

IV. FACULTY

Faculty Bill of Rights

These regulations are designed to enable Mount Mary University to protect academic freedom, tenure, and the requirements of academic due process in those situations where applicable. The principles implicit in these regulations are for the benefit of all who are involved with or are affected by the policies and programs of the University. In the words of the United States Supreme Court:

(institutions) and teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding; otherwise our civilization will stagnate and die.

Academic Freedom

Institutions of higher education are conducted for the common good, and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies both to teaching and research. Freedom in its teaching aspect is fundamental for the protection of the teacher in teaching, and of the student to freedom in learning; freedom in research is fundamental to the advancement of truth. In all cases, such freedom carries with it duties correlative with rights.

1. **Institutions**

The teacher is entitled to freedom in conducting classes, but in the exposition of material should refrain from introducing controversial matter that has no relation to the subject.

2. **Research**

The teacher is entitled to freedom in research and in the publication of the results, subject to adequate performance of other academic duties. Research for pecuniary return should be based upon an understanding with the authorities of Mount Mary University.

3. **Extracurricular Duties**

The teacher is entitled to freedom in the performance of extracurricular duties. Although faculty members expect as a matter of course to serve in student advising, on committees, with professional societies, and in certain administrative capacities, too heavy a commitment in any of these areas, will, of course, impair the effectiveness of the faculty member as a teacher and scholar. No universally applicable rule can be advanced here. However, those responsible for individual assignments or requesting additional services should consider an appropriate and equitable reduction of workload based on an objective estimate of the hours that further additional duties require.

4. **Community**

As a member of a community, a faculty member is entitled to freedom as a citizen, with the rights and obligations of any citizen. One must measure the urgency of these obligations in the light of responsibilities to subject matter, students, profession, and Mount Mary

University. Speaking or acting as a private citizen, one may not present oneself as speaking or acting for Mount Mary University, nor create the impression of so doing.

5. **Violations**

- a. If the administration of Mount Mary University thinks that academic freedom has been seriously abused, it may proceed to file charges set forth in this chapter (*Academic Tenure—Termination of Appointment by Mount Mary University*).
- b. If a member or members of the Mount Mary University faculty think that academic freedom has been seriously abused, grievance procedures may be initiated as set forth in chapter on committees see *Grievance Committee and Procedures*.

Academic Tenure

Tenure is a means to certain ends; specifically, academic freedom as set forth in this chapter, and a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

Statement of Terms and Appointments

1. The terms and conditions of every appointment to the faculty will be stated or confirmed in writing, and a copy of the appointment document will be supplied to the faculty member.
2. The University will notify tenured and probationary faculty members of the terms and conditions of their renewals by March 1.
3. All full-time appointments are of three kinds:
 - temporary appointments
 - probationary appointments
 - appointments with continuous tenure.
4. Part-time appointments include
 - adjunct temporary
 - pro-rated temporary
 - semi-retirement with continuous tenure
 - visiting artist.

Faculty Appointments

1. **Temporary Appointments.** These appointments (which may be part-time or full-time) may be for any stated period of time and are not probationary, i.e., they are non-tenure track appointments. These positions are contingent on the needs of a department on a short-term basis, such as student enrollment fluctuations, and do not support the conditions of probationary appointments.

If there is any need to continue the arrangement for a full time temporary position beyond a two-year period, the chair must present the recommendation to the administration for review.

The President or the Vice President for Academic and Student Affairs has the option to move a full-time temporary appointment to a tenure-track position if circumstances necessitate. Time spent in the temporary track can be credited toward tenure at the discretion of the administration. (This parallels the option to credit a probationary appointment with full-time service at another institution.) Service does not need to be continuous.

2. **Probationary Appointments.** The total period of full-time service at Mount Mary prior to the acquisition of continuous tenure will not exceed seven years. These seven years include full-time service in the rank of instructor (for a maximum of three years) or higher and need not be continuous. They may, at the discretion of the President or the Vice President for Academic and Student Affairs, include full-time service at other institutions of higher learning. Summer school is excluded.

Notice of intention not to reappoint an untenured faculty member with a probationary appointment is to be given in writing during the academic year in which the appointment expires, not later than March 1 for a beginning faculty member (first year on the faculty) or December 1 for faculty who have been teaching more than one year.

- Tenure is not awarded solely on length of service. Faculty members must successfully complete the application process in order to obtain tenure. The institution will exercise its responsibility to assure that the tenure process is followed.
- Regarding previous experience that cannot be classified as teaching experience, the President and the Vice President for Academic and Student Affairs shall determine the time to be credited toward tenure.
- Time spent on personal leave of absence shall not normally be credited toward attaining tenure.
- Applicants must have the rank of Assistant Professor or higher.
- An applicant must meet the criteria for items relating to teaching performance, university and community service, and professional growth at the rank of Assistant Professor or higher in order to be tenured
- The granting of tenure is not tied to gaining promotion to the rank of Associate Professor.

3. **Appointments with Continuous Tenure**

- Once acquired, tenure as a faculty member is retained regardless of promotion to a higher rank or appointment to an administrative position.
- All tenured faculty must participate in post-tenure review.

4. **Semi-Retirement Option for Full-time Tenured Faculty.** Semi-retirement options are available to tenured faculty who have been employed full-time at Mount Mary for a minimum of 10 years prior to making a request for semi-retirement status. This policy provides an opportunity for faculty to serve in a reduced workload capacity with pro-rated compensation based on full-time salary.

Objective:

- To offer faculty members the opportunity to elect semi-retirement
- To assure a reasonable take-home pay for faculty members who have served the University on a full-time basis for at least ten (10) years.
- To plan for the hiring of new faculty to replace those who choose semi-retirement.
- To create the conditions for both effective mentoring of new faculty and planned change.

Options:

(Faculty should consult with Human Resources regarding the availability of benefits under each option.)

- 3/4 time (18 credits) and benefits
- 1/2 time (12 credits) and benefits.
- 1/4 time (6 credits) and benefits

Program Requirements:

- Semi-retirement status will be limited to two years.*
- After a faculty member has selected a semi-retirement option, return to full-time status will only happen at the explicit request of the President.
- After a faculty member has moved to a lower proportion--say 1/2 time--return to a higher proportion will only happen at the explicit request of the President.
- Obligations other than teaching—such as university, departmental and committee service, student advising, etc.—will be worked out proportionately.
- Issues regarding the application of other policies, such as leave of absence, will be dealt with on an individual basis.

*Exceptions to the two-year limit will be made only at the invitation of the President in consultation with the Vice President for Academic and Student Affairs and the relevant School Dean and Department chair

s. Any exception will be dependent upon the needs of the University.

Emerita/Emeritus Status

Emerita/us status is awarded by the University to a select group of retiring or retired faculty who have distinguished themselves through their teaching, service, and scholarship.

Eligibility

Emerita/us status will be granted to full-time faculty who have reached the rank of Associate or Full Professor and have been teaching at the University for at least 15 years. Semi-retired faculty are eligible if they have taught full time for at least 15 years. This status is given to faculty who have made significant contributions to the mission of the University, especially to the education of students. Through their lives and leadership they have demonstrated their strong, continuous commitment to the general welfare of the academic community.

Nominations

Nominations of faculty for Emerita/us awards may come from a peer, a group of peers, or the person who is retiring. Nominations should include a brief explanation of how the person fulfills the above mentioned criteria. The faculty member's curriculum vitae should also be included. Nominations may be made during the faculty member's final year at the University until one year after the retirement.

Nominations should be sent to the Vice President for Academic and Student Affairs by November 1st. The Vice President for Academic and Student Affairs will take the nomination to the Promotion and Tenure Committee for consultation and a recommendation. The recommendations from the Promotion and Tenure committee and the Vice President for Academic and Student Affairs will be sent to the President for consideration. The President will announce the awarding of emeritae status to the Board of Trustees.

Privileges

Professors Emeritae/i should contact Human Resources to learn of the courtesies extended to them.

Termination of Appointment by a Faculty Member

1. A faculty member may terminate an appointment effective at the end of an academic year, provided that notice is given in writing at the earliest possible opportunity, but not later than thirty days after receiving notification of the terms of appointment for the coming year.
2. The faculty member may properly request a waiver of this requirement of notice or a release of contract in case of hardship, or in a situation where the faculty member would otherwise be denied substantial professional advancement or other opportunity.

Termination of Appointment by Mount Mary University

Mount Mary strives to treat each employee with respect, especially during difficult times such as an employment termination. Since each employee's circumstances are unique, the University gives careful consideration to minimizing the negative effects of the separation process on the employee, as well as on the entire University community. Reasons for a termination vary, as do the roles and responsibilities of each employee, all of which are factors in shaping the termination process in any particular instance. However, a core principle in every case is the preservation of the dignity of the human person, consistent with the mission of the University, in the decision to terminate and the way in which that decision is carried out.

Any termination of an appointment with continuous tenure or termination of a temporary or probationary appointment before the end of the specified term of employment may be effected by Mount Mary University only for adequate cause.

1. If termination of an appointment takes the form of a dismissal, it will be pursuant to the procedure specified in the subsequent *Dismissal Procedures*.
2. Where termination of appointment is based upon financial exigency or the *bona fide* discontinuation of a program or department of instruction, (*Dismissal Procedures*) will not apply. However, a faculty member shall be able to have the issues reviewed by the faculty or by a faculty grievance committee with the ultimate review of all controverted issues by the Board of Trustees as specified in *Grievance Committee and Procedure*.
3. If an appointment is terminated before the end of the period of appointment because of financial exigency or discontinuance of an instruction program, the released faculty member's place will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment and a reasonable time within which to accept or decline.
4. If an appointment to continuous tenure is terminated for reasons other than misconduct, Mount Mary University shall notify the incumbent one year prior to the date on which the appointment will be terminated or pay the incumbent one academic year's salary.

