Faculty Handbook

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Milwaukee School of Engineering (MSOE) is an independent, non-profit university founded in 1903. MSOE offers bachelor's and master's degrees in engineering, business, nursing, applied sciences, and related disciplines.

MISSION STATEMENT

MSOE is the university of choice for those seeking an inclusive community of experiential learners driven to solve the complex challenges of today and tomorrow.

VISION STATEMENT

The Milwaukee School of Engineering (MSOE) will set the standard for preparing leaders to solve the diverse technical challenges of the 21st century.

THE HANDBOOK: PURPOSE AND PROVISIONS

The purpose of the Faculty Handbook is to apprise the faculty and community members of the policies, processes, and procedures that most directly apply to the faculty of MSOE. Stated policies, processes, and procedures form part of the employment understanding between members of the Faculty and MSOE. Faculty, as employees of MSOE, are also bound by the policies found in the Employee Handbook and the Academic Policy and Procedures Manual. School or department policies, processes, and procedures that exist, may supplement, but do not supersede those in the Faculty Handbook unless an exception has been granted by the President or Board of Regents.

Provisions of the Faculty Handbook are subject to modification by approval of the Faculty and administration. Federal and general MSOE employment policies are subject to change at any time.

I. ORGANIZATION OF MILWAUKEE SCHOOL OF ENGINEERING

A. *Board of Regents*

The Chairperson of the Board heads the Board of Regents. The board safeguards the long-term interests of the institution and has fiduciary responsibility. By working with the President, the board approves major policies, shapes long-term plans, and oversees the budget and finances.

B. *Administration*

1. The President

The President is the principal executive officer and subject to the Board of Regents. The President supervises and controls all affairs of MSOE and has the authority to act on behalf of the institution.

2. The Administrative Team

The administrative team of the President is comprised of the leadership of the major units that make up the institution. At MSOE, vice presidents serve as officers of the institution and normally head the major units. The administrative team reports directly to the President. Depending on the needs of the President, the make-up of the team may change.

3. The Chief Academic Officer

The Vice President of Academics, part of the administrative team of the President, is the chief academic officer and reports directly to the President. The chief academic officer is responsible for developing and implementing short- and long-term plans for academic programs and academic goals as well as managing the faculty.

C. *The Faculty*

The faculty of MSOE is comprised of (1) the President and Vice President of Academics as agreed upon with the Board of Regents; (2) professors, associate professors, and assistant professors; (3) full-time instructors; (4) part-time adjunct faculty, lecturers, emeritus faculty, and clinical faculty with teaching assignments provided their primary professional affiliation is with MSOE; and (5) visiting professors, provided their primary professional responsibilities are with MSOE during their appointment period.

Subject to the authority and approval of the Board of Regents and President as appropriate, the faculty have the responsibility and authority for (1) curriculum

development and implementation; (2) academic substance; (3) development and implementation of processes for the evaluation, assessment and continuing improvement of academic programs; (4) establishment of graduation requirements; and (5) assisting in the establishment of academic qualifications for instructional personnel.

Faculty members are directly responsible to their Department Chairperson.

D. *Academic Departments/Schools*

At MSOE, faculty are organized into departments or schools. Academic departments and schools commonly offer multiple degree programs, and each department or school is led by a department chair, school chair, or school head. Subsequently, in this document, all of these positions are denoted as "Chair."

1. The Chair

Chairs are appointed by the President in consultation with the Vice President of Academics and the President reserves the authority to appoint or remove a chairperson. The chairs report to the chief academic officer and have the following duties and responsibilities:

- Recruits, appoints, evaluates, and plans professional development for faculty in the academic department.
- Provides leadership for the ongoing improvement of program curricula, laboratory, and other physical resources necessary for effective instruction and makes related recommendations to the chief academic officer.
- Determines the teaching and departmental assignments for the members of the department each term.
- Prepares an annual budget request for submission to the chief academic officer and participates in budget-related meetings, as required. Approves all expenditures from the departmental budgets and ensures that expenditures do not exceed the approved budget allocations.
- Consults with the department faculty on teaching methodology, course syllabi documentation, and textbook selection, as appropriate.
- Represents the department as the voting member on the Executive Educational Council. If their department offers graduate degrees, they will also serve as a member of the Graduate Programs Council.
- Prepares annual performance evaluations for faculty and staff within the chairperson's department or school.

Faculty members who serve as Chair retain their faculty rank and are expected to continue to meet the responsibilities and regulations of faculty in addition to their duties and responsibilities as Chair. However, for non-interim Chairs, their

contract end date will be suspended during their term as Chair. This will also suspend their review and renewal process as faculty members.

A Chair who seeks rank advancement during the term as Chair is subject to the promotion policy specified in the Faculty Performance Expectation and Assessment System (PEAS).

Upon conclusion of the term as Chair, those wishing to continue their appointment at MSOE will be issued a new long-term appointment contract commensurate with their rank.

2. The Vice Chair

   In some larger departments, it may be necessary for the Chair to appoint a vice chair. The vice chair has the following responsibilities:

   - Assumes the routine administrative duties as delegated by the Chair.
   - Becomes the official representative of the department or school in the absence or incapacity of the Chair.

3. The Program Director

   A Chair, in consultation with the Chief Academic Officer, may appoint a program director to lead an academic program and assume certain responsibilities from the Chair Program directors report to the Chair regarding delegated responsibilities. Specific duties of a program director may vary according to program type, size, and expectations of the Chair. Such duties commonly include the following:

   a) Takes primary responsibility for the management and oversight of the curriculum necessary for the degree program and assures that the program meets criteria for accreditation as appropriate:

      i. Is responsible for ensuring that the curriculum meets the needs of program constituents
      ii. Directs program assessment, participates in institutional assessment efforts, and provides regular assessment reports
      iii. Manages the Industrial Advisory Committee and conducts regular meetings
      iv. Ensures adequate student advising is provided
      v. Leads continuous improvement efforts within the academic program
      vi. Takes the lead in preparing accreditation self-study materials with assistance from the Chair and program faculty
      vii. Conducts regular program meetings

b) Works with program faculty to determine resource requirements for the degree program and works with the Chair to meet the needs of the program within institutional and departmental constraints.
c) Assists Enrollment Management efforts related to the degree program by assisting in the recruitment process and regularly attending recruiting events.
d) Assists marketing efforts related to the program including the review of the MSOE website, catalogs, brochures, and marketing information relevant to the program.

II. FACULTY APPOINTMENTS, RENEWALS, AND RANK ADVANCEMENTS

A. *Appointments and Titles*

1. Regular, Long-Term Academic Appointments

Authorization for a regular, full-time faculty member search requires the approval of the chief academic officer who consults with the administrative team and the President for hiring approval. A comprehensive search is conducted by the Chair in conjunction with a faculty search committee. When the final candidate has been identified, the Chair, on behalf of the department, recommends the candidate to the Vice President of Academics.

All new appointments to full-time faculty positions are made by a recommendation of the Vice President of Academics to the President who has the final power of appointment. The President and/or the Vice President of Academics meet with the final candidate recommended by the department. The Vice President of Academics, or the Chair if delegated, conveys the offer to the candidate.

For appointments at the associate or professor rank, input from senior faculty within the department and Chair will be considered by the Vice President of Academics regarding the appointment rank.

The successful candidate will be provided with a Letter of Appointment for a four-year period by the Chief Academic Officer that sets for the rank, compensation, responsibilities, and terms of employment. Faculty appointments are for the academic year and do not include the summer academic term. The academic year begins one week before fall semester classes start and ends one week after spring semester courses end.

2. Instructor Appointments

Instructors who are being reappointed for the following academic year will receive an appointment letter by April 15 of the preceding academic year.

Instructor appointments are full-time, usually for the academic year, but may be shorter. Duties are focused on teaching and course and program improvement efforts with no additional expectations for service or scholarly activities, although Instructors may elect to participate in such activities based on their interests. Instructors are subject to an annual review by the department chair and may also be subject to a peer review process as determined by the department in which they are appointed. If a peer review process is employed, other Instructors may participate at the department's discretion. The results will be shared with the faculty member under review and the Chair, and it may help inform decisions about future contracts. Peer reviews for Instructors are not considered part of the Faculty Performance Evaluation and Assessment System described in Section IX of this document. Reappointment is handled by the Chair and the Vice President of Academics.

The status of Senior Instructor may be achieved after a minimum of three years of service as an Instructor. Senior Instructor appointments are based on a history of excellence in teaching and can be up to three years in length. Appointments for longer than one year require a long-term institutional need matching the expertise of the appointee. Appointments to Senior Instructor are requested by the Chair after consultation with department faculty.

Instructors who are being reappointed for the following academic year will receive an appointment letter by April 1 of the preceding academic year.

3. Visiting Professor Appointments

Appointments of visiting professor are understood to be terminal when made. The term of an appointment is up to three years, renewable one time only. Persons holding this rank are not subject to the long-term faculty renewal process but are subject to an annual review by the Chair and may be required to participate in assessment and course and program improvement efforts. Reappointment is handled by the Chair and the Chief Academic Officer. Persons holding this type of appointment may be candidates for regular, long-term appointment positions, but only as one of a regular pool of candidates.

4. Adjunct and Other Part-Time Appointments

Part-time faculty will receive an annual contract before the start of the academic year that outlines the rank, salary, and any other expectations of the position.

a) Adjunct Assistant, Associate, and (full) Professors are part-time appointments and typically denote professional experience as a basis for

instructorship. These faculty teach occasionally in one or more departments as the demand arises.

b) Lecturers and Senior Lecturers are part-time appointments. Lecturers normally hold a minimum of a master's degree, but the title is appropriate for those who have recently earned a Ph.D. or equivalent. For the rank of Senior Lecturer, excellence in teaching must have been demonstrated for an extended period of time, 5 to 10 years, depending on the teaching load during the evaluation time period.

c) Clinical Assistant, Associate, and (full) Professors as well as Clinical Lecturers are designations for part-time faculty who teach in a professional field, particularly when their teaching is focused on the clinical aspect of a professional program.

For all part-time positions, faculty must hold appropriate credentials as determined by the Chair and approved by the chief academic officer. It is expected that the department faculty appropriately vet candidates. This process normally includes a demonstration lecture. MSOE hiring policies and processes, available from Human Resources, must be followed.

Part-time faculty will receive an annual contract before the start of the academic year that outlines the rank, salary, and any other expectations of the position.

5. Professor Emeritus

The Emeritus(a) title, conferred upon retirement, recognizes a professor for lifetime contributions to the institution and/or their field. The honor expresses respect for a distinguished career and is reserved for those who have served for a substantial length of time and have made notable contributions to the institution. Because of the public nature of the emeritus status, the continued association derived from the conferred honor should reflect positively on MSOE. Nominations for emeritus status originate within the retirees' department and are voted on by the academic chairs. The recommendation of the chairs is then taken by the chief academic officer to the President for final approval.

B. *Duration of Appointments and Procedure for Renewal of Regular, Long-Term Academic Appointments*

MSOE has adopted a bimodal system of faculty appointment: review and re-appointment. The review system combines a) annual performance evaluation and review conducted by the chair, and b) peer review that occurs in the second to last year of the long-term appointment and during the year(s) that faculty apply for rank advancement.

Renewal appointments will be made for periods of eight (8) years for full professors, six (6) years for Associate Professors, and four (4) years for Assistant Professors. Faculty awarded rank advancement will be provided with a new long-term appointment commencing the effective date of their new rank.

Appointment letters for renewed or rank-advanced faculty will be distributed on or around April 1 of the academic year preceding the start of their new long-term appointment.

Complete details of the review and renewal process can be found in Performance Evaluation and Assessment System.

C. *Faculty Credentials*

Undergraduate Programs

Faculty teaching undergraduate level courses are expected to possess a master's degree or have a bachelor's degree combined with significant professional experience, certification, or licensure related to the program and/or subject matter in which they teach. Qualifications are reviewed by the hiring department/school. Recommendations to hire are forwarded to the Vice President of Academics who determines if employment contract is issued.

Graduate Programs

Faculty teaching graduate level courses are expected to possess a terminal degree or have at least a master's degree combined with significant professional experience, certification, or licensure related to the program and/or subject matter in which they teach. Qualifications are reviewed by the hiring department/school. Recommendations to hire are forwarded to the Vice President of Academics who determines if employment contract is issued.

D. *Annual Salary Notification*

Merit-based salary adjustments for full-time faculty are effective on January 1. Full-time faculty will receive a notification no later than December of each year indicating their salary for the upcoming year.

E. *Promotion*

Promotions in academic rank for full time faculty are made in accordance with criteria, process, and procedures detailed in the *Faculty Performance Expectation and Assessment System* (PEAS).

Promotions for part-time faculty occur upon recommendation by a department/school chairperson to the Vice President of Academics. The Vice President of Academics will make the decision regarding rank advancement of part-time faculty.

III. FACULTY RESPONSIBILITIES AND REGULATIONS

A. *Faculty Conduct*

Expectations relating to professional ethics, responsibilities, and obligations of MSOE faculty, as well as a system for reporting and adjudicating possible misconduct, are stated in the *Faculty Conduct Policy*. Additionally, faculty are required to annually disclose possible conflicts of commitment and financial interest using the Employee Conflict of Interest form.

B. *Course Management*

1. Meeting of Classes

   It is expected that faculty will hold their classes as scheduled. It is the policy of MSOE that classes will be held in the facility scheduled by the Registrar's Office for the course. Illness, or absences from class necessary for workshops, field trips, etc., are to be indicated to the faculty member's Chair.

2. Course Syllabus and Course Policies

   Faculty are required to make available the topical outline and class administrative policies to each student present during the first week of classes. These may be provided in written form or in some other accessible medium. Approximate dates for exams and major assignments should be provided. Course policies must cover basic grading procedures, grading scale if it differs from the institutional scale, office hours, and any policies related to attendance. Listing of prerequisites, student support services, and default grading scale (if used) is recommended.

3. Preliminary Rosters

   Preliminary rosters are available via electronic means. These rosters contain live data and will change as students register. Preliminary rosters should be used for planning purposes and for recording attendance during the first week of the term.

4. Final Class Rosters

   Once registration closes, rosters are finalized. Students attending class who do not appear on the final class roster are not officially registered and should not be allowed to attend class.

5. Midterm Grades

   Student midterm progress reports are to be completed if specifically requested by the student. The student is to submit the "Midterm Student Progress Report" form to the Professor during the seventh week of the semester or second week of the subterm. The form will be completed by the Professor and returned to the student during the eighth week of the semester or third week of the subterm. Individual students or a class may also be advised of midterm progress at the discretion of the faculty member. See the Academic Catalog or the MSOE Policy and Resource Library for the full, official policy.

6. Final Grades

   Faculty must enter final class grades electronically no later than Monday at 4:30 p.m. following finals week, unless a later deadline is communicated by the Registrar's Office.

   Faculty are required to submit their final grade books or spreadsheets to the Registrar's Office. The grade book should include the formula used to calculate the final grades. The deadline for submitting grade books is provided each term by the Registrar's Office. Faculty who maintain grade books in the institutional Learning Management System (LMS) are not be required to submit grade books to the Registrar's Office.

7. Student Schedule Changes

   Students are allowed to make academic schedule changes (add and drop courses) until 4:30 on Friday of the first week of the semester, without obtaining instructor's signatures. Students may not add courses after the first week of classes. Students may drop classes from Monday of the second week through Monday of the eleventh week at 4:30 P.M. See the policies below for subterm deadlines.

   Registration Deadline policy
   Dropping Individual Classes policy

8. Culminating Assessments and Final Exam Schedule

A culminating assessment is required in every course. Final exams, where used, will be administered in the two-hour block designated by the Registrar's Office. The type of examination should be in agreement with that specified in the departmental course outline and announced to the class near the beginning of the term. Undergraduate final examinations may not count for more than 40 percent of the final grade. See the Academic Catalog or the MSOE Policy and Resource Library for the complete, official policy.

