a semester (or four times a year). Provide documentation of these meetings as indicated.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Date</th>
<th>Location</th>
<th>Discussion Topics, Goals, Achievements, Areas for improvement, Areas where assistance is requested</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Date</th>
<th>Location</th>
<th>Discussion Topics, Goals, Achievements, Areas for improvement, Areas where assistance is requested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

This optional checklist is designed to facilitate the collaborative nature of the mentoring relationship. The faculty mentor and/or mentee may use this tool to organize discussion as well as reflection of goals, achievements, areas for improvement, and areas where assistance is requested. Some topics may not be appropriate for every faculty member.

- [ ] Effective instruction (content, currency, goals, objectives, learning outcomes, assessment, etc.)
- [ ] Classroom management (organization, effective use of time, etc.)
- [ ] Academic advising (degree requirements, academic petitions, graduation applications, enrollment/registration, etc.)
- [ ] Student support (tutoring, counseling, testing, etc.)
- [ ] Scholarly/Creative activity (appropriate for the discipline, types of scholarship, etc.)
- [ ] Service (departmental/program, university, and community levels)
- [ ] Evaluation process (self-evaluation, colleague appraisals, student evaluations, assessment tools, timeline)
- [ ] Tenure (tenure portfolio, criteria, expectations of tenure, timeline, etc.)
- [ ] Promotion (promotion materials, expectations of promotion, criteria, timeline, etc.)
- [ ] Institutional academic procedures (grade submissions, LioNet, Lion Alert, examination schedule, etc.)
APPENDIX N: COURSE INFORMATION AND OUTLINE

COURSE INFORMATION AND OUTLINE
(SAMPLE)

SCHEDULE INFORMATION

Course: Biology 331, Comparative Vertebrate Anatomy

Credit hours: 5

Time: Lecture: 10:00-10:50 Monday, Wednesday
         Lab: 10:00-12:50 Tuesday, Thursday

Location: Lecture - RH132; Lab - RH 132

Course Home Page: http://mssu.blackboard.com

Instructor: Jane Doe, Ph.D.

Office: RH 320

Phone: 417-625-9999

E-mail: doe-j@mssu.edu

Office Hours: 11:00-11:50 Monday, Wednesday, Friday
              14:00-15:50 Monday – Thursday
              Other times by appointment. I strive to respond to email and phone messages by the
              next school day

COURSE DESCRIPTION

A fundamental course designed to enhance your understanding and appreciation of the structure and
adaptations of vertebrates. Emphasis is on evolution, adaptation, and the relationship between structure
and function. Prerequisites are Bio 101 or 121, and Bio 122.

COURSE OBJECTIVES

1. To compare and contrast the anatomy of representative chordates.

2. To develop a deeper understanding and appreciation of the relationship between structure and
function.

3. To develop observational skills, manual dexterity, and to learn how to dissect.

TEXTS, LAB MANUALS, AND SUPPLIES

Boston, MA. 524 pp. ISBN 0-07-303869-5 [Rental Text]


Reading from other sources may be assigned.
GRADES

Your performance will be evaluated from four lecture, five laboratory examinations, and special assignments such as graded dissections and reading assignments. The final lecture exam is comprehensive.

The last day to withdraw from a class with a “W” is November 2nd. The last day to withdraw from all classes with “W’s” is December 3rd.

The following is a detailed description of the grading system:

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 lecture exams @ 75 points</td>
<td>225</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td>5 lab exams @ 100 points</td>
<td>500</td>
</tr>
<tr>
<td>Special assignments, etc.</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>900</strong></td>
</tr>
</tbody>
</table>

Letter grades are assigned as follows:

- **A (90%)** 810–900
- **B (80%)** 720–809
- **C (70%)** 630–719
- **D (60%)** 540–629
- **F (<60%)** <540

ADDITIONAL COURSE POLICIES

You may wish to include any policies you have for attendance, cell phone use, plagiarism, etc.

LECTURE AND LABORATORY OUTLINE

You may wish to include a general or detailed schedule of course topics, assignments, test dates, due dates, etc.