Discipline and Dismissal of Faculty

1. Adequate cause for a dismissal will be related, directly and substantially, to the faculty member's professional performance/effectiveness as a teacher, researcher, student advisor or representative of Mount Mary University. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or rights of American citizens.
2. Dismissal of a faculty member with continuous tenure, or with a temporary or probationary appointment before the end of the specified term of employment, will be preceded by the following process:
 - a. The faculty member and the department chair discuss the matter in question, looking toward a solution or mutual settlement. Written documentation of these discussions, signed by both parties, will be placed in the departmental file.
 - b. If the above discussions do not resolve the issue, the chair takes the matter, including any appropriate documentation, to the Dean for Academic Affairs who will then meet with the faculty member and determine if a verbal warning is appropriate. If a verbal warning is issued, it will include a statement that if the behavior or problem is not corrected within a designated time and according to a specific method of evaluation (ideally one mutually agreed upon), disciplinary action may occur and the person's employment status may be jeopardized.

NOTE: Written documentation of this discussion will be placed in the faculty member's faculty file in the Office of the Dean for Academic Affairs.

- c. When a verbal warning has been issued, and the behavior or problem has not been corrected in the designated time frame, the Dean for Academic Affairs takes the matter to the Vice President for Academic and Student Affairs who, after discussion with the faculty member, may issue a written warning. This warning will state the particular charges and caution the faculty member that his or her employment status is in jeopardy and that, if the behavior/problem continues, additional disciplinary action will occur.
 - d. When a written warning has been issued, if the problem is still not corrected, the Vice President for Academic and Student Affairs may issue a final warning which will state the particular charges and indicate that any further occurrence of the behavior or problem will be grounds for immediate dismissal.
 - e. One or more steps of the disciplinary process may be repeated or skipped, depending on the nature and/or severity of the surrounding circumstances as well as the faculty member's past conduct and work record. In the unusual event that the alleged offense is of such a serious nature that immediate harm to self or others is threatened, the faculty member may be suspended or assigned to other duties, pending an investigation by the Vice President for Academic and Student Affairs and the President. When the investigation is completed, the faculty member may be reinstated with or without back pay, or face disciplinary action, or be dismissed. If the faculty member wishes to file a grievance, it is at this point, when disciplinary action has been determined, that the Grievance Committee would be brought into the process. The grievance must be submitted no later than thirty (30) calendar days after the determination of the disciplinary action or dismissal.

3. A faculty member who wishes to respond to or refute, in writing, any of the charges, may do so at any point in the disciplinary process. This statement will become part of the faculty member's personnel file along with the statement of charges/sanctions.

Suspensions

Until the final decision upon termination of an appointment has been reached, the faculty member will be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to self or others is threatened by the faculty member's continuance. Suspension is appropriate only pending a hearing. A suspension that is intended to be final is a dismissal, and will be dealt with as such.

A faculty member who believes there is cause for grievance that cannot be resolved through normal channels (Department Chair, School Dean, Dean for Academic Affairs, and Vice President for Academic and Student Affairs) may submit a petition to the Grievance Committee. A grievance may relate to terms and conditions of employment or arise from an alleged breach of University policy. The grievance may involve another person or the University.

Grievance Committee and Procedures

Grievance Committee

This committee shall be a committee in its own right, comprised of a three-member elected core committee of tenured faculty members, to which two members are added to hear a grievance. (See Membership).

Election Procedures

1. The election for the Grievance Committee will be held in the spring semester for terms beginning in the fall. Each year, one new member of the core committee will be elected for a three-year term, and two alternates elected for one-year terms. The Faculty Service Committee will initiate and conduct a primary and final election and report the results to the faculty.

Prior to the election, a list of tenured faculty members will be distributed. Should an individual wish to have his/her name deleted from the ballot, he/she may do so by submitting in writing this request to the chair of the Faculty Service Committee.

An official primary ballot shall be prepared from which each eligible voter will select five (5) names. Faculty members whose names are on the Faculty Assembly eligibility list may vote in this election.

The final ballot shall consist of the seven (7) people (or more in case of a tie) who received the most votes in the primary. On the final ballot the voter will choose three (3) names.

The person receiving the highest number of votes on the formal ballot is elected to a three-year term on the core committee. The two faculty members receiving the next- highest number of votes become alternates for one year. If there is a tie for the third position, it may be broken by drawing lots.

The Faculty Service Committee will maintain a record of election results.

2. Within five (5) school days of the election the Faculty Service Committee will call the core committee together to elect a chairperson.

Membership

1. When a grievance is filed, the Committee hearing the grievance will be comprised of five (5) members:
 - a. The core committee of three (3) persons: who are elected for a term of three (3) years by those who are eligible for voting in the Faculty Assembly; and who assume responsibility for any grievance petition presented to the committee after the date of their election;
 - b. Two additional members: one faculty member eligible to vote in the Faculty Assembly chosen by the complainant(s); and one faculty member eligible to vote in the Faculty Assembly chosen by the respondent.
2. When the grievance involves tenure, academic freedom, promotion, suspension, or dismissal, all five (5) members of the Grievance Committee must be tenured faculty.
3. If a member of the Grievance Committee is unable to serve, or has been involved in the issue that is being grieved as it passed through the normal channels, that person shall be replaced by the first alternate.
4. If either the complainant or the respondent asserts that any member of the Grievance Committee has a tangible conflict of interest, then either may raise the issue. The merit of this challenge will be determined by the core committee, or by the remaining two members of the core committee. If they judge that a conflict of interest exists, that person shall be replaced by the next alternate.
5. The President, the President's Council, and members of the Board of Trustees, by virtue of their positions, shall not serve on the Grievance Committee.
6. Obligations of the Grievance Committee supersede all other academic commitments for teaching faculty, except for the assigned hours of instruction and office hours.

Grievance Procedure

1. Whenever possible, a grievance should be resolved on an informal basis, at the departmental level. In order to file a grievance, a faculty member must demonstrate that an attempt has been made to resolve the matter through the normal channels (i.e. the Department Chair, the School Dean, the Dean for Academic Affairs, and the Vice President for Academic and Student Affairs).

The grievance must be submitted to the chairperson of the Grievance Committee no later than thirty (30) calendar days after the occasion of the grievance. In the chair's absence the complainant submits the petition to any committee member.

2. The petition should set forth in writing the nature of the problem, the charge, the party or parties against whom the grievance is directed, including witnesses to the charge, a description of previous attempts to resolve the problem, the remedy sought, and any other information the complainant considers important. The chair will notify the entire committee.

3. After the Committee has received the petition, the chair of the Committee will notify the President and the Vice President for Academic and Student Affairs.
4. Although circumstances may not always allow, throughout this procedure, stated time frames will be followed as closely as possible. The elected members of the Grievance Committee will meet within five (5) school days after the petition has been received. If the petition is received during any break between semesters, the members of the Grievance Committee will meet as soon as possible to determine an appropriate time to initiate the grievance procedure.
5. If the Committee finds that the petitioner has not demonstrated an attempt to resolve the matter through normal channels, it can require the petitioner to attempt further resolution. If the Committee finds that all normal channels have been exhausted, it will give the respondent (the person against whom the grievance has been brought) a copy of the petition and request a written response within ten (10) school days and request that each party to the grievance name a designated member to the Grievance Committee and provide a list of witnesses within five (5) school days and arrange a meeting time and place where the complainant's petition will be presented to the entire committee.
6. The Grievance Committee will initiate a closed hearing (or hearings) within five (5) school days after receipt of the respondent's statement.

At least two (2) school days before the hearing(s), both parties shall be given in writing a full report of the charges and the response.

At the closed hearing(s), the complainant and the respondent shall have the right to be heard, but they need not be present at the same time.

Both parties shall be permitted witnesses to testify in their own behalf, but witnesses will be asked to leave after having testified. Neither party has the right to have legal counsel present.

There shall be a taped record of the entire hearing(s).

7. It is to be understood that, without unduly prolonging the process, the Grievance Committee can meet privately, at will, and as necessary, before and after the hearing(s), to deliberate. It holds the prerogative to call upon any person(s) for information and/or interviews pertinent to its inquiry. Such private proceedings shall be deemed privileged and therefore confidential to the Grievance Committee. If the Grievance Committee bases its decision on the information learned from such closed proceedings, then a summary of this information must be made known to the parties.
8. The Grievance Committee will report its decision, summarizing the bases on which it was formulated, to the President, the complainant, and the respondent. If the issue warrants, the Committee will submit to the President recommendations for implementing the decision.

The President will consider the Grievance Committee's recommendations for implementation, determine an action plan, and communicate it to the complainant, the respondent, and members of the Grievance Committee.

9. When the President is the respondent, the Grievance Committee will report its decision to the Executive Committee of the Board of Trustees. The Executive Committee will consider

the Grievance Committee's recommendations for implementation, determine an action plan, and communicate the plan to the complainant, respondent, members of the Grievance Committee and the complainant's Council member.

Final Recourse

This section applies only in cases related to tenure, academic freedom, promotion, suspension, or termination.

1. If either the complainant or respondent wishes to appeal the Grievance Committee's decision, this must be done in writing within five (5) business days of the date of the written copy of the Committee's decision and sent to the President with a copy to the other party and the chairperson of the Grievance Committee. When the President is the respondent, the appeal should be sent to the Executive Committee of the Board of Trustees, following the same procedure and timeline as above.
2. The chair of the Grievance Committee will forward all materials regarding the complaint, including a copy of the hearing tape(s), to the President (or Executive Committee of the Board of Trustees when the President is the respondent). The President (or the Executive Committee of the Board of Trustees) shall within ten (10) business days, set a time and date for a meeting with the complainant, the respondent and the chair of the Grievance Committee to receive any further information before rendering a decision on the appeal. Within five (5) business days of the meeting, the President (or Executive Committee of the Board of Trustees) will render a final and binding decision and send written copies of it to the complainant and the respondent.

Amendments to the Faculty Bill of Rights

The Executive Committee of the Faculty Assembly will determine whether amendments to the Bill of Rights merit adoption by a simple majority vote or by a two-thirds vote of the Faculty Assembly.

Faculty Code of Ethics*

We, the faculty of Mount Mary University, guided by the American Association of University Professors' "Statement on Professional Ethics" (2009) set forth this document as our faculty code of ethics. It serves to elaborate aspirational standards, derived from a general professional consensus about the existence of certain principles as basic to acceptable faculty behavior.