9. Student Attendance

   MSOE expects all students to attend regularly and promptly all lectures, laboratories, and other sessions of courses for which they are registered. It is the student's responsibility to add and drop classes from his or her academic schedule. Faculty may implement a grade reduction policy for unexcused absences and tardiness. See the Academic Catalog or the MSOE Policy and Resource Library for the complete, official policy.

10. Leave of Absence, Withdrawal, Departure from the University

    Students who wish to withdraw from all classes must complete the appropriate form and submit it to the Registrar's Office no later than the deadline dictated by the policy. See the Academic Catalog or the MSOE Policy and Resource Library for the complete, official policy.

C. *Academic and Career Advising*

Most faculty in degree granting programs serve as curriculum advisors for students majoring in their program. Advising consists of reviewing student progress, discussing schedule options, and approving students for registration. An advising handbook is available as a resource.

D. *Professor Evaluation Questionnaire*

Faculty are required to obtain student input regarding perceived instructional effectiveness and suggestions for improvements using the MSOE Professor Evaluation Questionnaire (PEQ) survey.

The PEQ is administered electronically for all courses near the end of the term via survey software administered via the VP of Academics' Office. To ensure student confidentiality and eliminate any appearance of impropriety, there are exceptions to this requirement including the exception for small class size, independent studies, and in some instances, senior project courses which carry on to a subsequent term before a course grade is issued. Faculty are encouraged to allow class or laboratory time for the survey and

leave the room during the survey in efforts to improve response rates. Additional details are found in the Course Evaluations policy.

The use of the questionnaire results for renewal and annual reviews is covered in *Faculty Performance Expectation and Assessment System (PEAS)*.

In situations where MSOE institutes a pass/no pass grade system, quantitative questionnaire results will not be utilized in subsequent cumulative reviews and promotion specific reviews unless the faculty member opts to supply them. Faculty should maintain appropriate records of their results for the stated uses.

E. *Meetings*

Full-time faculty are expected to attend and participate in program and departmental meetings as well as those relating to program and curriculum revisions relating to their assigned program.

F. *Approval of Courses, Programs and Curricula*

1. Curriculum Development and Change

   The academic department offering an academic program that eventuates in a degree or certificate, has the primary responsibility for developing curriculum recommendations pertaining to structure, modifications, course sequences, etc., associated with the program. In larger academic departments, this curriculum activity may be handled by program faculty; in smaller departments, the faculty of the department may serve as a committee of the whole in considering curriculum matters. Ordinarily, significant curriculum factors, as well as suggested changes, are also reviewed at a meeting of the Industrial Advisory Committee for that particular curriculum.

   Courses offered by the academic departments in support of the various curricula are described in a standardized syllabus format maintained by the academic department having responsibility for the course. The course syllabus for a new or existing course is largely prepared and updated by the faculty of the department responsible for the course, working under the direction of the Chair and Program Director. New courses, changes in courses, and track changes must meet the approval process and timeline prescribed by the Academics Office, under the direction of the Vice President of Academics.

2. New and Discontinued Programs

   Curriculum recommendations pertaining to the initiation or discontinuation of a degree program require additional steps compared to changes to existing programs, including the requirement of an open presentation on the proposal. Faculty, staff,

and students are eligible to attend the open presentation to express their personal viewpoints. The complete process is described in the Curriculum Change Manual.

G. *Research Involving Human Subjects and the Institutional Review Board*

MSOE's Institutional Review Board (MSOE IRB) is an administrative body established to protect the rights and well-being of human subjects recruited to participate in research activities. MSOE IRB has jurisdiction over human subject research activities conducted at MSOE, human subject research activities conducted by MSOE employees, students, or agents at any location, and human subject research activities that use MSOE resources. All students, staff, and faculty at MSOE planning to conduct research involving human participants must submit an IRB protocol application package for review by MSOE IRB including proof of relevant training certification. Investigators must obtain written approval from MSOE IRB before human subject recruitment and research may begin. For further information, please see the IRB Guidelines at https://www.msoe.edu/faculty-staff/institutional-review-board-irb/ or the MSOE Policy and Resource Library for the complete, official policy.

H. *Faculty Development Involving Leave Time*

MSOE offers two forms of leaves in which faculty have a reduced workload and dedicated time for development: unfunded leaves and protracted leaves. In each case, the leave is intended for activities that will lead to the professional development of faculty members.

1. Unfunded Leaves

The unfunded leave provides for a MSOE faculty to request up to one year of leave time to participate in faculty development. Faculty will be responsible for obtaining salary funding (if salary is desired) for the duration of their leave. They will continue to be responsible for covering the employee portion of any benefits they obtain through MSOE. MSOE will continue all benefits to the faculty member allowable by contract during the leave. Faculty members will be required to sign a payback agreement indicating they will reimburse MSOE for the institutional cost of any provided benefits during the leave if the faculty member does not return from leave for a minimum of one year.

Faculty members applying for an unfunded leave must submit a request to their Chair by Dec. 1, for leave consideration during the academic year. The request must include a statement of what he or she plans to do during the leave, as well as how these activities support the faculty member's Faculty Development plan. The Chair will review the request in consultation with the Vice President of Academics and decide if the leave is to be granted. If the request is considered to have merit, but

staffing is a serious problem, the Chair may request that the leave be postponed for up to one year.

Faculty who obtain salary funding while on unfunded leave may either do so through direct compensation by an outside entity or through a contractual relationship between the outside entity and MSOE. If faculty contract directly with an outside entity, they may be disqualified from participating in certain group benefits programs as an MSOE employee for the duration of their leave. Any faculty considering a compensation model, in which they become a short-term employee of a sponsoring entity, should check with the Human Resources Department to verify the effect on benefits before agreeing to such an arrangement.

During an unfunded leave, MSOE will continue to contribute the university's share of the cost of faculty's employee benefits, either by contributing to the benefits premiums directly (when the faculty is receiving payment through MSOE), or by providing the funds to the faculty member for benefits premiums (when the faculty is acting as an employee of an outside entity). Unfunded leaves will not be considered a break in employment when calculating the faculty member's years of service.

2. Protracted Leave Program

The protracted leave program involves MSOE-funded release time from classroom instruction. Its purpose is to support activities that will become self-sustaining or to aid in other forms of faculty development. Any full-time faculty member of rank Assistant Professor, Associate Professor or Professor who has successfully completed one contract renewal review is eligible to apply. Eligible faculty can apply for a reduction in teaching load by one-quarter time, half-time or full-time for one to two semesters.

Application details and timeline are typically announced in the fall term of each year for faculty applying for protracted leave during the following academic year. Specific criteria and expectations for awardees are included in the announcement. Applications are reviewed by the Faculty Development committee, which recommends to the VP of Academics which proposals should be approved. The VP of Academics will consider the recommendations of the Faculty Development Committee, the budget for supporting protracted leaves, and the staffing needs of the departments before announcing which proposals have been approved.

I. *Annual Performance Evaluations and Review*

Each year, the Chair or Vice Chair conducts an annual performance evaluation and review for each regular, full-time faculty member in accordance with the policy, process,

and procedure outlined in the *Faculty Performance Expectation and Assessment System (PEAS).*

J. *Terminations*

The termination process resulting from the non-renewal of an appointment or for lack of performance is described in the *Faculty Performance Expectation and Assessment System (PEAS).* Terminations resulting from unacceptable conduct are described in the Faculty Conduct Policy. Any connection or association of a faculty member with MSOE appointed for a specified term ends according to the specified term unless the appointment is renewed.

IV. COMMITTEES

Faculty contribute to the governance of MSOE through meeting participation and by serving on committees - institutional committees, committees of the faculty, departmental/school committees, and *ad hoc* committees. Committee service is expected of all full-time appointment faculty.

A. *Executive Education Council*

The Executive Educational Council (EEC) is advisory to the Chief Academic Officer. Voting membership is determined by the EEC and typically consists of the Academic Department Chairpersons and representatives of various campus departments. To aid University-wide communications, representatives from the Faculty Senate and the Student Government Association participate on the EEC, along with representatives from other sectors of the University.

The Executive Educational Council, chaired by the Chief Academic Officer, deliberates and makes decisions on questions involving undergraduate curriculum and programs. In the case of any major change in direction and in consideration of the instructional budget of the University, the Council acts in an advisory capacity to the administration.

B. Council for Academic Planning

The Council for Academic Planning (CAP) is a standing committee of the EEC. It is responsible for coordinating curricular planning and revision, new program introduction, academic program review, course scheduling, general education requirements, common outcomes assessment and program-level student outcomes assessment. The CAP serves as a monitoring and communication point for all program-level and university accreditation efforts.

C. General Education Committee

The General Education Committee (GEC) is a standing subcommittee of CAP. The General Education Committee (GEC) is responsible for oversight of MSOE's General Education program. The "General Education program" refers to the 30 credit hours of courses distributed among the liberal arts disciplines and the academic programs.

D. Graduate Programs Council

The purpose of the Graduate Programs Council (GPC) is to set general policies and procedures common to each Graduate Program offered by MSOE. The Graduate Programs Council reports directly to the Chief Academic Officer.

The Graduate Programs Council is composed of the following ex-officio voting members: the Chair of each graduate degree-granting department or school and the Program Director for each graduate program offered by the University. The ex-officio non-voting members of the Graduate Programs Council include a representative for the Faculty Council, the Registrar's Office, and the Office of the Chief Academic Officer. GPC may update the non-voting membership in order to ensure that appropriate bodies are represented.

E. *MSOE Faculty Council and Senate*

The MSOE Faculty Council is composed of all faculty members holding ranks of Instructor, Assistant Professor, Associate Professor and Professor. The Chief Academic Officer is an ex-officio member of the Faculty Council. The Faculty Council typically meets once each semester. The Faculty Senate consists of elected representatives of each of the academic departments or schools and acts on behalf of the Faculty Council in most regards. The Faculty Senate meets most weeks during the academic year.

The MSOE Faculty Council has the following broad objectives in support of the mission of the University:

1. Monitor, assess, and implement policies and procedures related to faculty, assessment, rank and grievance procedures.
2. Promote the representation and interests of the faculty in regard to existing and proposed institutional policies and practices.
3. Partner with the rest of the MSOE community in the university's planning and decision-making process.
4. Work with the university to encourage and facilitate the professional development of the faculty.
5. Assist in providing an environment that promotes student and institutional success.

Details of the MSOE Faculty Council and Senate can be found in the MSOE Faculty Council Constitution and Bylaws.

F. Additional Committees

The institution employs a variety of additional committees to support the mission and goals of the institution. Such committees may be formed, dissolved, or modified from time to time in order to best serve current needs. These committees are described in various governing documents or in records of the offices to which they report.

V. PARTICIPATION IN CONSULTING AND PROFESSIONAL PRACTICE

While the primary function of MSOE is student education, the University recognizes that consulting and/or professional practice can be of benefit to faculty and the University alike. Faculty members are encouraged to undertake such activities, provided that they are disclosed per the MSOE Conflict of Interest policy and do not interfere with the faculty member's commitments to the University. Such time devoted to consulting or advanced professional practice will not require that it be declared as vacation time nor will the individual's pay be otherwise altered. There is no liability on the part of the University on behalf of the faculty involved in these activities.

Occasionally, MSOE may offer opportunities for consulting or advanced professional practice through the Applied Technology Center (ATC) or the Center for Professional Education (CPE). The ATC and CPE work with industry partners on various research projects. Interested faculty may work with the ATC as an addition to their regular duties and shall receive extra pay for such service. Faculty may also request release time from their Chair to work on such projects. In such cases, release time must be approved by the Chair. Faculty may or may not receive extra pay when release time is granted, with the balance of pay and release time negotiated between the faculty member, ATC or CPE, and their Chair.

VI. FACULTY WORKLOAD

A. *Workload*

1. Ordinary Teaching - Under normal circumstances, the primary component of a faculty member's workload will be on-campus teaching. On rare occasion a faculty member may be asked to teach an off-campus course.

The timespan of an ordinary teaching assignment shall not exceed nine hours on any given day unless approved by the faculty member. Additionally, faculty who teach after 5 p.m. will not be assigned classes prior to 10 a.m. without their approval.

The engineering, nursing, and science departments use a microload workload evaluation format. This method is particularly useful for evaluating teaching assignments involving a mixture of lecture and laboratory classes and student project supervision. Copies of the workload evaluation formulae are available below.

The Rader School of Business, Humanities and Social Science and Communication, and Mathematics Departments use a macroload workload evaluation format. This method is useful for evaluating teaching assignments involving classes largely offered in lecture format. Copies of the workload evaluation formulae are available below.

2. Extraordinary Assignments - Faculty members may participate in extraordinary assignments as enumerated in this section. The decision to participate is at the discretion of the faculty member, and such duties will not be considered as part of the regular workload, unless the faculty member explicitly agrees.

   a) *Overload Classes*
   A faculty overload results when the evaluated workload for the term exceeds full-time employment as determined by formulae provided in section XI of this document. Additional compensation for an overload will be calculated according to formulae in section XI.

   b) *Special Assignments*
   Faculty members may be invited to participate in short-term teaching (other than regular classes or seminars), research, advanced practice or special assignments for non-academic departments. Compensation for this type of activity is determined on an individual basis and must be arranged with the department initiating the invitation to participate and with prior approval from the chair.

B. Special Considerations for Off-Campus Classes

Normal auto mileage or bus fare between MSOE and the off-campus site will be reimbursed at the usual mileage rate, assuming that one round trip will be made for each block of time scheduled off campus. Travel time will also be compensated at the faculty member's normal hourly rate in addition to normal load calculations, using reasonable time for round trips to the off-campus site.

VII. FACULTY BENEFITS AND RELATED POLICIES

A. *Illness*

In cases of short-term illness, arrangements will be made by the Chair for other faculty to assist temporarily with the classes affected. Absences from the classroom are to be reported to the Chair. When absences are anticipated in advance, notification should be given as early as possible to the Chair.

B. *Leave of Absence*

Any faculty member holding one of the long-term full-time positions may apply, in writing, to the Chief Academic Officer for a Leave of Absence (see section II.E. for leaves related to professional development). The Chief Academic Officer, in consultation with the faculty member and the Chair, will determine the conditions of the leave. Final authority for granting or denying such requests will reside with the Chief Academic Officer. Upon returning to MSOE, faculty members will continue in their positions with at least the same ranks and salaries.

While the faculty member is on leave, the University may hire an interim replacement. However, such a replacement is only temporary and in no way affects the status of the faculty member upon returning.

While on leave, subject to regular conditions of the MSOE Benefits Programs, the faculty member has the option to continue receiving faculty benefits that had previously been in effect.

C. *Other Employment*

MSOE looks with favor upon research and consulting arrangements, speaking engagements, seminars, workshops, and creative activity providing they do not interfere with the individual's regular assigned responsibilities and can be judged to contribute to their professional growth and stature. Potential conflicts of commitment and/or interest must be disclosed according to the Institution’s Conflict of Interest policy.

Specific information and guidelines pertaining to research and consulting activities is provided in Section V.

D. *Professional Travel*

Participation in seminars, conferences and national or international meetings is encouraged as a way to maintain currency within one’s areas of study, present scholarly work and/or exhibit professional service.

MSOE provides support for these programs for full-time faculty, consistent with departmental budgetary procedures and restrictions. In all cases, it is important to follow department approval procedures prior to travel and complete expense reports promptly following travel. Expense reports need to be completed following the requirements provided by the Finance Office.

E. *Faculty Liability Coverage*

MSOE provides Teacher Liability Coverage for its teaching staff. This insurance protects teachers in the event that they are held liable for third-party bodily injury or property damage claims arising out of their school-related teaching activities on or off campus.

School-related teaching activities covered include acts or omissions in connection with their position as members of the faculty or teaching staff.

Individuals wishing additional information on this plan are urged to contact the Chief Financial Officer.

F. Health Care Liability Coverage:

MSOE provides liability coverage for all clinical faculty acting within their scope of practice while in the clinical setting.

