

SECTION SIX

PERSONNEL POLICIES: RANKED FACULTY

6 PERSONNEL POLICIES: RANKED FACULTY

[Revised 9/23/02, Ranked Faculty Meeting]

6.1 TEACHING FACULTY CATEGORIES DEFINED

6.1.1 Designations and Basic Definitions

6.1.1.1 Term-Tenure Track Positions

- a. Term-tenure track positions are deemed such by the Provost. The creation of a term-tenure track position represents the Provost's determination that this newly created full-time teaching position (1) will be needed on a continuing basis, given expected curricular demands, and (2) is most appropriately filled by a teacher-scholar who will meet the College's term-tenure criteria in the areas of teaching, scholarship, and institutional service.
- b. A faculty member who fills a term-tenure track position shall receive one-year contracts throughout his/her employment tenure. However, that person shall also receive the security inherent in a term-tenure track position. In sum, the onus for terminating a term-tenure track faculty member falls upon the College, and an extensive appeals process assures that the onus remains weighty.
- c. Each term-tenure track faculty member shall be assigned one of four ranks: Instructor, Assistant Professor, Associate Professor, or Professor.

6.1.1.2 Clinical Track Positions [Approved 12/13/04, Ranked Faculty Meeting; Administrative change 2/15/11]

- a. The faculty status category of the clinical track position has been approved by the Ranked Faculty Meeting. The creation of a clinical track position within a particular department requires approval by the Ranked Faculty Meeting.
- b. Once a clinical track position has been approved for a particular department, filling this position is contingent upon the Provost's determination that this newly created full-time teaching position (1) will be needed on a continuing basis, given expected curricular demands, and (2) is most appropriately filled by a teacher-practitioner who will meet the College's clinical track criteria in the areas of teaching, practice scholarship, and institutional service.
- c. Clinical track positions are non-tenure track positions. A faculty member who fills a clinical track position shall receive one-year contracts throughout his/her employment.
- d. Each clinical track faculty member shall be assigned one of two ranks: Assistant Professor (clinical track) or Associate Professor (clinical track).

6.1.1.2.1 *Approved Clinical Tracks*

- a. Department of Nursing [Approved 12/13/04, Ranked Faculty Meeting]
- b. Department of Sociology, Social Work, and Criminal Justice [Approved 11/1/10, Ranked Faculty Meeting]

6.1.1.3 Instructor Positions

- a. Instructors fill a term-tenure faculty line in an academic department. While instructors are not eligible for term-tenure, they are hired on the assumption that they will move to the Assistant Professor Rank (and beyond) and be eligible for

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term-tenure. Thus, the rank of Instructor is seen as temporary and not as a “career track.”

- b. Individuals are hired into the Instructor Rank with the understanding that they will complete their terminal degree and, hence, advance to the Assistant Professor rank in a timely manner. At the initial hire of an instructor, expectation for the completion of the terminal degree and the timing of promotion will be set. Failure to meet agreed upon expectations will lead to non-renewal of contract.

6.1.1.4

Lecturer Positions

- a. Lecturer positions are deemed such by the Provost. The creation of a lecturer position represents the Provost’s determination that this newly created full-time teaching position (1) will be needed for at least the upcoming academic year, though perhaps on a continuing basis, and (2) is best filled by someone who, in his/her service to the College, will provide excellent classroom teaching.
- b. A faculty member who fills a lecturer position shall receive one-year contracts throughout his/her employment.
- c. Each lecturer shall occupy one of two ranks: Lecturer or Senior Lecturer.

6.1.1.5

Visiting Professor Positions

- a. Visiting professor positions are deemed such by the Provost. The creation of a visiting professor position represents the Provost’s determination that this newly created full-time teaching position (1) will typically exist for only one year and (2) will be filled by a teacher-scholar who brings significant expertise to his/her department.
- b. A faculty member who fills a visiting professor position shall receive one-year contracts throughout his/her employment.
- c. A visiting professor shall be assigned one of three ranks: Assistant Professor, Associate Professor, or Professor. To determine the rank of a visiting professor, the Provost shall be guided (but not bound) by the criteria set forth in *Community of Educators Handbook* Section 6.2.

6.1.1.6

Scholar/Artist-in-Residence Positions

- a. Scholar/Artist-in-residence positions are deemed such by the Provost. The creation of a scholar/artist-in-residence position represents the Provost’s determination that this newly created faculty position will be filled by a scholar or artist (1) who brings significant expertise to the College and (2) who is willing to share that expertise with the College community in various ways, including curricular teaching. A given scholar/artist-in-residence position will cease to exist when the person for whom the position was created leaves the College (or assumes another position within the College).
- b. A person who fills a scholar/artist-in-residence position shall typically receive a one-year contract throughout his/her employment, although there may be instances when a shorter-term contract is granted.
- c. Given the person-specific nature of these positions, a scholar/artist-in-residence shall be assigned a title as determined by the Provost.

6.1.1.7

Other Categories

- a. *Paraprofessional*. This title is assigned to employees who are not assigned regular faculty rank but who work in academic or academically related areas.

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- b. *Emeriti Educators.* [Revised 5/10/05] Faculty members may be granted emeritus status by the Board of Trustees upon retirement after at least 20 years of service to Messiah College. After the faculty member retires, the academic department should make a recommendation for emeritus status to the School Dean. If the School Dean concurs with the recommendation, he/she will forward it to the Provost. The Provost will submit the recommendation to the Board of Trustees Committee on Education at the Board of Trustees meeting following the faculty member's retirement. Such faculty members will be assigned office space if desired and available. Emeriti educators are welcome to participate in campus events on the same basis as when they were active faculty members. Emeriti educators have voice but do not have vote in the Community of Educators and other deliberating bodies.

6.1.2 **Administrative Appointments for Ranked Faculty.** Ranked faculty are sometimes appointed to administrative assignments. In such cases, the ranked faculty member will retain full-time ranked faculty status as long as his/her administrative assignment is 50 percent or less.

6.1.3 **Faculty Appointments for Full-Time Administrators**

6.1.3.1 Administrative Appointment of Internal Candidates. Members of the College faculty who are appointed to administrative positions keep their faculty title and appointment.

- a. Individuals in this role are not voting members of the academic department or the Ranked Faculty Meeting.
- b. Individuals in this role are not eligible for term-tenure review or promotion in rank after the first year of the administrative appointment.
- c. Individuals in this role are not eligible for faculty sabbatical leaves.
- d. Individuals in this role may teach one or more courses each year upon mutual agreement of the Provost, School Dean, and Department Chair of the respective academic department.

6.1.3.2 Upon voluntary or involuntary termination of the administrative appointment (except for reasons of non-adherence to the Statement of Faith, Lifestyle Expectations, or Community Covenant) an individual may return to his/her teaching faculty position.

- a. An individual returning to a teaching faculty assignment should give evidence that he/she has remained current in his/her academic discipline.
- b. The teaching assignment will be determined by the School Dean and may include courses in the respective academic department and/or the general education curriculum. The School Dean will consult with the respective Department Chair and the administrator/faculty member before finalizing the teaching assignment. Consideration will be given to the course load assigned to the individual prior to the administrative appointment.
- c. The contract issued will be the standard faculty contract, consistent with the individual's term-tenure status at the time of the administrative appointment, and subject to the same policies and expectations as others of the same status.
- d. Sabbatical eligibility, term-tenure review, and promotion eligibility are reactivated upon return to the faculty position.

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- e. Up to two years of administrative service may be credited for term-tenure and promotion purposes.
- f. Up to two years of administrative service may be credited toward eligibility for faculty sabbatical leaves.
- g. Total years of service as an administrator are credited for placement on the faculty salary scale.

6.1.3.3 Administrative Appointment of External Candidates. The President and Provost and individuals that report directly to them and who come from a previous faculty appointment at another college or university may be granted a faculty appointment. In exceptional cases, faculty appointments may also be considered for individuals appointed to other administrative positions that hold membership in the Community of Educators, provided the individual has attained appropriate terminal academic credentials to teach in one of the College's academic departments.

- a. The rank will typically be commensurate with the person's previous faculty appointment.
- b. The faculty appointment must correspond to the individual's academic expertise.
- c. Such appointments are approved by the Provost, School Dean, and Department Chair, after consultation with the respective academic department. Review of potential appointments must take into consideration previous teaching experience, professional evaluations, and scholarship.
- d. Administrators with faculty appointments are not voting members of the department or the Ranked Faculty Meeting.

6.1.3.4 Individuals in this capacity are not eligible for faculty sabbatical leaves and term-tenure, nor may they receive promotion in rank.

6.1.3.5 Individuals in this capacity may teach one or more courses each year upon mutual agreement of the Provost, School Dean, and respective Department Chair.

6.1.3.6 Upon voluntary or involuntary termination of the administrative appointment (except for reasons of non-adherence to the Statement of Faith, Lifestyle Expectations, or Community Covenant), the individual may assume his/her teaching faculty position.

- a. An individual assuming a teaching faculty assignment should give evidence that he/she has remained current in his/her academic discipline.
- b. The teaching assignment will be determined by the School Dean and may include courses in the respective academic department and/or the general education curriculum. The School Dean will consult with the respective Department Chair and the administrator/faculty member before finalizing the teaching assignment.
- c. The contract issued will be the standard single-year faculty contract, subject to all policies and expectations of others of the same status.
- d. An "Initial Review" in the fall semester of the third year after assuming the faculty position will be conducted by the School Dean in consultation with the appropriate academic department.
- e. Sabbatical eligibility, term-tenure review, and promotion eligibility are activated upon initiation of a full-time teaching assignment.
- f. For individuals hired at the full Professor rank, up to two years of administrative service may be credited for sabbatical and term-tenure purposes. However, they will not be evaluated for term-tenure until the beginning of their third year of teaching at the College.

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- g. Total years of administrative service are credited for placement on the faculty salary scale.

6.1.4

Guidelines for Creating Lecturer and Visiting Professor Positions

The ratio of term-tenure track faculty members to lecturers/visiting professors should be 85:15 or higher. In addition to being sensitive to this 85:15 ratio, the Provost will rightfully consider other factors as he/she determines whether a new position will be designated a term-tenure track position, a lecturer position, or a visiting professor position. In light of the suggested ratio (which gives preference to term-tenure track positions), designating a new position a term-tenure track position shall function as the default mode, so to speak. However, certain reasons might compel the Provost to deem a new faculty position something other than a term-tenure track position.

6.1.4.1

Lecturer Positions. The Provost, in consultation with the appropriate School Dean and Department Chair, may designate a full-time teaching position a lecturer position for any *one* of the following reasons:

- a. Extraordinary circumstances necessitate that a full-time appointment be made without a national search (for example, a replacement hire after a late faculty resignation or a substitute hire due to the illness of a continuing faculty member).
- b. Long-term hiring needs of a department require a more thorough analysis before a term-tenure track hire can be made. For example, faculty turnover, erratic enrollment figures, and/or impending curricular changes could make it difficult to determine long-term hiring needs. In this case, a lecturer could be hired to do teaching and advising until the long-term needs are more clearly identified.
- c. A department has a curricular need in lower-level courses which may be adequately met by a faculty member who does not have a terminal degree and/or does not wish to engage in scholarly activity.
- d. A department has a curricular need in lower-level courses but does not have a corresponding need in upper-level courses. In this case, the lecturer position is created to deliver “non-specialized” courses *without* a concomitant increase in the number of faculty members competing to teach a limited number of upper-level courses.

6.1.4.2

Visiting Professor Positions. The Provost, in consultation with the appropriate School Dean and Department Chair, may designate a full-time teaching position a visiting professor position if *all* of the following criteria are met:

- a. The position being created will typically exist for only one year.
- b. The person who fills the visiting professor position has the ability to teach courses that fulfill the College’s curricular needs.
- c. The person who fills the visiting professor position possesses expertise in an area that is particularly valuable to his/her department, school, or the institution as a whole.

6.2 SALARY AND FRINGE BENEFITS FOR TEACHING FACULTY

6.2.1 **Term-Tenure Track Salary.** Persons filling term-tenure track positions shall be remunerated according to the salary scale adopted by the Ranked Faculty Meeting in March 1999. Policies adopted at that time delineate the way in which term-tenure track hires are initially placed onto that scale, as well as the process by which term-tenure track faculty members may climb the scale via annual steps and merit-based promotions.

6.2.1.1 Definitions

- a. Base Salary: A ranked faculty member’s contracted salary.
- b. Total Compensation: Base salary plus fringe benefits.
- c. Salary Schedule Base: The first or lowest step for Instructor. This is the monetary amount upon which all salaries are calculated. A change in the salary schedule base results in a corresponding change in all salaries on the schedule.
- d. Service Step: The incremental change from one step to the next within any rank.
- e. Step Limit: The maximum salary paid at a given rank in a given year.
- f. Schedule Adjustment: The increase in the base from one year to the next.
- g. Total Salary Increase: The schedule adjustment increase plus the step increase.
- h. Yearly Salary Goal: The percentage that must be added to the base to meet comparison targets.

6.2.1.2 Salary Schedule. The current schedule is on file in the Office of the Provost.

6.2.1.3 Initial Placement on the Salary Schedule

6.2.1.3.1 Placement on the salary schedule requires at least a masters degree. Placement in the Assistant, Associate, and Full ranks implies a terminal degree.

6.2.1.3.2 For newly hired Instructors and Assistant Professors with prior experience, the School Dean, in consultation with the Department Chair, will use the following guidelines for determining initial placement on the schedule:

- a. Full-time college teaching at hired rank – 1:1 (each year of experience is worth one step, with no limit except for the step limits of the schedule).
- b. Instructors and Assistant Professors who receive less than six steps due to full-time college teaching at hired rank can receive step credits for other sorts of prior experience. In these cases, however, six steps (including those gained through full-time college teaching at hired rank) will generally be the maximum number of steps awarded. Other kinds of prior experience include:
 - 1. Full-time college teaching below Assistant Professor rank—1:1 (up to six steps).
 - 2. Part-time college teaching (e.g., adjunct, graduate teaching assistant)—1/8 step per semester course taught.
 - 3. Public/private school teaching at primary or secondary level—one step for every two years of previous experience.
 - 4. Professional experience related to appointment—one step for every two to three years of previous experience.

6.2.1.3.3 Newly hired Associate and Full Professors with prior college teaching experience will normally be awarded one step for each year of teaching experience at hired rank.

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6.2.1.4 Promotion and Term-Tenure Track/Clinical Track Faculty Salary Schedule [Revised 4/25/06]

6.2.1.4.1 Promotion is the one place in the proposed schedule where a salary increase is directly tied to merit. Faculty are hired with the expectation that they will move through the ranks. Hence, the proposed schedule is constructed to encourage faculty to move expeditiously through the ranks.

6.2.1.4.2 The promotion increase percentage is the percentage increase in salary due to promotion. In other words, it represents the increase beyond the salary the individual would have received if he/she had not been promoted.

6.2.1.4.3 At promotion, faculty will be assigned to a step in the higher rank in the following way:

Step Prior to Promotion	Step After Promotion	Step Prior to Promotion	Step After Promotion
Assistant 6	Associate 1	Associate 6	Full 1
Assistant 7	Associate 2	Associate 7	Full 2
Assistant 8	Associate 3	Associate 8	Full 3
Assistant 9	Associate 4	Associate 9	Full 4
Assistant 10	Associate 5	Associate 10	Full 5
Assistant 11	Associate 6	Associate 11	Full 6
Assistant 12-13	Associate 7	Associate 12-13	Full 7

6.2.1.4.4 When an Instructor qualifies for advancement to the Assistant Rank, the step placement is determined by the higher of the following two options:

- a. He/She is granted one step for each year of full-time teaching at the Instructor level (up to six steps), or
- b. His/Her current salary is adjusted by the yearly schedule adjustment and then placed in the Assistant step that is equal to or more than this salary figure.

[Revised 2/27/02, Ranked Faculty Meeting]

6.2.1.5 Yearly Schedule Adjustment [Revised 11/15/04, Ranked Faculty Meeting]

6.2.1.5.1 Adjustments to a faculty member's base salary are determined by two factors: (1) the yearly service step and (2) the yearly schedule adjustment. Those who have reached the salary maximum at a given rank receive only the yearly schedule adjustment.

6.2.1.5.2 The yearly schedule adjustment will consider the following three factors:

- a. The cost of living in the previous year.
- b. The average salary for faculty at each rank will be targeted to be within 95–110% of the median of the average salaries for faculty at the corresponding rank at peer institutions.
- c. The average salary for the entire faculty will be targeted to be within 95–110% of the weighted average¹ of the medians of the average salaries for faculty in each rank at peer institutions.

¹The weighted average is based on the distribution of Messiah College faculty members at each rank for the current year.

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- 6.2.1.5.3 Fiscal exigency might result in schedule adjustments less than the above targets.
- 6.2.1.5.4 Normally, the average salary of the whole faculty will be used in yearly comparison calculations; correspondingly, the salary schedule will normally be adjusted only by an increase to the schedule's base.
- 6.2.1.5.5 Full Professors and Senior Lecturers at the top of the salary scale receive at least the yearly schedule adjustment increase. However, in years when the CPI exceeds the yearly schedule adjustment increase, the full professor and senior lecturer positions currently at the top step of the salary scale will receive the CPI *or* administrators' salary increase adjustment, whichever is less. [Approved 4-21-08, Ranked Faculty Meeting]
- 6.2.1.5.6 Comparisons by rank will be monitored. Each rank should be within the 95–110% range. If a pattern emerges in which one or more of the ranks is significantly out of line with the peer comparison group, it would be appropriate to consider some adjustment by rank.
- 6.2.1.5.7 *Salary Adjustment Protocol*
- a. Each summer the office of Institutional Research will compile the relevant ranked salary benchmark comparison data.
 - b. In early September each year, the Ranked Faculty Affairs Committee and the Vice President for Finance and Strategic Planning will analyze the ranked faculty salary comparison data and will determine the salary base adjustment and any necessary rank adjustments that the data indicate. After consulting with the Ranked Faculty Meeting, the recommendations will be forwarded to the Institutional Planning and Finance Subcommittee.
 - c. During October and November, the Institutional Planning and Finance Subcommittee will use salary comparison data from employee groups as the starting point for developing the initial budget parameters related to salary. At the same time, the Institutional Planning and Finance Subcommittee will develop an initial budget parameter for benefits (i.e., they will analyze the situation and project what we can expect the benefit package will look like in the following year) along with other budget parameters. The Provost will keep the Ranked Faculty Affairs Committee apprised of developments in the Institutional Planning and Finance Subcommittee discussions relative to compensation and other budget parameters. The Chair of the Ranked Faculty Meeting will be invited to meetings on budget parameters pertaining to ranked faculty concerns.
 - d. In January, when the total package of budget parameters (salary, benefits, tuition, funding for new initiatives, capital expenses, etc.) begin to take their final form, the Institutional Planning and Finance Subcommittee will present the projected budget parameters to the Ranked Faculty Affairs Committee, the Administrative Council, the Staff Council, and the Community of Educators Senate. Each group will be allowed at least (and hopefully more than) ten working days to respond to the Institutional Planning and Finance Subcommittee.
 - e. The Ranked Faculty Affairs Committee will develop a response to the proposed budget parameters and present it to the Ranked Faculty Meeting. Based on their discussion, the Ranked Faculty Meeting will then make a final recommendation to the Institutional Planning and Finance Subcommittee. [Revised 11/15/04, Ranked Faculty Meeting].