It is the intent of this Code to protect academic freedom, to help preserve the highest standards of teaching and scholarship, and to advance the Mission of the University as an institution of higher learning. This Code underscores the principle of respect for students, academic colleagues, individual disciplines, the institution, and the community at large. It also serves to remind faculty of the potential for abuse inherent in any authority relationship, such as the teacher/student relationship, as well as in interactions with support staff and colleagues. Faculty has an active obligation to avoid circumstances or the appearance of circumstances that would compromise the professional relationship with a student. Faculty is encouraged to seek collegial and administrative guidance in matters related to ethical boundaries.

Ethical Principles

The ethical principles outlined in this document are organized around the individual faculty member's relation to teaching and students, to their colleagues, to their discipline, to the University, and to the larger community. Ethical principles are best considered as aspirational in nature and represent objectives toward which faculty members should strive.

In the interest of maintaining professional standards, the members of the Faculty Assembly of Mount Mary University support the aspirations inherent in the establishment of the Faculty Code of Ethics, and link these statements to our University's mission. Faculty are encouraged to use the Mount Mary Mission statement to guide interactions with all students, colleagues, and the community at large:

"Mount Mary University, an urban Catholic university for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from sensitivity to moral values and Christian principles. Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence."

Furthermore, Faculty will use the Mount Mary University Vision Statement to guide their interactions with the local, national, and global community: *"Mount Mary University is recognized as a diverse learning community that works in partnership with local, national and global organizations to educate women to transform the world"*.

I. Students

Ethical Principle:

"As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their disciplines. They 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." (AAUP, 2009)

II. Colleagues

Ethical Principle:

"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." (AAUP, 2009)

III. Disciplines

Ethical Principle:

"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." (AAUP, 2009)

IV. University

Ethical Principle:

"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 they 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 the 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." (AAUP, 2009)

V. Community

Ethical Principle

"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 the institution. When they speak or act as private persons they avoid creating the impression of speaking for or acting on behalf of 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." (AAUP, 2009)

References

American Association of University Professors (2009), Statement on Professional Ethics

Retrieved from:

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/stateentonprofessionalethics.ht?PF=1>

**The document contained within is meant to supplement, not supplant, the Faculty Handbook.*

Faculty Responsibilities

Full-time Faculty

Faculty members are assigned to a department, report to a department chair or the Vice President for Academic and Student Affairs and have the following responsibilities. These responsibilities apply to semi-retired faculty and pro-rated faculty according to the percentage of their contracts:

1. to be in attendance during the academic year according to the contractual dates unless excused by the President for extended leaves or the Vice President for Academic and Student Affairs and/or department for daily leaves;
2. to prepare an effective program of studies and detailed courses of instruction in written syllabus form, (see Chapter VI/Appendix--Outline for Creating a Course Syllabus), to keep them current, and to provide a copy dated for the current semester to the department chair and the Office of the Vice President for Academic and Student Affairs at the beginning of each semester;
3. to prepare for their classes effectively;
4. to meet their classes regularly and punctually and to provide instruction during the entire time assigned to the class (inability to meet a class must be reported in advance to the department chair who will in turn inform the Dean for Academic Affairs);
5. to take an active interest in their students individually;
6. to hold a minimum of six (6) office hours for student contact distributed throughout the week. Additional hours may be necessary for university and departmental needs;
7. to engage in scholarly activities in their particular fields, and to share their knowledge and experience with others, e.g., educational, civic, social, political, or church activities both within and beyond the university community;
8. to attend pre-session meetings, faculty orientation, faculty and departmental meetings, faculty and administrative personnel meetings, and all official functions of the University;
9. to render promptly such administrative or other reports as may be required;
10. to comply with the requirements of the University's Assessment Program according to the needs of the University and the departments;
11. to conform to all administrative rules and regulations of the University;
12. to work diligently for the improvement of their own work and the University generally;
13. to act as Academic Advisors and as needed Club Advisors;
14. to show an evidence of interest in the University community by their presence at extra-curricular activities;

15. to serve on work groups or all-university committees of the University when appointed by the President or Vice President for Academic and Student Affairs, elected by the Faculty, or appointed by the Executive Committee of the Faculty Assembly through the Faculty Service Work Group;
16. to submit to the Dean for Academic Affairs at the close of the school year a faculty update (Chapter VI/Appendix);
17. to use mid-term grades, progress reports and early alerts for all students doing unsatisfactory work;
18. to state the class attendance policy to the students at the beginning of the semester and maintain records of attendance;
19. to follow appropriate procedures regarding professional activities and field trips (e.g., putting a notice on the board in the regular classroom when a class is meeting elsewhere);
20. to abide by the policies regarding faculty rank and faculty evaluation;
21. to have the approval of the Vice President for Academic and Student Affairs upon recommendation of the department chair for outside employment.

Adjunct Faculty

Adjunct faculty members are assigned to a department, report to a department chair or the Vice President for Academic and Student Affairs and have the responsibility

1. to prepare an effective program of studies and detailed courses of instruction in written syllabus form, (see Chapter VI/Appendix--Outline for Creating A Course Syllabus), to keep them current, and to provide a copy dated for the current semester to the department chair and the Office of the Vice President for Academic and Student Affairs at the beginning of each semester;
2. to prepare for their classes effectively;
3. to meet their classes regularly and punctually and to provide instruction during the entire time assigned to the class (inability to meet a class must be reported in advance to the department chair who will in turn inform the Dean for Academic Affairs);
4. to hold at least one office hour per week for each class taught;
5. to take an active interest in their students individually;
6. to render promptly such administrative or other reports as may be required;
7. to conform to all administrative rules and regulations of the University;
8. to work diligently for the improvement of their own work and the University generally;
9. to use mid-term grades, progress reports and early alerts for all students doing unsatisfactory work;

10. to state the class attendance policy to the students at the beginning of the semester and maintain records of attendance;
11. to follow appropriate procedures regarding professional activities and field trips (e.g., putting a notice on the board in the regular classroom when a class is meeting elsewhere);
12. to abide by the policies regarding faculty rank and faculty evaluation.

School Chair/Department Chair/Director Job Descriptions

	School	Department Chair	Graduate Program Directors
1	Promotes the school and works to meet the needs of the University and the community through programming and strategic planning.	Promotes the department and works to meet the needs of the University and the community through programming and strategic planning.	Promotes the graduate program and works to meet the needs of the University and the community through programming and strategic planning.
2	Handles non-discipline-specific needs and issues of faculty and students within the school.	Handles discipline-specific needs and issues of faculty and students within the department.	Handles discipline-specific needs and issues of faculty and students within the graduate program.
3	Coordinates scheduling of classes with department chairs. Oversees and approves course schedule regarding matching course rotation, distribution of courses over available time slots.	Identifies classes that need to be scheduled for each session. Coordinates schedule with other department chairs as needed. Works with registrar, school dean/chair and graduate program director on course scheduling. Proofreads departmental section of the schedule.	Identifies classes that need to be scheduled for each session. Coordinates schedule with other department chairs as needed. Works with registrar and department chair on course scheduling. Proofreads graduate program section of the schedule.
4	Serves on search committees for full-time and tenure-track positions within the school. Consults on office space.	Collaborates w/school s on search process and recommends faculty for full time and part time positions. Works with HR on advertising faculty positions and conducting searches. Expedites hiring of part-time faculty. Submits course assignments form for adjuncts and overloads.	Collaborates w/school deans/chairs on search process and recommends faculty for full time and part time positions. Works with HR on advertising faculty positions and conducting searches. Expedites hiring of part-time faculty. Submits course assignments form for adjuncts and overloads.
5	Collaborates with departments and graduate programs on developing the budgets and oversees department and graduate program budgets.	Collaborates with school dean/chair on budget and oversees department and graduate program budgets.	Collaborates with department chair on budget and oversees graduate program budget.
6	Encourages collaboration among departments e.g. interdisciplinary curriculum development, student projects, grants, etc.	Oversees curriculum development. Collaborates with library liaison to identify new acquisitions. Works to coordinate the degree programs in each department.	Oversees graduate curriculum development. Collaborates with library liaison to identify new acquisitions.
7	Meets with the Vice President for Academic/Student Affairs. Serves on Deans Council. Meets with department chairs within the school or the entire school.	Meets with department members individually and collectively. Attends Chairs and Directors meetings. May serve on Graduate Council (optional).	Serves as a member on the Graduate Council.
8	Communicates Deans Council policy and procedure discussions and decisions to the school and department chairs in a timely manner.	Communicates policy and procedures to the department faculty individually and collectively. Ensures adherence to University policies and procedures.	Communicates Graduate Council discussions and decisions to the program faculty individually and collectively. Ensures adherence to these and other University policies and procedures.

9	Assists, if necessary, in department assessment and program review.	Responsible for assessment of the department, including program review, annual updates and accreditation if applicable. Prepares accreditation documentation and provides reports to accrediting bodies.	Responsible for assessment of the graduate program, including program review, annual updates and accreditation if applicable. Prepares accreditation documentation and provides reports to accrediting bodies.
10		Coordinates recruitment, advising and registration of new students. Works with admission staff to meet enrollment goals. Works with marketing staff to create appropriate and effective departmental marketing materials.	Coordinates recruitment, advising and registration of new students. Works with graduate admission staff to meet enrollment goals. Works with marketing staff to create appropriate and effective departmental marketing materials.
11	Mentors, evaluates, supervises and provides support for department chairs, including reviewing course evaluations, and making recommendations for promotion and tenure. Encourages professional growth of faculty. Supervises administrative support staff.	Mentors and evaluates /supervises full-time and adjunct faculty, including reviewing course evaluations and making recommendations for promotion and tenure. Encourages professional growth of faculty. Supervises administrative support staff.	Mentors, evaluates, supervises faculty, including reviewing course evaluations, faculty updates and contributes to recommendation for promotion and tenure. Encourages professional growth of faculty. Supervision of administrative staff.
12		Mentors and evaluates new faculty members. Provides feedback on teaching and encourages professional development.	Mentors and evaluates new graduate faculty. Provides feedback on teaching and encourages professional development.
13		Mentors and evaluates new adjunct faculty members. Ensures full communication with part-time faculty in the department.	Mentors and evaluates new adjunct faculty members. Ensures full communication with part-time faculty in the program.
14		Coordinates academic advising and departmental advising records. Maintains departmental records.	Coordinates academic advising and program advising records. Monitors student progress. Maintains program records.
15		Oversees departmental requirements such as student teaching, internships, practica, field work placements, affiliate relationships, etc.	Oversees program requirements such as culminating experiences (e.g. research projects, theses, comprehensive exams), internships, practica, field work placements and affiliate relationships.
16		Maintains outside contacts, including alums	Maintains outside contacts, including alums
17	Coordinates school scholarships.	Coordinates departmental scholarships.	