G. *Liability for Consulting Sponsored Through the ATC*

Faculty and staff participating in authorized activities of the MSOE Applied Technology Center are afforded liability insurance protection through MSOE. Coverage is provided for claims arising out of the performance of professional services and caused by negligent actions, errors, or omissions. Negligent acts of others employed by MSOE for whom faculty and staff are responsible are also covered.

Individuals desiring additional information on this plan are urged to contact the Chief Financial Officer or the Dean of Applied Research.

VIII. HANDBOOK REVISION PROCEDURES

1. Changes to the Handbook can be initiated by the Chief Academic Officer, EEC, GPC, or Faculty (Faculty Senate or Faculty Council).

2. Changes must be approved by the faculty (Faculty Senate or Faculty Council), EEC, and the Chief Academic Officer.

3. In the event that the EEC, faculty, and the Chief Academic Officer do not agree to suggested changes, a temporary conference committee shall be formed to meet

and suggest revisions to a proposal. This committee should include the Chief Academic Officer and at least one member from both the Faculty Senate and EEC. Any revisions will be re-proposed to the faculty and EEC.

MILWAUKEE SCHOOL OF ENGINEERING

FACULTY PERFORMANCE EXPECTATION AND ASSESSMENT SYSTEM (PEAS)

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I. Introduction

A high performing faculty is critical to the success of MSOE. In order to communicate faculty performance expectations, foster professional development, provide regular feedback to faculty, and make personnel decisions, MSOE utilizes a Performance Expectation and Assessment System (PEAS). This document describes those aspects of the PEAS program that apply to faculty of rank Assistant Professor, Associate Professor and Professor.
The specific goals of the PEAS system are to provide:

1. a structure for communicating institutional and department/school expectations of faculty performance for contract renewal (continuance) and rank promotion.
2. a system for regularly assessing each faculty member's performance against expectations.
3. a basis for decisions related to merit-based pay raises, renewal of long-term contracts, and rank promotion.

The system involves regularly recurring reviews in which faculty are rated in the categories of teaching, service and scholarly activities and then evaluated against department/school expectations. The most important category for typical faculty is that of teaching, although those faculty in mainly administrative roles may be evaluated primarily, or completely, on the other categories.

Faculty reviews will be conducted as an Annual Review (AR) and as a Cumulative Review (CR). The AR will be conducted annually by the Chair, while the CR will occur at an interval determined by the faculty member's rank and include peer review in addition to the review from the Chair. A CR will also occur when a faculty member applies for rank promotion. Details are found in subsequent sections.

II. Faculty Performance Expectations

The PEAS is centered on the general expectations of the faculty. At MSOE, faculty are expected to:

1. be accomplished teachers.

2. participate in service activities that
    a. enhance the experience of students and faculty within the MSOE learning community and that contribute to continued excellence at the institution.
    b. support and benefit their profession and community groups.

3. engage in scholarly activities.

Faculty members are also expected to treat each other with respect and work to enhance the productivity of the department/school members as a team. This aspect of their position, termed collegiality, can be considered when evaluating faculty.

The performance expectations for contract renewal and rank promotion are to be communicated within each department/school using the *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion*. This statement outlines the department/school expectations for continuation and rank advancement (promotion) by indicating the minimum expected ratings in the review categories, including the definition (descriptor) associated with each rating. The statement should also include a copy of the rating forms and any associated supporting materials (such as category descriptors) used during the faculty evaluation process. The same rating forms and supporting materials are to be used by the Chair during ARs and CRs and by peers during CRs. The rating forms, at a minimum, must include the following headings and subheadings, along with their associated definitions:

A. *Teaching*

1. **Instructional Design**: Skills in designing and sequencing experiences, which, when engaged by a qualified learner, result in a high probability that specified learning outcomes will be achieved by the student.

2. **Instructional Delivery**: Interactive skills or characteristics that promote and facilitate learning, including the ability to motivate students, generate enthusiasm and communicate effectively through written, verbal and electronic means.

3. **Instructional Assessment**: Skills in developing tools, procedures and strategies for assessing student learning and providing meaningful feedback.

B. *Service*

1. **To the Institution**: Carrying out non-teaching responsibilities or duties, not necessarily related to one's recognized area of expertise or even academic in nature, that contribute to the operation of the institution.

2. **To the Profession**: Carrying out responsibilities or duties, not necessarily related to one's recognized area of expertise, which contribute to the operation of a professional organization within one's discipline. Activities of highest value

provide benefit to MSOE through application of activities within the institution or serve to enhance the reputation of MSOE through the contributions.

3. **To the Community**: The application of a faculty member's recognized area of expertise in the community without pay (or for limited remuneration). Activities of highest value provide benefit to MSOE by enhancing the reputation of the institution within the community.

C. Scholarly Activities

Scholarly activities include discovery and translation of knowledge, dissemination of knowledge, and proficiency within a chosen area of study, including the study of teaching and learning.

1. **Discovery and translation** consist of participating in research or other advanced inquiry within a chosen area of study as well as applying learned concepts through consulting, creative endeavors, or improvement of products and services.

2. **Dissemination** consists of transmitting and sharing knowledge within a chosen area of study to one's peers or the public at large.

3. **Proficiency** consists of maintaining currency within a chosen area of study.

It is reasonable for departments to require higher category ratings for rank advancement (promotion) than for continuation. This is because rank advancement is judged over a shorter time period than contract renewal.

The initial *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion* needs to be approved by the Vice President of Academics, who may choose to consult with either the Chairs or a faculty committee to ensure a minimum level of consistency among departments. Any changes to this statement must also be approved in the same manner.

A current copy of the *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion* is to be kept on file in the Vice President of Academic's office for use by the Institutional Review committee and the VP of Academics during faculty reviews.

An example *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion* and example rating forms used in the PEAS process are provided below.

III. Faculty Development Plan

The purpose of the Faculty Development Plan (FDP) is to set goals and create a plan of activities that will contribute to the professional development of the faculty member in the categories of review. The development plan must include specific goals and discuss how these goals contribute to and support the mission and goals of the department and the mission of the institution. It should also address any areas of weakness identified in previous reviews.

The general format for the FDP should include:

1. Prioritized personal and professional goals related to the categories of review, with an explanation of how they support the mission and goals of the department and/or institution.
2. The activities designed to meet the goals.
3. Those institutional resources needed to support the proposed activities.

A faculty member's first FDP must be created prior to their first AR, and in consultation with the Chair. When the faculty member completes their FDP, the faculty member shall submit a copy to the VP of Academics (VPA) for review. The faculty member will annually review their FDP prior to their AR and make any desired changes. At the AR the faculty member and Chair will discuss and revise. Revised FDPs will be forwarded to the VPA by the faculty member.

IV. Annual Review (AR)

Purpose: The AR provides an annual assessment of the faculty member's contributions to the department/school and institution and provides an opportunity for the faculty member to adjust their faculty development plan (FDP) in accordance with department/school needs and faculty interests. The AR also provides data to be used for merit-based pay raises, retention, promotion and/or off-schedule cumulative reviews. The AR documents are filed with the VPA's office.

Process: The AR of all faculty holding long-term contracts will occur annually in the fall and will be based upon evidence of performance in the prior academic year. An AR form will be completed for each faculty member, including those also completing a CR in the current year, and filed with the VPA's office. The forms allow for category, and subcategory, weightings to be incorporated if the department so chooses. If a department elects to use category weightings,

these weightings must be approved by a majority vote of the faculty no later than June 1 of the calendar year in which reviews will occur. In such cases, teaching must be weighted greater than 50% unless the faculty member is in a predominantly administrative position. When weightings are not used, candidates will be judged against the department expectations, as communicated in the *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion* for each category.

The Chair is expected to review and use data from the course evaluation system as one basis for ratings in the category of Teaching. Prior to the annual reviews, the Chair should communicate to the department faculty how he/she will be incorporating course evaluation data into the reviews. Department faculty may elect to provide advice and feedback on the process to be considered by the Chair.

Timeline and process details:

1. On or before May 31, the faculty member shall submit, in electronic form, an annual self-report to the Chair. The self-report shall include a brief timeline and explanation of activities supporting the performance review categories, along with a self-assessment of progress toward the FDP.

2. The Chair shall review the faculty member's self-report and may communicate with other members inside or outside of the institution in order to verify, or seek further information, related to activities listed in the self-report. This might include requesting a contact person to verify work performed under a non-disclosure agreement. Such communication might include determining the extent of a faculty member's contributions, the quality of the contributions or the collegiality exhibited by the faculty member. Chairs should carefully evaluate the sources of further information and ensure the information is fact-based or data-driven, rather than "hearsay" or biased opinion.

   The Chair shall also review the data from the Professor Evaluation Questionnaire (PEQ) system, reviewing both numerical scores and student comments from the past year to be used in determining the ratings in the category of Teaching.

3. By a date decided on by the department, the Chair shall prepare a written AR report for each faculty member, distribute them to the faculty members and meet with each to discuss the evaluation. For those faculty members undergoing a Cumulative Review (CR) during the current academic year the chair will still complete an AR form and perform a review. This is because the AR form indicates performance over the past year, while the CR indicates performance over the review period. The AR report for any given faculty

member should be provided to the faculty at least one week prior to the meeting scheduled to discuss the AR report. The AR report shall include:

a. The Chair's ratings of the faculty member in each of the performance review categories (using the rating forms also used for the CR). Ratings for the category of *teaching* are to be informed, at least in part, from the numerical data in the PEQ system, although the Chair may make adjustments to ratings based on student comments from the PEQ forms, from conferences with students or faculty, or from personal knowledge of having taught similar or follow-on courses, or from other evidence the faculty member provides. The basis for any adjustments should be indicated in the narrative.

b. A narrative that:
    i. briefly discusses/explains the basis for the ratings.
    ii. indicates if information was derived from other members of the institution, including a list of those members (by position or name) from which that information was obtained.
    iii. notes any collegiality concerns.
    iv. indicates any recommended changes to the faculty development plan.

c. When appropriate, any of the following:
    i. An indication that the review is considered unsatisfactory as determined by the faculty member's ratings compared to department expectations. Two unsatisfactory ARs during a long-term review period can initiate an off-schedule cumulative review.
    ii. A list of any courses taught that should be reviewed by the Department Subcommittee on Teaching during the next CR. When selecting courses to be used in the review, the Chair should take care to use courses that the faculty either has student work already available, or will be teaching, prior to their next CR.

4. The faculty member and Chair shall meet to discuss the AR report. Based on the discussion the Chair may decide to update the AR report. Once the Chair has completed the final version of the AR report, the faculty shall sign the AR report to indicate that the annual review meeting was held and that the faculty member has read and discussed the AR report with the Chair. The faculty member has the right to prepare a written response to the AR report to be submitted in electronic format to the Chair within 10 working days of the date of the annual review meeting.

5. The Chair submits copies, in electronic format, of the faculty member's self-report, the AR report and, if one exists, the faculty member's written response to the VPA's office on or before Friday of week 15 of the fall semester. The VPA makes note of any faculty who are recommended for an off-schedule CR and files all documents for use during CRs.

IV. Cumulative Review (CR)

Purpose: The purpose of the Cumulative Review (CR) is to provide a more thorough review of the faculty member (candidate) than the annual review (AR) by incorporating a greater degree of peer input and rating the faculty's performance over a more extended time period. The CR provides data to inform decisions regarding long-term contract renewal and promotion. Figure 1 provides an overview of the CR.

Schedule:

1. *Trial CR* will take place in the 2nd academic year. The trial CR will involve the faculty member completing a review packet in the same format as that required for a Cumulative Review. This packet will be peer reviewed at the department level in the same manner as a regularly scheduled CR. Review documents (rating forms and narratives) from a trial CR will not be filed with the IRC. Instead, they will be used to provide formative feedback to new faculty about their performance and the quality of their review materials. It is the responsibility of the department to inform the faculty that they are scheduled for a Trial Review.

2. *Initial CR* will take place in the 3rd academic year.

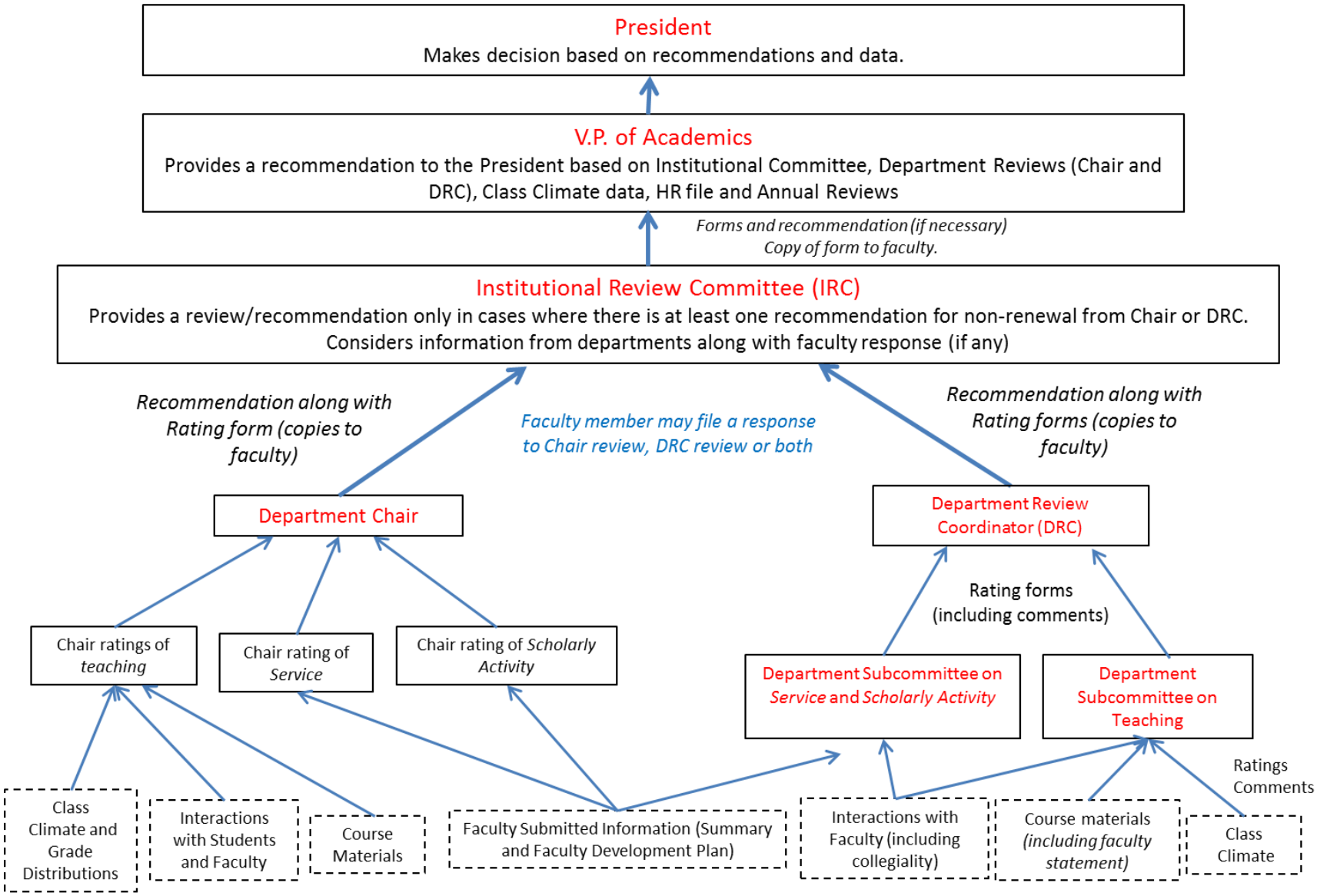
3. *Regularly scheduled CRs* will occur in the next-to-last year of a long-term appointment. For faculty members holding 4-year appointments, the review will occur in year 3, for those holding 6-year appointments, the CR will occur in year 5, and for those holding 6-year appointments, the CR will occur in year 5. Faculty with 25 or more years of full-time faculty service at MSOE will be exempted from regularly scheduled CRs.