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- f. Once the Institutional Planning and Finance Subcommittee receives official feedback from the Ranked Faculty Affairs Committee, the Administrative Council, the Staff Council, and the Community of Educators Senate, it will make a final recommendation on budget parameters to the College Council who will make a final recommendation to the Board of Trustees.

6.2.1.6 Transitional Issues

6.2.1.6.1 When the current schedule was adopted, some faculty member salaries placed them outside of the step limits of the schedule. These individuals are treated as though they have achieved the step limit. Thereafter, their specific salaries will be increased whenever the base is adjusted. They appear on the schedule in the “9b” category for Instructors and “12b” for Assistants and Associates. There are no Full Professors outside of the schedule.

6.2.1.6.2 Until 2005-2006, anyone who initially placed outside the schedule or any current faculty who subsequently reaches the step cap in their rank will be guaranteed cost of living increases unless the total salary increase for one moving into the highest step in his/her rank is less than the Consumer Price Index (CPI). If this is the case, these individuals will receive the same percentage salary increase as one moving into the highest step for his/her rank.

6.2.2 **Clinical Track Salary** [Approved 12/13/04, Ranked Faculty Meeting]. Persons filling clinical track positions shall be remunerated according to the salary scale adopted by the Ranked Faculty Meeting in March 1999. New policies must be adopted to delineate the way in which clinical track hires are initially placed onto that scale, as well as the process by which clinical track faculty members may climb the scale via annual steps and merit-based promotions.

6.2.2.1 Placement on the Salary Schedule. Placement on the salary schedule requires at least a master’s degree. Placement in the Assistant Professor (clinical track) and Associate Professor (clinical track) ranks implies a master’s degree in nursing.

- 6.2.2.1.1 For newly hired Assistant Professors (clinical track) with prior experience, the School Dean, in consultation with the Department Chair, will use the following guidelines for determining initial placement on the schedule:
- a. Full-time college teaching at hired rank—1:1 (each year of experience is worth one step, with no limit except for the step limits of the schedule).
 - b. Assistant Professors (clinical track) who receive less than six steps due to full-time college teaching at hired rank can receive step credits for other sorts of prior experience. In these cases, however, six steps (including those gained through full-time college teaching at hired rank) will generally be the maximum number of steps awarded. Other kinds of prior experience include:
 1. Full-time college teaching below Assistant Professor rank—1:1 (up to six steps).
 2. Part-time college teaching (e.g., adjunct, graduate teaching assistant)—1/8 step per semester course taught.
 3. Public/private school teaching at primary or secondary level—one step for every two years of previous experience.
 4. Professional experience related to appointment—one step for every two to three years of previous experience.

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- 6.2.2.1.2 Newly hired Associate Professors (clinical track) with prior college teaching experience will normally be awarded one step for each year of teaching experience at hired rank.
- 6.2.2.2 Promotion and Clinical Track Faculty Salary Schedule
- 6.2.2.2.1 Promotion is the one place in the proposed schedule where a salary increase is directly tied to merit. Faculty are hired with the expectation that they will move through the ranks. Hence, the proposed schedule is constructed to encourage faculty to move expeditiously through the ranks. Clinical track faculty cannot be promoted beyond Associate Professor (clinical track). Clinical track faculty can be switched to term-tenure track when the criteria in *Community of Educators Handbook* Section 6.16.4 are satisfied.
- 6.2.2.2.2 When a clinical track faculty member completes a terminal degree, he/she may request to be switched to the term-tenure track. Typically, if the track switch is approved, his/her appointment will be changed to the same rank and salary scale on the term-tenure track. In addition, the faculty member is now eligible for term tenure and eventual promotion to the rank of Full Professor.
- 6.2.3 **Lecturer Salary.** Persons filling lecturer positions shall be remunerated according to the lecturer salary scale. The salary scale for lecturers is modeled on the term-tenure track salary scale, i.e., it is an indexed scale with a base salary, salary steps, and step limits. The lecturer salary scale reflects the existence of two different ranks: Lecturer and Senior Lecturer. The base salary of the Lecturer and Senior Lecturer ranks (i.e., Step 1 in each rank) is to be adjusted each year by the same percentage that the term-tenure track salary scale base is adjusted; since the scale is an indexed scale, the other steps on the salary scale will receive the same percentage increase that the base receives. The lecturer scale shall be constructed and operated according to the following guidelines:
- a. Lecturers shall be remunerated at 90 percent of the Instructor salary. In other words, a Lecturer in Step 1 of the Lecturer rank shall receive 90 percent of the salary an Instructor in Step 1 receives.
 - b. Senior Lecturers shall be remunerated at 90 percent of the Assistant Professor salary. In other words, a Senior Lecturer in Step 1 of the Senior Lecturer rank shall receive 90 percent of the salary an Assistant Professor in Step 0 receives.
 - c. The Lecturer rank shall have seven steps (Steps 1-7), and the Senior Lecturer rank shall have thirteen steps (Steps 1-13). In other words, once a Lecturer reaches Step 7, or Senior Lecturer reaches Step 13, he/she has reached the step limit, meaning he/she no longer receives annual step increases (although he/she does receive annual percentage increases to the base).
 - d. All newly hired lecturers shall be placed in the Lecturer rank, with the operative assumption being that each new hire shall be placed in Step 1 of the Lecturer rank. However, three additional steps may be awarded for the following reasons:
 1. Full-time college teaching experience, awarded on a 1:1 basis (i.e., one step for one year of college teaching experience).
 2. Full-time teaching in a non-college setting, awarded on a 1:2 basis (i.e., one step for two years of teaching experience).

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- e. Promotion from Lecturer (Step 7) to Senior Lecturer (Step 1) may occur after a Lecturer has served his/her Step 7 year as a Lecturer. In addition to having attained Step 7 of the Lecturer rank, the Lecturer's teaching must be judged to be "meritorious" to receive a promotion from Lecturer to Senior Lecturer.

- 6.2.4 **Visiting Professor Salary.** Persons filling visiting professor positions shall be remunerated as deemed suitable by the Provost. The term-tenure track salary scale shall serve as a general framework in this regard, but the special nature of the visiting professor position makes it difficult to systematize the salaries of persons who, for various reasons, may serve the College as visiting professors.
- 6.2.5 **Scholar/Artist-in-Residence Salary.** Persons filling scholar/artist-in-residence positions shall be remunerated as deemed suitable by the Provost.
- 6.2.6 **Fringe Benefits for Teaching Faculty.** This section summarizes the benefits that shall be awarded to the various teaching faculty categories. Please note that this section does not comprise a continuing contract between persons filling these positions and Messiah College (since the College's benefits plan may change). It does, however, summarize the College's intention for distributing benefits in the immediate future. For a full delineation of benefits and benefits policies, see *Policy and Procedure Manual*.
 - 6.2.6.1 **Term-Tenure Track.** Eligible for full benefits, including medical insurance, dental insurance, educational assistance, TIAA-CREF retirement plan, life insurance, and disability insurance.
 - 6.2.6.2 **Clinical Track.** Eligible for full benefits, including medical insurance, dental insurance, educational assistance, TIAA-CREF retirement plan, life insurance, and disability insurance.
 - 6.2.6.3 **Lecturers.** Eligible for full benefits, including medical insurance, dental insurance, educational assistance, TIAA-CREF retirement plan, life insurance, and disability insurance.
 - 6.2.6.4 **Visiting Professors.** Eligible for full benefits, including medical insurance, dental insurance, educational assistance, TIAA-CREF retirement plan, life insurance, and disability insurance.
 - 6.2.6.5 **Scholars/Artists-in-Residence.** Eligible for benefits as deemed suitable by the Provost.

- 6.3 RANKED FACULTY WORKLOAD POLICY.** [Revised 3/26/07, Ranked Faculty Meeting]
- 6.3.1 Contracted Ranked Faculty Workload**
- 6.3.1.1 The contracted workload involves the workload responsibilities contractually expected of all full-time Ranked Faculty members.
- 6.3.1.2 Messiah’s contracted workload for ranked faculty involves responsibilities in three areas:²
- a. Teaching (24 load units)
 - b. Institutional service (activity and performance necessary for term-tenure and promotion; *COE Handbook*, 6.14-6.16; includes advising)
 - c. Scholarship (activity and performance necessary for term-tenure and promotion; *COE Handbook*, 6.14-6.16)
- 6.3.1.3 The Ranked Faculty teaching load is measured in terms of “load units.” Each Ranked Faculty member is assigned 24 load units of teaching for an academic year. While teaching typically constitutes the bulk of a faculty member’s workload, these 24 load units of teaching do not represent a faculty member’s full contracted workload. Workload responsibilities related to advising, scholarship and institutional service exist beyond the 24 load units of teaching and together with the teaching load constitute the full contracted workload.
- 6.3.1.4 The distribution of these workload areas in faculty time and effort will vary from faculty member to faculty member and also vary in an individual faculty member’s actual workload over his or her career. However, on average, a larger proportion of effort will go toward teaching than scholarship and institutional service.
- 6.3.1.5 The normal contracted teaching load for full-time Ranked Faculty covers one academic year. The “academic year” covers the Monday of the week prior to the beginning of fall classes through the week after commencement.
- 6.3.1.6 Messiah’s current contracted workload can be captured in the following formula:
- Full time load = [24 load units + x + y]**
24 load units = Teaching load
x = Scholarship required for term-tenure and promotion
y = Institutional service required for term-tenure and promotion
- 6.3.1.7 In some instances, overload responsibilities in scholarship or institutional service might lead to a reduced load in teaching. In these instances, load units designated for teaching might be reallocated to scholarship or service. For example, if 3 load units of teaching are reallocated to scholarship, the load formula for that faculty member would be:
- Full time load = [21 load units + (x + 3) + y]**
21 load units = Teaching load
(x + 3) = Scholarship responsibilities that go beyond the standard required for term-tenure and promotion
y = Institutional service required for term-tenure and promotion

² Ranked Faculty are not contractually required to seek promotion, i.e., faculty member may choose to forego promotion. However, it is an expectation at initial hire that faculty will move through the ranks. Therefore, it makes sense to treat this as a responsibility since it is the expected norm.

6.3.2 **The Importance of Load Equivalencies**

6.3.2.1 Even though each Ranked Faculty member has the same contracted workload, this seldom results in the same actual workload for each Ranked Faculty member. In other words, the actual amount of time it takes faculty members to fulfill their responsibilities will, for a variety of reasons, vary from faculty member to faculty member. This is understandable and inevitable.

6.3.2.2 However, it is important for the College to develop policies that minimize (as much as possible) the actual workload inequities among faculty. Thus, it is important for the College to develop an objective framework of “workload equivalencies” for assigning load units for various contracted responsibilities.

6.3.2.3 “Workload equivalencies” are of two sorts:

- a. Teaching load equivalencies involve formulas that translate various types of course delivery systems into workload units.
- b. Non-teaching load equivalencies involve policies and formulas that translate non-teaching activities and responsibilities into workload units.

6.3.3 **Teaching Load Equivalencies.**

6.3.3.1 Messiah’s curriculum is delivered through many different Course Delivery Systems (CDSs), e.g., lecture/discussion courses, labs, clinicals, supervision, independent studies, etc.

6.3.3.2 The Office of the Provost maintains a formula for each specific type of course delivery system. This formula translates the activity related to the CDS into Load units (LUs).

6.3.3.3 Each CDS can be analyzed in the following ways:

- a. **Contact hours (CH):** The number of hours that is contractually required between the faculty and students.
- b. **Outside hours (OH):** The number of hours beyond contact hours that is, on average, dedicated to deliver the course, e.g., course preparation, grading, conferencing with students, etc.
- c. **Work hours (WH):** The total number of hours (contact hours plus outside hours) that is required, on average, to deliver the course.

6.3.3.4 **Basic Load Formula: 1 faculty load unit (LU) = 2.5 – 3 work hours (WH) per week in a 15 week term.** Applied to all terms, the formula looks like this:

Term	WHs per Week for 1 LU	WHs per Term for 1 LU
Fall	2.5 – 3 hours	37.5 – 45 hours
J-Term	12.5 – 15 hours	37.5 – 45 hours
Spring	3.13 – 3.75 hours	37.5 – 45 hours

6.3.3.5 Rationale for this formula: The basic assumption in this formula is that a faculty member who is teaching a 3 hour lecture discussion course will spend 3 hours in the classroom each week along with, on average, approximately 4.5-6 additional hours per week for course related activities. In other words, the assumption is that for a normal 3 credit hour lecture/discussion course, a faculty member spends 1.5-2 hours outside of class for every 1 hour in the class. Since faculty are given 3 load units for

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every 3 hour lecture/discussion course, we can generalize that 3 load units entail 7.5-9 hours of work per week. This formula can be applied meaningfully to any CDS once we determine the total work hours associated with the specific CDS.

6.3.3.6

Application of this formula:

- a. Every CDS at the College is assessed in the following way:
 1. The responsibilities of the faculty member within the CDS are determined.
 2. The total work hours (contact hours plus outside hours) required to meet these responsibilities are calculated.
 3. The load units are calculated using the Basic Load Formula.
- b. This assessment will be conducted by the Provost in consultation with the relevant School Dean and Department Chair.
- c. The load formula for each CDS will be on file in the Office of the Provost and will be used to build ranked faculty loads.

6.3.3.7

Policies for determining non-teaching load units

- a. A full-time Ranked Faculty member may receive load units for a variety of non-teaching activities. The amount of load units assigned to an given assignment or activity will, in general, be determined through an assessment of the work hours that are directly and typically associated with the activity. Hence, the amount of effort assumed in non-teaching responsibilities should be comparable to the amount of effort assumed in the teaching load formulas.
- b. Some of these non-teaching load units will be allocated as a part of the faculty member's 24 load unit teaching load. In other instances, such load units will only be allocated as an overload.
- c. Non-teaching load units are granted in the following area:
 1. Advising overloads
 2. Enhanced Institutional Service
 3. Scholarship/development grant awards
 4. Load reallocation for enhanced scholarship
 5. College or school administrative assignments
 6. College administrative assignments
 7. Assignments in other College programming
 8. External grants

6.3.3.8

Advising Overloads. [Revised Ranked Faculty Meeting, 3/26/07; Administrative change, 10/27/11]
The normal advising assignment for each full-time Ranked Faculty member will be between 15 and 30 students, except in cases where a Ranked Faculty member is exclusively advising "undeclared students," in which case the minimum shall be ten advisees. A Ranked Faculty member advising 30 students or more (as of the last day that first-year students are scheduled for advising, usually around November 15), in a case where all Ranked Faculty from the department meet normal advising expectations, will be granted .5 overload credit. A Ranked Faculty member advising 30 students or more (as of May 1), in a case where all Ranked Faculty from the department meet normal advising expectations, will be granted .5 overload credit.

6.3.3.9

Enhanced Institutional Service. Load unit consideration may be given for temporary institutional service activities that significantly exceed the normal service requirements (e.g., chair of a major ad hoc committee/task force, principle author of

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- an accreditation self-study report, counseling). Load credit is determined on a case by case basis by the Provost.
- 6.3.3.10 Scholarship Load Equivalencies. Messiah offers a number of internal grant opportunities and has a scholarship load reallocation program that reallocates teaching load units to scholarship. See the *COE Handbook*, 6.20.3-7.
- 6.3.3.11 Administrative and Other College Assignments
1. From time to time, ranked faculty members will take on administrative assignments within the institution. All such assignments must be approved by the relevant School Dean and the Provost.
 2. In each instance, a job description with appropriate accountability requirements will be developed and be on file in the Office of the Provost.
 3. The load units assigned to the administrative assignment will be determined by the Provost.
- 6.3.3.12 Circumstantial Adjustments to Contracted Workload. It is recognized that occasionally exceptional circumstances arise where adjustments may need to be made to the balance of teaching, scholarship, and service, to allow a faculty member to manage the contracted workload. Examples include (but are not limited to) deferring participation in a load reallocation program, covering an unexpected faculty vacancy in the department, accreditation reviews, etc. These adjustments are expected to be rare, not the norm, and will be handled on a case-by-case basis through conversation between the faculty member, department chair, dean, and provost.
- 6.3.3.13 External Grant Guidelines for Faculty [See *Community of Educators Handbook*, 6.20.9]
- 6.3.4 **Team-Taught Courses**
Team-teaching a lecture/discussion course is permitted subject to the approval of the appropriate Department Chair (for major-specific courses), the Associate Dean of General Education and Common Learning (for IDS courses) and the Dean of Curriculum. For full load allocation (e.g., for 3 LUs for each faculty in a 3 credit course) it is assumed (1) that all members of the team will be present in all classes and (2) that the normal enrollment limit for the course will be increased by how many faculty are on the team (e.g., in the case of two-member team, the limits for a course that is normally 35 student limit will be set at 70 students). If the team members plan to not always be present or if the team desires a lower enrollment, the LUs will be pro-rated accordingly by the Provost.
- 6.3.5 **Independent Studies, Directed Studies and Practica.** [See *Community of Educators Handbook*, 8.28]
- 6.3.5.1 It is assumed that from time to time Ranked Faculty will agree to guide independent studies, directed studies, and practica with individual students. Faculty are under no contractual obligation to guide these studies and, if they choose to do so, they should limit their involvement to no more than two per semester. Such activities count toward institutional service.
- 6.3.5.2 Independent and directed studies are counted as a part of the teaching workload and, hence, compensated if they are “departmentally required.” Such studies are

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departmentally required if and only if a student needs specific course credits for graduation that can only be met through a specific directed or independent study (e.g., transfer students who miss an every other year course, a student who missed a requirement due to a semester abroad, etc.). The Department Chair determines whether such a study is departmentally required and will indicate such on the independent or directed study application form. The Dean of Curriculum gives final approval.