Term of Office

The chair of each department is appointed by the President after consultation with the Vice President for Academic and Student Affairs, school dean and members of the department. The term of office is normally five years. At the end of this time, appointments may be renewed for another term or a new chair is appointed.

Faculty Contracts

Contracts are issued to full-time faculty members on or before March 1 of each year. The term of the contract is for one academic year of nine months. Faculty members must return the *signed* contracts to the Office of the Vice President for Academic and Student Affairs by April 1 of the same year.

Faculty Assignments During Academic Year

Faculty members are hired on a nine-month basis and upon the assumption that a full-time position will entail the equivalent of a teaching load of twenty-four credits per academic year (Fall and Spring Semester). If fewer than twenty-four credits are assigned the Vice President for Academic and Student Affairs must be notified. The balance of the time is to be used for duties designated by the President or Vice President for Academic and Student Affairs, in consultation with the graduate program director, school dean or department chair. (See "Faculty Load Guidelines" below.)

A full-time position also entails availability to students beyond classroom contact. It is understood that since administrative and student needs vary across departments, schedules may also differ from department to department. When hiring faculty members, chairs are expected to discuss the specific time commitment the position requires. Generally, each faculty member should establish regular office hours; the schedule of a minimum of six hours distributed through the week should be posted, announced to students and filed with the Vice President for Academic and Student Affairs. Additional contact hours may be necessary for university and departmental needs such as registration, examination, and others.

Faculty Load Guidelines

Striving to maintain excellence, and recognizing the diversity of work entailed in different academic areas, the faculty load is defined in terms of six categories of tasks and responsibilities.

Instruction

- Instruction normally consists of face-to-face or on-line format during the regular semester (day as well as evening) or in the accelerated evening program. Twelve credit hours per semester is considered a normal teaching load.
- When allocating course assignments, department chairs need to take into consideration the following: new course preparation, new text preparation, number of preparations, writing-intensive courses, and assessment time for courses with large enrollments (more than 35), graduate courses, and length of instructional day. Consideration should also be given to time for competency testing, life experience evaluation, and study abroad. Faculty members should not have too many of these factors impinging on them at one time. In addition, lecture and lab assignments of 18 contact hours per semester are considered maximum.
- Credit load assignment for team teaching depends on the following definitions:

1. Members of the team plan, attend all classes, share the workload and jointly evaluate students--*full credit*.
2. Members of the team plan coordinately, one does the teaching, the other attends all classes, both share evaluation--*credit depends upon percentage of load*.
3. Members of the team plan coordinately, each faculty teaches her/his portion of the course, each person evaluates separately and they combine the grade for the course--*1/2 the credit (50%)*.

Note: Policies for Independent Studies, Internships and Underenrolled Courses may be found in Chapter VI/Appendix.

Interaction with Students

- All faculty serve effectively as academic and/or professional advisors. Advising more than 25-30 hours per semester may be considered an overload. Faculty will hold a minimum of six (6) office hours, for personal contact with students and with colleagues. These hours are distributed through the week. Additional contact hours may be necessary for University and departmental needs.
- E-mail response time should be clearly explained in the course syllabus.
- At the discretion of the faculty member, time may also be allocated to tutoring.

Academic Advising

Academic advising at Mount Mary University is based on a developmental advising model. Incoming students are assigned an advisor in their major department, with double majors assigned advisors in both departments. Students who are exploring and have not yet declared a major, or students in transition between majors, will be provided with an advisor with expertise in advising students in transition. To change majors, students should fill out a new Declaration of Major form in the Advising and Career Development office and an advisor in the new major will be assigned.

Institutional Service

- Faculty are expected to attend schoold/department meetings, Faculty Assembly meetings, and official functions of the University (such as Investiture, Honors Convocation, and Graduation).
- Faculty are required to serve on at least one university committee when appointed by the President or Vice President for Academic and Student Affairs, elected by the faculty, or appointed by the Executive Committee of the Faculty Assembly through the Faculty Service Committee. Normally a faculty member is asked to serve on only one major committee at a time. Faculty may be asked to serve on additional work groups or task forces by the administration.
- Faculty time may be allocated to chairing committees, administrative duties, lab management, recruitment, fund raising, and service on self-study committees. If there is a heavy time commitment in any of the above, adjustments in other areas of load can be made. Waivers from committee assignments may be requested through the Vice President for Academic and Student Affairs.

Research, Scholarship and Creative Activities

Mount Mary University faculty are professionals who engage in research, scholarly activities, and creative activities and share the results of their work with fellow professionals and the public. Faculty members may request workload reduction for a significant artistic production, research, or presentation at major conference.

Professional Development

Since faculty members are professional persons, they are expected to assume responsibility for their own continuing development. Activities in this area include professional reading, workshop attendance, participation in professional organizations, or serving as an officer of a professional organization. Faculty workload is not ordinarily reduced for such activities, but adjustments can be made if there is a heavy time commitment in these areas. (Course release or reduction in committee service may be requested through the Vice President for Academic and Student Affairs.)

Public Service Activities

Public service and professional activities such as speaking and performance engagements, consulting (*gratis*), serving on accreditation review teams, participating in civic organizations and adjudicating competitions, are strongly encouraged. Adjustments in other areas of load can be made if there is a heavy time commitment in these areas.

Outside Employment

Full-time faculty members are expected to carry out their duties and responsibilities as listed in this ***Faculty Handbook***. If a faculty member seeks outside employment in addition to an assignment at Mount Mary University, discussion of that employment with the appropriate academic administrator must take place and the faculty member must receive approval in advance from the Vice President for Academic and Student Affairs. The approval of the Vice President for Academic and Student Affairs is for the semester in which it is requested and must be renewed at the start of each subsequent semester of continued outside employment. The approval of the Vice President for Academic and Student Affairs is dependent upon the ability of the faculty member to carry out the responsibilities as listed and reinforced throughout the ***Faculty Handbook***.

Sabbatical and Mini-Grant Policy

Sabbaticals and mini-grants are among the most important means by which faculty members' teaching effectiveness may be enhanced, scholarly potential developed, and Mount Mary's academic program strengthened. A sound program of sabbaticals is, therefore, of vital importance to Mount Mary University, and it is the obligation of every faculty member to make use of available means, including sabbaticals and mini-grants, to promote professional competence.

A sabbatical or mini-grant may involve but does not necessitate physical absence from the University community.

Sabbaticals

Definition and Purpose. A sabbatical is defined as the release of a tenured faculty member from regular duties during the university contract year in order to devote time to specialized scholarly

activities or advanced study. The faculty member on sabbatical does not participate in committee work. Sabbaticals are given on the basis of merit rather than specified time intervals. Faculty must have taught at the University for seven years before going on a sabbatical.

Eligibility. Tenured faculty

Procedure Schedule for Sabbaticals.

- **August:** The Vice President for Academic and Student Affairs announces the deadline for application and makes Sabbatical Leave Application forms available (see Chapter VI/Appendix). Interested faculty members apprise their chairs of their intent to apply.
- **October 1:** Deadline for submission of sabbatical application directly to the Vice President for Academic and Student Affairs.
- **November 1:** The Vice President for Academic and Student Affairs, after consultation with the Sabbatical and Mini Grant Subcommittee as needed, makes recommendations to the President who presents them to the Board of Trustees.
- After Board of Trustees approval, President will announce sabbatical awards for the following year.
- Within two weeks of the announcement, each recipient will formally accept the agreement.

Financial Arrangements.

1. Sabbaticals of one semester at full salary or an academic year at half salary may be provided for tenured faculty.
2. Sabbatical for a year or less shall not interfere with the opportunity for promotion or increase in salary.
3. Coverage under the various types of insurance programs continues while the faculty member is on sabbatical leave. The cost is paid by the University and the faculty member.
4. When the faculty member is on sabbatical with pay, both the University and the individual shall continue contributions toward retirement annuity.
5. If the faculty member is on a sabbatical without pay and takes a temporary but full-time appointment at another institution or organization, it is reasonable to expect the appointing institution to assume the cost of institutional contributions to the individual's retirement annuity and group insurance programs.
6. Foundations, government agencies and other organizations supporting sabbaticals for scholarly purposes should normally include in their grants an amount sufficient to maintain institutional annuity and group insurance contributions as well as salaries.
7. A faculty member on sabbatical can not collect two salaries--one from Mount Mary and one from another institution.

Obligations. A faculty member receiving a sabbatical is expected to honor an agreement to return to Mount Mary University for a period of two academic years unless other arrangements are mutually agreed upon. (See "Sabbatical Application" for further details.)

Mini-grants

Definition and Purpose. A mini-grant is awarded to full-time faculty members, tenured or untenured, in order to pursue scholarly activities designed to promote professional competence. (See “Forgivable Loans”.)

Specialized scholarly activities may include research, advanced study, writing, or may be designed to provide cultural experience and enlarged perspective by such means as travel, visiting other university campuses, etc. Course redesign, if requested by the University or the department, will be considered for Mini-Grant support. Ordinarily, attendance at conventions is supported through the department budget. Mini-grants may be used to supplement department budgets in order to assist a faculty member who is presenting at a conference or an active participant at a conference beyond attendance.

Eligibility. Tenured and untenured faculty.

Procedure Schedule for Mini-Grants. Funds for mini-grants may be available in both the fall and spring semesters. The schedule for submitting proposals follows.

Fall Semester Schedule (applications for the following spring).