4. *Off-schedule CR*s can be initiated by the VPA after two consecutive unsatisfactory (below expectation) ARs that occur during a long-term contract period. They may occur either pre- or post-25 years.

5. *Promotion-specific CRs* occur when a faculty member is applying for promotion prior to their next regularly scheduled CR or if they request a CR for consideration of promotion after they have attained 25 or more years of service. *Applicant-requested CRs* may differ from *Regularly Scheduled CRs* as indicated in Section V under **Rank Advancement**.

Those faculty scheduled for an initial CR, regularly scheduled CR, or off-schedule CR will be notified by the VP of Academics Office, with a copy to the faculty member's department chair by week 15 of the spring term of the academic year preceding their review. Faculty members requesting a promotion-specific CR must inform their department chair no later than Friday of week 1 of the fall term that they will be applying for rank advancement in that term.

Cumulative Review (CR) System



Process and Timeline:
Faculty up for review during the following academic year will be notified by the VPA's office by April 1 of the prior academic year.

1. By Friday of week 2 of the fall semester of the review year, the candidate must submit a review packet to their Chair that is composed of 3 components: 1. narrative, 2. student evaluations, 3. course materials. The narrative and student evaluations must be in electronic form. Electronic copy of the course materials is recommended, but departments may allow a hard copy. These folders should include the following:

    a. Narrative:

        i. The narrative should address the three categories of review, including the addressment of any concerns raised in the previous peer review and adequate details for colleagues to assess performance in each category. The order of information in the narrative should be:

            1. Peer-generated rating documents from the most recent peer review. This may be a CFARC letter (for those whose last review was prior to the implementation of PEAS), department summary ballot/letter and/or an IRC summary ballot/letter from the most recent review under the PEAS process. Rating documents from a previous Trial Review do not need to be included.

            2. Self-evaluation of instructional (teaching practices from the review period. The narrative should provide multi-pronged evidence, as applicable, for the faculty member's performance in this category and should refer to the teaching materials as appropriate. Faculty may wish to address their teaching goals and styles, delivery and assessment practices, efforts to become a more effective instructor, direct evidence of student achievement, peer input, etc. Within this section there should be a summary of student evaluations for at least the previous 4 years, or for the length of the candidate's tenure at MSOE if it is less than 4 years. Departments might dictate the format of such a summary, such as including departmental averages for comparison. The candidate should discuss how they are addressing any consistent concerns raised in student evaluations, any specific challenges they have encountered during the review period.

            3. Self-evaluation of service activities from the review period and how these activities support the faculty member's development

plan. Service activities may be subdivided in a manner that aligns them with department expectations for service. Activities should be dated and provide adequate detail for colleagues to assess the effort and benefit of these activities.

b. Student Evaluations (Professor Evaluation Questionnaire Forms):

   i. Original (non-summarized) evaluation forms for at least the past 4 *years,* or for the duration of a faculty member's tenure at MSOE if less than 4 years. These should be named in a manner that includes academic year (recommend the year the academic calendar finished), term and course name and can be sorted from most recent. For example, faculty might employ the following naming convention:

      2025_S1_ELE3300_Signals and Systems
      2025_S2_BME4410_Advanced Biomechanics
      2025_S2_ELE3300_Signals and Systems

   ii. The student evaluation forms must include student comments. Any that are personal in nature (e.g. those pertaining to appearance, sexual in nature, etc.) and not related to the course may be removed (blacked out) with approval of the Chair. Faculty may provide a response to any of the ratings to further explain situations that may have impacted the input.

c. Course Materials:

   Faculty must submit course materials from 3-4 courses (as determined by department) that support the ability of reviewers to efficiently assess the content covered, level and scope of assessments and student feedback provided. It is the faculty member's responsibility to ensure that he or she is providing adequate documentary evidence to support claims of effective teaching design, delivery, and assessment and to provide context for how that evidence supports those claims. Up to two of the courses can be chosen by the Chair as indicated on the AR forms.

   For most faculty, submitted materials will include, at a minimum:

   i. Description of the course (level, types of students enrolled, etc.), and how the faculty member manages the course. This should include a brief description and justification of modes of content delivery, methods incorporated, and types of assessments (formative and summative as defined by the faculty). Also, include any challenges/experiences that will aid reviewers in assessing the Teaching category. If this information is already presented in the narrative, it does not need to be repeated here.

ii. Course syllabus.
iii. Representative samples of major assessments (e.g. exams and labs) with illustrative student feedback.

Faculty should consider adding the following *when it would be helpful to support Teaching subcategories:*

i. Representative samples of minor assignments and/or non-graded student work.
ii. Select examples of content delivery materials.

Individual departments may have more refined requirements for submitted course materials. Faculty need to review their department requirements to verify they are submitting adequate materials.

2. No later than Friday of week 2 of the fall term, the department will identify a faculty member to serve as the Department Review Coordinator (DRC). Faculty serving as the DRC should be at the rank of Professor. The DRC, or their designee, is responsible for reviewing applications for completeness and requesting additional information from candidates as necessary. The DRC also manages the department peer review process. This includes collecting rating forms from any subcommittees employed during the review(s), collating ratings, and providing a recommendation for renewal or nonrenewal of the candidate to the Institutional Review Committee (IRC). The DRC will submit separate evaluations forms to the IRC for all department members reviewed.

   Departments may identify the DRC in one of two ways:

   I. Elect from the department faculty.

   II. Elect a committee of faculty to conduct reviews and allow the committee to elect/appoint one of the members as the DRC. In this case, the committee must have a minimum of 3 members. Such a committee will be considered as a combination of the Department Subcommittee on Teaching and the Department Subcommittee on Service and Scholarly Activities, which are further described in the next paragraph.

3. Also, by Friday of week 2 of the fall term, the department will decide on membership for the Department Subcommittee on Teaching and the Department Subcommittee on Service and Scholarly Activity. Departments may elect to combine these duties into a single committee chaired by the DRC, as described in the previous paragraph. If separate committees are used, each subcommittee must have a minimum of 3 faculty serving on each and membership may be shared amongst the subcommittees. Departments are encouraged to select membership to the Department Subcommittee on Teaching based on their ability to knowledgeably critique the course materials submitted and/or based on their own history of commendable teaching. The members of the department subcommittees may vary for each faculty under review.

4. Department subcommittee members will be provided with the rating forms used by each subcommittee, any guiding documents for using the rating forms, and the components of the applicant's packet that pertain to each subcommittee. The Department Subcommittee on Teaching will also be provided with the department performance summaries from the course evaluation system so that they can compare candidate performance with the overall department performance.

5. The members of each of the department subcommittees may meet as a group to discuss their reviews and ratings, but individually completed forms are to be submitted to the DRC. By November 1, each subcommittee will submit completed rating forms to the DRC.

6. The DRC will collate the rating forms and comments into an overall summary and evaluative recommendation (the recommendation must be either renewal or non-renewal) using the Department Summary Evaluation form and the Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion. If necessary, the DRC may meet with members of the subcommittees to clarify ratings or comments. No later than Friday of week 15 of the fall semester, the DRC will submit one Department Summary Evaluation form to the IRC for each candidate, with a copy to the candidate. If a department utilizes a single committee chaired by the DRC, these individuals must come to agreement on the ratings on the Department Summary Evaluation form. The individual rating forms from the subcommittee will also be submitted to the IRC, without copies to the candidate. Prior to the DRC submitting documents to the IRC, the candidate shall have an opportunity to review the Department Summary Evaluation form and any accompanying summary narrative. Candidates shall be given at least 7 calendar days to review the Department Summary Evaluation form and any accompanying narrative and may request that any errors of fact in the review documents be corrected, provided evidence of such error is contained within the candidate's review packet. If an error is identified that may impact ratings or the final recommendation, the DRC will reconvene the appropriate subcommittees to reconsider.

7. In parallel to the review by the department members, the Chair will complete the Department Chair Summary Evaluation form and will submit it, with a copy to the candidate, to the IRC no later than Friday of week 15 of the fall semester. The Chair's comments must describe the role of course materials in their evaluation. Their recommendation should be based on the Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion. The Chair will also submit a copy of the Statement of Department Expectations for Contract Renewal to the IRC. Prior to the Chair submitting documents to the IRC, the candidate shall have at least 7 calendar days to review the Summary Evaluation form and any accompanying summary narrative. Candidates may request that any errors of fact in the review

documents be corrected, provided evidence of such error is contained within the candidate's review packet.

A summary of the review performed at the department level is provided in Table 1.

Table 1: Materials and Rating Forms Used at the Department Level*

Reviewer	Materials Reviewed/Used	Rating forms completed
Department Subcommittee on Teaching	• Narrative • Submitted course materials • Summary of student ratings and any candidate response to student ratings • Summary of aggregated department ratings	• Review of Teaching Materials • Rating Form: Teaching
Department Subcommittee on Scholarly Activities	• Narrative	• Rating Form: Service • Rating Form: Scholarly Activities
Department Review Coordinator(s) (DRC)	• All materials submitted by Department Subcommittees • *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion*	• Department Summary Evaluation form
Department Chair	• Narrative • Summary of student ratings and any faculty response to student ratings • Submitted course materials • *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion*	• Department Chair Summary Evaluation form

*All members have access to Department Expectations Statement

8. By Tuesday of week 1 of the spring term, the candidate may file a response to their department review (Chair and/or DRC) with the IRC.

9. The Institutional Review Committee (IRC) will be composed of 5 faculty members from separate departments that hold the rank of Professor. They are to be elected from the Faculty Council membership no later than the second week of fall term each year, with elections commonly held the previous spring term. Members will serve 2-year overlapping terms with a chair elected from the membership. IRC members can also serve as the DRC (or as part of the DRC) for their departments as long as they recuse themselves from any institutional review of members from their own department. The IRC will complete an Institutional Review Committee Summary form for all candidates. In cases where the candidate's rating forms meet department criteria for renewal and the candidate was recommended for renewal by both the Chair and the DRC, the IRC will forward the IRC summary form, along with forms submitted by the DRC and Chair, to the VPA without further recommendation or comment. The IRC will evaluate all

candidates in which at least one recommendation for non-renewal was received, as follows.

a. The IRC will be given access to all submitted candidate materials, along with a copy of the *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion* from the candidate's department.

b. The IRC may request to meet with the candidate, Chair and/or members of the department.

c. The IRC will complete a narrative describing their evaluation of the candidate in each category of the review and indicating how they arrived at their recommendation. The narrative should include a tally of the votes for renewal/non-renewal of the faculty member.

d. Any IRC member that dissents with the recommendation of the IRC may supply their own narrative justifying their reasoning.

10. By Friday of week 7, the IRC will complete an Institutional Summary Evaluation form for each candidate member reviewed. They will submit the form to the Vice President of Academics with a copy to the candidate. Additionally, they will submit to the Vice President of Academics, all materials received from the Chair and DRC.

11. By April 1, the Vice President of Academics will make a written recommendation to the President, with a copy to the candidate, indicating whether he/she recommends renewal. In formulating his/her decision, the Vice President of Academics has access to all review materials, rating forms and recommendations from the current review process. Additionally, the Vice President of Academics may elect to review previous annual review forms, cumulative review forms and documents contained in the candidate's Human Resources file. He/she may additionally consult with the Chair and/or the faculty member in order to address any questions or concerns raised during the review. Those faculty members that were not recommended for renewal by the IRC will have the option of an in-person consultation with the Vice President of Academics in order to discuss their review. Any recommendation by the Vice President for non-renewal must include a written evaluation summarizing the reasons for non-renewal.

12. The President holds the final decision-making authority for contract renewal. The President will review the recommendation provided by the Vice President of Academics and may consult the Vice President to discuss the recommendation The President may examine any information used in the review process. By April 15, the President will communicate his/her decision to the candidate.

13. Faculty denied renewal will have 10 working days after receipt of their communication from the President to file a written appeal to the President. The appeal will be assigned to an Appeals committee comprised of three professors from separate departments that have not been involved in the current review of the faculty member, and who are chosen by the Faculty Senate. The Appeals committee will review all materials submitted by the candidate, Chair, IRC, DRC, Vice President of Academics, President, and the appeal letter from the candidate. The Appeals committee may choose to meet with the candidate at their discretion. At such a meeting, the candidate may elect to bring legal counsel for consultation purposes. At the conclusion of the review by the Appeals Committee, they will submit to the President, with a copy to the candidate, their written determination of whether or not the decision denying renewal was supported by the evidence presented. The Appeals committee has until May 30 to complete their review.

14. The President will have until June 30 to consider the review of the Appeals Committee and communicate in writing whether the original decision denying renewal still stands. This decision is considered final.

V. Academic Rank and Rank Advancement (Promotion)

Initial Rank

When new full-time faculty are hired, their starting academic rank should be determined using the spirit and intent of the information contained in the Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion. The Chair, in consultation with the Vice President of Academics, will make such decisions.

Rank Advancement

Faculty members applying for rank advancement may either do so during a *Regularly Scheduled CR* or via a *Promotion-specific CR*, as long as they meet the prerequisites for applying (Table 2).

Table 2: Minimum Institutional Requirements for Advancement in Rank

For promotion to rank:	**Number of full years of service to MSOE at the previous rank[1]**	**Years of performance at rank being applied to**
Associate Professor	4	2
Professor	4	2

[1] Faculty who join MSOE with previous full-time faculty experience can count up to 2 years of that time toward the number of full years of service to MSOE for consideration to advancement to Associate Professor, provided they have documentation of previous faculty reviews that can be considered in the rank advancement process.

These prerequisites ensure a history of performance prior to rank advancement. The entries in Table 2 are to be considered minimum requirements that qualify faculty for the possibility of rank advancement, not milestones that, upon being reached, provide assurance of promotion. The number of "years of performance at rank being applied to" may overlap with the "number of full years of service to MSOE at previous rank."

The review process for rank advancement is the same as that for a *Regularly Scheduled CR*, with the following additions/differences, which are presented in Figure 2:

1. Faculty who would like to be considered for rank advancement during their *Regularly Scheduled CR* must indicate this on the first page of their self-assessment and must also inform their Chair of this intention by the date that CR materials are due.

2. Faculty who are requesting a *Promotion-specific CR* must inform their Chair of their intentions by Friday of week 1 of the fall semester in the year they are applying for promotion. If the faculty has completed a *Regularly Scheduled CR* in the previous 2 years, and their ratings for the *teaching* category were at, or above the levels the department expects for promotion, then the faculty will not need to submit course materials. They will submit their course evaluation data, previous rating form for the category of Teaching, and any faculty statement they wish to be reviewed by the Subcommittee on Teaching.

3. Letters of recommendation are required to be submitted with the review materials. For promotion to Associate Professor, one letter of recommendation is required. For promotion to Professor, two letters of recommendation are required. The goal of these letters is to verify the professional/scholarly activities reported by the candidate. The letters may be collected by the candidate or the Chair for inclusion in the review packet but should be addressed to the review committee. The letters should also include contact information for the recommender.

4. All rating forms should include a column indicating the ratings the department expects faculty to meet for promotion.

5. The Chair and DRC will complete the area of the rating form indicating whether or not promotion is recommended and justifying their recommendation in the comments. The resulting recommendation must either be in support of rank advancement or not in support of rank advancement.