- 6.3.5.3 Load units for required directed and independent studies must be taken as an overload.
- 6.3.5.4 **Independent Studies and Directed Studies** are funded according to the following formula: Faculty receive 1/9 of a load unit for each student hour generated (e.g., faculty receive .33 load units for one 3-hour directed study with one student). Faculty are paid at the same rate as adjunct/overload pay during the school year (currently \$1,029 per load unit). **Formula:** $(1/9) \times [\text{no. of credits}] \times [\text{no. of students}] \times 1,029$.
- 6.3.6 **Provost's Seminar and New Ranked Faculty Loads**
- 6.3.6.1 Term-tenure track faculty who are newly hired are given a three load unit reduction in the fall semester of their first year of teaching. As a part of this load reduction, they are required to participate in the Provost's Seminar and additional orientation activities related to Christian scholarship. If needs in the department do not make it possible to grant the three-hour reduction in the fall, the new faculty member will be given the three-hour reduction in the spring or following fall.
- 6.3.6.2 Lecturers who are in continuing positions are given a three load unit reduction in the fall semester of their first year of teaching. As a part of this load reduction, they are required to participate in the Provost's Seminar and additional orientation activities related to Christian scholarship. If needs in the department do not make it possible to grant the three-hour reduction in the fall, the new faculty member will be given the three-hour reduction in the spring or following fall.
- 6.3.6.3 Ranked faculty on temporary assignments, visiting professors, and scholars-in-residence may choose to participate in Provost's Seminar, but such participation is not accompanied by any load credit or other compensation. If they participate in Provost's Seminar and are later hired into a term-tenure track position, they will participate in orientation activities related to Christian Scholarship and will receive a three-hour teaching load reduction in the fall of first semester of teaching under this new assignment.
- 6.3.7 **Overloads and Overload Payment** [Administrative change approved 4/6/11]
- 6.3.7.1 An overload is any load unit above the 24 teaching workload units accumulated in a given academic year.
- 6.3.7.2 Overloads are limited to a maximum of four load units for the academic year. Exceptions to this must be approved by the School Dean and the Provost. Ordinarily, overloads are not a part of the Ranked Faculty member's contracted workload. Overloads are only added after conversation with the Ranked Faculty member's Department Chair and School Dean.
- 6.3.7.3 Overload pay for Fall Semester is calculated by subtracting 12 (half of the 24 load units for the academic year) from the Fall Semester load. There may be instances

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where a faculty member may have more than 12 load units in the Fall Semester, but overall the load is 24 load units or less. In this case there will be no overload pay in the Fall Semester. Fall Semester overload is normally paid in a lump sum in the second pay period in December. All other overload is normally paid in a lump sum in the second pay in May. Lump sum payments may result in a higher percentage of Federal withholding than would otherwise be the case.

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- 6.3.8 Load Issues Related to Summer Session**
- 6.3.8.1 Summer session is not part of a faculty member's contracted load.
- 6.3.8.2 Faculty members teaching in summer session will be paid at the normal adjunct/overload rate. Courses must have at least six students. If the course is under-enrolled, the faculty member has the option of teaching the course on a pro-rated basis. Faculty will normally receive a lump-sum payment in the second pay in June.
- 6.3.8.3 Team-taught summer courses where both faculty are present during the whole course must have 12 students for each to receive full payment. A team-taught course, where the teaching responsibilities are divided, must have 18 students to receive full payment.
- 6.3.8.4 Messiah faculty may guide independent studies, directed studies, and practica with Messiah students during the summer. Faculty receive 1/6 of a load unit for each student hour generated (e.g., faculty receive .5 load units for one three-hour directed study). Faculty are paid at the same rate as overload pay during the school year. Payment is made after the final grade is submitted to the Registrar's Office.
- 6.3.8.5 A faculty member may supervise no more than a total of three independent studies, directed studies, or practica in a given summer.
- 6.3.8.6 Students may arrange summer independent studies, directed studies, and practica with Messiah adjunct faculty only with the approval of the appropriate Department Chair and the Dean of Curriculum.
- 6.3.8.7 Students must register for directed studies, independent studies, and practica in the term they are taken. In other words, no student is allowed to complete the work for a directed study, independent study, or practica during the summer and then register for this course in the fall or spring term.
- 6.3.9 Load Issues Related to May-Term Cross-Culturals**
- 6.3.9.1 May-Term cross culturals are always built into a faculty member's contracted load. Only one cross-cultural course can be built into the 24 load units of a normal faculty teaching load. If a faculty member teaches a course (cross-cultural or other) during J-Term, then the May-Term cross-cultural must be taught as an overload.
- 6.3.9.2 If the May-term course is a part of the faculty member's normal load (24 load units), the course should have least 12 students per faculty member. If the faculty member is teaching the course as an overload, then the course should have an enrollment of at least 9 students. Loading for enrollments below these targets will be pro-rated.
- 6.3.9.3 Faculty teaching a May-Term cross-cultural will be paid by June 30.

- 6.3.10 **Reduced Teaching Load for Reduced Pay Policy.** A term-tenure track ranked faculty member or lecturer (as it pertains to them and their circumstances) wishing to take a reduced load for reduced pay must submit a request in writing to the Provost. After consulting with the School Dean and Department Chair, the Provost will make a recommendation to the President. If granted, the following conditions will apply:
- 6.3.10.1 The reduction may not exceed six load units in a contract year. Subsequent requests need to be reviewed on an annual basis.
- 6.3.10.2 The individual must continue to fulfill all the obligations of full-time faculty for institutional service, including committee service, departmental participation and advising.
- 6.3.10.3 The standard faculty evaluation policies will continue to apply.
- 6.3.10.4 Annual service credits toward salary increments, promotion, term tenure and sabbatical eligibility will be awarded.
- 6.3.10.5 The salary paid will be pro-rated based on the number of load units taught.
- 6.3.10.6 All full-time fringe benefits shall remain in effect; however, those benefits based on percentage of salary will be calculated according to actual salary received.

- 6.4 STUDENT ADVISING AND OFFICE HOURS FOR TEACHING FACULTY**
- 6.4.1 Term-Tenure Track and Clinical Track Faculty Members**
- 6.4.1.1 Term-tenure track and clinical track faculty members shall be expected to serve as curricular advisors and maintain regular office hours. Crucial to effective advising is the availability of a faculty member to students. Term-tenure track and clinical track faculty are expected to be available six to eight hours per week for student conferences, activity counseling, and committee work. Office hours should be announced to classes, posted on the faculty member's office door, and filed with the School Dean's Office at the beginning of each semester.
- 6.4.1.2 All term-tenure track and clinical track faculty members are expected to be involved in academic advising with a minimum of 10 students up to a maximum of 30 students. This is considered to be part of the full-time load. It is up to each department to distribute its students for advising.
- 6.4.1.3 Term-tenure track and clinical track faculty members may be called upon to assist with advising undeclared students if their academic departmental advising load falls below ten students. In such cases, the Director of Academic Advising works with the Department Chair and provides appropriate in-service education and support for the faculty advisor. Advising undeclared students constitutes institutional service.
- 6.4.2 **Lecturers** shall be expected to serve as curricular advisors as deemed appropriate by their departments and maintain regular office hours. Lecturers are expected to be available six to eight hours per week for student conferences, activity counseling, and committee work. Office hours should be announced to classes, posted on the faculty member's office door, and filed with the School Dean's Office at the beginning of each semester.
- 6.4.3 **Visiting Professors** shall *not* be expected to serve as academic advisors. Visiting Professors are expected to be available six to eight hours per week for student conferences, activity counseling, and committee work. Office hours should be announced to classes, posted on the faculty member's office door, and filed with the School Dean's Office at the beginning of each semester.
- 6.4.4 **Scholars/Artists-in-Residence** shall *not* be expected to serve as academic advisors. They shall be expected to maintain one office hour per week for every three load credits they teach.

6.5 PERFORMANCE EVALUATION OF TEACHING FACULTY

6.5.1 **Observing New Faculty in Their First and Second Years** [Approved 4/11/2011, Ranked Faculty Meeting]

6.5.1.1 Observations of New Faculty

- a. New faculty will be observed in the first semester of the first year by the Department Chair (with preferably two consecutive class sessions), in the second semester by the School Dean, and in either of the semesters of the second year by the Department Chair. Faculty may invite additional observations by Department Chairs/Graduate Program Directors and School Deans. Department Chairs/Graduate Program Directors and School Deans may conduct additional observations as needed.
- b. School Deans will observe one course (with preferably two consecutive class sessions) during each of the first two years if the new faculty member is also a Department Chair/Graduate Program Director.
- c. The Office of the Provost will provide a list to each School Dean each semester of the faculty who will be observed.
- d. School Deans will remind Department Chairs/Graduate Program Directors of the faculty who will be observed and will hold Department Chairs/Graduate Program Directors accountable for completing observations.
- e. The nature and function of these observations will be highlighted at the new faculty orientation.

6.5.1.2 Communication of Observation and Follow-Up

- a. Written feedback will be provided using the standardized form developed by the Term-Tenure and Promotion Committee that will be available on MCSquare.
- b. A memo and accompanying form will be sent to observers and new faculty members stating the rationale for the observation process, the relevant section of the *Community of Educators Handbook*, and that an observation is intended to be two consecutive class periods.
- c. Department Chairs/Graduate Program Directors and School Deans will copy each other and will copy the faculty member with their written feedback on observations.
- d. The School Deans will consult regularly with Department Chairs/Graduate Program Directors regarding faculty performance. If a faculty member needs additional support, the School Dean, Department Chair/Graduate Program Director and faculty member will develop an action/accountability plan.
- e. Although the observation questions are the same as for other observation events (tenure, promotion), the form will state in the heading that it is for first and second-year faculty members.
- f. The form itself and the *Community of Educators Handbook* will state who receives copies (i.e., the Department Chair/Graduate Program Director, School Dean, and faculty member) so that the faculty member is aware of who possesses the written documentation.
- g. Completed observation forms will be placed on file in the department and the school.

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- 6.5.2 **Term-Tenure Track Faculty Members** shall be evaluated according to the policies outlined in *Community of Educators Handbook* Section 6.16.
- 6.5.3 **Clinical Track Faculty Members** shall be evaluated according to the policies outlined in *Community of Educators Handbook* Section 6.16 (with additional policies for the evaluation of practice scholarship in clinical settings).
- 6.5.4 **Instructors' Review.**
- 6.5.3.1 Initial Review. Each Instructor will undergo an Initial Review during the fifth semester of full-time teaching. [If an Instructor advances to Assistant Professor before this time, he or she will undergo an Initial Review following the policy outlined in 6.16.7.1.1.] The evaluative materials to be used for an Instructor's Initial Review will be as follows:
- a. Course evaluations for two courses taught over the past four semesters of teaching. The new Instructor is to do course evaluations for two courses in the first semester of teaching, but the results are to be included only in the Development File (unless the Instructor chooses to transfer the printout of results to the Evaluation File, which is housed in the Office of the Provost).
 - b. Two in-depth peer evaluations with one peer chosen by the Instructor track faculty member and one chosen by the Department Chair, using a form developed by the Office of the Provost and approved by the Term-Tenure and Promotion Committee. Each peer evaluator will be expected to visit at least two class sessions (preferably two consecutive meetings of the same class) prior to completing the evaluation form. Copies of the completed form are to go to the Instructor's Evaluation File. The Instructor may exercise the option of writing a response to the peer evaluation, to be attached to that peer evaluation in the Evaluation File.
 - c. Two in-depth student evaluations, with one student chosen by the Instructor and one chosen by the Department Chair or School Dean (if a Department Chair is being evaluated), using a form developed by the Provost and approved by the Term-Tenure and Promotion Committee. Copies of the completed form are to go to the Instructor's Evaluation File. The Instructor may exercise the option of writing a response to a student evaluation, to be attached to that student evaluation in the Evaluation File.
 - d. An initial draft of a Christian Scholarship Essay will be included in the Evaluation File (5-6 pages).
 - e. A written self-assessment which addresses the three areas of teaching, scholarship, and institutional service and outlines a specific plan for professional development and continuing education.
 - f. A letter of support from the Department Chair.
 - g. The process for this initial review shall be as follows: [Revised 2/27/06, Ranked Faculty Meeting]
 1. The School Dean shall review the Evaluation File during the fifth semester of teaching and shall then hold a conference with the term-tenure track faculty member to commend for major strengths and discuss perceived areas for

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needed growth based on patterns revealed in the evaluative material (including discussion of the first draft of the Christian Scholarship Essay).

2. On the basis of the evaluative materials and the conference noted above, the School Dean shall send an evaluation letter by December 1 that summarizes the major results of the evaluation. At this time, this letter shall be sent to the term-tenure track faculty member being evaluated. To continue in the position, the Instructor must be judged by the School Dean as functioning at a satisfactory level in teaching, scholarship and service. Satisfactory progression toward completion of the terminal degree as specified at the initial hire will count as satisfactory scholarship. If the faculty member's performance is deemed to be unsatisfactory, the School Dean's letter may inform the term-tenure track faculty member that he/she is in the final year of employment or that he/she will be offered a terminal contract for the fourth year of employment.

6.5.5 **Lecturer Evaluations.** Lecturers are expected to serve the institution and its students by providing excellent classroom instruction and quality academic advising. Correspondingly, their teaching and advising shall be evaluated on a regular basis. Each lecturer shall have both an Evaluation File and a Development File.

6.5.5.1 The Development File, which is kept by the Director of Faculty Development, shall contain:

- a. A statement of developmental goals for each academic year.
- b. A self-assessment of the extent of accomplishment of developmental goals for each previous academic year.
- c. Pertinent correspondence from the Director of Faculty Development relative to developmental goals.
- d. A summary statement of results of each past evaluation as conducted by the lecturer's School Dean and Department Chair, with optional responses by the lecturer.
- e. Additional optional student evaluations for any course(s), using a nationally standardized form or any other form mutually agreed upon by the lecturer and the Director of Faculty Development. Such evaluations will be used only for developmental purposes.

6.5.5.2 The Evaluation File, which is kept by the Office of the Provost, shall contain:

- a. Required student evaluations for each semester using a nationally standardized form. The actual courses to be evaluated will be at the discretion of the lecturer; the number of courses to be evaluated is outlined below.
- b. Advisee evaluations conducted once a year, beginning with the lecturer's second year in that position.
- c. A summary statement of results of each past evaluation with optional responses by the lecturer.
- d. Additional material the lecturer wishes to place on file, including any items the lecturer wishes to transfer from his/her Development File.
- e. A memo prepared by the Vice President for Human Resources and Compliance or the Provost stating the current status of any disciplinary proceedings to which the lecturer is subject, including findings and sanctions as appropriate.

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- 6.5.5.3 Student evaluations of lecturers shall be conducted as follows:
- a. First four semesters—two course evaluations each semester for the lecturer’s Evaluation File.
 - b. Fifth semester, sixth semester, etc.—at least one course evaluation each semester for the lecturer’s Evaluation File.
- 6.5.5.4 In addition to the required course evaluations outlined above, a lecturer may have any or all of his/her other courses evaluated for developmental purposes. These evaluations shall be filed in the lecturer’s Development File and shall be used for developmental purposes only (i.e., they shall not be utilized for official performance evaluations). However, a lecturer may transfer any or all of the course evaluations from his/her Development File to his/her Evaluation File by sending a letter of request to the Director of Faculty Development.
- 6.5.5.5 Advisee evaluations of lecturers shall be conducted once a year, beginning with the lecturer’s second year of teaching at the College. These evaluations shall be placed in the lecturer’s Evaluation File on an annual basis.
- 6.5.5.6 During the lecturer’s first year, his/her Department Chair shall visit the lecturer’s classroom on at least two occasions for evaluative purposes. The Department Chair’s written evaluation of these visits shall be placed in the lecturer’s Evaluation File.
- 6.5.5.7 If the lecturer position being filled by a first-year lecturer is continuing beyond that academic year, the School Dean and Department Chair shall meet in February (of year 1) to review the lecturer’s Evaluation File.
- a. If the School Dean and Department Chair deem the lecturer’s teaching performance to be “satisfactory,” the School Dean and Department Chair shall recommend to the Provost that the lecturer be offered another one-year contract. If the Provost agrees with this recommendation, the lecturer shall be granted another one-year contract. If the Provost does not agree with the recommendation from the School Dean and Department Chair, the lecturer shall either not be offered another contract or shall be given a terminal contract. A lecturer may appeal this non-renewal decision to the President.
 - b. If the School Dean and Department Chair deem the lecturer’s teaching performance to be “unsatisfactory,” the Provost shall then review the lecturer’s file. If the Provost disagrees with their assessment, he/she may offer the lecturer another one-year contract. However, if all three parties (Department Chair, School Dean, and Provost) agree that the lecturer’s teaching is “unsatisfactory,” the lecturer shall either not be offered another contract or shall be given a terminal contract. A lecturer may appeal this non-renewal decision to the President.
- 6.5.5.8 A lecturer who is deemed during his/her first-year evaluation to be teaching at a “satisfactory” level or better, and who is filling a continuing lecturer position, shall be officially evaluated by the School Dean and Department Chair every third year thereafter (year 4, year 7, etc.), this time in the fall of the academic year. (Note: While student course evaluations and advising evaluations shall be placed in the lecturer’s Evaluation File every year, classroom evaluations by the lecturer’s Department Chair shall occur only every third year, i.e., year 1, year 4, year 7, etc.)
- a. If the School Dean and Department Chair deem the lecturer’s performance to be “satisfactory,” and the College has a continuing need for this lecturer position,

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the School Dean and the Department Chair shall recommend to the Provost that the lecturer be offered another one-year contract. If the Provost agrees with this recommendation, the lecturer shall be granted another one-year contract. If the Provost does not agree with the recommendation from the School Dean and Department Chair, the lecturer shall either not be offered another contract or shall be given a terminal contract. A lecturer may appeal this non-renewal decision to the President.

- b. If the School Dean and Department Chair deem the lecturer's performance to be "unsatisfactory," the Provost shall then review the lecturer's file. If the Provost disagrees with their assessment, he/she may offer the lecturer another one-year contract. However, if all three parties (Department Chair, School Dean, and Provost) agree that the lecturer's performance is "unsatisfactory," the lecturer shall either not be offered another contract or shall be given a terminal contract. A lecturer may appeal this non-renewal decision to the President.

6.5.5.9 A lecturer may be considered for promotion to Senior Lecturer during his/her Step 6 year as a Lecturer. If a lecturer reaches Step 6 of the lecturer salary scale in a year other than his/her first, fourth, or seventh year of teaching at the College (the typical evaluation years), he/she shall be evaluated in the fall of that Step 6 year by his/her School Dean and Department Chair.

- a. If the School Dean and Department Chair deem the lecturer's teaching to be "meritorious," and they also deem the lecturer's advising to be "satisfactory" or better, they shall recommend to the Provost that the lecturer be promoted to Senior Lecturer. The Provost's decision regarding promotion is final.
- b. If a lecturer is eligible for promotion to Senior Lecturer (i.e., has reached Step 6 of the Lecturer salary scale), but the lecturer's School Dean and Department Chair do not recommend him/her for promotion to Senior Lecturer, the lecturer may appeal that decision to the Provost. The Provost's decision regarding promotion is final.
- c. If a lecturer who reaches Step 6 of the lecturer salary scale is not promoted to Senior Lecturer (due to teaching that is not deemed to be "meritorious" or advising that is less than "satisfactory"), he/she may be promoted to Senior Lecturer at a later time. However, since a performance evaluation of a given lecturer occurs only every three years, he/she is not eligible for promotion to Senior Lecturer for three years.