ACADEMIC INTEGRITY STATEMENT

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university’s Academic Integrity Policy, published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in the course affirms a student’s acceptance of the university policy.

ADA STATEMENT

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or the Disabilities Coordinator at the Student Success Center (659-3725) or Hearnes 301.
APPENDIX O: REQUEST FOR ACCOMMODATION FOR RELIGIOUS OBSERVATIONS

A reasonable religious accommodation is a change in the academic course or program of study or in the way tasks or responsibilities are customarily done that enables a student to participate in his/her religious practice or belief without undue hardship on the conduct of the University’s business or operation. This form should be submitted by the end of the third week of class in a full semester or by the end of the second week of class for a part-term semester to request accommodations for absences due to regular religious observances. For accommodations pertaining to particular course assignments, this form should be submitted as soon as an objection has risen. Please use additional paper if necessary.

SECTION ONE: TO BE COMPLETED BY THE STUDENT

Name of Student Requesting Accommodation: 

Student Contact Information: (phone)  (email) 

Instructor Name: 

Course Number and Name: 

What specific religious accommodation do you request? 

If the request pertains to an assignment, describe specifically how the assignment is in violation of your religious beliefs. 

Please Note: In some cases, Missouri Southern State University will need to obtain documentation or other authority regarding your religious practice or belief. We may need to discuss the nature of your religious belief(s), practice(s) and accommodation with a representative, of the University’s choice, of your religion (if applicable) or religious scholars to address your request for an accommodation.

I verify that the above information is complete and accurate to the best of my knowledge and I understand that any intentional misrepresentation contained in this request may result in disciplinary action.

Student Signature: ___________________________ Date: ______________

Please submit this form to your instructor.

SECTION TWO: TO BE COMPLETED BY INSTRUCTOR

Date Accommodation Request Received: ____________________________

☐ I can make an accommodation. The specific accommodation is ____________________________________________

☐ I cannot make an accommodation. Please state clearly your reasons for not making an accommodation. ______

Instructor Signature ___________________________ Date: ______________

Return a copy of this completed form back to the student. Retain a copy for your records. (Instructors must meet with a student within three business days upon receiving a request for religious accommodation.)

Students may appeal an accommodation decision with the Department Chair and/or the Dean of Student Affairs.
APPENDIX P: INTERNET RELEASE FORM

If coursework requires a student to create a webpage, participate in online activities that are public, or that make available to the public student work containing personal identification of the student, then the instructor must obtain signed consent from the student. Any personal student information must be provided by the student. These statements do not apply to student information that may be used and contained within the University-supported learning management system, Blackboard. This form is not a substitute for any waiver for student information pertaining to FERPA.

Please have the student complete this form and retain for your files.

Instructor: ___________________________________________

Course Number and Name: ___________________________________________

☐ I give permission for the personal information indicated below to be used in a public manner related to the specific course above.

Personal Information That Can Be Used: ___________________________________________

_________________________________________________________________________

_________________________________________________________________________

☐ I do not give permission for any personal information to be used in a public manner related to the specific course above. I understand that there is no penalty for declining to participate and alternative assignments will be provided by the instructor.

Student Signature: __________________________ Date: __________

Student’s Printed Name: __________________________ SID#: __________

Instructor Signature: __________________________ Date: __________
APPENDIX Q: AUTHORIZATION FOR LETTER OF RECOMMENDATION

______________________________  ________________________________
Student Name (print)     Student ID Number

I give permission for ______________________________ to write a letter of recommendation
(print name of employee)
on my behalf and for this letter to include any educational and academic information deemed necessary to
complete the letter.

Release to:  Name or Business Name_______________________________________________________

If mailing or faxing directly to the above named person or business:

Address________________________________________________________________________

Fax Number____________________________________________________________________

I    WAIVE      DO NOT WAIVE
(please circle one)

my right to review a copy of this letter at any time in the future.

I further agree that if I currently have a Privacy Request invoked, I am granting an exception to the request for
this reference letter.

______________________________  ________________________________
Student Signature     Date

This authorization will remain on file in the department office no longer than one year from date of letter.