6. The IRC will complete an Institutional Review Committee Summary form for all candidates.

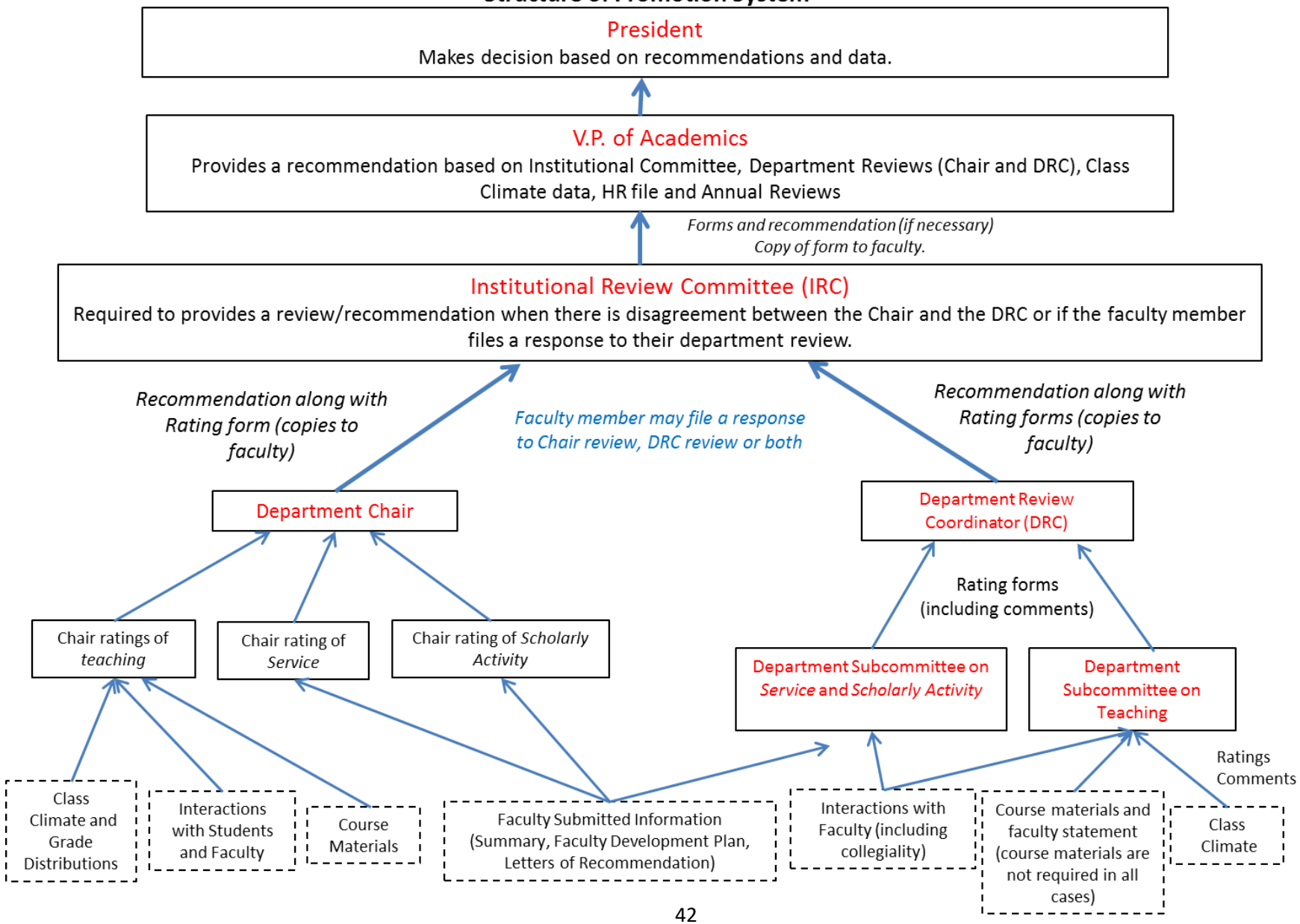
    a. In cases where the candidate's ratings meet department criteria for promotion on both the rating form from the Chair and the rating form from the DRC and the candidate was recommended for promotion by both the Chair and the DRC, the IRC will forward the IRC summary form, along with forms submitted by the DRC and Chair, to the VPA, and with a copy to the candidate and their Chair without further recommendation or comment.

    b. In cases where the promotion review is occurring as part of a Regularly Scheduled CR, and the candidate's ratings do not meet department criteria for promotion on both the rating form from the Chair and the rating form from the DRC, and the candidate was not recommended for promotion by either the Chair or DRC, the IRC will complete the summary form and forward it to the VPA. No further recommendation or comment is required on the issue of promotion.

    c. In cases where the promotion review is occurring as part of a Promotion-specific CR, and the candidate's ratings do not meet department criteria for promotion, on both the rating form from the Chair and the rating form from the DRC, the Chair and the DRC did not recommend promotion, and the candidate did not file a response to their department level review, the IRC will complete the summary form and return it to the applicant , with a copy to the applicant's Chair. Further comment or recommendation is not required, although the IRC may provide feedback to the faculty member if they so desire.

    d. In cases where the promotion review is occurring as part of a Promotion-specific CR, the candidate's ratings meet department criteria for promotion but the candidate was not recommended for promotion by either the Chair or DRC, or if the candidate's ratings did not meet department expectations, but they filed a response to their department review, the IRC will complete a review as described in the next section.

Structure of Promotion System



7. The IRC will evaluate all candidates for promotion in which there was one recommendation for promotion and one against it or if the candidate files a response to their department review.

    a. The IRC will have access to all submitted candidate materials, along with a copy of the *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion* from the candidate's department.

    b. The IRC may request to meet with the Chair and/or department members.

    c. The IRC will indicate their recommendation for or against promotion on the IRC summary form. They will include a narrative describing their evaluation of the candidate in each review category and indicate how they arrived at their recommendation. The narrative should include a tally of the votes on the matter.

    d. Any IRC member who dissents from the IRC's recommendation may supply a narrative justifying their reasoning.

8. By April 1, the Vice President of Academics will make a written recommendation to the President, with a copy to the candidate, indicating whether or not he/she recommends promotion. Information accessible to the Vice President of Academics in formulating his/her recommendation include materials received by the Chair, DRC and IRC; Annual Reviews, previous Cumulative Reviews and documents contained in the Human Resources file. He/she may additionally consult with the Chair and/or the faculty member in order to address any questions or concerns noted in the reviews regarding the candidate's qualifications for promotion. Those faculty members who were not recommended for promotion by the IRC will have the option of an in-person consultation with the Vice President of Academics in order to discuss their review. Any recommendation against promotion must include a summary of the reasons for such recommendation.

9. The President holds the final decision-making authority for promotion. The President will review the recommendation provided by the Vice President of Academics and may consult the Vice President of Academics to discuss. The President may also examine any information used in the review process. By April 15, the President will communicate his/her decision to the candidate.

10. Faculty denied promotion will have 10 working days after receipt of their communication from the President to file a written appeal to the President. The appeal will be assigned to an Appeals committee comprised of three professors from separate departments who have not been involved in the current review of the faculty member, and who are chosen by the Faculty Senate. The Appeals committee will review all information submitted by the Chair, IRC, DRC, and Vice President of Academics and President, as well as the appeal letter from the candidate. The Appeals committee may choose to meet with the candidate at their discretion. At such a meeting, the candidate may elect to bring legal counsel for consultation purposes. At the conclusion of the review by the Appeals Committee, they will submit to the President, with a copy to the candidate, their written determination of whether or not the decision against promotion was supported by the evidence presented. The Appeals committee has until May 30 to complete their review.

11. The President will have until June 30 to consider the review of the Appeals Committee and communicate in writing whether the original decision denying promotion still stands. This decision is considered final.

VI. Rank Advancement Process for Department Chairs

The expectations for rank advancement of department chairs are the same as those for other ranked faculty members in the department but the process is modified because of the unique position of Chairs to influence reviews and salary adjustments of their department members. The following changes are made to the standard review process when a Chair applies for rank advancement.

a) Departments may elect a separate review committee(s) for the Chair and may consider using only faculty holding the rank of Professor, assuming an adequate number of such faculty in the department.
b) The review summary and letter generated by the department review process will be supplied directly to the Vice President of Academics, with a copy to the Institutional Review Committee, but not copied to the Chair. The Vice President of Academics may elect to share content of the review documents when informing the Chair of the final decision regarding rank advancement.
c) The Chair will be reviewed by a second committee composed of 3 other department chairs selected by the Vice President of Academics. This committee will review the Chair against the department expectations provided. Their letter will be sent directly to the Vice President of Academics with copies to the Chair and the Institutional Review Committee.

d) In the situation where one, but not both, review committees recommend the Chair for promotion, the IRC will perform an additional review. Their review summary will be copied to the Chair and supplied to the Vice President of Academics.

VII. Annual Process Review

After completing the process, if the committee would like to recommend changes, they will communicate those to the Vice President of Academics and the Faculty Senate Chair
Also, after the completion of the process, the committee will meet with the Vice President of Academics to discuss the overall process. The goal is to ensure consistency of the review process.

Example *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion*.

Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion

_____ Department/School

In order to have a well-functioning department, faculty activities should support the institutional and department vision and mission statements.

Institutional vision: MSOE will always be at the forefront of professional education with emphasis on both theory and technology, coupled with intensive laboratories and career practice.

Institutional mission: *MSOE provides a sustained interactive educational climate for students to become well-rounded, technologically experienced graduates and highly productive professionals and leaders.*

Department vision (example)*: Provide an evidence-based educational experience delivered by faculty recognized for both their educational pedagogy and subject knowledge.*

Department mission (example): *Create an educational environment that maximizes student potential and prepares them for success as work-ready practitioners of their fields or in their pursuit of further studies.*

Expectations for Contract Renewal

In general, the activities in which faculty participate should form a pattern that reflects an understanding that commendable teaching is the most important criterion for continuation (and advancement). Specific expectations differ somewhat based on years of service and faculty rank. New faculty will mainly be reviewed on their teaching abilities and performance of assigned duties. Faculty with more years of service and/or at higher rank are not only required to be commendable educators, but also are also expected to contribute to a greater extent to service, exhibit professional growth, and participate in activities that enhance the reputation of MSOE. Senior faculty should serve as role models for junior faculty by providing leadership and exhibiting teamwork skills.

The first part of this document indicates the performance expectations for contract renewal at each rank. If faculty meet or exceed these expectations, they can reasonably expect to be renewed, providing that there is not a significant staffing, ethical, legal or collegial concern that may override their performance in these areas. The most important category of review for most faculty is *Teaching*, and poor performance in this category, independent of performance in the other categories, may be grounds for non-renewal. Performance that is judged to be below expectations for the subcategories of *Service* and *Scholarly Activities* **may** be nullified by performance that is above expectations in other subcategories, as determined by the department. For those faculty who serve in mainly administrative roles, their review may be based to a larger extent, or completely, on *Service* and *Scholarly Activities*.

These ratings represent minimum targets for each faculty. These ratings do not necessarily represent the performance required for promotion, which are further described in the next section. Note that in some subcategories (such as Service to the Community) expectations for contract renewal may be low.

Example *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion*.

This is not meant to indicate that such activities are not considered valuable to the department or institution. Instead, it indicates that such opportunities may not be readily available to all faculty, such that creating an expectation for a high level of involvement for all faculty is unreasonable.

Example *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion*.

Expectations for Contract Renewal _____ Department/School

Rank	Initial CR	Subsequent Assistant Professor	Associate Professor	Professor
Teaching				
Instructional design: Skills in designing and sequencing experiences, which, when engaged by a qualified learner, result in a high probability that specified learning outcomes will be achieved by the student.	3 Reasonable coverage of material. Appropriate structure. Lack of evidence of best practices incorporated.	4 Appropriate material covered. Some evidence of best practices incorporated.	4 Appropriate material covered. Some evidence of best practices incorporated.	4 Appropriate material covered. Some evidence of best practices incorporated.
Instructional delivery: Interactive skills or characteristics that promote and facilitate learning, including the ability to motivate students, generate enthusiasm and communicate effectively through oral, written and electronic means	3 Students report a reasonable learning environment but are divided on the ability of the faculty to motivate them. Faculty attempts unique ways to explain topics.	4 Students report a good learning environment and seem appreciative of faculty efforts.	4 Students report a good learning environment and seem appreciative of faculty efforts.	4 Students report a good learning environment and seem appreciative of faculty efforts.
Instructional assessment: Skills in developing tools, procedures and strategies for assessing student learning and providing meaningful feedback	3 Reasonable alignment between course expectations and assessments. Grading criteria are provided, although they could use refinement. Student work contains reasonable feedback and work is returned in a reasonable time period.	4 Assessments seem well matched to expectations. Assessments are of appropriate number, contain good student feedback and are generally returned quickly.	4 Assessments seem well matched to expectations. Assessments are of appropriate number, contain good student feedback and are generally returned quickly.	4 Assessments seem well matched to expectations. Assessments are of appropriate number, contain good student feedback and are generally returned quickly.

Example *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion*.

Expectations for Contract Renewal _____ Department/School

Service	Initial CR	Subsequent Assistant Professor	Associate Professor	Professor
To the institution:				
Regularly assigned: Carrying out non-teaching responsibilities or duties, not necessarily related to one's recognized area of expertise or even academic in nature, that contribute to the operation of the institution.	3 Meets minimum expectations at a reasonable level of quality	4 High level of activity of good quality	4 High level of activity of good quality	4 High level of activity of good quality
Voluntary: Voluntarily carrying out responsibilities or duties, not necessarily related to one's recognized area of expertise, which contribute to the operation of the institution.	1 No activities that qualify	3 Regular contributions of reasonable quality.	3 Regular contributions of reasonable quality.	4 High level of activity of good quality
To the profession: Carrying out responsibilities or duties, not necessarily related to one's recognized area of expertise, which contribute to the operation of a professional organization within one's discipline.	1 Does not belong to professional societies or participate in professional activities	4 Is professionally active on a regular basis through committee involvement, conference organizer, publication reviewer, accreditation visitor	4 Is professionally active on a regular basis through committee involvement, conference organizer, publication reviewer, accreditation visitor	4 Is professionally active on a regular basis through committee involvement, conference organizer, publication reviewer, accreditation visitor
To the community: The application of a faculty member's recognized area of expertise in the community without pay (or for limited remuneration).	1 No activities that qualify.	1 No activities that qualify.	1 No activities that qualify.	1 No activities that qualify.

Example *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion*.

Expectations for Contract Renewal _____ Department/School

Scholarly Activities	Initial CR	Subsequent Assistant Professor	Associate Professor	Professor
Proficiency: Maintaining currency in areas of education and discipline and applying learned concepts in the educational realm.	3 Participates in a reasonable/expected number of activities that aid in maintaining proficiency.	4 Provides evidence of participating in activities that maintain proficiency and applying learned information to their courses.	4 Provides evidence of participating in activities that maintain proficiency and applying learned information to their courses.	4 Provides evidence of participating in activities that maintain proficiency and applying learned information to their courses.
Discovery and Translation: Participation in research, consulting, creative endeavors and application of research findings to improved products and services (including education).	1 No activity related to research, consulting or production of creative works of art.	3 Occasionally participates in research and/or consulting and provides some evidence that these activities provided benefit to MSOE or its students or enhance the reputation of MSOE	3 Occasionally participates in research and/or consulting and provides some evidence that these activities provided benefit to MSOE or its students or enhance the reputation of MSOE	3 Occasionally participates in research and/or consulting and provides some evidence that these activities provided benefit to MSOE or its students or enhance the reputation of MSOE.
Dissemination: Transmitting and sharing information about one's field of expertise (including education).	1 No publications or presentations. Faculty does not represent MSOE to outside communities.	3 Occasional publications and presentations. Some evidence that the faculty enhances MSOE's reputation locally and nationally.	3 Occasional publications and presentations. Some evidence that the faculty enhances MSOE's reputation locally and nationally.	3 Occasional publications and presentations. Some evidence that the faculty enhances MSOE's reputation locally and nationally.

Example *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion*.

Expectations for Rank Advancement (Promotion)

Faculty that develop into commendable teachers, show growth and leadership in the categories of service and scholarly activities, and have an ability to work well with others may qualify for rank advancement. The general qualifications for rank advancement include the following:

For advancement to Associate Professor faculty are expected to be commendable instructors as indicated by student feedback, peer review of teaching materials and incorporation of best practices. They are also expected to be active in the management of courses and programs, such as acting as course coordinator(s) and quality participation in program and campus activities and events. Faculty must also show active involvement in either professional groups or community activities in which they act as representatives of MSOE. Finally, faculty must work well with colleagues and contribute with a positive attitude to the department and institution.