6.5.6 **Visiting Professors** may be evaluated at the discretion of the departments in which they teach.

6.5.7 **Scholars/Artists-in-Residence** shall be evaluated in a manner deemed suitable by the Provost.

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6.6

GOVERNANCE MEETINGS: ATTENDANCE PRIVILEGES AND ATTENDANCE EXPECTATIONS

	Community of Educators	Ranked Faculty Meeting
Term-Tenure Track Faculty	Yes-Expected	Yes-Expected
Clinical Track Faculty	Yes-Expected	Yes-Expected
Lecturers	Yes-Expected	Yes-Expected
Visiting Professors	Yes-Voluntary	Yes-Voluntary
Scholars/Artists-in-Residence	Yes-Voluntary	No

6.7

VOTING PRIVILEGES IN GOVERNANCE MEETINGS (INCLUDING ELECTIONS)

	Community of Educators	Ranked Faculty Meeting
Term-Tenure Track Faculty	Yes	Yes
Clinical Track Faculty	Yes	Yes
Lecturers	Yes	Yes
Visiting Professors	No	No
Scholars/Artists-in-Residence	No	No

6.8 RELATIONSHIP TO ACADEMIC DEPARTMENTS

- 6.8.1 **Term-Tenure Track Faculty Members.** Each term-tenure track faculty member is expected to attend his/her department meetings. Each term-tenure track faculty member shall be considered a full voting member of his/her department. Each term-tenure track faculty member is eligible to be appointed by his/her department to a campus committee as the department's representative.
- 6.8.2 **Clinical Track Faculty Members.** Each clinical track faculty member is expected to attend his/her department meetings. Each clinical track faculty member shall be considered a full voting member of his/her department. Each clinical track faculty member is eligible to be appointed by his/her department to a campus committee as the department's representative.
- 6.8.3 **Lecturers.** Eligibility and expectations for a given lecturer to attend his/her department meetings shall be determined by the department in which the lecturer teaches. Likewise, voting privileges for that lecturer shall be determined by the department (NB: A department may grant its lecturers voting privileges on some issues but not others). A lecturer is eligible to be appointed by his/her department to a campus committee as the department's representative.
- 6.8.4 **Visiting Professors.** Eligibility and expectations for a given visiting professor to attend his/her department meetings shall be determined by the department in which the visiting professor teaches. Visiting professors shall not be granted voting privileges in any department, nor shall they serve as department representatives on campus committees.
- 6.8.5 **Scholars/Artists-in-Residence.** Eligibility and expectations for a given scholar/artist-in-residence to attend his/her department meetings shall be determined by the department in which the scholar/artist-in-residence teaches. Likewise, voting privileges for that scholar/artist-in-residence shall be determined by the department (NB: A department may grant its lecturers voting privileges on some issues but not others). A scholar/artist-in-residence is eligible to be appointed by his/her department to a campus committee as the department's representative.

6.9 INSTITUTIONAL SUPPORT SERVICES

6.9.1 **Office Space.** Private office space shall be made available to all full-time teaching faculty, as available. The Educational Space Coordinator assigns faculty offices, which are located as conveniently as possible to the faculty's instructional activities. Each office is equipped with a desk, chairs, filing cabinet, bookcase/shelves, and networked computer.

6.9.2 **Administrative Assistants.** Academic departments are served by Administrative Assistants having the following responsibilities:

- a. Provide general secretarial services to the designated Department Chair(s) to supplement the following services already available to Department Chairs.
 1. Word Processing should normally be used for job-related correspondence and other text documents.
 2. Faculty Services should normally be used for the typing and production of class-related materials.
- b. Provide the following secretarial services to all faculty in the department(s):
 1. Appropriate receptionist services, to include referring of inquirers to appropriate faculty.
 2. Maintaining a file of faculty schedules.
 3. Maintaining appropriate department lists and files, to include files of course syllabi for the department(s).
 4. Maintain departmental supplies and handle requests for supplies.
- c. Assist department faculty in the processing of work to Learning Technology Services. This includes the coordination of departmental materials, both going to and returning from Learning Technology Services. This may also entail the transportation of materials.
- d. Assist in the scheduling and management of department facilities.
- e. Assist in the coordination of department programming such as lectures, concerts, recitals, and other related departmental needs.

6.9.3 **Information Technology Services.** The purpose of Information Technology Services at Messiah College is to advance the mission of the College by providing centrally coordinated computer hardware, software, and support services to the campus.

- a. Develop and maintain a *campus-wide network* that supports at an adequate level the needs of students and faculty for (1) open access to shareable resources; (2) standard file services; (3) electronic mail; (4) adequate support services in areas such as security and maintenance; and (5) the ability to connect anyone wishing to access the network. The College wishes to provide the connectivity necessary to allow full access to the facilities and other information systems that are available on campus.
- b. Support the development and maintenance of *broad basic information systems*. Included are areas such as (1) an automated catalog of Murray Library resources; (2) specialized on-line databases; (3) computer-aided instruction; and (4) access

to administrative data subject to appropriate security constraints. The College wishes to make available as wide a variety of information as possible.

- c. Maintain a *centralized organizational structure* that provides for the administration of general computing facilities and coordination for restricted-use facilities on campus. These administrative activities need to allow for (1) broad-based input into computer-related decisions through the Educational Technology Committee; (2) maintenance of systems that are both institutionally and personally owned; (3) control of general computing and networking facilities on campus; (4) development of computing policies, procedures, and ethical standards; (5) centralized budgeting and purchasing for both hardware and software; (6) an effective structure for the distribution of hardware and software; (7) an active and ongoing effort to evaluate new computing products; and (8) coordination with Administrative Computing. The College seeks the advantages of coordination, pricing, and efficiency that are inherent in a centralized structure, while meeting needs in the most responsive and diverse ways possible.

6.9.4

Learning Technology Services. The mission of Learning Technology Services is to:

- Provide technology support and consulting services
- Enable the discovery, exploration and implementation of emerging technologies
- Support learning processes
- Streamline project management

Learning Technology Services (LTS) provides Messiah College faculty, employees, and students with consulting, innovative and support services related to many technologies and media production. Technology sessions are offered on an ongoing basis. In addition, LTS provides faculty members with copyright clearance services for academic posted in the online environment or copied in print format, coursepack design, testing scoring services, faculty job pick-up/drop off location for College Press, document typing/proofreading, and a variety of additional services available upon request. Please contact a LTS representative for additional information.

6.9.5

Holidays and Vacation. Faculty members work on a nine-month academic calendar. Thus, holidays and vacations are those listed for students. Duties related to the teaching function must be discharged before holiday and vacation time is in effect. Non-teaching faculty members have the same vacation and holiday privileges as Messiah College staff. The academic calendar applies only to full-time teaching faculty members.

6.9.6

Meal Service. Each full-time ranked faculty member is credited a specific amount of money on his/her ID card each semester for use in any of the College dining facilities. The purpose of these funds is to facilitate holistic advising and to increase informal interaction between faculty members and students. Use of these funds for anything other than eating with students has potential tax liability for both the institution and the individual. Additionally, each faculty member may deposit money into a direct deposit account for personal use of the faculty ID card.

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6.10 ELIGIBILITY FOR DEVELOPMENT FUNDS, INTERNAL GRANTS (TEACHING/CURRICULAR AND SCHOLARSHIP), AND CONFERENCE PARTICIPATION FUNDS

	Development	Internal Grants		Conference Participation
		Teaching	Scholarship	
Term-Tenure Track Faculty	Yes	Yes	Yes	Yes
Clinical Track Faculty	Yes	Yes	Yes	Yes
Lecturers	Yes	Yes	No	Yes
Visiting Professors	Yes	No	No	Yes
Scholars/Artists-in-Residence	Yes	No	Yes	Yes

6.11 ELIGIBILITY FOR SCHOLARSHIP CHAIRS AND SABBATICAL LEAVES

	Scholarship Chairs	Sabbatical Leaves
Term-Tenure Track Faculty	Yes	Yes
Clinical Track Faculty	No	No
Lecturers	No	No
Visiting Professors	No	No
Scholars/Artists-in-Residence	No	No

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- 6.12** **FAITH COMMITMENT EXPECTATIONS.** Persons in all teaching faculty categories shall be expected to sign contracts indicating adherence to the College's Statement of Faith and Statement of Lifestyle Expectations as indicated on the contract.
- 6.13** **RECLASSIFYING TERM-TENURE TRACK PERSONS/POSITIONS.** The Provost is authorized to reclassify as a lecturer a term-tenure track faculty member if all of the following circumstances are met:
- a. The person filling a term-tenure track position prefers to be reclassified as a lecturer, and
 - b. The Department Chair, in consultation with the department, deems it suitable to have that person (and his/her position) reclassified as a lecturer position, and
 - c. The Dean of the School in which the person is located and the Provost agree that reclassifying that person/position as a lecturer is not detrimental to the College.

6.14 TERMINAL DEGREE EXPECTATIONS AND ELIGIBILITY REQUIREMENTS FOR TERM-TENURE TRACK AND CLINICAL TRACK FACULTY

6.14.1 Assumptions for Faculty Rank

6.14.1.1 Upon appointment to the ranked faculty, each full-time teacher is assigned a rank. Subsequent promotions are made on the basis of individual growth and achievement based on the institutional criteria for promotion.

6.14.1.2 Messiah College takes the position that terminal degree expectations for term-tenure track faculty ought to be closely related to expectations for performance while teaching at Messiah. In particular, the following four assumptions apply:

- a. A term-tenure track faculty member at Messiah College should endeavor to be both a teacher and scholar,³ with these two roles viewed as complementary.
- b. The effective teacher/scholar will have the following characteristics:
 - 1. Demonstrated mastery of disciplinary subject matter sufficient to teach both lower-level and upper-level undergraduate courses.
 - 2. Demonstrated mastery of disciplinary methods for acquiring and expressing knowledge sufficient to initiate students into the search for new knowledge and to inform continuing scholarship on the part of the faculty member.
 - 3. Demonstrated ability to complete a major creative scholarly project sufficient to mentor upper-class students in creative projects and to indicate promise of continuing scholarship on the part of the faculty member.
- c. The academic doctorate in a faculty member's discipline or a closely related field is the typical means for acquiring the characteristics articulated above and will, therefore, be considered the typical terminal degree expectation.
- d. The College recognizes that the nature of certain disciplines is such that the characteristics called for above can be obtained in two other ways. In such cases, a terminal degree other than the doctorate will be decided on a case-by-case basis.
 - 1. Through terminal degrees other than the doctorate in selected academic disciplines (see *Community of Educators Handbook* 6.14. 4).
 - 2. Through previous experience (see *Community of Educators Handbook* 6.14. 4).

6.14.2 Assumptions for Clinical Faculty Rank [Approved 12/13/04, Ranked Faculty Meeting]

6.14.2.1 Upon appointment to the clinical track ranked faculty, each full-time teacher is assigned a rank. Subsequent promotions are made on the basis of individual growth and achievement based on the institutional criteria for promotion.

6.14.2.2 Messiah College takes the position that academic degree expectations for clinical track faculty ought to be closely related to expectations for performance while

³Messiah College defines *scholarship* broadly to encompass any *creative activity* appropriate to the given academic discipline that accomplishes one or more of the following: (1) the generation of new disciplinary knowledge; (2) integration of knowledge within disciplinary areas or with other disciplines; (3) integration of disciplinary knowledge with a Christian perspective; (4) new applications or expressions of present knowledge; (5) new approaches to teaching the subject matter within the discipline.
 Messiah College Date Published: September 2016

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teaching at Messiah. In particular, the following four assumptions apply for clinical track faculty appointments:

- a. A clinical track faculty member at Messiah College should endeavor to be both a teacher and a practitioner with these two roles viewed as complementary.
- b. The effective teacher/practitioner will have the following characteristics:
 1. Demonstrated mastery of disciplinary subject matter sufficient to teach both lower-level and upper-level undergraduate classroom lectures and seminars as well as laboratory and clinical courses.
 2. Demonstrated mastery of disciplinary methods for acquiring and expressing knowledge sufficient to initiate students into the search for and assessment of new knowledge regarding clinical practice applications for improved patient care and to inform continuing clinical practice expertise on the part of the faculty member.
- c. A master's degree in nursing and an established area of clinical expertise in nursing are the typical means for acquiring the characteristics articulated above and will, therefore, be required for a clinical track appointment.
- d. Clinical track appointees will be expected to participate in faculty development activities intended to facilitate continued clinical expertise and foster collaborative relationships with individuals in partnering clinical institutions.

6.14.3

Typical Eligibility Requirements for Faculty Ranks

6.14.3.1

Minimal Qualifications Instructor. Hold the masters degree from an accredited graduate institution in the discipline of primary teaching assignments or a closely related field.

6.14.3.2

Assistant Professor

- a. The typical expectation for initial appointment as Assistant Professor is the earned academic doctorate from an accredited graduate institution in the discipline of primary teaching assignments or a closely related field.⁴
- b. Instructors are eligible to advance to Assistant Professor when they complete the terminal degree in the relevant area. Upon receipt of the terminal degree and the recommendation of the School Dean, Instructors are moved to the Assistant Rank and placed on the term-tenure salary schedule at the Assistant Rank in the following contract year.

6.14.3.3

Assistant Professor (clinical track)

- a. The typical academic degree expectation for initial appointment as Assistant Professor (clinical track) is a minimum of an earned master's degree in nursing from an accredited graduate institution in the discipline of primary teaching assignments.
- b. Appointees must have clinical experience in a discipline relevant to the primary teaching responsibility.
- c. Appointees must have, or be eligible to obtain, a current professional nursing license in the state of Pennsylvania.

⁴Hereafter simply referred to as the "earned academic doctorate."
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- d. Individuals whose highest earned degree is a clinical nursing doctorate (ND) or the doctor of nursing practice (DNP) are eligible for appointment to the clinical track, but not to the term-tenure track. The value of the ND or DNP will be recognized by the awarding of two salary steps above those awarded based on teaching and/or relevant working experience.

6.14.3.4

Associate Professor

- a. The typical expectation for initial appointment as Associate Professor is the earned academic doctorate and teaching experience and a record of performance in teaching and scholarship/professional development commensurate with that expected of Messiah faculty to earn promotion to the Associate Professor rank.
- b. To be eligible to be reviewed for promotion to Associate Professor from Assistant Professor, a term-tenure track faculty member will typically hold the earned academic doctorate and must have completed at least five years of teaching at the college level, including at least four years at the Assistant Professor level and at least two years at Messiah College (in the fall of the fifth year, the term-tenure track faculty member should send a letter to the Office of the Provost requesting a review for the fall of the sixth year, with a decision to promote effective the following August).

6.14.3.5

Associate Professor (clinical track)

- a. Typical academic degree and clinical experience expectations for initial appointment as Associate Professor (clinical track) are the same as that required for appointment as Assistant Professor (clinical track).
- b. In addition, initial appointment as Associate Professor (clinical track) requires a record of performance in teaching, practice scholarship, and professional development commensurate with that expected of Messiah faculty to earn promotion to Associate Professor (clinical track).
- c. To be eligible to be reviewed for promotion to Associate Professor (clinical track) from Assistant Professor (clinical track), a faculty member must have completed at least five years of teaching at the college level, including at least four years at the equivalent of Assistant Professor (clinical track) level and at least two years at Messiah College (in the fall of the fifth year, the clinical track faculty member should send a letter to the Office of the Provost requesting a review for the fall of the sixth year, with a decision to promote effective the following August).
- d. All appointees and continuing clinical track faculty must have, or be eligible to obtain, a current professional nursing license in the state of Pennsylvania.

6.14.3.6

Professor

- a. The typical expectation for initial appointment as Professor is the earned academic doctorate and teaching experience and a record of performance in teaching and scholarship/professional development commensurate with that expected of Messiah term-tenure track faculty to earn promotion to the Professor rank.
- b. To be eligible to be reviewed for promotion to Professor from Associate Professor, a term-tenure track faculty member will typically hold the earned academic doctorate and must have completed at least five years of teaching at the Associate Professor level, including at least two years at Messiah College (in the

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fall of the fifth year, the term-tenure track faculty member should send a letter to the Office of the Provost requesting a review for the fall of the sixth year, with a decision to promote effective the following August).

- c. Promotion from Associate Professor (clinical track) to Professor (term-tenure track) requires switching appointment from clinical to term-tenure track as described in *Community of Educators Handbook* Section 6.16.4.

- 6.14.4 **Alternative Eligibility Requirements for Faculty Ranks.** In categories noted below, consideration will be given to alternative terminal degrees other than the academic doctorate, on an individual case basis, using the procedures noted below.
- 6.14.4.1 **All But Dissertation.** A candidate with All But Dissertation status may be considered for initial appointment as an Assistant Professor or for promotion from Instructor to Assistant Professor provided the following conditions have been satisfied:
- a. A dissertation topic and outline have been approved by an appropriate graduate school committee.
 - b. There is compelling evidence (a letter of support from the dissertation advisor indicating the status of dissertation and expectations for completion) that the academic doctorate will be completed within a reasonable period of time.
- 6.14.4.1.1 The School Dean has responsibility for determining whether these procedures have been satisfied. Dissertation status will not be considered sufficient for eligibility for promotion consideration beyond Assistant Professor.
- 6.14.4.1.2 When an instructor meets the ABD qualifications and advances to Assistant Professor, a target date for the completion of the dissertation will be set. Failure to meet this target will result in the issuance of a terminal contract. [Revised 2/27/06, Ranked Faculty Meeting]
- 6.14.4.1.3 Instructors who meet the ABD qualifications will, upon the recommendation of the School Dean, move to the Assistant Rank and will be placed on the term-tenure salary schedule at the Assistant Rank in the following contract year. [Revised 2/27/06, Ranked Faculty Meeting]
- 6.14.4.1.4 **Policy.** Terminal degrees other than the academic doctorate may be considered in selected academic disciplines provided the following conditions are satisfied:
- a. Professional organizations representative of the academic discipline consider the given alternative to the academic doctorate to be terminal formal preparation for initial appointment as an Assistant Professor.
 - b. The given alternative to the academic doctorate provides comparable demonstration of the characteristics of the teacher/scholar noted in *Community of Educators Handbook* Section 6.14.1.2, including completion of a major creative scholarly project reasonably commensurate in depth with the dissertation required for the academic doctorate.
 - c. When a terminal degree other than the academic doctorate is approved on the basis of the above conditions, that alternative expectation shall be considered sufficient for initial appointment as an Assistant Professor.
- 6.14.4.1.5 **Process.** The written requests for approval of a terminal degree other than the academic doctorate shall be prepared by the academic department and forwarded to the School Dean for approval. The School Dean, in consultation with the Provost, shall then send a recommendation to the Term-Tenure and Promotion Committee

who will consider the request before recommending it to the Ranked Faculty Meeting for final action.