Office Information Only

Personal observations about the student are acceptable comments that can be included in the
recommendation without the student’s written permission.

Recommendation letters that list non-directory information about the student (grades, GPA, etc) must be
authorized by the student. The following information is required by FERPA regulations:

1. Specify the records to be disclosed (stated in general terms above)
2. State the purpose of the disclosure (Letter of Recommendation)
3. Identify the parties to whom the disclosure is to be made

Please attach a copy of the reference letter and forward both documents to the department office. Instructor
should keep a copy also.

Revised/Approved Academic Affairs 2010; Sample Form.
APPENDIX R: COMMON COPYRIGHT SCENARIOS

A. Common Scenarios – Printed Materials*

**Journal Article for Classroom Use**

**SCENARIO 1:** A professor copies one article from a periodical for distribution to the class.

**FAIR USE?** Yes. Distribution of multiple copies for classroom use is fair use. However, the repeated use of a copyrighted work, from term-to-term, requires more scrutiny in a fair use evaluation. Repeated use, as well as a large class size, may weigh against fair use.

**Posting Copyrighted Article to Web Page**

**SCENARIO 2:** A professor has posted his class notes on a web page available to the public. He wants to scan an article from a copyrighted journal and add it to his web page.

**FAIR USE?** No, if access is open to the public, then this use is probably not a fair use. No exclusively educational purpose can be guaranteed by putting the article on the web, and such conduct would arguably violate the copyright holder's right of public distribution. If access to the web page is restricted, then it is more likely to be fair use.

**Coursepacks**

**SCENARIO 3:** A professor copies excerpts of documents, including copyrighted textbooks and journals, from various sources. The professor plans to distribute the materials to his class as a coursepack.

**FAIR USE?** Generally speaking, you need to obtain permission before reproducing copyrighted materials for an academic coursepack. It's the instructor's obligation to obtain clearance for materials used in class. Instructors typically delegate this task to one of the following: clearance services, university bookstores or copy shops, or Department administration.

**Textbooks**

**SCENARIO 5:** A professor wishes to use a textbook he considers to be too expensive. He makes copies of the book for the class.

**FAIR USE?** No. Although the use is educational, the professor is using the entire work, and by providing copies of the entire book to his students, he has affected the market. This conduct clearly interferes with the marketing monopoly of the copyright owner. The professor should place a copy on reserve or require the students to purchase the book.

**SCENARIO 6:** A professor decides to make three copies of a textbook and place them on reserve in the library for the class.

**FAIR USE?** No. This conduct still interferes with the marketing monopoly of the copyright owner. The professor may place a purchased copy of the textbook, not the copies, on reserve.

**Public Domain Materials**

**SCENARIO 7:** A teacher copies a Shakespearian play from a copyrighted anthology.

**FAIR USE?** Yes. The play is in the public domain and not subject to copyright protection.

*Reference: [http://libguides.mssu.edu/copyright/fairuse/printedmaterials](http://libguides.mssu.edu/copyright/fairuse/printedmaterials)*
Unpublished Letters

**SCENARIO 8:** A professor of psychology desires to edit and publish a collection of unpublished letters in the library archives.

**FAIR USE?** The answer to this scenario requires further information. Has the copyright protection expired? Are the letters subject to any agreement the library made with the donor? Can the author or authors of the letters be located? Is the library agreeable to publication? This is the type of problem that requires a detailed legal and factual analysis.

Journal Article for Personal Use

**SCENARIO 9:** A professor wishes to make a copy of an article from a copyrighted periodical for her files to use later.

**FAIR USE?** Yes. This is a classic example of personal fair use so long as the professor uses the article for her personal files and reference.

Out-of-Print-Book

**SCENARIO 10:** A library has a book that is out of print and unavailable. The book is an important one in the professor's field that she needs for her research. The professor would like to copy the book for her files.

**FAIR USE?** Yes. This is another example of personal use. If one engages in the fair use analysis, one finds that: (1) the purpose of the use is educational versus commercial; (2) the professor is using the book, a creative work, for research purposes; (3) copying the entire book would normally exceed the bounds of fair use, however, since the book is out of print and no longer available from any other source, the copying is acceptable; (4) finally, the copying will have no impact on the market for the book because the book is no longer available from any other source.