Advancement of rank to Professor requires continued excellence in teaching, with a strong knowledge of educational theory. It also requires significant contributions to MSOE in regards to departmental or institutional service and a leadership role in a regional or national professional society. Those suitable for advancement to Professor act as mentors to new faculty when it comes to teaching and scholarship.

As required by the institution, promotion to either rank requires that a faculty member meet the minimum expectations found in the Faculty Expectation and Performance Evaluation System.

Example *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion*.

Expectations for Rank Advancement (Promotion) _____ Department/School

For Advancement to Rank	Associate Professor	Professor
Teaching		
Instructional design: Skills in designing and sequencing experiences, which, when engaged by a qualified learner, result in a high probability that specified learning outcomes will be achieved by the student.	4 Appropriate material covered. Some evidence of best practices incorporated.	5 Appropriate material covered. Significant evidence of best practices incorporated. Students report a high level of instructor knowledge and report
Instructional delivery: Interactive skills or characteristics that promote and facilitate learning, including the ability to motivate students, generate enthusiasm and communicate effectively through various means	4 Students report a good learning environment and seem appreciative of faculty efforts.	4 Students report a good learning environment and seem appreciative of faculty efforts.
Instructional assessment: Skills in developing tools, procedures and strategies for assessing student learning and providing meaningful feedback	4 Assessments seem well matched to expectations. Assessments are of appropriate number, contain good student feedback and are generally returned quickly.	5 Assessments are well thought out, match the learning outcomes and class expectations, are graded fairly with useful feedback and returned quickly

Example *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion*.

Expectations for Rank Advancement _____ Department/School

Service	Associate Professor	Professor
To the institution:		
Regularly assigned: Carrying out non-teaching responsibilities or duties, not necessarily related to one's recognized area of expertise or even academic in nature, that contribute to the operation of the institution.	4 High level of activity of good quality	5 High level of activity with exhibited leadership
Voluntary: Voluntarily carrying out responsibilities or duties, not necessarily related to one's recognized area of expertise, which contribute to the operation of the institution.	3 Regular contributions of reasonable quality.	4 High level of activity of good quality
To the profession: Carrying out responsibilities or duties, not necessarily related to one's recognized area of expertise, which contribute to the operation of a professional organization within one's discipline.	4 Is professionally active on a regular basis through committee involvement, conference organizer, publication reviewer, accreditation visitor	5 Exhibits quality leadership within a professional society
To the community: The application of a faculty member's recognized area of expertise in the community without pay (or for limited remuneration).	1 No activities that qualify.	1 No activities that qualify.

Example *Statement of Department Performance Expectations for Continuation of Employment and Rank Promotion*.

Expectations for Rank Advancement _____ Department/School

Scholarly Activities	Associate Professor	Professor
Proficiency: Maintaining currency in areas of education and discipline and applying learned concepts in the educational realm.	4 Provides evidence of participating in activities that maintain proficiency and applying learned information to their courses.	5 Provides educational or discipline leadership in helping others maintain currency and apply information to their courses.
Discovery and Translation: Participation in research, consulting, creative endeavors and application of research findings to improved products and services (including education).	3 Occasionally participates in research and/or consulting and provides some evidence that these activities provided benefit to MSOE or its students or enhance the reputation of MSOE	3 Occasionally participates in research and/or consulting and provides some evidence that these activities provided benefit to MSOE or its students or enhance the reputation of MSOE.
Dissemination: Transmitting and sharing information about one's field of expertise (including education).	3 Occasional publications and presentations. Some evidence that the faculty enhances MSOE's reputation locally and nationally.	4 Regular publications and presentations. Evidence that the faculty has regular exposure outside of MSOE and enhances MSOE's reputation locally and nationally.

Complete List of Descriptors for Performance and the Rating Forms Used for Faculty Assessment

Descriptors for the Subcategories of **Teaching**:

	1	2	3	4	5
Instructional Design	Presented content does not match department expectations. Courses lack structure (LO, syllabus). Lack of best practices incorporated.	Questionable coverage of material. Structure may be lacking. Lack of best practices incorporated.	Reasonable coverage of material. Appropriate structure. Lack of evidence of best practices incorporated.	Appropriate material covered. Some evidence of best practices incorporated.	Appropriate material covered. Significant evidence of best practices incorporated. Students report a high level of instructor knowledge.
Instructional Delivery	Students report being unmotivated, confused and experiencing a negative learning environment.	Students report a poor learning environment. There is lack of evidence that faculty can motivate students or attempt to explain complex items in a unique manner.	Students report a reasonable learning environment but are divided on the ability of the faculty to motivate them. Faculty attempts unique ways to explain topics.	Students report a good learning environment and seem appreciative of faculty efforts.	Students report a high level of motivation and an overall great learning experience.
Instructional Assessment	Complete lack of alignment between course expectations and assessments. Grading criteria are nonexistent, feedback is lacking and student work is not returned in a timely manner.	Some assessments lack alignment between course expectations and assessments. Grading criteria are lacking in some cases. Feedback is poor on some assignments. Some assignments were not returned in a timely manner.	Reasonable alignment between course expectations and assessments. Grading criteria are provided, although they could use refinement. Student work contains reasonable feedback and work is returned in a reasonable time period.	Assessments seem well matched to expectations. Assessments are of appropriate number, contain good student feedback and are generally returned quickly.	Assessments are well thought out, match the learning outcomes and class expectations, are graded fairly with useful feedback and returned quickly.

Rating Form: TEACHING For _____ Rank _____	Level of Performance					
	1	2	3	4	5	No basis
Instructional Design: Skills in designing and sequencing experiences, which, when engaged by a qualified learner, result in a high probability that specified learning outcomes will be achieved by the student. • *Exhibits content knowledge necessary to prepare materials and resources that are factually correct and that are at an appropriate level for the courses taught.* • *Develops a syllabus that is relevant to the curriculum.* • *Prepares appropriate learning objectives.* • *Demonstrates skill at using instructional design resources available to faculty.* • *Provides appropriate support materials to students.* • *Prepares labs that support student learning outcomes.*						
Instructional Delivery: Interactive skills or characteristics that promote and facilitate learning, including the ability to motivate students, generate enthusiasm and communicate effectively through various means • *Motivates students to learn the material.* • *Creates/maintains a positive learning environment/climate.* • *Presents information in a way that keeps students engaged and encourages them to participate.* • *Uses technology/media in a way that supports student engagement and information transmittal.* • *Explains complex information clearly.*						
Instructional Assessment: Skills in developing tools, procedures and strategies for assessing student learning and providing meaningful feedback • *Writes formative and summative assessments that address course outcomes and learning objectives.* • *Uses clear grading criteria that are fairly applied.* • *Provides timely and appropriate feedback that contributes to student learning.* • *Employs assessments that reflect expectations appropriate of the course and within context of curriculum.*						

Descriptors and Rating Forms used in the PEAS Process.

Review of Teaching Materials

Faculty Evaluated _____ Course _____

Evaluator _____

Instructions

Please consider each item carefully and assign a number for level of performance for each course.

Very low	Low	Moderate	High	Very high	Not Applicable
1	2	3	4	5	n/a

Instructional Design	
	1) The course syllabus is current and relevant to the course outline.
	2) Course content is consistent with program/department expectations, including adequately preparing students for subsequent courses.
	3) Teaching techniques described are suitable to the course objectives.
	4) The course objectives and learning outcomes are well written and represent appropriate expectations of students.
	5) Provides appropriate support materials to students.
	6) Labs are well-designed and prepared.
	Overall rating for this subcomponent
Instructional Delivery	
	7) Faculty uses technology in a way that supports information transmittal and student engagement.
	Overall rating for this subcomponent
Instructional Assessment	
	8) Examinations reflect the learning outcomes and the important aspects of the subject. They adequately assess student preparation for subsequent courses.
	9) Homework assignments are effectively coordinated with the syllabus.
	10) Grading criteria are clear and fairly applied.
	11) Feedback is appropriate for student learning.
	Overall rating for this subcomponent

Comments:

Descriptors and Rating Forms used in the PEAS Process.

Introduction to Ratings for *Service* and *Scholarly Activities*

One of the keys to a good evaluation system is a consistent rating system among categories. Because MSOE uses a 5-point scale on its Professor Evaluation Questionnaire forms (i.e. student evaluation forms), the rubrics used in rating faculty in other categories were also designed with a 5-point scale.

Although rating scales by nature have some level of subjectivity, the subjectivity can be minimized by using appropriate descriptors. The descriptors proposed for the MSOE rating scales include rating the level of activity/value to MSOE on a scale that ranges from Very Low to Very High. The ratings are meant to capture the totality of the **quantity** and **quality** of faculty contributions in an area, and should be reflective of the value to MSOE. The following might be considered when determining quality:

Quality measures:

1. How did the activities impact the professional development of the faculty member? Have they grown professionally from the activity and experience?
2. What was the impact of contributions – were they particularly valued by those it was intended for? Was there clear benefit to MSOE? To what extent did the contributions contribute to the mission or goals of the institution, department or program?
3. What was the level of participation in an activity? Did they regularly participate, meet deadlines, etc.?
4. Was leadership exhibited? Was it in a manner that others found effective?
5. Collegiality – do faculty find that interactions with the individual make them more effective. Do they feel comfortable working with the individual? Would you recommend this faculty as a role model to others?
6. What was the return on investment of activities that MSOE supported? How did their investment benefit the faculty/department/institution?

Descriptors and Rating Forms used in the PEAS Process.

Descriptors for the Subcategories of **Service**:

	1	2	3	4	5
Service to the institution: regularly assigned activities	Fails to meet minimum expectations for required activities	Meets minimum expectations for activities, but quality of participation is low	Meets minimum expectations at a reasonable level of quality	High level of activity of good quality	High level of activity with exhibited leadership
Service to the institution: volunteer activities	No activities that qualify	Rarely participates in qualifying activities, or quality of participation is low.	Regular contributions of reasonable quality.	High level of activity of good quality	High level of activity with evidence of significant quality and leadership.
Service to the Profession	Does not belong to professional societies or participate in professional activities	Is a member of at least one professional society but does not contribute to the operation of the society/societies	Provides occasional contributions to a society/professional via participation in activities such as survey completion, officer voting, book reviews, etc.	Is professionally active on a regular basis through committee involvement, conference organizer, publication reviewer, accreditation visitor	Exhibits quality leadership within a professional society
Service to the Community	No activities that qualify.	Rarely participates in qualifying activities.	Provides occasional contributions	High degree of contributions	Exhibits leadership in category

Departments may also choose to list specific activities associated with obtaining a rating in each category.

Descriptors and Rating Forms used in the PEAS Process.

Rating Form: Service	Level of performance					
For: _____ Rank _____ Reviewer: _____ Dept. Chairperson _____ Department member	1	2	3	4	5	No basis
To the Institution: Carrying out non-teaching responsibilities or duties, not necessarily related to one's recognized area of expertise or even academic in nature, that contribute to the operation of the institution. <u>Activities that may be regularly assigned and participation is expected.</u> • *Attendance at department/program meetings.* • *Participation in student recruitment and engagement activities (open house, etc.).* • *Participating in assessment activities.* • *Participation in accreditation activities.* • *Serving as a course coordinator.* • *Participating in course/lab development and updates.* • *Student advising.*						
<u>Volunteer Activities</u> • *Serving on committees (program, department, institutional).* • *Supervising student clubs and organizations.* • *Being a mentor.* • *Participating in fundraising activities.* • *Participating in summer programs and community outreach activities.* • *Serving on graduate student advisory committees.*						
<u>Additional Service Activities</u> (that may be considered in the overall rating). • *Serving as a program director.*						
Overall rating for Service to the Institution						

To the Profession: Carrying out responsibilities or duties, not necessarily related to one's recognized area of expertise, which contribute to the operation of a professional organization within one's discipline. Activities of highest value provide benefit to MSOE through application of activities within the institution or serve to enhance the reputation of MSOE through the contributions. • *Serving as an officer, committee chair or committee member of a professional organization.* • *Serving as an editor or reviewer of journals, books, etc.* • *Serving as a conference organizer.* • *Serving as an organizational representative.* • *Contribution to the development of programs in your profession/discipline.* • *Serving as an accreditation visitor.* • *Authoring on behalf of an organization.*						
To the Community: The application of a faculty member's recognized area of expertise in the community without pay (or for limited remuneration). Activities of highest value provide benefit to MSOE by enhancing the reputation of the institution within the community. • *Serving on an advisory board for educational or technical organization.* • *Contributing to news stories/media.* • *Interacting with pre-college students.* • *Volunteering as a community nurse, judge of student projects, etc.* • *Providing pro bono technical assistance to community organizations.*						

Comments:

Descriptors and Rating Forms used in the PEAS Process.

Descriptors for the Subcategories of **Scholarly Activities**:

	1	2	3	4	5
Proficiency	Provides no evidence for maintaining proficiency.	Provides little evidence for maintaining proficiency.	Participates in a reasonable/expected number of activities that aid in maintaining proficiency.	Provides evidence of participating in activities that maintain proficiency and applying learned information to their courses.	Provides educational or discipline leadership in helping others maintain currency and apply information to their courses.
Discovery and Translation	No activity related to research, consulting or production of creative works of art.	Faculty has participated in at least one research or consulting project but there is no evidence that this activity provided benefit to MSOE or its students.	Occasionally participates in research and/or consulting and provides some evidence that these activities provided benefit to MSOE or its students.	Faculty occasionally participates in research and/or consulting and provides strong evidence that these activities benefit MSOE or its students or enhance the reputation of MSOE.	Faculty regularly participates in applied research or consulting and provides evidence that these activities benefit MSOE and its students or enhance the reputation of MSOE.
Dissemination	No publications or presentations. Faculty does not have exposure outside of MSOE.	Infrequent publications and presentations. Faculty has very little exposure outside of MSOE.	Occasional publications and presentations. Some evidence that the faculty enhances MSOE's reputation locally and nationally.	Regular publications and presentations. Evidence that the faculty has regular exposure outside of MSOE and enhances MSOE's reputation locally and nationally.	High frequency of publications and presentations. Evidence that the faculty is enhancing the reputation of MSOE.

Departments may also choose to list specific activities associated with obtaining a rating in each category.

Descriptors and Rating Forms used in the PEAS Process.

Rating Form: Scholarly Activities	Level of Performance					
For: _____ Rank _____ Reviewer: _____ Dept. Chairperson _____ Department member	1	2	3	4	5	No basis
Proficiency Maintaining currency in areas of education and discipline and applying learned concepts in the educational realm. Activities of highest value improve education and enhance the reputation of MSOE. • *Reading applicable materials.* • *Attending workshops related to education and/or discipline content.* • *Acquiring certification/licensure in education and/or discipline.* • *Pursuing continuing education.*						
Discovery and Translation: Participation in research, consulting, creative endeavors and application of research findings to improved products and services (including education). Activities of highest value improve education, enhance the reputations of MSOE or lead to institutional benefit. • *Conducting research in education and/or discipline.* • *Conducting applied research.* • *Patents.* • *Consulting.* • *Producing creative works of art.*						
Dissemination: Transmitting and sharing information about one's field of expertise (including education). Activities of highest value improve education and enhance the reputation of MSOE. • *Publishing articles.* • *Publishing books, etc.* • *Generating electronic resources.* • *Poster and paper presentations.* • *Talks and invited addresses.* • *Writing articles for the popular press.*						

Comments:

Summary Evaluation Form Completed by the Department Chair during the AR

Name _____ Dept. _____ Rank _____

This form is used to summarize the ratings the Chair assigns to the faculty member (candidate) under review. If departments choose, they *may* include weightings for categories and subcomponent weights. In such cases, teaching must be weighted greater than 50% unless the faculty member is in a predominantly administrative position. When weightings are not used, candidates will be judged against the department expectations for each category.