6.14.4.1.6

Current Approved Terminal Degrees Other than the Academic Doctorate

[Revised/approved at Ranked Faculty Meeting, 11/0/1/10]

- a. The Master in Business Administration degree (MBA) with Certified Public Accountant (CPA) will be accepted as an approved alternative to the academic doctorate terminal degree for the Accounting discipline.
- b. The Master in Business Administration degree (MBA) plus the Chartered Financial Analyst (CFA) professional certification will be accepted as an approved alternative to the academic doctorate terminal degree for the Finance discipline.
- c. The Masters in Business Information Systems or Computer Science or a related discipline plus relevant and significant experience in the field with demonstrated scholarly activity. The significant experience should consist of at least ten years of relevant industrial experience in either a senior technical or managerial role.
- d. The Master of Fine Arts degree (MFA) will be accepted as a terminal degree for purposes of employment, tenure-review, and promotion for all studio positions in the Department of Visual Arts. The MFA degree may be in any of the twenty-two studio areas currently specified by the *National Association of Schools of Art and Design Handbook*, and others which may be added in the future.
- e. The Master of Fine Arts degree (MFA) in Creative Writing will be accepted as a terminal degree for purposes of employment, tenure-review, and promotion for those positions in the Department of English that emphasize Creative Writing as a focus of the teaching load. In general this terminal degree should be supported by publications and teaching experience in creative writing.
- f. The Master of Fine Arts degree (MFA) will be accepted as a terminal degree for purposes of employment, tenure-review, and promotion for all practice-oriented positions in the Department of Theatre. Practice-oriented positions refer to playwriting, performance and design-related appointments. The MFA degree may be in any of the thirteen specializations which the *National Association of Schools of Theatre Handbook* currently lists as terminal degrees, and others which may be added in the future.

6.14.4.2

Alternatives Based on Previous Experience. In certain individual cases, terminal degrees other than the academic doctorate may be considered on the basis of previous experience, including experience in a non-academic setting, provided the following conditions are satisfied:

- a. For initial appointment as an Assistant Professor, the following two conditions must be satisfied:
 1. The candidate's experience provides a knowledge base reasonably comparable to an academic doctorate in the area of primary teaching responsibility.
 2. The candidate's experience demonstrates the ability to create new knowledge or new applications of present knowledge, or other results of creativity appropriate to the area of primary teaching responsibility (corresponding to the advanced scholarship/professional development, as defined in *Community of Educators Handbook* Section 6.16.2.2.2b).

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- b. For initial appointment as an Associate Professor or Professor, one of the following two conditions must be satisfied:
 - 1. The candidate has established a significant record of past performance corresponding to the merit level for both teaching and scholarship/professional development.
 - 2. In lieu of past experience in teaching, the candidate has established a record of performances in past experience in scholarship/professional development so meritorious as to warrant national recognition.
- c. The appropriate School Dean (after consultation with the Department Chair) will initiate such a request and make a recommendation to the Provost. If the Provost concurs, the recommendation will be brought to the Term-Tenure and Promotion Committee for consideration and action. The determination of such an alternative shall be made prior to the initial appointment contract, and the terms for such an alternative shall be stated in writing in the contract.

6.14.5

Implementation Guidelines

- a. For each initial appointment of a full-time term-tenure track faculty member hired without a terminal degree, the initial contract shall state in writing the College's terminal degree expectation.
- b. Once a term-tenure track faculty member is appointed to either the Assistant or Associate Professor rank, the terminal degree expectation established at that initial appointment shall be considered adequate for eligibility for promotion through the remaining ranks,⁵ with the promotion decision to be based on the established expectations for faculty performance at the various ranks.
- c. The terms in *Community of Educators Handbook* Section 6.14 became effective with all full-time term-tenure track faculty hired for 1993-94 and thereafter.

⁵With the exception of a candidate with All But Dissertation status appointed as an Assistant Professor.
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6.15 RECRUITMENT AND APPOINTMENT OF RANKED FACULTY AND CLINICAL TRACK FACULTY [Administrative change, 01/28/13]

6.15.1 The policies and procedures for the hiring of ranked faculty and clinical track faculty, including recruiting, advertising, conducting the search and interview processes, offering contracts, and all follow-up responsibilities are detailed in the *Faculty Recruitment Toolkit*. This document is available in the resource areas of the Sakai sites: COE and Faculty Searches. All members of the Community of Educators have access to the first site and all administrative assistants in educational areas involved with the hiring process have access to the second site. Additionally, the *Toolkit* is also available under Educator Quicklinks on MC-Square, in the COE Forms and Information link.

6.15.2 College-wide employment policies to which term-tenure track faculty are subject are included in the *Policy and Procedure Manual*, Section 1.

6.15.3 International Candidates

6.15.3.1 Ranked faculty VISA matters will be coordinated by Human Resources, which will be the contact office for communication with the faculty member and any outside assistance the College has employed. Currently, Messiah is outsourcing immigration work to Immigration Support Services. The faculty member **must** use the service designated by the College for all visa-related work for which the College provides financial support.

6.15.3.2 Messiah agrees to provide the following support:

6.15.3.2.1 The College will pay the cost of securing an H-1B visa for the faculty member but **not** for related immigration status costs for family members. Expenses associated with obtaining a visa allowing a prospective employee to be employed at Messiah College are incurred primarily for the benefit of the College, thus are not taxable to the employee.

6.15.3.2.2 The College will pay the cost of securing lawful permanent residency status for the individual faculty member and family members up to a total maximum expenditure of \$5,000. (The College agrees to pay for any necessary advertising and all costs related to the labor certification process portion of the permanent residency process and will not seek reimbursement for these costs.) The College may either advance funds directly to the service performing the work related to the permanent residency application or reimburse the faculty member upon presentation of invoices from the service. In either situation the funds will be treated as a loan from Messiah College to the faculty member. The loan is based upon the following terms and conditions:

6.15.3.2.2.1 The loan shall be interest-free provided the faculty member continues to be employed by Messiah College for a period of four years after the U.S. Department of State grants permanent residency status.

6.15.3.2.2.2 The loan shall be forgiven at the rate of 25% of the unpaid balance for each year of the faculty member's employment by Messiah College following the grant of permanent residency status. **Loan forgiveness constitutes taxable income to the faculty member and will be processed along with the faculty member's other compensation and reported on the W-2 in the year of forgiveness.**

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- 6.15.3.2.2.3 If the faculty member fails to complete four years of employment at Messiah College following the granting of permanent residency status, the unpaid balance of the loan shall be due and payable as of the date of termination of employment. Interest shall accrue at the rate of 12% per annum thereafter until paid in full.
- 6.15.3.2.3 If permanent residency status is not granted to the faculty member within five years of initiation of the application, the unpaid balance of the loan together with accrued interest (calculated at the rate of 12% per annum from the date of the first loan installment paid to the faculty member) shall be immediately payable.

6.16 TERM TENURE AND PROMOTION

6.16.1 Goals for Term Tenure and Promotion

6.16.1.1 To provide a means for commending term-tenure track faculty for quality performance and encouraging them to grow continuously toward higher standards of performance.

6.16.1.2 To provide a reasonable measure of flexibility for each term-tenure track faculty member to emphasize growth in those areas of responsibility most commensurate with his/her individual gifts and abilities.

6.16.1.3 The overall strategy for accomplishing these goals is as follows:

- a. Standards of expectation for term-tenure track faculty performance leading to advancement in rank will be designed to be progressive in nature.
- b. Standards of expectation will be sufficiently flexible to allow a reasonable measure of individualization in light of a given term-tenure track faculty member's gifts and abilities.

6.16.1.4 Emphasis will be placed on multiple sources of input relative to the level of performance of a term-tenure track faculty member, sufficient to detect patterns in evaluative comments rather than isolated opinions.

6.16.1.5 Emphasis will be placed on providing constructive feedback that will help each term-tenure track faculty member toward increasing professional growth and development. This will include provision of early feedback relative to performance, in time for a term-tenure track faculty member to adequately address perceived needs for growth prior to promotion and term-tenure evaluations.

6.16.2 **Major Areas of Responsibility.** A term-tenure track faculty member has responsibilities in three major areas: teaching, scholarship and institutional service. A clinical track faculty member has responsibilities in the three major areas of teaching, practice scholarship, and institutional service. In the following, each of these areas is defined and discussed as it functions within promotion and term-tenure reviews.

6.16.2.1 Teaching

- a. For the purposes of promotion and tenure, "teaching" is defined as the transmission of information and skills in one's area of disciplinary expertise or professional training that results, for successful students, in the earning of academic credit. Ideally, teaching encompasses the transmission of foundational knowledge to students while creating a stimulating learning environment that illustrates and encourages critical thinking, articulate expression, and informed, skillful application. At Messiah College, effective teachers model not only excitement about learning but also an earnest commitment to Christ, so that education goes hand in hand with edification.
- b. When term-tenure track faculty or clinical track faculty are teaching students in venues for which academic credit is not given, such as leading Bible studies in residence halls, speaking to student groups, advising for registration, etc., such activity is, for the purposes of term-tenure and promotion, regarded as "institutional service."

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- 6.16.2.2 Scholarship [Revised 5/5/03, Ranked Faculty Meeting]
- 6.16.2.2.1 Scholarship, in its most general sense, refers to those reflective and/or creative activities that contribute to the life of the term-tenure track faculty member as a scholar. In his book *Scholarship Reconsidered*⁶, Ernest L. Boyer suggested the following categories of scholarship: discovery, integration, application, and teaching.⁷ Scholarship can include diverse activities such as keeping current in the literature, conducting original research, investigating problems, participating in public and applied research in various contexts, writing a play, leading workshops and seminars, attending conferences, presenting at conferences, producing a work of art, performing a recital, and publishing articles and books.
- 6.16.2.2.2 *Scholarship (term-tenure track)*. At Messiah, scholarship is divided into two levels:
- a. *Foundational scholarship*: Some scholarly activities are more foundational and developmental for the life of the scholar. These involve professional activities that keep the term-tenure track faculty member in conversation with developments in the discipline or formal area of study. Through these more foundational forms of scholarship, the term-tenure track faculty member continues to be an active participant in the discipline or formal area of study. Foundational scholarship includes such things as keeping abreast in the literature of one's discipline, doing preliminary research, keeping up with trends and practices in one's professional area, completing courses required for professional certification, and attending scholarly workshops, seminars, and conferences. The value of foundational forms of scholarship is largely assessed by the relevance of the activity to advancing a scholar's participation in the life of an academic discipline or area of formal study.
 - b. *Advanced scholarship*: Some scholarly activity moves beyond the foundational and developmental level. The value of advanced forms of scholarship is determined by the level of creativity and reflective insight, the quality and scope of the dissemination (e.g., the nature and significance of the audience and the potential for public discussion and critique), and the level and kind of impact on the discipline. Advanced scholarship can involve two sorts of scholarly activities.
 1. Original research, reflection, or artistic creation that is disseminated to a critical audience which is able to discuss, analyze, and evaluate the result of the scholarship (e.g., a presentation, a journal article, a book, a study, a work of art, textbook). Advanced scholarship of this sort can take any of the following forms:
 - (a) Disciplinary, interdisciplinary, or cross-disciplinary ideas, research, expressions, and/or interpretations
 - (b) Production of new knowledge in an academic field

⁶Boyer, Ernest L. (1990). *Scholarship reconsidered: priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

⁷The scholarship of discovery refers to investigation and the advancement of new knowledge, scholarship of integration refers to making connections across disciplinary boundaries, scholarship of application (practice) refers to applying knowledge to solve real world problems, and the scholarship of teaching refers to the scholarly presentation of information with attention to issues of pedagogy and student learning. All scholarship requires some measure of public dissemination and critique.

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- (c) Creative ways of integrating knowledge within disciplinary boundaries and/or across disciplines
 - (d) Creative ways of integrating disciplinary knowledge with the Christian perspective
 - (e) New application and expression of present knowledge outside of the classroom
 - (f) New approaches to teaching the subject matter within the discipline
 - (g) Application and testing of solutions to real world problems
2. Leadership roles in professional organizations where at least one of the above forms of scholarship is manifest.
- c. Scholarship, in all of its forms, is certainly connected to teaching in significant ways. Good scholarship should enhance teaching, and teaching can provide the impetus for the production of good scholarship. However, scholarship which has Messiah College students as the sole audience is not considered advanced scholarship for the purpose of term-tenure and promotion.
 - d. Some examples of scholarship (this list is exemplary, not exhaustive)
 1. Practicing one's profession (e.g., leading a youth group, working as a nurse, practicing law, running a business, coaching a high school team, doing accounting, preaching a sermon, acting in a play, etc.) can count toward foundational scholarship if it is directly relevant to advancing one's active participation in the life of an academic discipline or area of formal study and reflects high standards of quality. The development and dissemination of theories, principles, and strategies related to the philosophical, social and/or moral assumptions underlying the profession or the practice of a profession counts as advanced scholarship.
 2. Using disciplinary or professional expertise (whether it be paid or voluntary) in a consultant, advising, or evaluative capacity—if it involves creative reflection and meaningful dissemination—is a form of advanced scholarship. Thus serving as a consultant, being a member of an evaluation team, participating in educational partnership activities, participating in collaborative research efforts with others within one's profession, and engaging in community-based applied research can count as advanced scholarship. The value or worth of such scholarship for term-tenure and promotion depends on the quality of the scholarship, i.e., the level of creative reflection, scope of dissemination, and impact on the discipline or field of study. For example, consulting activities that result in the dissemination of generalizable knowledge or practices which others in the discipline, area of study, or profession examine, critique, and use would be a rather high form of advanced scholarship.
 3. Creative activity, whether it be in the visual and performing arts, education, or business, can count as advanced scholarship as long as the result of the creative act is open to critical evaluation and/or interpretation by one's peers. Creative activity for its own sake with no dissemination would not count as advanced scholarship. Acting in a play would be considered foundational scholarship in the same way leading a business can be foundational. Either activity becomes advanced scholarship when there is proven impact upon

others in the profession, as evidenced by formal discussions (at a professional meeting or in a professional publication) of what creative and/or original insight was brought to or resulted from the performance—whether it’s the performance of a business or the performance on a stage. Writing a play that is performed and critically reviewed would clearly count as advanced scholarship. Similar distinctions can be made in the area of music. Creative activity that is not disseminated in the above senses (e.g., commissioned art for private display) is best seen as a form of foundational scholarship.

4. Projects that are supported by competitive grants; participation in an on-going recognized research team or program (including faculty-student); and research that is published. Advanced research involves creative reflection and impacts other professionals in the pursuit of knowledge within the discipline.

6.16.2.2.3

Practice Scholarship (clinical track) [Approved 12/13/04, Ranked Faculty Meeting]. At Messiah, practice scholarship is divided into two levels:

- a. *Foundational scholarship*: Some scholarly activities are more foundational and developmental for the life of the scholar. These involve professional activities that keep the clinical track faculty member in conversation with developments in the discipline or formal area of study. Through these more foundational forms of scholarship, the clinical faculty member continues to be an active participant in the discipline or formal area of study. Foundational scholarship includes such things as keeping abreast in the literature of one’s discipline, doing preliminary research, keeping up with trends and practices in one’s professional area, completing courses required for professional certification, and attending scholarly workshops, seminars, and conferences. The value of foundational forms of scholarship is largely assessed by the relevance of the activity to advancing a scholar’s participation in the life of an academic discipline or area of formal study.
- b. *Advanced practice scholarship*: “Practice scholarship encompasses all aspects of nursing service delivery where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care deliver models. Competence in practice is the [way in] which knowledge in the profession is both advanced and applied” (American Association of Colleges and Nursing [AACN], 1999, *Position Statement on Defining Scholarship for the Discipline of Nursing*, Washington, DC: Author).
 1. “Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993). Models through which the scholarship of practice may be accomplished are varied (Norbeck & Taylor, 1998). These models may include structural typologies for practice, such as nursing centers, joint appointments with external agencies, and faculty

development; faculty role approaches, such as teacher, practitioner, administrator, and consultant; specialty practice arrangements, encompassing all types of clinical expertise in nursing, including community health, primary care, anesthesia services, midwifery services, clinical specialties, and others; and administrative approaches, such as volunteer, collaborative, revenue-generating, and contractual service models. In all models, the focus is on the scholarship generated through practice” (AACN, 1999).

2. Examples of practice scholarship include, but are not limited to, the following:
 - (a) Clinical knowledge
 - (1) Developing, participating in, and/or applying clinical research
 - (2) Presenting scholarly papers at professional conferences
 - (3) Publishing in scholarly journals
 - (4) Using research in practice and teaching
 - (5) Designing and implementing new nursing practice strategies
 - (b) Clinical practice
 - (1) Maintaining clinical practice certifications, degrees, or other specialty credentials
 - (2) Practicing the profession of nursing outside of the academy
 - (3) Providing clinical consulting
 - (4) Engaging in entrepreneurship in nursing practice
 - (5) Developing practice standards
 - (c) Teaching nursing practice
 - (1) Mentoring professional staff and students
 - (2) Collaborating with nursing leaders in nursing practice, education, or research
 - (3) Developing instructional materials adopted by peer faculty at other institutions

6.16.2.3

Institutional Service

- a. “Institutional service” refers to the activity of meeting the needs and furthering the purposes of the institution, in our instance, Messiah College. Therefore, only those activities which directly serve the needs and mission of Messiah College count as institutional service.
- b. Institutional service can include a large variety of on-campus educational and institutional activities. Such activities include but are not limited to the following:
 1. *Participating in College governance*, e.g., attending Ranked Faculty Meetings, Community of Educators meetings, and School and departmental meetings; participating in School and departmental programs; fulfilling committee assignments; assuming leadership roles in committees and other forms of College governance; serving as peer evaluators for promotion and term tenure; serving on self-study teams; participating in task forces and ad hoc committees.
 2. *Fulfilling assigned administrative roles*, e.g., chairing an academic department, providing leadership for administrative tasks such as advising, assessment, leading a task force, etc.