**SCENARIO 11:** Using the same facts as explained in SCENARIO 10 could the professor copy the book and place the book on reserve in the library? Could the professor scan the book into her computer and place the book onto the World Wide Web?

**FAIR USE?** If the professor placed the book on reserve in the library, the use would be considered a fair use. However, if the professor placed the book on the Web, then the use is not a fair use. Placement on the Web allows unlimited access to the book. This would affect the copyright holder's public distribution of the book.

B. Common Scenarios - Video Recordings (VHS Cassette Tapes, DVDs)*

**Showing a Videotape for Classroom Instruction**

**SCENARIO 12:** A teacher wishes to show a copyrighted motion picture to her class for instructional purposes.

**FAIR USE?** Yes, since it is for classroom instruction and no admission fee is charged. Tuition and course fees do not constitute admission fees.

**Copying a Videotape for Classroom Instruction**

**SCENARIO 13:** A teacher makes a copy of the videotape described in SCENARIO 12 for a colleague to show in her class at the same time.

**FAIR USE?** No. The teacher may lend her personal copy of the videotape to a colleague for this purpose.

* Reference: [http://libguides.mssu.edu/copyright/fairuse/videorecordings](http://libguides.mssu.edu/copyright/fairuse/videorecordings)
Renting a Videotape That Is in the Public Domain for Non-classroom Use

SCENARIO 14: A professor wishes to raise funds for a scholarship. She rents a videocassette of a motion picture on which the copyright has expired and charges admission fees.
FAIR USE? Yes. The copyright of the motion picture has expired, which places the motion picture in the public domain.

Renting a Videotape That Is Copyright-Protected for Non-classroom Use

SCENARIO 15: The facts are the same as those in SCENARIO 14 except that the movie is protected by copyright.
FAIR USE? No, because it infringes the copyright owner's right to market the work.

C. Common Scenarios - Multimedia Projects*

Classroom Presentation

SCENARIO 16: A teacher or student prepares and gives a presentation that displays photographs. Permission was not obtained to use the photographs.
FAIR USE? Yes. The copyright fair use provision explicitly provides for classroom use of copyrighted material. Instructors and students may perform and display their own educational projects or presentations for instruction.

Electronic Transmission or Broadcast of Classroom Presentation

What if the presentation incorporating the photographs discussed in SCENARIO 16 is broadcast to a distant classroom?
FAIR USE? Yes. This use would be considered fair use, as long as the presentation is broadcast for remote instruction.

Broadcast of Classroom Presentation to Home or Office

What if the presentation discussed in SCENARIO 16 is broadcast to students at their homes or offices?
FAIR USE? Yes. This use would be considered fair use if the individuals are enrolled in a course and viewing the presentation for purposes of criticism, comment, teaching or instruction, scholarship, or research.

Videotaping of Classroom Presentation

What if the teacher's or student's presentation explained in SCENARIO 16 is videotaped?
FAIR USE? Yes. This use would be considered fair use, if the videotape is used for educational purposes such as student review or if the videotape is for instruction.

Broadcast of Videotaped Classroom Presentation

What if the SCENARIO 16 presentation incorporating the photographs is videotaped and rebroadcast? Is this a fair use?
FAIR USE? Yes. The use of the photographs is fair use as long as the presentation is videotaped and rebroadcast only for instruction.

* Reference: http://libguides.mssu.edu/copyright/fairuse-multimedia
Incorporation of Photographs in an Electronic Presentation (Excluding the Internet)

What if the SCENARIO 16 presentation is included in an electronic presentation such as Microsoft's PowerPoint?

**FAIR USE?** Yes. This should be considered fair use as long as the electronic presentation is for educational or instructional use.

Making Changes to Photographs

What if the student or teacher were to change the attributes of the pictures discussed in SCENARIO 16?