- **August:** The Vice President for Academic and Student Affairs announces the deadline for application and makes Mini-Grant Application forms available. (see Chapter VI/Appendix)
- **October 1:** Deadline for submission of applications for mini-grants to Vice President for Academic and Student Affairs who then refers the applications to the Sabbatical and Mini-Grant Subcommittee.
- **November 1:** Sabbatical and Mini-Grant Subcommittee makes written recommendations to the President through the Vice President for Academic and Student Affairs.
- **November 15:** Announcement by the President of mini-grants awarded. The precise terms of the mini-grants are presented in written form to the faculty member.
- **December 1:** Recipient formally accepts the agreement.
- **June 30:** Funds need to be spent by the recipient.

Spring Semester Schedule (applications for the following summer and fall).

- **January:** The Vice President for Academic and Student Affairs announces the deadline for application and makes application forms available. (see Chapter VI/Appendix)
- **March 1:** Deadline for submission of applications for mini-grants to the Vice President for Academic and Student Affairs who then refers the applications to the Sabbatical and Mini-Grant subcommittee.
- **April 1:** Sabbatical and Mini-Grant Subcommittee makes written recommendations to the President through the Vice President for Academic and Student Affairs
- **April 15:** Announcement by the President of awards for the summer and fall. The precise terms of the mini-grants are presented in written form to the faculty member.
- **May 1:** Recipient formally accepts the agreement.
- **December 31:** Funds need to be spent by the recipient. Funds to be spent in late summer and fall will be carried over from the previous budget.

Financial Arrangements. Financial arrangements for mini-grants will be considered on an individual basis.

Obligations. A faculty member receiving a mini-grant is expected to honor an agreement to return to Mount Mary University for a period of two academic years, unless other arrangements

are mutually agreed upon. She/he is also expected to share newly gained knowledge or expertise with the University community by presenting at a Faculty Forum or other event.

Course Releases

A limited number of course releases may be available for full time faculty members to pursue major scholarly work or to undertake major institutional projects. A separate application will be sent out with mini-grant forms. The procedure schedule is the same as that for mini-grants. (see Chapter VI/Appendix)

Forgivable Loans

Five-year forgivable loans to pursue graduate degrees now substitute for mini-grants for courses taken. For each year that the faculty member teaches at the University after the semester of study, 20% of the amount of the loan will be forgiven.

Loans will be given for full-time faculty who are pursuing advanced degrees that relate to their primary teaching responsibilities and that meet the needs of the University. The amount of the loan will be determined by the resources of the University.

Loans will be payable after evidence is provided that the course has been successfully completed, e.g. copy of a transcript or a letter from the registrar or another appropriate administrative officer.

Fall Semester Schedule (applications for the following spring).

- **August:** The Vice President for Academic and Student Affairs announces the deadline for application and makes Forgivable Loan Application forms available. (see Chapter VI/Appendix)
- **October 1:** Deadline for submission of applications for forgivable loans to Vice President for Academic and Student Affairs.
- **November 1:** Sabbatical and Mini-Grant Subcommittee makes written recommendations to the President through the Vice President for Academic and Student Affairs.
- **November 15:** Announcement by the President of forgivable loans awarded. The precise terms of the loans are presented in written form to the faculty member.
- **December 1:** Recipient formally accepts the agreement.

Spring Semester Schedule (applications for the following summer and fall).

- **January:** The Vice President for Academic and Student Affairs announces the deadline for application and makes Forgivable Loan Application forms available. (see Chapter VI/Appendix)
- **March 1:** Deadline for submission of applications for forgivable loans to Vice President for Academic and Student Affairs.
- **April 1:** Sabbatical and Mini-Grant Subcommittee makes written recommendations to the President through the Vice President for Academic and Student Affairs
- **April 15:** Announcement by the President of awards for the summer and fall. The precise terms of the loans are presented in written form to the faculty member.
- **May 1:** Recipient formally accepts the agreement.

Faculty Rank, Promotion, Tenure, and Evaluation

Introduction

An academic career is a growth process. While new faculty members are often inexperienced as university teachers or new to their discipline, they typically grow and mature as guides in their fields. Their first years at the University are times of experimentation and analysis as they master the art of teaching. As they become increasingly proficient, they want to shape the learning environment by contributing to university committees; they also seek ways to learn from and influence colleagues in their disciplines. They constantly gather and analyze data, share insights and challenge theories, teach and mentor and learn from students and colleagues. As their expertise grows, they become increasingly influential and involved in shaping students, the University, and their professional field.

Universities typically equate these stages in a scholar's career with the academic ranks, viewing instructors as apprentices moving toward the kind of mastery of complex responsibilities that is represented by full professorship. Universities typically offer encouragement for faculty members to move through these stages to full participation in all facets of academic life. A university experience offers students exposure to teacher-scholars who are actively engaged in their disciplines, involved in the University's on-going development, and enthusiastic about bringing students into their fields.

Mount Mary shares these goals of developing engaged teacher-scholars whose commitment to the University and to their discipline will inspire students. Such faculty development is crucial to the vitality of the University.

The awarding of tenure and/or promotion assumes commitment to the value structure of Mount Mary University, to excellence in teaching, service and professional growth. Although evidence of strength in all four areas must be presented, teaching will carry the most weight. (For an expanded outline of general evaluative criteria in the three major areas [excellence in teaching, service and professional growth] see [Criteria for Faculty Evaluation: List](#) later in this chapter.)

Policies and Guidelines

1. Teaching members of the faculty appointed on a full-time basis are assigned to one of four ranks on the evidence of their graduate training, their years of experience, and testimony as to their professional competence. These ranks in ascending order are instructor, assistant professor, associate professor and professor. When hiring full-time faculty who have had previous full- or part-time experience, the administration may consider that experience in determining rank and starting salary. Such evaluation will be made only at the time of hiring. The President and Vice President for Academic and Student Affairs reserve the right to make appointments at rank higher than assistant professor as appropriate or desirable.
2. At the time of hiring a full-time faculty member, the Vice President for Academic and Student Affairs completes a Status Form for that person which specifies the type of appointment, the amount of time granted toward tenure, and the dates for pre-tenure and tenure review.
3. At the time of hiring a full-time faculty member, a maximum of two years of service at another institution may be credited toward tenure. If a faculty member is moving from a

part-time to a full- time position at Mount Mary, equivalency is calculated by credits: 24 credits equaling one year, with a maximum of two years.

4. Experience as a teaching assistant (T.A.) or equivalency at another institution is not counted toward tenure. However, experience as a graduate student serving as an adjunct faculty member with full responsibility for one or more courses may be counted, as determined by the Vice President for Academic and Student Affairs.
5. The promotion and tenure requirements for faculty members teaching at the graduate level are not different from other faculty. The Promotion and Tenure Committee will expect that the level of graduate course work accomplished by the students will be more advanced than work at the undergraduate level.
6. There is no limit on the number of years that a non-tenure track faculty member may serve in a given rank. Promotion from one rank to another is not automatic, and only under exceptional circumstance will it be made at less than three-year intervals.
7. Stopping the clock relative to the promotion and tenure process may be requested by a faculty member due to illness, personal or family crisis, opportunity to study, do a project or write a book, or extraordinary university needs as determined by the administration. The written request is submitted to the Vice President for Academic and Student Affairs who will contact the Promotion and Tenure Committee if the request for stopping the clock was approved.
8. Promotion from one rank to another requires recommendations based on the evaluation of certain criteria expressed in quantitative and qualitative terms. Exceptions may be made to the criteria in consideration of unusual professional competence.

Specific Criteria for Appointment or Promotion to Faculty Ranks

These criteria apply to the appointments made at the time of hiring as well as the promotion of faculty already employed at the University.

Instructor

For faculty hired on the tenure track, this rank is considered an entry-level one only, designated for anyone who does not yet meet the criteria for Assistant Professor but who can foreseeably meet those criteria within three years. Tenure-track faculty cannot remain at the Instructor rank beyond three years. An Instructor must :

- have at least a master's degree in the subject area
- have demonstrated or show promise of the ability to teach successfully at the university level
- give promise of general scholarship (through indicators such as academic record and recommendations)

Assistant Professor

An Assistant Professor must

- have a doctoral degree, master of fine arts, or other terminal degree in the field of hire or a related discipline,
 - or 30 graduate credits beyond the master's in the field of hire or a related discipline,

- or 12 graduate credits beyond the master's and one of the following: research, publication, other professional credentials in the field, or the equivalent. An applicant having fewer than 30 credits must present a case for consideration of other credentials in lieu of credits. This option is to be determined at the time of hiring by the Vice President for Academic and Student Affairs in consultation with the department chair.
- give evidence of developing into an effective teacher
- give evidence of a commitment of service to university, department and profession, and give evidence of scholarship in her/his discipline

A faculty member may be awarded tenure as an Assistant Professor. A person may continue in the rank of Assistant Professor without prejudice throughout a career at Mount Mary University.

Associate Professor

An Associate Professor must

- have a doctoral degree, master of fine arts, or other terminal degree in the field of hire or a related discipline, at least three years prior to application for promotion
- have taught at least six years at the university level
- have achieved the status of an accomplished teacher, as reflected in the quality of and enthusiasm for teaching, knowledge of subject matter and current developments in the field, regular updating of courses, effectiveness of methods, concern for students
- have demonstrated a pattern of involvement and service in the department, to the University, and to the civic and professional community
- have demonstrated a pattern of professional and scholarly activities both inside and outside the institution

An initial appointment to Associate Professor is not usual and is conferred only if the candidate meets the same standards required of those who are promoted to this rank from within the University. A person may continue in the rank of Associate Professor without prejudice throughout a career at Mount Mary University.

Professor

The rank of Professor, the most distinguished academic rank awarded, is a recognition of a faculty member's acknowledged excellence, both as a teaching scholar who contributes to and is recognized within her/his field and as a seasoned member of the University community who works effectively and collegially within the institution to insure its strength and growth.

In addition to meeting all of the requirements for the other ranks, a Professor must

- have taught at least 9 years at the university level
- have demonstrated excellence in teaching; increasing responsibilities outside the classroom should not diminish teaching skill and concern for students
- have established a record of continuous service at the University that includes providing leadership not only in the department, but also by active participation on committees
- give evidence of a record of professional activities whose quality is recognized beyond the local area, as reflected in, for example, research and scholarly publications. The University values presentations and leadership at regional and national levels. For promotion to the rank of Professor, original research and peer reviewed publication or equivalent activity appropriate to the discipline, such as juried exhibitions, are essential.