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3. *Academic involvement with students outside the classroom*, e.g., advising large numbers of students; advising undeclared majors; career/graduate school counseling; honors courses; scholar internship programs; Academic Recognition Dinner; guiding student research; advising discipline or major-based clubs; coordinating and driving students to off-campus learning opportunities, such as poetry readings, drama productions, multicultural events, art shows, etc.
 4. *Cocurricular involvement in the Messiah community outside the classroom*, e.g., initiating presentations/discussion in residence halls; hosting students in one's home; housing students during breaks; directing student Bible studies; sponsoring or advising student publications, clubs, and organizations; mentoring student leaders; participating in intramural sports or school plays; organizing or speaking at alternate or regular chapels; attending chapel; participating in social and cultural events on campus.
 5. *Participation in the efforts of the offices of Admissions, Development, and Alumni Relations*, e.g., volunteering services for Commencement Weekend activities, College Preview Days, or College Welcome Weekend; calling or visiting potential students for recruitment; participating in fund-raising efforts; coordinating or helping with on-campus non-scholarly conferences.
 6. *Providing professional services to off-campus organizations that have direct relationships to College programs*. Faculty members indirectly further the purposes and interests of the College by offering their discipline-specific expertise to community organizations that, in turn, provide resources to support academic programs. Examples of such service include delivering teacher in-service presentations and offering consultation services for school districts that support the Teacher Education Program by providing field experience placements, offering consultation services for businesses or community agencies that provide internship opportunities for students.
- c. The relationship of institutional service to community and Christian service:
1. Community service (whether it be in Christian or secular contexts) is not automatically a part of institutional service. However, some forms of community service can enhance the wider community's understanding and appreciation of Messiah and its mission and serve to model the kind of leadership, volunteerism, and cultural engagement we hope to instill in our students. When community service serves the College in these ways, such activities can count as institutional service.
 2. Community service should not serve as the primary form of institutional service; hence, it does not serve as a substitute for those forms of institutional service more directly and explicitly related to Messiah's on-campus educational programs and activities.

6.16.3

Expectations in Major Areas of Responsibility. Term-tenure track and clinical track faculty can achieve levels of either "satisfactory" or "merit" in each of the three areas of responsibilities discussed in *Community of Educators Handbook* Section 6.16.2. It is neither possible nor desirable to exactly define "satisfactory" or "meritorious" levels of performance in these three areas. However, it is possible to

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describe *typical* characteristics *such as* the following, with the understanding that these lists are not intended to be exhaustive and should not be used in a checklist fashion or be elaborated in terms of inflexible quantitative measures. Rather, these typical characteristics—along with the accompanying examples—are intended to provide guidelines for reaching consensus as to whether a term-tenure track or clinical track faculty member’s performance in a given area can be considered satisfactory or meritorious.

6.16.3.1

Teaching

a. *Satisfactory Level*

1. Demonstrates currency of knowledge of the subject matter.
2. Demonstrates effective means of communicating the subject matter.
3. Demonstrates the ability to create a learning environment that engages and motivates the students to learn.
4. Relates the Christian faith to the academic discipline.

b. *Merit Level*

1. Communicates enthusiasm for the subject matter and teaching in a manner that highly motivates students to learn.
2. Demonstrates creativity in curricular development and/or methods of teaching.
3. Demonstrates high levels of expectation for student performance.
4. Demonstrates a mature understanding of Christian faith in conjunction with the academic discipline.

6.16.3.2

Scholarship (term-tenure track)

a. *Satisfactory Level*

1. Holds membership in appropriate professional societies or organizations.
2. Attends academic conferences and other professional meetings.
3. Keeps current in the professional literature of the academic discipline.

b. *Merit Level*

1. Plays a leadership role in appropriate professional societies or organizations.
2. Regularly presents papers at professional meetings.
3. Contributes to the professional literature in an academic discipline.
4. Demonstrates recognized expertise in advanced scholarship and professional involvement through means such as publications, workshops, seminars, testing the application of solutions to real-world problems, consultations, recitals, and shows.

6.16.3.3

Practice Scholarship (clinical track)

a. *Satisfactory Level*

1. Holds membership in appropriate professional societies or organizations.
2. Attends academic conferences and other professional meetings.
3. Keeps current in the professional literature of the academic discipline.
4. Maintains clinical expertise or clinical skills.
5. Uses nursing research findings in practice and teaching.

b. *Merit Level*

1. Plays a leadership role in appropriate professional societies or organizations.
2. Regularly presents papers at professional meetings.
3. Contributes to the professional literature in an academic discipline.

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4. Demonstrates recognized expertise in advanced scholarship and professional involvement through means such as publications, workshops, seminars, design and implementation of new nursing practice strategies, collaboration with nursing leaders and other healthcare professionals, procurement of grants or funding, acquisition or maintaining of national specialty certifications, and consultations.

6.16.3.4

Institutional Service

a. *Satisfactory Level*

1. Participates in matters pertaining to the School and academic department and is academically involved with students outside the classroom.
2. Contributes to all assigned committee and other College governance assignments and regularly attends School, Ranked Faculty, and Community of Educators meetings.
3. Participates in cocurricular programs and other spiritual, social, or cultural activities of the College.
4. Supports the institutional efforts of Admissions, Development, and Alumni Relations.
5. Participates in community service activities that support the mission of the College.

b. *Merit Level*

1. Demonstrates extensive involvement in School and departmental programs and initiatives and academic involvement with students outside the normal classroom setting.
2. Demonstrates exceptional involvement and leadership in committee, ad hoc task force, academic department, or other institutional assignments.
3. Contributes extensively to cocurricular programs and activities.
4. Contributes extensively to institutional efforts within Admissions, Development, and Alumni Relations.
5. Demonstrates outstanding leadership or effective participation in community and/or Christian service activities that support the mission of the College.

6.16.3.5

Faculty Professional Development Report [See McSquare/Educators Tab/Faculty Development]

6.16.3.5.1

Definition and Purpose. The Faculty Development Form facilitates individual self-assessment and planning for professional development in the three major areas of faculty responsibility: teaching, scholarship, and institutional service. It further facilitates the integration of individual goals with departmental, school and institutional planning and priorities. Institutionally, through review by the Department Chair/Graduate Program Director and School Dean, this form serves as a means of guiding, tracking and assessing faculty progress in all areas pertinent to professional development. Therefore, the form should be understood not only as an annual self-assessment by faculty members, but also as a planning document, which enables them to work with the School Dean and Department Chair/Graduate Program Director to fashion a professional development trajectory that is:

- a. measurable over time;
- b. informed by the strategic planning of the department;
- c. informed by the strategic planning of the School and College; and

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d. informed by the faculty member's professional interests and goals. This form will track and help shape the faculty member's professional trajectory. While not formally linked to the term-tenure and promotion process, it serves as a source of information for the faculty member's self-evaluation, the Department Chair/Graduate Program Director's evaluative input, and the School Dean's letter of evaluation.

6.16.3.5.2

Submission and Review

- a. **Faculty:** Faculty members will complete and sign the Faculty Professional Development Form no later than June 30. The faculty member's signature indicates that the information and self-assessment contained in the form is accurate to the best of their knowledge, that s/he proposes the professional development trajectory contained in the form, and that the self-assessment and goals reflect their understanding of the strategic planning of the department, school, and institution.
- b. **Department Chairs/Graduate Program Directors:** Faculty members will submit the form to Department Chairs/Graduate Program Directors for review and signature. The Department Chair/Graduate Program Director's signature indicates that the information and self-assessment is accurate to the best of his/her knowledge, that s/he affirms the proposed professional development trajectory and that the plan can be sustained in terms of that faculty member's assigned contractual functions within the department. The Department Chair/Graduate Program Director may include comments on the form to reflect any specific areas of commendation or concern. The form will be signed and sent on to the School Dean no later than August 1. If the Department Chair/Graduate Program Director cannot sign the form based on this criteria, s/he should return the form to the faculty member and explain orally or in writing what issues must be addressed before the form can be signed.
- c. **School Dean:** Upon signing the form, the Department Chair/Graduate Program Director will submit the form to the School Dean for review and signature. The School Dean's signature indicates that s/he has reviewed the self-assessment and accepts the proposed goals as consonant with the strategic planning of the School and College and appropriate for that faculty member's professional development at Messiah College. The School Dean may add comments on the form to indicate any specific areas of commendation or concern. If the School Dean cannot sign the form based on this criteria, s/he should return the form to the faculty member and explain orally or in writing what issues must be addressed before the form can be processed. The faculty member's Department Chair/Graduate Program Director should be informed of the School Dean's action.

6.16.3.5.3

Records. Upon signing the form, the School Dean will provide copies of the completed form with any comment to the faculty member and the Department Chair/Graduate Program Director. The original document will be kept on file in the School Dean's office. The School Dean will return to the form to the faculty member no later than August 30.

6.16.3.5.4

Professional Development Funds. Once the form is complete and signed by the School Dean, the School Dean will inform the Faculty Development Office who will release Professional Development funds to faculty.

6.16.4

Performance Criteria for Term Tenure, Promotion, and Reappointment

6.16.4.1

Promotion in Faculty Rank. Criteria for appointment or promotion to a given faculty rank consist of both eligibility and performance requirements. Eligibility requirements, for initial appointment or for making application for promotion effective with the next academic year, are contained in Section 6.14.3. Performance criteria are as follows:

- a. *Promotion from Instructor to Assistant Professor*—Satisfactory level of performance in all three major areas of responsibility.
- b. *Reappointment of Assistant Professor (clinical track)*—Satisfactory level of performance in all three major areas of responsibility—teaching, practice scholarship, and institutional service—and submission of an acceptable Christian Scholarship Essay (see *Community of Educators Handbook* Section 6.16.8.4).
- c. *Promotion from Assistant Professor to Associate Professor*—Meritorious performance in teaching, satisfactory performance in scholarship and institutional service, and submission of an acceptable Christian Scholarship Essay (see *Community of Educators Handbook* Section 6.16.8.4).
- d. *Promotion from Assistant Professor (clinical track) to Associate Professor (clinical track)*—Meritorious performance in teaching, satisfactory performance in practice scholarship and institutional service, and submission of an acceptable Christian Scholarship Essay (see *Community of Educators Handbook* Section 6.16.8.4).
- e. *Reappointment of Associate Professor (clinical track)*—Meritorious performance in teaching, satisfactory performance in practice scholarship and institutional service, and submission of an acceptable Christian Scholarship Essay (see *Community of Educators Handbook* Section 6.16.8.4).
- f. *Promotion from Associate Professor to Professor*—Meritorious performance in both teaching and one of the other two major areas of responsibility, satisfactory performance in the third area, and submission of an acceptable Christian Scholarship Essay (see *Community of Educators Handbook* Section 6.16.8.4).
- g. *Promotion from Associate Professor (clinical track) to Professor*—Requires switching appointment to the term-tenure track as described in the next section. Promotion after switching requires meritorious performance in both teaching and one of the other two major areas of responsibility, satisfactory performance in the third area, and submission of an acceptable Christian Scholarship Essay (see *Community of Educators Handbook* Section 6.16.8.4).

6.16.4.2

Switching from Clinical Track to Term-Tenure Track

6.16.4.2.1

The clinical track has only two ranks: Assistant Professor (clinical track) and Associate Professor (clinical track). Clinical track faculty cannot be promoted beyond Associate Professor (clinical track). Clinical track faculty can be switched to term-tenure track when the following criteria are met:

- a. The faculty member completes a terminal degree in a nursing or a relevant non-nursing discipline.
- b. The faculty member demonstrates a record of performance in teaching, practice scholarship, and institutional service commensurate with those expected of term-tenure track faculty at the corresponding rank. For this purpose, the Dean and/or

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Provost may require a formal performance evaluation if the faculty member has not been reviewed within the previous two years.

- c. The faculty member commits to meeting the College's term-tenure criteria in the areas of teaching, scholarship, and institutional service.
- d. The faculty member requests the switch.
- e. The Department Chair and School Dean recommend to the Provost to switch the faculty to the term-tenure track.
- f. The Provost must approve the switching of tracks. Once a faculty member is switched from the clinical track to the term-tenure track, he/she must meet the criteria established for the awarding of term tenure described in Section 6.16.7.1.2.

6.16.4.2.2

Switching from the clinical track typically will involve a lateral transfer to the corresponding term-tenure rank. However, under certain conditions, the faculty member may also be eligible to be reviewed concurrently for a rank promotion on the term-tenure track.

- a. Since both tracks have the same teaching standards and the earning of an academic doctorate could be viewed as demonstration of meritorious scholarship, there should be no breach of academic rigor if an Associate Professor (clinical track) is allowed to switch to Associate Professor term-tenure track.
- b. Furthermore, an Assistant Professor (clinical track) who earns an academic doctorate is eligible to apply both to switch tracks and for promotion to Associate Professor, if they meet all other criteria for promotion to Associate Professor term-tenure track.
- c. To be eligible to be reviewed for promotion to Professor from Associate Professor (clinical track), a faculty member must be eligible to switch tracks and must have completed at least five years of teaching at the Associate Professor level (the equivalent of either track), including at least two years at Messiah College (in the fall of the fifth year, the term-tenure track faculty member should send a letter to the Office of the Provost requesting a review for the fall of the sixth year, with a decision to promote effective the following August).
- d. Since all nurse faculty recruitment searches filled by clinical track appointees are national in scope, the process of switching from clinical to term-tenure track does not require another search, national or otherwise.

6.16.4.3

Term Tenure. To be granted term tenure, a term-tenure track faculty member must achieve the satisfactory level in each of the three major areas of responsibility.

6.16.5

The Responsibilities of the Term-Tenure Track Faculty and the Institution with Regard to Term-Tenure and Promotion Reviews

6.16.5.1

The Term-Tenure Track Faculty Member's Responsibility

6.16.5.1.1

It is incumbent on the term-tenure track faculty member being considered for initial term tenure or the term-tenure or clinical track faculty member seeking promotion not only to list activities relative to the three major areas of responsibility but to explain, in narrative form, how the activities listed fulfill satisfactory or meritorious expectations in teaching, scholarship, and institutional service.

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- 6.16.5.1.2 Thus, a written self-assessment by the term-tenure track or clinical track faculty member based on the preceding five years and addressing the three major areas of responsibility is required. For the satisfactory level, justification and documentation (where appropriate) must be given for each criteria listed. For the merit level, justification and documentation (where appropriate) must be provided for any of the expectations for which the term-tenure track faculty member deems his/her performance meritorious.
- 6.16.5.1.3 All of the above materials must be in the Office of the Provost by the Monday after the first day of class, after which the file will be considered officially closed. New materials may not be added after the file is closed or during the Committee's review or any subsequent appeals.
- 6.16.5.2 The College's Responsibility. The College will clearly articulate the expectations relative to term tenure and promotion. The following structures will be maintained to help the term-tenure track or clinical track faculty member.
- a. Definitions and criteria for teaching, scholarship or practice scholarship, and institutional service must be maintained and communicated to all term-tenure track or clinical track faculty.
 - b. Examples of satisfactory and meritorious teaching, scholarship, and institutional service will be made available for review in the Murray Library to all ranked faculty who face term-tenure and promotion reviews.
 - c. The *Director of Faculty Development* has the responsibility to:
 1. Keep current on definitions of scholarship or practice scholarship and criteria for evaluating scholarship and advise term-tenure track or clinical track faculty concerning these.
 2. Interpret the current standards of scholarship and advise term-tenure track or clinical track faculty how they might best prepare for term-tenure and promotion reviews.
 - d. The *Term-Tenure and Promotion Committee* has the responsibility to:
 1. Carefully review the Evaluation File of each term-tenure track faculty member.
 2. Hold a conference with each evaluated term-tenure track faculty to
 - (a) discuss teaching strengths and weaknesses,
 - (b) explore scholarship,
 - (c) discuss institutional service, and
 - (d) review the latest edition of his/her Christian Scholarship Essay.
 3. Send the term-tenure track faculty member an evaluative letter after the semester in which he/she was interviewed (early February or May) that
 - (a) commends his/her strengths,
 - (b) points out perceived areas for needed growth based on patterns revealed in the evaluative material, and
 - (c) informs him/her of the Committee's recommendation to the Provost about term tenure and/or promotion.
- 6.16.6 **The Term-Tenure Track and Clinical Track Faculty Evaluation/Development Files.** In order to encourage term-tenure track and clinical track faculty to pursue appropriate developmental activities, including the possibility of innovative

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6.16.6.1

initiatives that may or may not be successful, it is important to distinguish between materials that document the results of such developmental activities and materials to be used in evaluating term-tenure track or clinical track faculty performance relative to term tenure and promotion. Therefore, there will be two files for each term-tenure track or clinical track faculty member: an Evaluation File and a Development File.

The Evaluation File, which is kept in the Office of the Provost, for each term-tenure track or clinical track faculty member shall contain the following:

- a. Periodic in-depth student evaluations, peer evaluations,⁸ and School Dean evaluations.
- b. Student evaluations for one course each semester using a nationally standardized form. The course to be evaluated will be at the discretion of the term-tenure track or clinical track faculty member and is to be determined before the instrument is administered. For new Messiah College term-tenure track or clinical track faculty, course evaluations shall be conducted for two courses for each of the first four semesters of teaching at Messiah, with the results for the second through fourth semesters to be included in the Evaluation File. All term-tenure track or clinical track faculty will be expected to have a representative sample of the lower-level and upper-level courses evaluated over the course of three or four years.
- c. Advisee evaluations conducted once a year (starting with the second year of teaching at Messiah College).
- d. A summary self-assessment, addressing the three major areas of responsibility.
- e. The evaluation letters from past major evaluations (initial review, term-tenure, renewal, promotion) with optional responses by the term-tenure track or clinical track faculty member.
- f. All drafts submitted to date of the term-tenure track or clinical track faculty member's Christian Scholarship Essay.
- g. A current curriculum vitae.
- h. Any material the term-tenure track or clinical track faculty member wishes to place on file as evidence of accomplishment in the three major areas of responsibility, including any items the term-tenure track or clinical track faculty member wishes to transfer from his/her Development File.
- i. A memo prepared by the Vice President for Human Resources and Compliance or the Provost stating the current status of any disciplinary proceedings to which the term-tenure track or clinical track faculty member is subject, including findings and sanctions as appropriate.

6.16.6.2

The Development File, which is kept by the Director of Faculty Development, for each term-tenure track or clinical track faculty member shall contain the following:

- a. A statement of developmental goals for each academic year.
- b. A self-assessment of extent of accomplishment of developmental goals for each previous academic year.

⁸If a faculty member has provided in-depth student evaluations and peer evaluations during the year prior to the review, those evaluations will not need to be updated. A faculty member may choose to include new in-depth student and peer evaluations.

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- c. Pertinent correspondence from the Director of Faculty Development relative to developmental goals.
- d. The evaluation letters from each past major evaluation (initial review, term-tenure, renewal, promotion) with optional responses by the term-tenure track or clinical track faculty member (to facilitate the Director of Faculty Development's working with the term-tenure track or clinical track faculty member relative to forming appropriate developmental goals).
- e. Additional (optional) student evaluations for any course(s) using a nationally standardized form or any other form mutually agreed upon by the term-tenure track or clinical track faculty member and the Director of Faculty Development. Such evaluations will be used only for developmental purposes.