**FAIR USE?** Yes. This would be considered fair use for education, comment, criticism, or parody. One must inform the audience that changes were made to the photographer's copyrighted work.

Use of Copyrighted Music

**SCENARIO 17:** A teacher or student creates a presentation and incorporates copyrighted music into the background. Assume that permission was not obtained to use the music for the presentation. Can the music be included in the teacher's or student's initial presentation?

**FAIR USE?** Yes. This is fair use if instruction is occurring.

Use of Music Over Two-Way Interactive Video (GSAMS)

(Same facts as SCENARIO 17): The presentation is broadcast to a distant classroom using two-way interactive video (GSAMS).

**FAIR USE?** Yes. The use of interactive video for educational instruction is considered a fair use.

Use of Music in Videotaped Classroom Presentation

What if the teacher's or student's presentation described in SCENARIO 17 is videotaped?

**FAIR USE?** Yes. This is fair use if instruction is occurring.

Use of Music in Broadcast of Videotaped Classroom Presentation

What if the SCENARIO 17 presentation is videotaped and rebroadcast?

**FAIR USE?** The answer is not clear. If instruction is occurring and there are no admission charges to the rebroadcast, the presumption is that it may be fair use. Tuition and course fees do not constitute admission fees.

Use of Music in an Electronic Presentation (Excluding the Internet)

What if the SCENARIO 17 presentation is included in an electronic presentation (excluding the Internet)?

**FAIR USE?** Yes. This is fair use if instruction is occurring.

Use of Music as Content in a Classroom Presentation

**SCENARIO 18:** A professor teaches an opera course, and the professor creates a presentation. The presentation contains the works of ten contemporary artists and is presented to a new class every semester.

**FAIR USE?** Yes, as long as the use of the presentation continues to be for instruction.

Use of Music in Classroom Presentations on the Internet

The opera classroom presentation (SCENARIO 18) or the presentation containing background music (SCENARIO 17) is placed on the Internet?

**FAIR USE?** Yes, so long as access is restricted, e.g., by use of a password or PIN or other means.
D. Common Scenarios - Distance Education*

Learning Management System - Blackboard

SCENARIO 19: An instructor downloads an ebook from a library subscribed collection and wants to upload the ebook to his Blackboard course site.

FAIR USE? It would depend on the user agreement the library signed with the vendor providing the ebooks. To be safe, the instructor should place a link to the ebook in the course site and not upload the entire book.

SCENARIO 20: Instructor wishes to place the full-text articles he downloaded from a library subscribed database to his Blackboard course site for use by the students enrolled in that class only.

FAIR USE? As with the ebook situation, some vendor agreements would not consider this fair use, but the instructor could place a link to the article(s) that requires the students to access the article(s) independently via the subscription database.

Videotape of Telecourse

SCENARIO 21: Institution A creates a telecourse. The course contains copyrighted text, video, audio, and photographs relevant to the class. If Institution A did not obtain permission to use the copyrighted materials, can Institution A show the videotape of the telecourse to students who have signed up for a telecourse at Institution A?

FAIR USE? Yes. Most experts believe that showing the videotape to students enrolled in the telecourse is a fair use.

Videotape of Telecourse Shown at Other Institutions

Assume same facts as in SCENARIO 21. If Institution A did not obtain permission to use the copyrighted materials, can students at Institution B enroll and receive credit for the course at Institution B?

FAIR USE? Yes. Most experts believe that showing the videotape to students enrolled in the telecourse is a fair use.

Telecourse via the Internet

Assume same facts as in SCENARIO 21. What if the telecourse is transmitted via the Internet?

FAIR USE? If the telecourse is broadcast and there is open access, the audience is no longer clearly defined. A rebroadcast over the Internet to a global audience is probably not a fair use. A restricted broadcast of the telecourse is a fair use.

Remote Access of Searchable Database via the Internet

SCENARIO 22: A faculty member at Institution C creates a searchable database of copyrighted materials. The database is used as a part of a distance learning course and is available on the institution's webserver. Students enrolled in the course access the course materials from home, work, and other areas that are not traditional classrooms. Access to the database is controlled and available only to students enrolled in the class. The faculty member did not obtain permission to use the copyrighted materials.