Category (category weighting) Subcomponent	Rating (1-5)	Department Expectations for Renewal
Teaching (___%)		
a. Instructional design		
b. Instructional delivery		
c. Instructional assessment		
Service (___ %)		
d. To the institution		
e. To the profession		
f. To the community		
Scholarly Activities (__ %)		
g. Proficiency		
h. Discovery and Translation		
i. Dissemination		

Complete if applicable

Performance in the past year is considered unsatisfactory _____

Course(s) to be reviewed during the next CR _____

Comments:

Chair _____ Date _____

Faculty _____ Date _____

By signing this form, faculty acknowledge that the review occurred, not that they are in agreement with it. The faculty member has 10 working days to file a response to the review, if they choose to do so.

Example Annual Review Narrative

Example 1

Comments: Professor Smith has been receiving student rating scores that are equivalent to other faculty in the department except for the category of instructional delivery, where his ratings are below the average. Student comments (noted by 6 students over 2 classes) indicate that Prof. Smith spends too much time writing on the board with his back to the class and that when he talks in this position he is hard to understand. This causes students to "tune out" and it is hard for them to regain their focus. Prof. Smith has been encouraged to explore alternative delivery methods and update his FDP to seek out formal training in instructional delivery. There is also some concern by students (and program faculty) that Prof. Smith is not meeting the department syllabi for EE-204. It is requested that this course be more closely reviewed by discipline faculty in his next CR.

Professor Smith has done a very good job contributing to the institution, including serving on department committees to review our mission and goals as well as attending an extra open house. Those that have worked with him in these areas report that he does a very good job and is pleasant to work with. He also participates in summer programs, although feedback received from Enrollment Management indicates that the evaluations also reflect that he spends too much time writing on the board instead of creating interactive activities with the high school students.

This past year Professor Smith engaged in a training program through his professional society related to how people learn and is making significant effort to improve his knowledge of the subjects he is teaching, although he has not focused much on delivery at this point. He is not interested in basic research, which is not a current need in the department, and his weightings reflect that.

He has been advised that the current scores would not be favorable for promotion and that he should work to improve his scores in the area of instructional delivery and take on a greater degree of leadership in the institutional and professional activities that he is participating in.

Evaluation forms completed during a CR

Summary Evaluation Form Completed by the Department Chair during a Cumulative Review

Name _____ Dept. _____ Rank _____

This form is used to summarize the ratings the Chair assigns to the faculty member (candidate) under review. If departments choose, they may include weightings for categories and subcomponent weights. In such cases, teaching must be weighted greater than 50% unless the faculty member is in a predominantly administrative position. When weightings are not used, candidates will be judged against the department expectations for each category and category weightings should not be computed.

Category (category weighting) Subcomponent	Rating (1-5)	Subcomponent Weight	Weighted Rating	Department Expectations for Renewal	Department Expectations for Promotion
Teaching (____%)					
a. Instructional design		.33			
b. Instructional delivery		.33			
c. Instructional assessment		.33			
Overall category weighting					
Service (___ %)					
d. To the institution		.45			
e. To the profession		.45			
f. To the community		.1			
Overall category weighting					
Scholarly Activities (__ %)					
g. Proficiency		.5			
h. Discovery and Translation		.15			
i. Dissemination		.35			
Overall category weighting					

Additional comments:

Recommendation ____ Renewal _____ Non-Renewal

Promotion (if applicable) _____ Recommend _____ Do not recommend

_____ There is information considered in this recommendation that cannot be shared with peers, but that has been communicated to the VP of Academics.

Summary Evaluation Form Completed by the Department Review Coordinator(s) during a CR

Name _____ Dept. _____ Rank _____

This form is used to summarize the ratings the department assigns to the faculty member (candidate) under review. If departments choose, they may include weightings for categories and subcomponent weights. In such cases, teaching must be weighted greater than 50%, unless faculty are in a mainly administrative position. When weightings are not used, candidates will be judged against the department expectations for each category.

Category (category weighting) Subcomponent	Average Rating[1] (1-5)	Subcomp. Weight	Weighted Rating	Department expectations for renewal	Department expectations for promotion
Teaching (____ %)					
a. Instructional design					
b. Instructional delivery					
c. Instructional assessment					
Overall category weighting					
Comments (summarize comments from subcommittee on Service and Scholarly Activity):					
Service (___ %)					
d. To the institution					
e. To the profession					
f. To the community					
Overall category weighting					
Comments (summarize comments from subcommittee on Service and Scholarly Activity):					
Scholarly Activities (___ %)					
g. Proficiency					
h. Discovery and Translation					
i. Dissemination					
Overall category weighting					
Comments:					

[1]Ratings for Teaching are the average ratings from the Subcommittee on Teaching. Ratings for Service and Scholarly Activities are the average ratings from the subcommittee on Service and Scholarly Activity.

Additional comments by Department Review Coordinator(s):
Recommendation ____ Renewal _____ Non-Renewal ____ Unsure
Promotion (if applicable) _____ Recommend _____ Do not recommend
Include all individual rating forms when submitting to Institutional Review Committee

This form is used by the IRC to collate the ratings supplied by the Chair and the Department Review Committee.

Faculty Member under review			
Current Rank	☐ **Assistant Professor**	☐ **Associate Professor**	☐ **Professor**
Review Type	☐ **Cumulative Review**	☐ **Promotion Review**	

Overall Department Chair Recommendation:

☐ Do Not Retain	☐ Retain at Assistant Professor Rank	☐ Promote to Associate Professor	☐ Retain at Associate Professor Rank	☐ Promote to Professor	☐ Retain at Professor Rank

Overall Departmental PEAS Committee Recommendation:

☐ Do Not Retain	☐ Retain at Assistant Professor Rank	☐ Promote to Associate Professor	☐ Retain at Associate Professor Rank	☐ Promote to Professor	☐ Retain at Professor Rank

Overall IRC Recommendation:

☐ Do Not Retain	☐ Retain at Assistant Professor Rank	☐ Promote to Associate Professor	☐ Retain at Associate Professor Rank	☐ Promote to Professor	☐ Retain at Professor Rank

IRC Comments:

MILWAUKEE SCHOOL OF ENGINEERING

FACULTY CONDUCT POLICY

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I. INTRODUCTION

Milwaukee School of Engineering seeks to provide and sustain an environment conducive to the accomplishment of its mission. To this end, faculty members are allowed the freedom to instruct in a manner consistent with academic freedom, to express their opinions related to the operation of the university, and to participate in faculty governance as allowed in the various faculty governing documents. Yet in some cases, actions by faculty might infringe upon the rights of other individuals, the university itself, or be considered overly self-serving. The intent of this policy is to outline the expectations of faculty conduct and describe a mechanism for dealing with apparent violations to the policy.

Part II of this policy is divided into two subsections. The first communicates standards of professional conduct that are drawn *primarily* from the 1966 Statement on Professional Ethics and subsequent revisions of 1987 and 2009 issued by the American Association of University Professors. The second lists examples of unacceptable conduct, many of which were derived from similar documents governing other universities. *The examples of types of unacceptable faculty conduct in this policy are not meant to be exhaustive.* Faculty may be subjected to disciplinary action under this policy for any type of conduct, which, although not specifically described herein, meets the standard for unacceptable faculty behavior as determined by the institution.

Part III of this policy describes the process by which faculty can report apparent ethical violations and the mechanism by which they will be reviewed.

Part IV of this policy describes a process that faculty can undertake if they believe their privilege of academic freedom has been violated.

II. STANDARDS OF ETHICAL CONDUCT AND EXAMPLES OF MISCONDUCT

A. Teaching and Students

1. ***Ethical Principles***. *"*As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.*" (AAUP Statement, 1966; Revised, 2009.)*

The integrity of the faculty-student relationship is the foundation of the University's mission. This relationship vests considerable trust in the faculty member, who, in turn, bears authority and accountability as mentor, educator, and evaluator.

Examples of misconduct:

1. Discrimination, including harassment, against a student on political grounds, or for reasons of race, religion, color, national origin, sexual orientation and gender identification, sex, age, status as a protected veteran, status as a qualified individual with disability, or other arbitrary reasons.

2. Use of the position or powers of a faculty member to coerce the judgment or conscience of a student or to cause harm to a student for arbitrary or personal reasons.

3. Participating in or deliberately abetting disruption, interference, or intimidation in the classroom.

4. Entering into a romantic or sexual relationship with any student for whom a faculty member has, or should reasonably expect to have academic responsibility over in the future (instructional, evaluative, or supervisory).

5. Exercising academic responsibility (instructional, evaluative, or supervisory) for any student with whom a faculty member has, or previously had, a romantic or sexual relationship.

6. Providing student evaluations that are not representative of student performance.

B. **Scholarship**

Ethical Principles. *"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 Statement, 1966; Revised, 1987.)*

Examples of misconduct:

Violation of canons of intellectual honesty, such as research misconduct and/or intentional misappropriation of the writings, research, and findings of others.

C. **The University**

Ethical Principles. *"As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions." (AAUP Statement, 1966; Revised, 2009.)*

Examples of misconduct:

1. Intentional disruption of functions or activities sponsored or authorized by the University.

2. Incitement of others to disobey University rules when such incitement constitutes a clear and present danger that violence or abuse against persons or property will occur that the University's central functions will be significantly impaired.

3. Unauthorized use of University resources or facilities on a significant scale for personal, commercial, political, or religious purposes (for details, see MSOE Conflict of Interest and Commitment Policy).

4. Forcible detention, threats of physical harm to, or harassment of another member of the University community, that interferes with that person's performance of University activities.

5. Discrimination, including harassment, against University employees on political grounds, or for reasons of race, religion, sexual orientation and gender identification, color, national origin, sex, age, status as a protected veteran, status as a qualified individual with disability, or other arbitrary reasons.

6. Serious violation of University policies governing the professional conduct of faculty, including but not limited to policies applying to research, outside professional activities, conflicts of commitment, clinical practices, violence in the workplace, and whistleblower protections.

7. Substantial and manifest neglect of duty in which the faculty member fails to carry out their professional obligations to the university.

D. **Colleagues**

Ethical Principles. "*As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against, harass or exploit colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution." (Derived from AAUP Statement, 1966; Revised, 2009.)*

Examples of misconduct:

1. Making evaluations of the professional competence of faculty members by criteria not reflective of review policies.

2. Discrimination, including harassment, against University employees on political grounds, or for reasons of race, religion, sexual orientation and gender identification, color, national origin, sex, age, status as a protected veteran, status as a qualified individual with disability, or other arbitrary reasons.

3. Breach of established rules governing confidentiality in personnel procedures or accessing personal information that the faculty member does not otherwise have a right to access.

4. Failure to disclose conflicts of interest[2].

[2] In the context of this Policy on Ethical Conduct, a conflict of interest is an agreement, relationship, or other arrangement, be it personal or professional, formal or informal, which undermines an individual faculty member´s impartial performance of their professional duties and obligations. Students have a just expectation that they will be instructed, evaluated, and supervised by an impartial and unbiased faculty member. Faculty members have a similar expectation that their professional and academic evaluations and supervision are free from the self-interest

5. Using materials developed by colleagues that have not been freely shared and/or are not the property of the University.

E. **The Community**

Ethical Principles. *"As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom." (AAUP Statement, 1966; Revised, 2009)*

Examples of misconduct

1. Intentional misrepresentation of personal views as a statement of position of the University or any of its agencies. (An institutional affiliation appended to a faculty member's name in a public statement or appearance is permissible, if used solely for purposes of identification.)

2. Entering into contracts on behalf of the University without the authority to do so.

3. Commission of a criminal act which has led to conviction in a court of law and which clearly demonstrates unfitness to continue as a member of the faculty.

of their peers. Maintaining fairness and impartiality is one of the central ethical responsibilities of faculty. This fairness and impartiality assures both the academic integrity of the University and faculty academic freedom.

III. PROCESS FOR REPORTING AND ADJUDICATING CONDUCT VIOLATIONS

Reporting Conduct Violations

When faculty perceive they have been confronted with a conduct violation, or have witnessed, or become aware of such a situation, they might attempt to resolve the issue by informally bringing it to the attention of the affected colleague. If an informal discussion fails to resolve the matter, if the faculty feels uncomfortable bringing it to the attention of their colleagues, or if the situation involves possible research misconduct[3], the situation should be reported to the Vice President of Academics (VP of Academics) using the Faculty Conduct Violation Reporting form. The form requires reasonable detail, including date(s), names of parties involved, a description of the potential violation, and should be signed by the faculty (in writing or electronically) submitting the report. Completing and submitting this form initiates a formal review of the report.

Process for Adjudicating Reports of Conduct Violations

1. The VP of Academics will review the report, conduct an initial investigation (if necessary) and decide if the report is credible and non-frivolous. This stage might include an initial investigation, including obtaining further details from the faculty that submitted the report, discussing the matter with others involved and/or reviewing the file of the faculty member against whom the complaint was filed for evidence of previous similar behavior. This initial investigation should be conducted in a manner that maintains confidentiality if possible.

    a. After the initial investigation, if the VP of Academics decides that the report is either non-credible or frivolous, they will inform the individual filing the report of the decision. The report will not be filed.

        i. In cases where the faculty member that filed the report believes the VP of Academics came to an incorrect conclusion, they may submit a written petition to the President, requesting that the situation be investigated. If the President decides the matter should be further investigated, the President will inform the VP of Academics to initiate an additional investigation. If the President agrees with the initial determination of the VP of Academics, the matter will be terminated.

[3] Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. Fabrication is making up data or results and recording or reporting them. · Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Research misconduct does not include honest error or differences of opinion.

b. In cases where the VP of Academics determines the report is credible and non-frivolous, or if the President directs them to further investigate, the process moves to step 2.

c. In cases where a charge of misconduct is brought against the VP of Academics, the Faculty Misconduct reporting form will be submitted to the President. The President will complete an investigation and determine any repercussions.

2. With the determination of a credible report, an additional investigation will occur. The investigation may be carried out by the VP of Academics or assigned to another department (such as HR). Credible reports that fall under federally mandated policies (such as sexual harassment or discrimination) must involve the HR department. Any investigation should take no longer than 30 days and result in a written summary of the findings.

    a. In cases involving the possibility of serious misconduct, the faculty member may be suspended with pay during the investigation.

    b. Any investigation may include obtaining further details from the faculty that submitted the report and/or discussing the matter with others involved. The investigation should be conducted in a manner that maintains confidentiality if possible.

    c. If the Vice President of Academics assigns the investigation to another department, that department must submit a written summary of its findings to the Vice President of Academics.

    d. The faculty member against whom the report was filed must be given an opportunity to explain the situation as part of the investigation.

3. Upon completion of the investigation, the Vice President of Academics will come to one of the following conclusions.

    a. No violation of conduct occurred, or there is not enough evidence to support that a violation occurred. The person who filed the report will be provided an explanation of why the reported conduct did not violate principles of conduct (ethical principles). The written report will not be maintained.

    b. A violation occurred. In such cases, the Vice President of Academics will decide on repercussions for violations. Repercussions might range from a discussion with the faculty member to dismissal. Repercussions should be communicated to the faculty in writing within two weeks of completion of the investigation.

i. In cases where a determination of research misconduct has been made that was supported by federal funding, the Vice President of Academics will inform the Office of Research Integrity and the funding agency of the misconduct. Additional agencies may be informed as required by the funding source. Published data will be retracted.
ii. In cases where the repercussion is dismissal, the faculty member will be suspended with pay for the duration of the appeal window (2 weeks to file an appeal) and the actual period of time that it takes to complete any appeals process that may occur (up to 4 additional weeks), as described in the next section. Suspension may include limited access to University resources provided that such limitations do not negatively impact the ability of the faculty member to formulate their appeal.