Evaluation of Faculty Members: Procedures and Documentation

Each faculty member is responsible for maintaining a file of materials that demonstrate her/his performance as it relates to the criteria.

A formal faculty file is maintained in the office of the Dean for Academic Affairs. It contains a copy of the contracts, Faculty Record, Faculty Updates and memos of evaluation by the Promotion and Tenure Committee. It also may contain copies of publicity about the person, special accomplishments, and evaluations by the department chair. If a faculty member fails to fulfill University obligations, the file may contain documentation of such failure. The individual's file is available only to the Vice President for Academic and Student Affairs, the Dean for Academic Affairs, the President of the University, and the faculty member. The faculty member may request to see the file at any time, and may contest any material in the file. By mutual agreement of the Vice President for Academic and Student Affairs and the faculty member, the Vice President for Academic and Student Affairs can remove such material. If the Vice President for Academic and Student Affairs and the faculty member cannot reach agreement, the faculty member may write a rebuttal, which must be kept as a permanent part of the file.

Comprehensive evaluation will take place for the pre-tenure review, tenure application, and every fifth year thereafter for tenured faculty, whether or not the person is applying for promotion.

- Faculty submit a pre-tenure review at the end of their third year toward tenure. (Faculty may be given up to two years toward tenure at the time of hiring.)
- Tenure-track faculty hired after fall, 2014, must apply for tenure at the end of their sixth year. Faculty hired before fall, 2014, have the option of selecting either the five-year (previous tenure requirement) or new six-year policy. Faculty must notify the Vice President for Academic and Student Affairs of his/her decision at the time of their pre-tenure review meeting.

Timeline Table

Faculty Status	Responsibility	Frequency	Due	Office
I. Full-time	A. Faculty Update	Annual	June 1	<ul style="list-style-type: none"> • Dean for Academic Affairs • Department Chair • School Dean
	B. Course evaluations	Every class	End of course	<ul style="list-style-type: none"> • Vice President for Academic and Student Affairs
	C. Syllabus	Every class	End of first month	<ul style="list-style-type: none"> • Vice President for Academic and Student Affairs • Department Chair
	D. Formal interview	Faculty in 1 st year	By end of 2 nd semester	<ul style="list-style-type: none"> • Dean for Academic Affairs

	E. Comprehensive evaluation	<p>1. Faculty in 3rd year toward tenure (or when eligible for pre-tenure review)</p> <p>2. Faculty hired after fall, 2014, must apply for tenure at the end of their 6th year. Faculty hired before fall, 2014, have the option of selecting either the five-year (previous tenure requirement) or new six-year policy.</p> <p>3. Faculty applying for promotion</p> <p>4. Tenured faculty: every 5 years or 5 years from date a promotion takes effect</p>	<p>June 1</p> <p>June 1</p> <p>June 1</p> <p>November 1</p>	<ul style="list-style-type: none"> • Department Chair or School Dean, then Vice President for Academic and Student Affairs • Department Chair or School Dean then Vice President for Academic and Student Affairs • Department or School Dean, then Vice President for Academic and Student Affairs • Department or School Dean, then Dean for Academic Affairs
II. Pro-Rata	A. Faculty Update	Annual	June 1	<ul style="list-style-type: none"> • Department/School Dean • Dean for Academic Affairs
	B. Course evaluations	Every class	End of course	<ul style="list-style-type: none"> • Vice President for Academic and Students Affairs • Department Chair/School Dean
	C. Syllabus	Every class	End of first month	<ul style="list-style-type: none"> • Vice President for Academic and Student Affairs • Department Chair
III. Adjunct	A. Course evaluations	Every class	End of course	<ul style="list-style-type: none"> • Vice President for Academic and Student Affairs • Department Chair/School Dean
	B. Syllabus	Every class	End of first month	<ul style="list-style-type: none"> • Vice President for Academic and Student Affairs • Department Chair

Evaluation Instruments

- Faculty Update
The form for updating faculty records (see Chapter VI/Appendix) is used for annual updating. Faculty members should file copies of the annual Faculty Update in the offices of the department, chair, the school dean and the Dean for Academic Affairs by June 1 of each year.
- Course Syllabi (see Chapter VI/Appendix)
- Course evaluations
Students should evaluate all classes electronically each semester.

The form for the faculty member's evaluation of the course (see Chapter VI/Appendix) is optional. It can provide helpful information about a course for the department chair and the Promotion and Tenure Committee.

Faculty are encouraged to have students evaluate courses over the last two weeks of class, preferably not during or after a final examination. Spreading out course evaluation over a couple of weeks will help students approach each evaluation in a more thoughtful manner..

The faculty member should keep course evaluations on file for a period of three years.

Sequence of Formal Evaluations

Beginning full-time faculty, first to fourth semesters

The Dean for Academic Affairs meets with the faculty member during the first year to discuss feedback after a class visit. The chair reviews the course evaluations and holds a conference once a year with the faculty member. The department chair, the graduate program director and the school dean review the Faculty Update when submitted and discuss pertinent matters with the faculty member.

Full-time faculty undergoing pre-tenure review

The pre-tenure review exists as part of the evaluation process for faculty; it is a required step in the general process of gaining tenure. If a faculty member is granted one year toward tenure when hired, the review file is submitted at the end of the second year of full-time teaching at Mount Mary University. If a faculty member is granted two years toward tenure when hired, the review file is submitted at the end of the first year of full-time teaching at Mount Mary University. When circumstances warrant a delay, a request may be made to the Vice President for Academic and Student Affairs to have the review postponed for a year.

The faculty member presents documentation showing fulfillment of the criteria of the Mount Mary University Evaluation Program and submits a portfolio to the department chair by June 1. If you chair a department, the materials are presented to the appropriate academic administrator (e.g. school dean). By August 1, the appropriate academic administrator presents the portfolio to the Vice President for Academic and Student Affairs who adds the confidential letters of review and forwards the total file to the Promotion and Tenure Committee by August 15.

The faculty member must include the following items in the portfolio when applying for pre-tenure review:

- a table of contents listing the items included in the portfolio

- a list of names of those from whom you have requested evaluation letters
- a brief cover letter that explains in a general way how the criteria have been met
- a reflective essay evaluating your growth in the areas of teaching, service and professional growth over the past three years. Faculty who have assumed an administrative role in the University, school or department as a percentage of workload should include a description of and reflection on their performance and accomplishments. This essay should also contain projections for professional and scholarly growth.
- a curriculum vitae which includes your academic degrees and academic work beyond your highest degree. It should also include the number of years employed at the University part-time and/or full-time.
- Faculty Updates from the past three years or for the time stipulated in the Status Form
- course syllabi for all courses from the past three years or for the time stipulated in the Status Form. Include supplemental material such as exams, directions for projects and presentations, and/or some central handouts--whatever will demonstrate the scope of your courses and your expectations of students.
- course evaluations for the past three years or for the time stipulated in the Status Form
- examples of professional materials (articles, books, pictures of art work, musical scores, etc)

The faculty member must request the following items for separate inclusion in the portfolio.

- a letter of evaluation from the department chair, school dean or Dean for Academic Affairs, as appropriate, outlining strengths and concerns, regarding the three criteria used for promotion and tenure evaluation (excellence in teaching, service and professional growth).
- a letter of evaluation from each full-time member of the department. If you chair a department, these letters should also address administrative work. In the case of small departments (1-2 members), additional letters from colleagues familiar with your work are strongly encouraged. In general, peer reviews are highly recommended. All letters are confidential, addressing the criteria that they are able to evaluate. (see Suggestions to Department Chairs and All Others Who Write Letters of Evaluation.) These letters are submitted directly to the Vice President for Academic and Student Affairs who forwards them to the Promotion and Tenure Committee by August 15.
- an evaluation of university service by the chair(s) or members of committees if the applicant is the chair of the committee, and by several academic advisees, etc. Evaluation forms are available at the end of this chapter. These evaluations are submitted directly to the Vice President for Academic and Student Affairs who forwards them to the Promotion and Tenure Committee by August 15.

The Promotion and Tenure Committee reviews the portfolio and creates a memo with both commendations and recommendations. This memo is submitted to the Vice President for Academic and Student Affairs who shares the memo with the faculty member and the appropriate academic administrator. A copy of the memo remains in the faculty member's file.

The discussions and reports of the Promotion and Tenure Committee are confidential. The Vice President for Academic and Students Affairs returns the portfolio to the faculty member after the letters of recommendation have been removed and shredded.

Full-time faculty applying for tenure

In the fifth year of full-time service or when the individual is eligible to apply for tenure, the faculty member prepares documentation showing fulfillment of the criteria of the Mount Mary University Evaluation Program and submits a portfolio to the department chair or appropriate academic administrator by June 1. By August 1, the appropriate academic administrator presents

the portfolio to the Vice President for Academic and Student Affairs who adds the confidential letters of review outlining strengths and concerns and forwards the total file to the Promotion and Tenure Committee by August 15.

The faculty member must include the following items in the portfolio when applying for tenure:

- a table of contents listing the items included in the portfolio
- a list of the names of those from whom you have requested evaluation letters
- a brief cover letter that explains in a general way how the criteria have been met
- a reflective essay of self-evaluation in the areas of teaching, service and professional growth over the past three years. This essay should also contain projections for professional and scholarly growth. Faculty who have assumed an administrative role in the University, school or department as a percentage of workload should include a description of and reflection on their performance and accomplishments.
- a curriculum vitae which includes your academic degrees and academic work beyond your highest degree. It should also include the number of years employed at the University part-time and/or full-time.
- Faculty Updates from the past three years
- course syllabi for all courses from the past three years. Include supplemental material such as exams, directions for projects and presentations, and/or some central handouts--whatever will demonstrate the scope of your courses and your expectations of students.
- course evaluations for the past three years
- examples of professional materials (articles, books, pictures of art work, musical scores, etc).
- a copy of the pre-tenure review by the Promotion and Tenure Committee and your response to it

The faculty member must request the following items for separate inclusion in the portfolio:

- a letter of evaluation from the department chair, school dean, or Dean for Academic Affairs, as appropriate, outlining strengths and concerns, regarding the three criteria used for promotion and tenure evaluation (excellence in teaching, service and professional growth).
- a letter of evaluation from each full-time member of the department. If you chair a department, these letters should also address administrative work. In the case of small departments (1-2 members), additional letters from colleagues familiar with your work are strongly encouraged. In general, peer reviews are highly recommended. All letters are confidential, addressing the criteria areas that they are able to evaluate. (see Suggestions to Department Chairs and All Others Who Write Letters of Evaluation.) These letters are submitted directly to the Vice President for Academic and Student Affairs who forwards them to the Promotion and Tenure Committee by August 15.
- an evaluation of university service by the chair(s) or members of committees if the applicant is the chair of the committee, and by several academic advisees, etc. Evaluation forms are available at the end of this chapter. These evaluations are submitted directly to the Vice President for Academic and Student Affairs who forwards them to the Promotion and Tenure Committee by August 15.