FAIR USE? Yes. So long as the materials are being accessed for educational instruction and access remains controlled.

* Reference: http://libguides.mssu.edu/copyright/fairuse/distanceeducation
Student Project for Distribution on the Internet

SCENARIO 23: A student is taking a distance learning class in which the instructor has required that a particular assignment be created for unlimited distribution on the web. A student includes an audio segment of copyrighted music (video, news broadcast, non-dramatic literary work).

FAIR USE? No. Since the teacher specifically stated that the project is being created for distribution over the web, this is not a fair use of any of the listed copyrighted materials and permission should be obtained.

Student Project on the Internet with Restricted Access

Same facts as SCENARIO 23, however, access to each student's Web page will be restricted to other students in the class.

FAIR USE? Yes.

Use of Commercial Videotape/DVD

SCENARIO 24: An instructor is teaching a class delivered on cable television or via two-way interactive video (GSAMS), and she uses a commercial videotape (either in its entirely or a portion), which is sold for instructional purposes, during a class to illustrate a concept covered in the discussion.

FAIR USE? Yes. She is using a commercial video for its intended purpose. Moreover, it is being used to illustrate a concept connected with the class discussion.

Same facts as SCENARIO 24, but the class is distributed over the Internet.

FAIR USE? This is a fair use only if access over the Internet is restricted (i.e. content management system such as Blackboard).

Same facts as SCENARIO 24, but the videotape is not "educational" in orientation.

FAIR USE? Distribution over two-way interactive video or cable television controlled by the institution would be fair use, as would restricted distribution over the Internet. Unrestricted distribution over the Internet is not a fair use.

Taping On-Air Programming

SCENARIO 25: A faculty member records a segment from a television program. The segment will be shown in a GSAMS class the following day. The remote sites will record the class in the event of technical difficulties.

FAIR USE? Yes.

Retention of Tape of On-Air Programming

Assume there are technical difficulties in SCENARIO 25 and the remote sites replay the tape containing the program segment.

FAIR USE? Yes. The use is for instructional purposes.

Retention of Videotape of Copyrighted Material

SCENARIO 26: Institution E records a two-way interactive video (GSAMS) class that contains copyrighted works. The tapes are kept for the entire quarter to serve as review for students who may have missed a class or as backup in the event of technical difficulties. At the end of the term, the tapes are erased.

FAIR USE? Yes.
Use of a Videotape of a GSAMS Class Containing Copyrighted Material

What if the professor who conducted the class in SCENARIO 26 decides to show the tape to her continuing education class (or to a community group)?

FAIR USE? Continuing Education class, Yes. Showing the tapes to her continuing education class is fair use if she is using the material for educational purposes and no admission fee is charged. Showing the tape to a community group may or may not be a fair use. The fact that the user of the tapes is a professor does not make the showing of the tape to a community group an educational use. One would need to conduct a fair use analysis.

Rebroadcast of a Videotape of a Two-Way Interactive Video (GSAMS) Class Containing Copyrighted Material

SCENARIO 27: Institution E records a two-way interactive video class that contains copyrighted text, video, audio, and photographs that are relevant to the class. Institution E rebroadcasts the videotape to a class at Institution F.

FAIR USE? Yes. It is fair use since instruction is occurring.

E. Common Scenarios - Electronic Course Reserves*

Placing a Book Chapter on the Library's Electronic Reserves

SCENARIO 26: A professor wants to add a book chapter to the library's electronic reserve system.

FAIR USE? Yes. The chapter may be added if access to the system is limited to students enrolled in the class.

Retention of Book Chapters on Electronic Reserve

SCENARIO 27: The professor in SCENARIO 26 will be teaching the same course for three successive terms. She wants to leave a book chapter on the electronic reserve system for this period of time.

FAIR USE? Yes. The use is fair if access is limited to students and the work is out of print and not readily available. However, if the book is currently in print, then a fair use analysis using the four fair use factors is required.

* Reference: http://libguides.mssu.edu/copyright/fairuse/reserves