6.16.7

Major Evaluations

6.16.7.1

Term-Tenure Track. Major evaluations of term-tenure track faculty performance shall consist of four categories: initial review; term-tenure review; term-tenure renewal review; and promotion.

6.16.7.1.1

Initial Review. Each new full-time term-tenure track faculty member will undergo an initial review during the fifth semester of full-time teaching at Messiah.

- a. The evaluative materials to be used for this purpose will be as follows, with peer, Department Chair, and in-depth student evaluations to be completed during the fourth semester of teaching.
 - 1. Course evaluations for two courses for each of the second through fourth semesters of teaching. The new term-tenure track faculty member is to do course evaluations for two courses in the first semester of teaching, but the results are to be included only in the Development File (unless the term-tenure track faculty member chooses to transfer the printout of results to the Evaluation File).
 - 2. Annual advisee evaluations (starting with the second year of teaching at Messiah).
 - 3. Two in-depth peer evaluations with one peer chosen by the term-tenure track faculty member and one chosen by the Provost, using a form developed by the Provost and approved by the Term-Tenure and Promotion Committee. Each peer evaluator will be expected to visit at least two class sessions (preferably two consecutive meetings of the same class) prior to completing the evaluation form. Copies of the completed form are to go to the term-tenure track faculty member and his/her Evaluation File. The term-tenure track faculty member may exercise the option of writing a response to a term-tenure track faculty peer evaluation, to be attached to that peer evaluation in the Evaluation File.

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4. Two in-depth student evaluations, with one student chosen by the term-tenure track faculty member and one chosen by the Department Chair or School Dean (if a Department Chair is being evaluated), using a form developed by the Provost and approved by the Term-Tenure and Committee. Copies of the completed form are to go to the term-tenure track faculty member and his/her Evaluation File. The term-tenure track faculty member may exercise the option of writing a response to a student evaluation, to be attached to that student evaluation in the Evaluation File.
5. The School Dean and the Department Chair will each observe newly hired term-tenure track faculty in the classroom at least twice during each of the first two years of employment. Feedback from these visits will be provided to the new term-tenure track faculty member by means of a classroom observation form approved by the Term-Tenure and Promotion Committee. Department Chairs/Graduate Program Directors will provide written input using a form that addresses faculty responsibilities of teaching, scholarship and institutional service relating in particular to department work.
6. The Christian Scholarship Essay is to be placed in the Evaluation File by August 1 in the third year so that the School Dean will have access to it prior to preparing his/her letter of recommendation by September 10.
7. A written self-assessment by the term-tenure track faculty member based on the first four semesters of teaching and addressing the three major areas of responsibility.
8. A letter of support from the Department Chair.
- b. The process for this initial review shall be as follows:
 1. The School Dean shall review the Evaluation File during the fifth semester of teaching and shall then hold a conference with the term-tenure track faculty member to commend for major strengths and discuss perceived areas for needed growth based on patterns revealed in the evaluative material (including discussion of the first draft of the Christian Scholarship Essay).
 2. On the basis of the evaluative materials and the conference noted above, the School Dean shall send an evaluation letter by December 1 that summarizes the major results of the evaluation. At this time, this letter shall be sent to the term-tenure track faculty member being evaluated. If the faculty member's performance is deemed to be unsatisfactory, the School Dean's letter may inform the term-tenure track faculty member that he/she is in the final year of employment or that he/she will be offered a terminal contract for the fourth year of employment.
 3. Upon receipt of the evaluation letter, the term-tenure track faculty member must exercise one of the following three options by December 15:
 - (a) Authorize inclusion of the evaluation letter, as is, in the Evaluation File (with a copy to the Development File).
 - (b) Write a response to the evaluation letter and authorize inclusion of the letter and response in the Evaluation File (with a copy to the Development File).
 - (c) Appeal to the Term-Tenure and Promotion Committee for a complete review of the Initial Review, which will be completed by February 1. If

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this option is elected, then the judgment of the Committee will be final, as summarized in an evaluation letter written by the Committee Chair, to be included in the Evaluation File (in place of the earlier letter by the School Dean). The term-tenure track faculty member may exercise the option of writing a response to this final evaluation letter, to also be included in the Evaluation File (with a copy to the Development File).

6.16.7.1.2

Term-Tenure Review. The granting of term tenure is available to faculty holding rank beyond the Instructor level and is an affirmation of the performance of a term-tenure track faculty member and an expression of the College's desire to benefit from the services of the term-tenure track faculty member on a long-term basis. Term tenure results in a commitment of the College to offer a term-tenure track faculty member a yearly contract for each of the subsequent five contract years.

- a. An award of term tenure is based on the following criteria:
 1. The term-tenure track faculty member demonstrates significant commitment to the goals and objectives of Messiah College as a Christian college of the liberal and applied arts and sciences.
 2. The term-tenure track faculty member demonstrates a maturing understanding of the Christian faith in conjunction with the academic discipline, as evidenced by the Christian Scholarship Essay.
 3. The term-tenure track faculty member demonstrates at least a competent satisfactory level of performance in all three major areas of responsibility (teaching, scholarship/professional development, institutional service).
- b. For term-tenure track faculty who have taught at the Assistant Professor rank or above for a minimum of five years, the term-tenure review will take place during the sixth year of full-time teaching at Messiah College unless:
 1. the term-tenure track faculty member is applying for promotion in the fourth or fifth year of full-time teaching at Messiah College, in which case the promotion review shall also serve as the term-tenure review; or
 2. the term-tenure track faculty member was initially hired as a Professor at Messiah College, in which case the term-tenure review shall take place in the fourth year of full-time teaching at Messiah College.
- c. The evaluative materials to be used for this term-tenure review will be as follows (with details of implementation the same as those noted above for the initial review):
 1. A current curriculum vitae.
 2. A narrative self-assessment by the term-tenure track faculty member.
 3. Course evaluations (one per semester, except for those preparing for an Initial Review).
 4. Annual advisee evaluations (starting with the second year of teaching at Messiah).
 5. Two in-depth peer evaluations.
 6. Two in-depth student evaluations.
 7. Department Chairs/Graduate Program Directors will provide written input using a form that addresses faculty responsibilities of teaching, scholarship and institutional service relating in particular to department work.

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- (a) The completed form will be sent to the School Dean and filed in the School Dean's office.
 - (b) The School Dean will use the Department Chair/Graduate Program Director's input when making recommendations in the evaluation letter.
 - (c) The School Dean will serve in the role of the Department Chair/Graduate Program Director when a Department Chair/Graduate Program Director is being evaluated for initial and term-tenure review or promotion.
8. New draft of the Christian Scholarship Essay.
 9. The evaluative materials and available summary statements from all previous major evaluations (e.g., Initial Review, Promotion).
 10. The Provost has the option of including in the Evaluation File additional relevant information, in writing.
- d. The process for this term-tenure review shall be as follows:
1. The Term-Tenure and Promotion Committee shall review the Evaluation File and shall then hold a conference with the term-tenure track faculty member to commend for major strengths and discuss perceived areas for needed growth based on patterns revealed in the evaluative material (including discussion of the latest draft of the Christian Scholarship Essay).
 2. On the basis of the evaluative materials and the conference noted above, the Term-Tenure and Promotion Committee shall write an evaluative letter that summarizes the major results of the evaluation. A copy of this letter will be forwarded to the President, School Dean, Department Chair, and the Director of Faculty Development as well as to the term-tenure track faculty member. This letter shall contain one of the following conclusions:
 - (a) Recommendation to the President of an award of term tenure. This recommendation requires a two-thirds favorable vote by the Term-Tenure and Promotion Committee.
 - (b) Initiation of a two-year probationary period starting the next fall, during which time the term-tenure track faculty member is to address the deficiencies noted in the evaluation letter.
 3. If the President concurs with the Term-Tenure and Promotion Committee recommendation to grant term tenure, this decision will be forwarded to the Committee on Education of the Board of Trustees whose recommendation will be forwarded to the full Board for final affirmation. The term-tenure track faculty member, School Dean, and the Department Chair will be informed of the Committee on Education's decision as soon as possible following Board action. If term tenure is granted, the Term-Tenure and Promotion Committee evaluation letter shall be included in the term-tenure track faculty member's Evaluation File. The term-tenure track faculty member may choose to append a written response to this Term-Tenure and Promotion Committee evaluation letter.
 4. If the President does not concur with a Term-Tenure and Promotion Committee recommendation to grant term tenure, then the President's decision and recommendation of the Term-Tenure and Promotion Committee along with all supporting documents will be submitted to the Committee on Education prior to the next regularly scheduled Board of Trustees meeting.

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The term-tenure track faculty member has the option of appealing the decision to the Committee on Education.⁹ The Committee on Education will make a recommendation to the full Board for final affirmation.

5. If the Term-Tenure and Promotion Committee decision is to initiate a two-year probationary period rather than grant term tenure, then the term-tenure track faculty member may appeal this decision, in writing, to the President within 30 days of receipt of the letter from the Term-Tenure and Promotion Committee. If that occurs, the President shall review the term-tenure track faculty member's Evaluation File and shall meet separately with the term-tenure track faculty member and with the Term-Tenure and Promotion Committee before making a decision.
6. If the President sustains the decision for probation, then the term-tenure track faculty member may appeal the case to the Committee on Education. The Committee on Education will be given all supporting documents. The Committee on Education recommendation will be forwarded to the full Board for final affirmation.
7. If the President does not concur with the Term-Tenure and Promotion Committee recommendation for probation, the matter shall be referred to the Committee on Education. The President's decision, as well as the recommendation of the Term-Tenure and Promotion Committee will be forwarded to the Committee on Education whose recommendation will be forwarded to the full Board for final affirmation.
8. If the final decision is to implement a two-year probationary period (starting the next fall), then the following guidelines and procedures shall apply:
 - (a) The term-tenure track faculty member, the School Dean, and the Provost shall jointly design a two-year development plan that addresses the major perceived deficiencies, with this plan to be included in the term-tenure track faculty member's Development File. During the probationary period, the term-tenure track faculty member shall be expected to provide appropriate evidence that major deficiencies have been addressed (for inclusion in the term-tenure track faculty member's Evaluation File).
 - (b) By December 30 of the second year of probation, the term-tenure track faculty member shall submit to the Term-Tenure and Promotion Committee a written self-assessment relative to major deficiencies. By January 15, the School Dean shall submit a letter of evaluation following a review of the term-tenure track faculty member's self-assessment.
 - (c) The Term-Tenure and Promotion Committee shall review all evaluative materials and shall meet with the term-tenure track faculty member to discuss progress relative to past perceived deficiencies. Based on this

⁹In all cases where an appeal is made to the Committee on Education, the Committee on Education shall hear testimony from the following persons: one term-tenure track faculty member chosen by the term-tenure track faculty member; one term-tenure track faculty member chosen by the Provost (none of whom is currently serving on the Term-Tenure and Promotion Committee or as a term-tenure track faculty resource person on the Committee on Education); the Chair of the Term-Tenure and Promotion Committee; the Chair of the department in which the term-tenure track faculty member is located; the President; the Provost; the Vice President for Human Resources and Compliance.

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conversation, the Term-Tenure and Promotion Committee shall write a summary evaluation containing one of the following two conclusions (by March 30):

- i. Recommendation to the President of an award of term tenure for a five-year period starting the next fall (requires a two-thirds favorable vote by the Term-Tenure and Promotion Committee).
 - ii. Recommendation to the President that the term-tenure track faculty member's contract for the next year be a terminal contract.
- (d) The President shall act on the recommendation from the Term-Tenure and Promotion Committee, as follows:
- i. If the President concurs with the Term-Tenure and Promotion Committee recommendation to grant term tenure, then the President shall make that recommendation to the Committee on Education of the Board of Trustees whose recommendation will be forwarded to the full Board for final affirmation. If term tenure is granted, the Term-Tenure and Promotion Committee evaluation letter shall be included in the term-tenure track faculty member's Evaluation File. The term-tenure track faculty member may choose to append a written response to the Term-Tenure and Promotion Committee evaluation letter.
 - ii. If the President does not concur with the Term-Tenure and Promotion Committee recommendation to grant term tenure, and a decision is made for a terminal contract, the President's decision and recommendation of the Term-Tenure and Promotion Committee along with all supporting documents will be submitted to the Committee on Education. The term-tenure track faculty member has the option of appealing the decision to the Committee on Education¹⁰ prior to the May Board of Trustees meeting. The Committee on Education will make a recommendation to the full Board for final affirmation. The Chair of the Committee on Education shall write a final summary evaluation to be included in the Evaluation File (in addition to the Term-Tenure and Promotion Committee letter). A copy of the evaluation will be forwarded to the term-tenure track faculty member. The term-tenure track faculty member may exercise the option of writing a response to this final letter, to also be included in the Evaluation File.
 - iii. If the Term-Tenure and Promotion Committee recommendation is for the issuance of a terminal contract rather than the granting of term tenure, then the term-tenure track faculty member may appeal this decision to the President. If that occurs, the President shall

¹⁰In all cases, where an appeal is made to the Committee on Education, the Committee on Education shall hear testimony from the following persons: one term-tenure track faculty member chosen by the term-tenure track faculty member; one term-tenure track faculty member chosen by the Provost (none of whom is currently serving on the Term -Tenure and Promotion Committee or as a term-tenure track faculty resource person on the Committee on Education); the Chair of the Term-Tenure and Promotion Committee; the Chair of the department in which the term-tenure track faculty member is located; the President; the Provost; the Vice President for Human Resources and Compliance.

review the term-tenure track faculty member's Evaluation File and shall meet separately with the term-tenure track faculty member and with the Term-Tenure and Promotion Committee.

- iv. If the President sustains the Term-Tenure and Promotion Committee recommendation for issuance of a terminal contract, then the term-tenure track faculty member may appeal the case to the Committee on Education. Prior to the May Board of Trustees meeting, the Committee on Education will have access to all supporting documentation. The Committee on Education will make a recommendation to the full Board for final affirmation.
- v. If the President does not concur with the Term-Tenure and Promotion Committee recommendation to issue a terminal contract, then the matter shall be referred to the Committee on Education. The President's decision and recommendations of the Provost and the Term-Tenure and Promotion Committee along with all supporting documents will be submitted to the Committee on Education. The term-tenure track faculty member has the option of appealing the decision to the Committee on Education. The Committee on Education will make a recommendation to the full Board for final affirmation.

6.16.7.1.3

Term-Tenure Renewal Review [Revised 12/03, Ranked Faculty Meeting]. Once an initial award of term tenure is made, the term-tenure track faculty member may receive renewal of term tenure every five years unless the faculty member elects to be reviewed for promotion in the fourth year of the term. In that case, a faculty member may request that his/her promotion review serve as the term-tenure renewal review. The procedure shall be as follows:

- a. Department Chairs/Graduate Program Directors will provide written input using a form that addresses faculty responsibilities of teaching, scholarship and institutional service relating in particular to department work.
 1. The completed form will be sent to the School Dean and filed in the School Dean's office.
 2. The School Dean will use the Department Chair/Graduate Program Director's input when making recommendations in the evaluation letter.
 3. The School Dean will serve in the role of the Department Chair/Graduate Program Director when a Department Chair/Graduate Program Director is being evaluated for initial and term-tenure review or promotion.
- b. The Term-Tenure and Promotion Committee will review the Evaluation File to determine if there is sufficient evidence that the term-tenure track faculty member continues to meet the established criteria for term tenure. By November 15, the Term-Tenure and Promotion Committee shall write an evaluative letter that contains one of the following conclusions:
 1. Term-tenure renewal will be recommended to the President. This recommendation requires a two-thirds favorable vote by the Term-Tenure and Promotion Committee.

2. A full review will be required. In this case, the term-tenure track faculty member will proceed through the same procedures as are required for the term-tenure review (except that a Christian Scholarship Essay is not required). Two in-depth peer evaluations and two in-depth student evaluations will need to be added to the Evaluation File by March 26. The full review (including an interview) will be conducted during the spring term.
[Revised 10/27/11, Administrative]

6.16.7.1.4

Promotion Review

- a. In anticipation of meeting the eligibility requirements for promotion, the term-tenure track faculty member may initiate the request to be reviewed for promotion by sending a letter to the Provost, to be submitted no later than October 15 of the year preceding review by the Term-Tenure and Promotion Committee. The evaluative materials to be used for a promotion review will be the same as for the term-tenure review.
- b. The process for a promotion evaluation will be the same as for the term-tenure review, with the exception that the final decision will be either promotion or denial of promotion (unlike the initial award of term tenure or initiation of a two-year probationary period). This process again includes the option of appeal to the President in writing within 30 days of being informed of the Term-Tenure and Promotion Committee's decision. The President's decision will be final.
- c. If denied promotion, a term-tenure track faculty member may send a letter of intent to the Provost after completing two full years of teaching, during which he/she is expected to address the deficiencies that led to the initial denial of promotion. During this time, the Director of Faculty Development will be available (upon request) to work with the term-tenure track faculty member on a developmental plan that addresses major perceived deficiencies, with this plan to be included in the term-tenure track faculty member's Development File.

6.16.7.2

Clinical Track [Approved 12/13/04, Ranked Faculty Meeting]. Major evaluations of clinical track faculty performance shall consist of three categories: initial review, reappointment review, and promotion.

6.16.7.2.1

Initial Review. Each new full-time clinical track faculty member will undergo an initial review during the fifth semester of full-time teaching at Messiah.

- a. The evaluative materials to be used for this purpose will be as follows, with peer, Department Chair, and in-depth student evaluations to be completed during the fourth semester of teaching.
 1. Course evaluations for two courses for each of the second through fourth semesters of teaching. The new clinical track faculty member is to do course evaluations for two courses in the first semester of teaching, but the results are to be included only in the Development File (unless the clinical track faculty member chooses to transfer the printout of results to the Evaluation File).
 2. Annual advisee evaluations (starting with the second year of teaching at Messiah).
 3. Two in-depth peer evaluations with one peer chosen by the clinical track faculty member and one chosen by the Provost, using a form developed by the Provost and approved by the Term-Tenure and Promotion Committee.

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Each peer evaluator will be expected to visit at least two class sessions (preferably two consecutive meetings of the same class) prior to completing the evaluation form. Copies of the completed form are to go to the clinical track faculty member and his/her Evaluation File. The clinical track faculty member may exercise the option of writing a response to a clinical track faculty peer evaluation, to be attached to that peer evaluation in the Evaluation File.