The Promotion and Tenure Committee reviews the portfolio. The committee creates a memo with its recommendation for or against tenure and provides a list of commendations and recommendations. This memo is submitted to the Vice President for Academic and Student Affairs. The Vice President for Academic and Student Affairs shares the memo with the faculty member and the appropriate academic administrator. A copy of the memo remains in the faculty member's file.

The Vice President for Academic and Student Affairs submits the recommendation of the Promotion and Tenure Committee to the President. If the Vice President for Academic and Student Affairs does not concur with the recommendation of the committee, evidence must be submitted to the President supporting the counter-recommendation. If the President concurs in a recommendation in favor of tenure, that recommendation, along with supporting information, is submitted to the Academic and Student Affairs Committee of the Board which, in turn, prepares a recommendation for the Executive Council of the Board of Trustees. This group prepares its own recommendation for the full Board. The names of faculty recommended for tenure and their supporting information are made available to the Board. The Board's decision is communicated to the applicant no later than December 1.

A faculty member who is not recommended to the Board for tenure is given written notification from the President by December 1. Failure to receive tenure means that employment is terminated after the following year of service.

The discussions and reports of the Promotion and Tenure Committee are confidential. The Vice President for Academic and Student Affairs returns the portfolio to the faculty member after the letters of recommendation have been removed and shredded.

Faculty applying for promotion

The faculty member prepares documentation showing fulfillment of the criteria of the Mount Mary University Evaluation Program and submits this portfolio to the department chair or appropriate academic administrator by June 1. By August 1 the appropriate academic administrator presents the portfolio to the Vice President for Academic and Student Affairs who adds the confidential letters of review outlining strengths and concerns and forwards the total file to the Promotion and Tenure Committee by August 15.

The faculty member must include the following items in the portfolio when applying for promotion:

- a table of contents listing the items included in the portfolio
- a list of the names of those from whom you have requested evaluation letters
- a brief cover letter that explains in a general way how the criteria have been met
- a reflective essay of self-evaluation in the areas of teaching, service and professional growth over the past three years and beyond where appropriate. This essay should also contain projections for professional and scholarly growth. Faculty who have assumed an administrative role in the University, school or department as a percentage of workload should include a description of and reflection on their performance and accomplishments.
- a curriculum vitae which includes your academic degrees and academic work beyond your highest degree. It should also include the number of years employed at the University part-time and/or full-time.
- Faculty Updates from the past three years
- course syllabi for all courses from the past three years . Include supplemental material such as exams, your directions for projects and presentations, and/or some central handouts-- whatever will demonstrate the scope of your courses and your expectations of students.
- course evaluations for the past three years
- examples of the professional materials (articles, books, pictures of art work, musical scores, etc).
- a copy of your last review by the Promotion and Tenure Committee and your response to it

The faculty member must request the following items for separate inclusion in the portfolio.

- a letter of evaluation from the department chair, school dean chair, or Dean for Academic Affairs, as appropriate, outlining strengths and concerns, regarding the three criteria used for promotion evaluation (excellence in teaching, service and professional growth).
- a letter of evaluation from each full-time member of the department. If you chair a department, these letters should also address administrative work. In the case of small departments (1-2 members), additional letters from colleagues familiar with your work are strongly encouraged. In general, peer reviews are highly recommended. All letters are confidential, addressing the criteria areas that they are able to evaluate. (see Suggestions to Department Chairs and All Others Who Write Letters of Evaluation) These letters are submitted directly to the Vice President for Academic and Student Affairs who forwards them to the Promotion and Tenure Committee by August 15.
- an evaluation of university service by the chair(s) or members of committees if the applicant is the chair of the committee, advisees, etc. Evaluation forms are available at the end of this chapter. These evaluations are submitted directly to the Vice President for Academic and Student Affairs who forwards them to the Promotion and Tenure Committee by August 15.

The Promotion and Tenure Committee reviews the portfolio. The committee creates a memo with its recommendation for or against promotion and provides a list of commendations and recommendations. This memo is submitted to the Vice President for Academic and Student Affairs. The Vice President for Academic and Student Affairs shares the memo with the faculty member and the appropriate academic administrator. A copy of the memo remains in the faculty member's file.

The Vice President for Academic and Student Affairs submits the recommendation of the Promotion and Tenure Committee to the President. If the Vice President for Academic and Student Affairs does not concur with the recommendation of the committee, evidence must be submitted to the President supporting the counter-recommendation. If the President concurs in a recommendation in favor of promotion, that recommendation along with supporting information is submitted to the Academic and Student Affairs Committee of the Board which, in turn, prepares a recommendation for the Executive Council of the Board of Trustees. This group prepares its own recommendation for the full Board. The names of faculty recommended for promotion and their supporting materials are made available to the Board. The Board's decision is communicated to the applicant no later than one week after the first Board of Trustees meeting of the spring semester.

An applicant whose promotion application is not advanced to the Board is notified by the President no later than one week after the first Board of Trustees meeting of the spring semester.

The discussions and reports of the Promotion and Tenure Committee are confidential. The Vice President for Academic and Student Affairs returns the portfolio to the faculty member after the letters of recommendation have been removed and shredded.

Five-year review of tenured faculty.

Every five years, or five years from the date a promotion takes effect, the full-time tenured faculty member prepares documentation showing fulfillment of the criteria of the Mount Mary University Evaluation Program outlined below and submits it to the appropriate academic administrator by November 1 or December 1 if the person is a chair.

The individual will submit the following

- Faculty updates from the past two years
- Course syllabi for all courses taught from two of the past five years and the most current.
- Course evaluations from the past three years are required.
- Letter from the appropriate academic administrator.
- Letter of reflective self-evaluation of your scholarly, professional growth of past five years. Reflect on all three areas; teaching performance, professional growth and university/community service. This letter would also contain projections of professional and scholarly growth.

In consultation with the Dean for Academic Affairs the candidate for review selects a small group, which includes the department chair, school dean and the Dean for Academic Affairs (4-6 members total).

- Group members ask prepared questions or offer comments based on the reading of the letter of reflection and review of the portfolio.
- Members provide recommendations for professional development.
- Department chair and school dean or Dean for Academic Affairs summarize discussion and comments.

Candidate meets with the department chair, school dean or the Dean for Academic Affairs to discuss professional development, establish future goals, and identify resources and sources to support those goals.

Post-tenure review of semi-retired Faculty

This policy applies to a tenured faculty member, who has a percentage contract and is teaching eight or fewer credits in an academic year. The faculty member should

- write a letter of reflection as defined in the *Faculty Handbook*
- obtain a letter from her or his chair
- have a one-on-one meeting with the Dean for Academic Affairs

Pro-rata faculty (not semi-retired).

Faculty should submit their syllabus for each course at the beginning of the semester. They should update the syllabus on a regular basis. The appropriate academic administrator should conference with part-time faculty at the end of the first semester of teaching at Mount Mary and after every two semesters thereafter. This conference should review the course evaluations, the faculty members' syllabi, and their professional development.

Adjunct faculty

Faculty should submit their syllabus for each course at the beginning of the semester. They should update the syllabus on a regular basis. The appropriate academic administrator should conference with part-time faculty at the end of the first semester of teaching at Mount Mary and after every two semesters thereafter. This conference should review the course evaluations, the faculty member's syllabi, and their professional development.

Annual non-tenure track faculty.

Annual non-tenure track faculty will follow the appropriate review procedures outlined in Annual faculty evaluation.

Suggestions to Department Chairs and All Others Who Write Letters of Evaluation

Chairs and all others who write a letter to accompany a candidate's file for pre-tenure review, tenure, or promotion are advised that this letter is not a mere formality but a crucial ingredient in assessing the merits of the candidate. Therefore, the letter should specifically address the three criteria for evaluation stipulated in the *Faculty Handbook* teaching, university and community service, and professional growth. (Peer reviews outside the department would not necessarily be able to address all of these.) The letter should not merely state that the applicant is strong in these areas, but help the Promotion and Tenure Committee to evaluate the candidate's qualifications.

The letter regarding a candidate for tenure, especially the chair's letter, needs to clearly indicate either unqualified support, qualified support, or the withholding of support.

Letters for the pre-tenure review should be written as letters of evaluation rather than recommendation. While praise and support are appropriate, so are suggestions of what the person can do to become a more excellent faculty member and member of the University community. Letters should therefore point out any concerns about or potential obstacles to attaining tenure in the future. In fairness to the candidate and the University, these letters need to be honest guideposts to help the candidate assess her/his progress toward tenure.

Peer reviewers submit their evaluations directly to the Vice President for Academic and Student Affairs.

Criteria for Faculty Evaluation: List

The following is a list of factors to be considered by administrators when making decisions regarding retention, promotion, tenure and for periodic faculty evaluation.

<u>Teaching Performance</u>	<u>University & Community Service</u>	<u>Professional Growth</u>
Objectives activities	Required university service	Professional
Subject matter, content	Required/voluntary department service	Professional recognition
Methodology	Voluntary university service	
Interpersonal effectiveness	Community service	
Student evaluation		

Below is an expanded description of these criteria, including appropriate points for inclusion and methods of documentation. Please use the organizational pattern suggested as you assemble your materials in support of your application for retention, promotion or tenure, or for your periodic review. You will further wish to incorporate the sub-points described as evidence of fulfillment of the criteria.