4. After receiving a written communication from the Vice President of Academics outlining repercussions for misconduct, faculty will have two weeks to appeal either the finding that a violation occurred, the repercussions assigned, or both. The appeal will be made, in writing, to the Vice President of Academics, a copy of which will be subsequently submitted to the Appeals Committee (AC). Faculty have the right to retain legal counsel during the appeals process.

    a. The AC will be formed by three faculty members chosen by the Faculty Senate. The Faculty Senate will choose the AC based on the information mutually provided by the VP of Academics and faculty member filing the appeal. The members chosen to serve on the AC are expected to be impartial and will be required to disclose any conflicts of interest to the VP of Academics, and the faculty member filing the appeal, prior to serving on the AC.

    b. The AC will review the materials from the original investigation, the written communication of repercussions and the appeal by the faculty member. The committee may also request to meet in person with those involved. If the faculty member brings legal counsel to an in-person meeting, counsel will only be allowed to provide information when invited to by the AC.

    c. The AC will have one month to complete its review and provide a written summary of its findings and recommendations to the President. At its discretion, the AC can also share its findings with the Faculty Senate.

    d. The final stage rests with the President, who has the authority to further investigate and then render a final decision regarding whether a violation occurred and/or if any repercussions are appropriate. The President can modify the repercussions originally assigned by the Vice President of Academics. The President must communicate this final report in writing to the Vice President of Academics and the faculty member that is being investigated.

5. For all cases in which there was a determination that misconduct occurred, the Vice President of Academics will add the investigative report, written communications from the Vice President of Academics, and any written reports from the AC or President to the faculty member's personnel file (maintained in the Vice President of Academic's office) to be considered in future contract renewal and promotion processes. At the discretion of the Vice President of Academics, the report may also be copied to the Chair of the faculty member to be considered in annual review and merit-pay decisions.

IV. INSTITUTIONAL INFRINGEMENT ON ACADEMIC FREEDOM

MSOE applies the definition of academic freedom as defined by the American Association of University Professors (AAUP) in 1940. This statement reads:

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

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

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

Any faculty member, full or part-time, who believes their privileges of academic freedom have been violated, may file a complaint in writing with the Faculty Senate. The Faculty Senate will form a Hearing Committee consisting of three faculty members to review the complaint and complete an investigation as necessary.

If the Hearing Committee disagrees that academic freedom was violated, they will inform the faculty member who filed the complaint of their decision and the matter will be considered terminated. If the Hearing Committee agrees that academic freedom has been violated, they will submit a report filing a formal complaint with the President and provide a copy of this

report to the aggrieved faculty member. This report will outline the findings of the committee and the reasoning supporting such findings.

Faculty Conduct Violation Reporting Form

This form should be used to report possible faculty misconduct. Please include reasonable detail, including dates and names of those involved. Also describe any efforts made to attempt to resolve the misconduct. Sign and submit the form to the VP of Academics. Submission will initiate a formal process to review the report.

SALARY FORMULAE

FULL-TIME FACULTY

- Full-Time Evaluated Assignment
  (Day, Evening, Extension and/or On-Site Credit Classes)

  Base Monthly Rate × 4.5 Months

- Additional Compensation (Overload)
  (Day, Evening, Extension and/or On-Site Credit Classes)

  $$\frac{\text{Hours in excess of 40 (macro load) or 43 hours (micro load) per week}}{40 \text{ or } 43} \times \text{Base Monthly Rate} \times 4.5 \text{ Months} \times \frac{18 \text{ Weeks}}{19.5 \text{ Weeks}}$$

- Summer Courses (credit bearing), if not paid by stipend.

  $$\frac{\textit{Evaluated Hours/Week}}{\textit{40 (macro load) or 43 (micro load)}} \times \textit{Base Monthly Rate} \times \textit{4.5 Months}$$

Mathematics Department
The Mathematics Department is a macroload department that calculates faculty workload over the academic year. Overload compensation will be paid for final assignments greater than 80 hours for the academic year.

Faculty Rights with Respect to Overload
Each term, faculty can decline the extraordinary assignments associated with preliminary assignments equal to or greater than 47 hours. Faculty in the Math department may also decline academic year loads greater than 84 hours.

PART-TIME FACULTY

- Full-Time Evaluated Assignment:
  (Day, Evening, Extension and/or On-Site Credit Classes)

Base Monthly Rate × 4.5 Months

- Additional Compensation - Overload:
  (Day, Evening, Extension and/or On-Site Credit Classes)

  Hours in excess of 40 (macro load) or 43 hours (micro load) per week
  40 or 43

  × Base Monthly Rate × 4.5 Months

  × 18 Weeks
  19.5 Weeks

- Part-Time Evaluated Assignment:
  (Day, Evening, Extension and/or On-Site Credit Classes)

  Term Compensation = Evaluated Hours/Week × Base Monthly Rate
  40 or 43 Hours

  × 4.5 Months

  × 18 Weeks
  19.5 Weeks

ALL FACULTY:

- Continuing Education – Non-Credit Seminars and/or Short Courses:

  Negotiated with the office/department offering the seminar/course.

- Directed Study Compensation

  - Undergraduate Course 75% of the tuition the student pays for the course
  - Graduate Course 75% of the tuition the student pays for the course

- Graduate Thesis/Project Advising

- Travel Compensation (Off-Campus Classes)

  Travel Compensation = Base Monthly Rate x Established Travel Time
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Travel Reimbursement = Actual Miles from Campus x current MSOE Mileage Rate
(Automobile Insurance must be on file in Treasurer's Office)

WORKLOAD FORMULAE

Courses Offered on a Credit Basis
(All evaluations are based on the home department where the course resides.)

A. Macro-workload departments (40 hours) for ranked faculty:

- One 3-credit undergraduate course = 1/4 load
- One 4-credit undergraduate course = 1/3 load
- Courses with the same content as a 3- or 4-credit course but with additional class meeting times (commonly called A sections) will be assigned 2 additional hours of load for each extra hour of class contact time above the credit count.

- One 3-credit (3-0-3 designation) graduate course = 1/3 load
- Load for graduate courses not holding 3-0-3 designation will be scaled to be proportional to a 3-credit course offering

Load for courses not meeting the above descriptions will be determined by the Chair in consultation with the impacted faculty.

Macro-workload departments for instructors:

- Each undergraduate course = ¼ load. A full load consists of 12 credit hours per term for a faculty in the Rader School of Business (RSOB) and the Humanities, Social Science, and Communications (HSC) departments and up to 16 credit hours per term in the Math Department.

B. Micro-workload departments

- Lecture/Laboratory Contact Time = 1 hour per contact hour
- Lecture Preparation time:
  - Graduate Course = 3 hours per contact hour
  - Undergraduate courses
    - Previously taught = 1 hour per contact hour
    - Initial assignment = 2 hours per contact hour
    - Repeat assignment with new book = 1.5 hours per contact hour
    - Multiple sections = 1 additional preparation hour (per contact hour) with third section.

- Laboratory Preparation Time:

- Graduate labs = 3 hours per laboratory session
- Undergraduate courses
  - Previously taught = 1 hour per laboratory session
  - Initial assignment = 2 hours per laboratory session

- Multiple Sections = 1 Additional Preparation Hour per session with Third Section
- New Laboratory Manual = 1.5 Hours per Laboratory Session

- Graduate Project/Independent Study = 2 Hours per Student per Week

- Evaluation and Consultation Time:
  - Lecture = 7 Minutes per Student per Week
  - Laboratory = 10 Minutes per Student per Week
  - Project/Independent Study = 1 Hour per Student per Week
  - Design Courses:

Design Credits/Course	Total Time Per Student
1	10
2	18
3	20 (maximum)

  - Project/Independent Study = 1 Hour per Student per Week

4.8.001 Faculty Handbook

Effective date: February 8, 2008 [as Faculty Handbook], September 1, 1970 [as Program for Establishing Academic Rank at the Milwaukee School of Engineering]

Last revision date: July 14, 2026

Approvals: Faculty Senate, Executive Educational Council (EEC)

Responsible office: Faculty Senate

Policy contact: Chair of Faculty Senate

I. RELATED POLICIES

Staff Handbook

II. APPENDICES

Faculty Handbook

III. ASSOCIATED LEGISLATION/REGULATIONS/ACCREDITATION STANDARD

Higher Learning Commission (HLC) Core Components 2.A, 2.D

Higher Learning Commission (HLC) Assumed Practices A.3, B.2, C.1, C.4

This section to be completed by the Records Manager:

Due date for review

Reviewed annually

Public Location

MSOE Policy Library

Version History

2026-27 AY: 2026, July 14, (EEC): Clarifications added to the peer review process; clarified the annual contract letter recipients and timelines and established salary notifications rather than letters. Graduate Thesis Advising formula replaced with a link to the Graduate Capstone Compensation policy. Updated policy links and multiple instances of clarifying language without changing substance. Removed outdated language from the conversion.

2025-26 AY: 2025, July 22 (EEC): Updated the promotion process for more clarity, updated Appointments and Titles section for Instructor, Senior Instructor, and Assistant Professor, updated the Faculty Misconduct section for clarity, to differentiate the process for different types of violations, and to better support faculty while formulating an appeal.
2024-25 AY: 2024, July 9 (EEC), 2024, April 22 (FS): Due dates changes to semester language, clarified language in review processes, allowed for corrections of errors of fact.
2023-24 AY: 2023, July 18 (EEC), 2024, June 6 (FS): Added MSN program to covered nursing faculty. Removed quarterly language and updated appropriate timelines for semesters. Removed requirement to turn in gradebooks for faculty who maintain accurate grades in the LMS. Updated Culminating Assessments policy, semester timelines relating to registration, midterm progress reports, and dropping individual classes. Added microload calculations for 23-24 and 24-25.
2022-23 AY: No approval needed/nonsubstantive changes (EEC), 2022, May 5 (FS): Substituted links to official policies for policy blurbs for advising and leave of absence policies. Moved Rank Advancement process for Chairs to PEAS section with no changes.
2021-22 AY: 2021, May 24: Swapped references to "Class Climate" with "course evaluation system;" clarified course materials submissions for PEAS, updated PEAS materials and ratings forms table; added "neglect of duty" as an example of unacceptable conduct in the Faculty Conduct policy; added GEC to list of committees for service; updated references to VPA title.
2020-21 AY: 2020, July 20 (EEC), 2020, May 15 (FS): Included rank and rank advancement for Department Chairs; added that terms with P/NP grade systems in place would not require the use of quantitative data from course evaluations in reviews; removed some policies in favor of links to master policies. In PEAS, included allowing external contacts for activity reports; in teaching category widened course evaluation data to "informed" and can include other evidence; redefined components of the review packet; updated duties of DRC and allow a single committee; replaced form used by IRC to collate results; updated directed study compensation. **2020, January 2:** In PEAS process changed VP of Institutional Effectiveness to Coordinator for Academic Documents and Publications (correction of an error and did not undergo approval process)
2019-20 AY: 2019, July (EEC), April (FS): Added long-term, ranked faculty start with 4-year contract; upon rank advancement under the PEAS process, faculty will be awarded a new long-term contract effective the date of their promotion. This would replace the current practice of completing the current long-term contract before being awarded a new one; CFARC process replaced by PEAS; updated IRB, final exam, and attendance policies to correspond with catalog; updated headings, page numbers, and references to match content.
2018-29 AY: 2018, June 13 (EEC): Updated mission and vision, added purpose; significantly re-wrote responsibilities of administration; significantly rewrote personnel policies (now Faculty Appointments, Reviews, Renewals, Rank Advancements, Leave, and Termination); major updates to most areas; removed some HR-related policies. Included faculty conduct policy (approved by faculty Nov 4, 2016). Removed faculty council bylaws; updated salary formulae.
2017-18 AY: 2017 (FS): Approved changes to Promotion process: chair will provide a copy of the letters of recommendation to the candidate; candidates can respond by March 20 to their review letter and the response will be added to dossier; final promotion decisions made by April 15; Revision to appeal process.
2015-16 AY: 2015, January (EEC): Changes to IRB section.
2014-15 AY: 2014, April 14 (EEC), n.d. (FS), n.d. (GPC): Proposal/rationale for addition of more titles to Faculty Handbook: Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, Clinical Lecturer, Visiting Professor; Distinguished Professor; clarification of the term "fellow."
2013-14 AY: 2013, July 17 (EEC): Significant rewrite of the "approval of all credit bearing programs, curricula and courses" section. Addition of "Faculty Credentials" section
2011-12 AY: 2011, January 24 (MSOE Board of Directors): Full reapproval of "Academic Freedom, Faculty Appointments and Due Process" with the following revisions: In Faculty Appointment, Review, and Renewal of Appointment section, added schedule of initial review, depending on quarter started; added adjunct faculty to ranks; "faculty growth" changed to "faculty development" throughout; defined 25 years to include approved

leaves and sabbaticals; removed statement about CAO approving contracts without review if number of reviews is too high; defined years of service starting point; removed option for delaying reviews by one year; added statement regarding exclusion of individuals from review process if they have not spent enough time in the classroom; MRA filing date changed to Oct 1 from Oct 15; added development plan to forms needed; Provision of MRA info to DPRC Chair dates change to Oct 8 to Oct 22 throughout; removal of "other activities" bullet throughout; due date of results changed from December 15 to Friday, week 1 of Winter Quarter throughout and added ballots to part of results; removed alternates and ex officio member (CAO) from committee; added language about extending terms and replacements; process of communicating results significantly revised; removed references to modifiers to renewal or non-renewal and removed March 20 due date; due date to Regents changed from March 22 to April 1; section on 25 year letters added. Added verbiage about dissent letters (due May 1, they go in files, and no response). Added Off-schedule Reviews section; revised process and responsibility for deciding whether formal dismissal proceedings should be initiated. In "Commencement of Formal Proceedings" letter will include reasons for proceedings and that the hearing will be conducted by a CFARC committee rather than ad hoc. In Amendments sections, meetings changed from "no less than annually" to "as needed basis." No "Faculty Evaluation Packet" at the end.

2010, November: Academic freedom statement revised

2010, May 1: Academic freedom statement revised (not available)

2008, February 8: Initial approval as "Faculty Handbook"

2007, December (EEC): Revision of Guide for Preparing a Faculty Development Plan: added goal of "improvement of teaching effectiveness," minor wording/editorial changes; removal of specific example info (e.g. "laser gun") in resources needed section. Added Table of MRA (MSOE Review Application) Distribution; updated academic titles for regular part-time faculty.

2007, December 7: "Academic Titles" policy approved. A list and chart with titles and characteristics of each role

2006: May 12: Approval of curriculum by EEC instead of EEC or Department Chair.

2005, January 10 (EEC): Update of "Conferral of Professor Emeritus Rank" to include a note that professors who resign are not eligible.

2004, September 21 (EEC): "Procedure for CFARC Members-Pay and Time off" approved.

2004, January 15: Revision not available

2004-2005 AY: "Rules for Department Peer Review Committee" approved.

2004 April 8: Update of "Conferral of Professor Emeritus Rank" to shorter, more concise version

1994, June 1: Revision not available

1993, May 26: Revision not available

1992, June 25: Revision not available

1991, October 29: Revision not available

1991, May 12: Revision not available

1988, February 3: Revision of Academic Freedom, Faculty Appointments and Due Process": addition of "Faculty Appointment, Review and Renewal of Appointment" (replacing "Program for Establishing Statement on Academic Freedom, Faculty appointments and Due Process") Addition of sections: Faculty Evaluation Packet; Guide for Preparing a Faculty Development Plan; Academic Freedom and Responsibilities; Faculty Evaluation Packet; Academic Freedom, Professional Ethics.

1987, June 1: Revision of "Program for Establishing Statement on Academic Freedom, Faculty appointments and Due Process."

1986, May 23: Revision of Academic Freedom, Faculty Appointments and Due Process."

1984, June 1: "Conferral of Professor Emeritus Rank" approval.

1981, February 18: Initial approval of "Statement on Academic Freedom, Faculty appointments and Due Process" including CFARC section.

1970, September 1: Initial approval as "Program for Establishing Academic Rank at the Milwaukee School of Engineering."

Records Manager

Associate VP of Curriculum & Knowledge Management