Note: Documentation of criteria. Notations in parentheses following each criteria:

E--Student evaluations

P--Peer/Administrator evaluation within classroom, by invitation: general observation or focused observation of e.g. questioning skills, ability to increase student participation, presentation skills

S--Syllabus

U--Faculty Update

Criteria: Explanation

Teaching performance

Objectives

- Integrates course objectives with the Mission of the University, department, realm, and/or Graduate School objectives. (S)
- Clearly states course objectives that are realistic and/or appropriate in relation to content, credit weight of course, and student abilities. (S)

Subject Matter and Content

- Instructor competence in subject matter: is knowledgeable about the field and the subject; displays an understanding of course content. (P,S)
- Quality of course content
 - Presents content as specified in the objectives on the course syllabus. (E)
 - Updates course content regularly. (S,U)
 - Develops and implements innovative courses when feasible. (S,U)

Methodology

- Learning Activities
 - Utilizes learning activities appropriate to content, objectives, and student needs. (P,S)
 - Develops and implements innovative teaching techniques where feasible. (S,U)
 - Materials (texts, handouts, other multi-media material, etc.) Utilizes current materials appropriate to content, objectives and students needs. (P,S)
 - Presentation
 - Implements learning activities in an organized way. (E)
 - Avoids excessive repetition of text and/or other resource material. (E,P)

Interpersonal Effectiveness

- Demonstrates ability to adjust pace of class appropriate to content, objectives, and student need. (E)
- Displays enthusiasm in teaching and creates in students a desire to learn and enjoy learning. (E)
- Relates to students in ways that promote mutual respect. (E)
- Responds constructively to student suggestions, criticisms, and comments about her/his teaching (E,P)
- Holds regular office hours as stipulated in faculty responsibilities.(S)
- Is available for individual conferences and keeps appointments. (E,P)

Evaluation

- Uses appropriate methods of assessment coordinated with instructional materials. (E,S)
- Gives prompt, frequent, and useful feedback from assessments (i.e. assignments, projects, tests, term papers, oral reports, etc.) (E)
- Explains grading system clearly. (E,S)
- Bases grades on sufficient assessments, i.e. assignments, projects, tests, etc. (E,S)
- Grades fairly and impartially, basing judgments on competence concretely revealed. (E,S)

University and community service

Required University Service

Fulfills assigned academic, administrative and departmental responsibilities in accordance with the policies, procedures and time lines established by the University. (P, U)

- Serves effectively as advisor and/or advisor of student organization. (E, U)
- Serves effectively on university committees and other groups if elected or appointed. (U)
- Regularly attends Faculty Assembly Meetings and official functions of the University. (U)
- Relates to colleagues in ways that promote mutual respect. (P)
- Manifests an attitude that is generally supportive of the institution's mission, goals and procedures. (P)

Voluntary University Service

Gives voluntary service to the University (service including but not limited to participation in special events and extracurricular activities, writing grants /proposals, representing the university at designated functions). (Self-report)

Community service

- Voluntary community service. (U)
- Consultant services in accordance with University policy. (U)

Professional growth

Characterized by a high level of discipline-related expertise, professional growth includes those aspects of scholarly productivity which require innovation or in other ways break new ground. Its processes and results can be documented and peer-reviewed. Finally, the work itself should have some significance or impact.

In most cases, professional growth activities are readily distinguishable from presentations or projects offered as university or community service: the former are intended for an audience of peers and involve the dissemination of original research results (or the equivalent according to one's discipline), while the latter are opportunities for information-sharing with a broader, non-specialist public.

Scholarly activities

- Category I (U,P)
 - Advanced study
 - Research
 - Publications, exhibits, performances
 - Service as an officer of professional organizations
 - Presentations at scholarly meetings (this includes presentations, conference panels, and/or organizational role in the conference.)
 - Service on committees of professional organizations

- Practical experience in the professional field that enhances or expands one's knowledge base
- Category II (U)
 - Attendance at meetings and workshops that relate to one's professional growth.
 - Attendance at performances and exhibits that relate to one's professional field.

Professional recognition (U,P)

Receives professional recognition from local, state and/or national organizations through awards, offices, and committee/board leadership.

Addendum A

Evaluation Forms

Evaluation of Committee Chair by Committee Member

Evaluation of Committee Member by Committee Chair

Evaluation of Department Chair by Department Member

Evaluation of Student Advisor by Advisee

Evaluation of Student Organization Advisor

Evaluation of Committee Chair by Committee Member

Name of Evaluator _____

*Name of Chair Being Evaluated _____ Academic Year _____

*Name of Committee _____

Circle your code choice:

	4-Always	3-Usually	2-Occasionally	1-Never	0-Not Applicable
1. Schedules and prepares for meetings.	4	3	2	1	0
2. Identifies issues and keeps group productive.	4	3	2	1	0
3. Allows for discussion of issues by committee members.	4	3	2	1	0
4. Has the confidence of committee members.	4	3	2	1	0
5. Treats confidential information with discretion.	4	3	2	1	0

Please share further observations regarding this applicant's service to the committee.

Signature of Evaluator: _____ date: _____

Submit this confidential form directly to the office of the Vice President for Academic and Student Affairs.

*To be completed by committee chair being evaluated

Evaluation of Committee Member by Committee Chair

Name of Evaluator _____

*Name of Person Being Evaluated _____ Academic Year _____

*Name of Committee _____

Circle your code choice:

	4-Always	3-Usually	2-Occasionally	1-Never	0-Not Applicable
1. Arrives promptly for meetings	4	3	2	1	0
2. Attends scheduled meetings.	4	3	2	1	0
3. Actively participates in proceedings.	4	3	2	1	0
4. Accepts and completes assignments on time.	4	3	2	1	0
5. Treats confidential information with discretion.	4	3	2	1	0

Please share further observations regarding this applicant's service to the committee.

Signature of Evaluator: _____ date: _____

Submit this confidential form directly to the office of the Vice President for Academic and Student Affairs.

*To be completed by committee member

Evaluation of Department Chair by Department Member

Name of Evaluator _____

Name of Department Chair Being Evaluated _____

Name of Department _____ Academic Year _____

Circle your code choice:

	4-Always	3-Usually	2-Occasionally	1-Never	0-Not Applicable
1. Schedules and prepares for meetings.	4	3	2	1	0
2. Identifies issues and keeps group productive.	4	3	2	1	0
3. Allows for discussion of issues by department members.	4	3	2	1	0
4. Assigns department responsibilities fairly.	4	3	2	1	0
5. Handles budgetary decisions fairly.	4	3	2	1	0
6. Has the confidence of department members.	4	3	2	1	0
7. Generates constructive ideas.	4	3	2	1	0
8. Respects the scholarly autonomy of individual department members.	4	3	2	1	0
9. Encourages the growth of department members in the art of teaching.	4	3	2	1	0
10. Encourages the professional growth of department members.	4	3	2	1	0
11. Treats confidential information with discretion.	4	3	2	1	0
12. Encourages long-range planning within the department.	4	3	2	1	0
13. Is available for consultation with members of the department.	4	3	2	1	0

Please share further observations regarding this applicant's service to the department on the reverse side of this page.

Signature of Evaluator: _____ date: _____

Submit this confidential form directly to the office of the Vice President for Academic and Student Affairs.

Evaluation of Student Advisor by Advisee

Name of Student Advisee Evaluator _____ Major _____

*Name of Advisor Being Evaluated _____ Academic Year _____

Circle your code choice:

	4-Always	3-Usually	2-Occasionally	1-Never	0-Not Applicable
1. Presents options and encourages you to assume responsibility for decisions.	4	3	2	1	0
2. Keeps appointments when made in advance.	4	3	2	1	0
3. Stays current on policies and course offerings.	4	3	2	1	0
4. Treats confidential information with discretion.	4	3	2	1	0

Please share further observations regarding your advisor.

Signature of Student Evaluator: _____ date: _____

Submit this confidential form directly to the office of the Vice President for Academic and Student Affairs.

*To be completed by faculty advisor

Evaluation of Student Organization Advisor

Name of Student Evaluator _____

*Name of Advisor Being Evaluated _____ Academic Year _____

*Name of Student Organization _____

Check one: Submitted by Organization Officer ☐ Organization Member ☐

Circle your code choice:

4-Always 3-Usually 2-Occasionally 1-Never 0-Not Applicable

- | | | | | | |
|---|---|---|---|---|---|
| 1. Provides guidance to officers/members concerning activities and functions of the organization. | 4 | 3 | 2 | 1 | 0 |
| 2. Sees that financial affairs of the organization are handled in a business-like manner. | 4 | 3 | 2 | 1 | 0 |
| 3. Sees that organization and University regulations, policies and procedures are followed. | 4 | 3 | 2 | 1 | 0 |
| 4. Attends meetings and functions of the organization. | 4 | 3 | 2 | 1 | 0 |
| 5. Encourages the development of leadership skills. | 4 | 3 | 2 | 1 | 0 |
| 6. Is available for consultation and guidance. | 4 | 3 | 2 | 1 | 0 |

Please share further observations regarding your organization's advisor.

Signature of Student Evaluator: _____ date: _____

Submit this confidential form directly to the office of the Vice President for Academic and Student Affairs.

*To be completed by faculty advisor

Addendum B

Terminal degree is determined in consultation with the department chair and the Vice President for Academic and Student Affairs.

MMC TERMINAL DEGREES

	Ph.D.	Ed.D.	J.D.	M.F.A.	M.A.	M.S.	M.B.A.	
ART				x				
ATH	x							
BES	x							
BUS							x	degree in business related area (MBA/MSM). Other universities use this for hiring. Not known about P/T
COM	x							
DTS	x							
EDU	x	x						
ENG	x			x				MFA—terminal degree for writing professionals
FSH					x			MA in related field with industry experience
GRD					x			MA in related field with industry experience
HIS	x							
INT					x	x		MA or MS in related field with industry experience
IST								
JUS	x		x					
MUS	x							
OCT	x	x						Advanced practice professional (OTD/DPH)
PED				x	x	x		Masters in related field
PHI	x							
SCI-BIO	x							
SCI-CHE	x							
SCI-PHY	x							
SWK	x							
THY	x							
WLS	x							