4. Two in-depth student evaluations, with one student chosen by the clinical track faculty member and one chosen by the Department Chair or School Dean (if a Department Chair is being evaluated), using a form developed by the Provost and approved by the Term-Tenure and Promotion Committee. Copies of the completed form are to go to the clinical track faculty member and his/her Evaluation File. The clinical track faculty member may exercise the option of writing a response to a student evaluation, to be attached to that student evaluation in the Evaluation File.
5. The School Dean and the Department Chair will each observe newly hired clinical track faculty in the classroom at least twice during each of the first two years of employment. Feedback from these visits will be provided to the new clinical track faculty member by means of a classroom observation form approved by the Term-Tenure and Promotion Committee. A letter of evaluation from the Department Chair summarizing progress during the first two years of employment will be included in the Evaluation File.
6. The Christian Scholarship Essay is to be placed in the Evaluation File by August 1 in the third year so that the School Dean will have access to it prior to preparing his/her letter of recommendation by September 10.
7. Practice scholarship evaluation:
 - (a) For this evaluation, the clinical track faculty member will write a self-assessment of his/her practice scholarship and request two written evaluations of his/her practice scholarship activities, one from the Chair of the Department and one from a peer. The peer may be an internal or external individual but must have clinical expertise relevant to the practice area of the clinical track faculty member being evaluated. The clinical track faculty member will present his/her self-assessment to the reviewers for comment.
 - (b) Other evidence of practice scholarship may be included in the Evaluation File, including but not limited to awards and recognition for practice scholarship, grants based on practice scholarship, practice certifications, external evaluations for consulting or other practice activities, etc.
- b. The process for this Initial Review shall be as follows:
 1. The School Dean shall review the Evaluation File during the fifth semester of teaching and shall then hold a conference with the clinical track faculty member to commend for major strengths and discuss perceived areas for needed growth based on patterns revealed in the evaluative material (including discussion of the first draft of the Christian Scholarship Essay).
 2. On the basis of the evaluative materials and the conference noted above, the School Dean shall send an evaluation letter by December 1 that summarizes

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the major results of the evaluation. At this time, this letter shall be sent to the clinical track faculty member being evaluated. If the faculty member's performance is deemed to be unsatisfactory, the School Dean's letter may inform the clinical track faculty member that he/she is in the final year of employment or that he/she will be offered a terminal contract for the fourth year of employment.

3. Upon receipt of the evaluation letter, the clinical track faculty member must exercise one of the following three options by December 15:
 - (a) Authorize inclusion of the evaluation letter, as is, in the Evaluation File (with a copy to the Development File).
 - (b) Write a response to the evaluation letter and authorize inclusion of the letter and response in the Evaluation File (with a copy to the Development File).
 - (c) Appeal to the Term-Tenure and Promotion Committee for a complete review of the Initial Review, which will be completed by February 1. If this option is elected, then the judgment of the Committee will be final, as summarized in an evaluation letter written by the Committee Chair, to be included in the Evaluation File (in place of the earlier letter by the School Dean). The clinical track faculty member may exercise the option of writing a response to this final evaluation letter, to also be included in the Evaluation File (with a copy to the Development File).

6.16.7.2.2

Reappointment Review

- a. An award of reappointment for a clinical track faculty member is based on the following criteria:
 1. The clinical track faculty member demonstrates significant commitment to the goals and objectives of Messiah College as a Christian college of the liberal and applied arts and sciences.
 2. The clinical track faculty member demonstrates a maturing integration understanding of the Christian faith with the academic discipline, as evidenced by the Christian Scholarship Essay.
 3. The clinical track faculty member demonstrates at least a competent satisfactory level of performance in all three major areas of responsibility (teaching, practice scholarship, and institutional service).
- b. A reappointment review will take place every third year after the initial review. If the clinical track faculty member is applying for promotion in a year preceding the year of his/her reappointment review, the promotion review shall also serve as the reappointment review.
- c. The evaluative materials to be used for the reappointment review will be as follows (with details of implementation the same as those noted for the initial review):
 1. A current curriculum vitae.
 2. Course evaluations (one per semester, except for those preparing for an Initial Review).
 3. Annual advisee evaluations (starting with the second year of teaching at Messiah).
 4. Two in-depth peer evaluations.

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5. Two in-depth student evaluations.
6. A new draft of the Christian Scholarship Essay.
7. Practice scholarship evaluation:
 - (a) For this evaluation, the clinical track faculty member will write a self-assessment of his/her practice scholarship and request two written peer evaluations by individuals with relevant clinical expertise, at least one of whom should be external to the College community. The clinical track faculty member will present his/her self-assessment to the reviewers for comment.
 - (b) Other evidence of practice scholarship may be included in the Evaluation File, including but not limited to awards and recognition for practice scholarship, grants based on practice scholarship, practice certifications, external evaluations for consulting or other practice activities, etc.
8. The evaluative materials and available summary statements from all previous major evaluations (e.g., initial review, other reappointment reviews, promotion).
9. The Provost has the option of including in the Evaluation File additional relevant information, in writing.
- d. The process for reappointment reviews shall be as follows:
 1. The School Dean and Department Chair shall review the Evaluation File and hold a conference with the clinical track faculty member to commend for major strengths and discuss perceived areas for needed growth based on patterns revealed in the evaluative material (including discussion of the latest draft of the Christian Scholarship Essay).
 2. On the basis of the evaluative materials and the conference noted above, the School Dean shall write an evaluative letter that summarizes the major results of the evaluation. A copy of this letter will be forwarded to the President, Provost, Department Chair, and the Director of Faculty Development as well as to the clinical track faculty member. This letter shall contain one of the following conclusions:
 - (a) Recommendation to the President to continue to award yearly contracts.
 - (b) Initiation of a three-semester probationary period starting the next fall, during which time the clinical track faculty member is to address the deficiencies noted in the evaluation letter.
 - (c) Recommendation to not renew a clinical track contract or to not initiate a probationary period will be communicated to the terminated clinical track faculty member by March 1.

6.16.7.2.3

Promotion Review

- a. In anticipation of meeting the eligibility requirements for promotion, the clinical track faculty member may initiate the request to be reviewed for promotion by sending a letter to the Provost, to be submitted no later than October 15 of the year preceding review by the Term-Tenure and Promotion Committee. The evaluative materials to be used for a promotion review will be the same as for the reappointment review.
- b. The process for a promotion evaluation will be the same as for a term-tenure review (see Section 6.16.7.1.2), with the exception that the final decision will be

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either promotion or denial of promotion. This process includes the option of appeal to the President in writing within 30 days of being informed of the Term-Tenure and Promotion Committee's decision. The President's decision will be final.

- c. If denied promotion, a clinical track faculty member may send a letter of intent to the Provost after completing two full years of teaching, during which he/she is expected to address the deficiencies that led to the initial denial of promotion. During this time, the Director of Faculty Development will be available (upon request) to work with the clinical track faculty member on a developmental plan that addresses major perceived deficiencies, with this plan to be included in the clinical track faculty member's Development File.

6.16.8 **Christian Scholarship Essay** [Revised 5/5/03, Ranked Faculty Meeting]

6.16.8.1 The purpose of this essay is to encourage term-tenure track and clinical track faculty members to reflect on their vocation as Christian scholars and on the connections that exist between Christian faith and their academic disciplines. Different levels of expectation for different faculty review processes or promotions are indicated below.

6.16.8.2 Initial Review Essay. This paper must be placed in the Evaluation File by August 1st of the third year of employment. The essay should be six to eight pages in length (double-spaced) and should demonstrate familiarity with some of the more significant treatments of Christian scholarship in general and key publications dealing with Christian scholarship in the faculty member's own academic discipline.

6.16.8.3 Term-Tenure Essay. A revised and expanded Christian Scholarship Essay must be placed in the Evaluation File by August 1st of the sixth year of employment. This essay should build on the initial review essay by developing a thesis and supporting argument in an area of research within Christian scholarship in one's academic discipline that is of particular interest or relevance to the faculty member and his/her discipline.

6.16.8.4

Promotion Essay

- a. *Associate Professor Essay* (which may suffice as the Term-Tenure Essay if both reviews are simultaneous): Promotion to the rank of Associate Professor requires the submission of an advanced Christian scholarship essay. This essay should be a thesis-driven essay in which the faculty member joins in and seeks to advance the public discussion of Christian scholarship in his/her academic discipline. Critical interaction with scholarship in the disciplinary field is expected.
- b. *Alternate Associate Professor Essay*: In place of the standard Associate Professor Essay described above, persons applying for the rank of Associate Professor may opt to submit a published scholarly article or artistic work that implicitly incorporates Christian faith, practice, or values. This article or work should be accompanied by an introduction/overview of at least three to four pages where the faculty member explains the implicit Christian dimensions of the article or work of art in an explicit manner.
- c. *Professor Essay*: Promotion to the rank of Professor requires the submission of a Christian scholarship essay judged to be of publishable quality by the Term-Tenure and Promotion Committee. This essay should be a thesis-driven essay in which the faculty member advances the public discussion of Christian scholarship in his/her discipline. It is expected that this essay will be based at least partly on original research or reflection undertaken by the faculty member applying for the rank of full Professor. A faculty member may re-submit an essay used for promotion to Associate Professor, but it is expected that the essay will reflect significant refinement and enhancement.
- d. *Alternate Professor Essay*: In place of the standard Professor Essay described above, persons applying for the rank of Professor may opt to submit a scholarly article or artistic work published or completed within the last five years that implicitly incorporates Christian faith, practice, or values. This article or work should be accompanied by an introduction/overview of at least three to four pages where the faculty member explains the implicit Christian dimensions of the article or work of art in an explicit manner.

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6.16.9 **Calendar for Term-Tenure Track Faculty—Submission Deadlines**

Item	Date	Submit To
Evaluation File for Initial Review.....	August 1	Office of the Provost
Evaluation File for Term Tenure, Term-Tenure Renewal, and Promotion.....	August 1	Office of the Provost
Sabbatical Leave Application	September 15	Office of Faculty Development
Professional Development Report	June 30.....	School Dean
Conference Participation Fund Request.....	September 15	Office of Faculty Development
Distinguished Professorship Application.....	September 1	Office of Faculty Development
Letter of Request to be Reviewed for Promotion	On or before October 15	Office of the Provost
Scholarship Chair/Endowed Scholarship Chair Application.....	October 15	Office of Faculty Development
Terminal Degree Leave Request.....	November 15	Department Chair, School Dean, and Provost
Internal Grant Application	March 20.....	Office of Faculty Development
Reimbursement request from any fiscal year account including internal grant, scholarship chair, conference participation, and professional development funds.....	June 30.....	Office of Faculty Development
Workload Reallocation Application.....	October 1	Office of the Provost
Written Assessment for: Scholarship Chairs	June 30..... [All self-assessments are placed in the recipient's Sabbatical and Grants file for use by the Scholarship and Development Committee.]	Office of Faculty Development
Sabbatical Leaves		
Internal Grants		

If an established date falls on a Saturday or Sunday, the applications or proposals will be due on the following Monday.

6.17 TERMINATION OF TERM-TENURE TRACK FACULTY

- 6.17.1 Term-tenure track faculty members receive annual contracts during the first five years of employment. The College reserves the right to decline to renew the employment contract of a term-tenure track faculty member during the first five years of employment. When the Provost, in consultation with the respective Department Chair, decides not to offer another contract, the term-tenure track faculty member must receive written notification of the non-renewal according to the guidelines specified in *Community of Educators Handbook* Section 6.19.2. During the first two years, the term-tenure track faculty member has the right to appeal the decision to the President within 30 days of notification. The President's decision will be final. In the third, fourth, and fifth years, the term-tenure track faculty member has the right to appeal the decision within 30 days to the Term-Tenure and Promotion Committee whose recommendation will be sent to the President for action. If the President sustains the decision for termination, a final appeal can be made to the Committee on Education of the Board of Trustees.
- 6.17.2 Term-tenure track faculty members at the Instructor level may continue to receive one-year contracts in accordance to the conditions set at initial hire. [Revised 2/27/06, Ranked Faculty Meeting]
- 6.17.3 Term-tenure track faculty members holding academic rank beyond the Instructor level are eligible to be considered for term-tenure review.
- 6.17.4 Term-tenure track faculty members are eligible for the following benefits after serving the number of years specified as a full-time employee at Messiah College. [Administrative change, 12-20-10]
- a. A term-tenure track faculty member who has completed five years of full-time service will receive at least one full year's notice of non-renewal of his/her contract.
 - b. After five years, a term-tenure track faculty member who has been given a notice of non-renewal is free to accept new employment whenever he/she can obtain it, including during the school year if that is necessary, providing that the term-tenure track faculty member gives at least a 60-day notice to Messiah College.
 - c. The children of a term-tenure track faculty member whose service has been terminated for reasons other than misconduct after at least eight years of service shall continue to be eligible for the College's educational assistance program. This eligibility shall continue for a period equal to half the number of years the term-tenure track faculty member has served at Messiah College.
- 6.17.5 The College reserves the right to dismiss any term-tenure track faculty member if there is a decline in student enrollment or the discontinuance of the instructional program in which the employee is professionally competent. However, if a teaching role is terminated after a term-tenure track faculty member has been granted term tenure, every reasonable effort will be made to reassign such a term-tenure track faculty member to another position on campus for which he/she may be or may

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become qualified. Furthermore, the College will make every reasonable effort to avoid terminating the employment of competent term-tenure track faculty members who have served the College for 15 years or longer.

6.17.6

All term-tenure track faculty members are regularly reviewed according to the procedures found in the Term-Tenure and Promotion policies in *Community of Educators Handbook* Section 6.16. In addition, the College reserves the right to dismiss any term-tenure track faculty member for incompetence or for willful misconduct as defined in Section 1.16 of the *Policy and Procedure Manual*.

- a. If a Messiah College term-tenure track faculty member is charged on any of these grounds, the Provost shall discuss the matter with the term-tenure track faculty member in a personal conference. The matter may be terminated by a mutually agreed upon course of action at this point. Should a mutual agreement not be reached, the Provost will prepare a statement with reasonable particularity of the grounds proposed for the dismissal of the term-tenure track faculty member. This statement will be forwarded to the term-tenure track faculty member and the President.
- b. Formal proceedings will be commenced by a communication addressed to the term-tenure track faculty member by the President, informing the term-tenure track faculty member that a hearing will be conducted at a specific time and place to determine whether he/she should be removed from his/her term-tenure track faculty position.
- c. The Term-Tenure and Promotion Committee will conduct a hearing to determine whether the term-tenure track faculty member should be removed from his/her term-tenure track faculty position on the grounds stated.
- d. Suspension of the term-tenure track faculty member during the proceedings is justified only if, in the opinion of the President, in consultation with the Provost and Department Chair, immediate harm to the term-tenure track faculty member, to others, or to the College may result from the term-tenure track faculty member's continued presence in the classroom. Unless legal considerations forbid, any such suspension should be with pay and full benefits.
- e. No legal counsel may attend the hearing. The President will have the option of attendance during the hearing. The President may designate an appropriate representative to assist in developing the case. The term-tenure track faculty member will have the option of assistance by counsel in developing his/her case and have the right to challenge any written allegations and/or examine any witnesses against the term-tenure track faculty member. All of the evidence will be recorded.
- f. The President and the term-tenure track faculty member will be notified of the committee's decision in writing and will be given a copy of the record of the hearing.
- g. The President will transmit to the Board of Trustees the full report of the Term-Tenure and Promotion Committee. The decision of the hearing committee will either be sustained or the proceeding be returned to the committee with objections specified. In such case the committee will reconsider, taking into account the stated Board objections and receiving any new evidence if necessary.

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The committee will frame its decision and communicate it in the same manner as before. Only after study of the committee's reconsideration will the Board of Trustees make a final decision.

6.18 FACULTY ETHICS, RIGHTS, AND RESPONSIBILITIES

6.18.1 **Statement of Professional Responsibilities.** For the College to be effective as a Christian community dedicated to academic pursuits, it is necessary for individual faculty members to assume responsibilities related to students, colleagues, the institution, their profession, and the surrounding community. In these various relationships, the faculty member should be guided by a deep commitment to Christ, to the advancement of knowledge and wisdom in keeping with the centrality of Christ, and to others as persons before God and not simply for the roles they assume in society. The following guidelines are not intended to be exhaustive. They indicate, however, some essentials of professional credibility within a community of Christian scholars.

6.18.2 **Relation to Students**

- a. Faculty will meet classes regularly and make alternative arrangements if absence is necessary.
- b. Faculty will strive to improve their teaching performance by clearly setting forth course objectives and establishing appropriate course requirements, by carefully preparing both the content and the method of instruction, and by making optimum use of class time for instructional purposes.
- c. Faculty will cultivate objectivity in their treatment of materials, equity in evaluating students' work, and respect for viewpoints other than their own.
- d. Faculty will seek informal contacts with students and mentor students by showing interest in their endeavors and inviting them, as appropriate, to share in the endeavors of the faculty member.
- e. In all of this, the faculty member will act with a view to the development of mature Christian persons.

6.18.3 **Responsibilities to Colleagues**

- a. Faculty will support the academic and spiritual goals and will abide by the policies of the College.
- b. Faculty members are strongly encouraged to participate in spiritual activities such as Chapel and special meetings.
- c. Faculty members are expected to attend meetings of assigned committees and be involved in other appropriate College governance activities.
- d. Faculty members will seek change in a constructive fashion by responsible dissent and by participation in the evaluation and decision-making processes of the institution.
- e. In all of this, the faculty member will act as one whose work is his/her loving service to God and others.

6.18.4 **Responsibilities to the Academic Profession**

- a. Faculty will uphold high scholarly standards and will encourage outstanding students to enter the academic profession.
- b. Faculty will seek to grow professionally by keeping current in their discipline, by continuing personal study, and by holding membership and participating in

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professional societies. The faculty member is encouraged to make scholarly contributions by means of a regular program of research and publication while giving primary attention to teaching.

- c. In all of this, the faculty member will seek to apply Christian perspectives to his/her activities.

6.18.5

Responsibilities to Community

- a. Faculty are expected to participate in the life of a local church and are encouraged to exercise leadership in the larger Christian community.
- b. The faculty member should exercise the rights and obligations of citizenship, including the right to participate in political organizations and meetings and to publicize his/her views on political and social issues. It should be clear that the faculty member is acting in these ways as a private citizen rather than as a representative of the College.
- c. Faculty are encouraged to participate in civic affairs and community organizations.
- d. Faculty should conduct their business and social life with integrity and with consideration for the rights and interests of others.

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- 6.19** **TERM-TENURE TRACK, CLINICAL TRACK FACULTY AND LECTURER CONTRACTS** [Approved by Ranked Faculty Meeting, 03/28/11; Revised 10/27/11, Administrative]
- 6.19.1 Contracts for the subsequent academic year are issued by April 15. Load information will also be distributed by April 15, but may be modified after registration is complete. Contracts should be signed and returned on or before June 1.
- 6.19.2 When the College does not plan to offer a contract for term-tenure track positions for the subsequent year, the following deadlines for written notification shall be observed:
- a. First-year term-tenure track faculty—March 1.
 - b. Term-tenure track faculty with two to five years of service—February 1.
 - c. Tenured term-tenure track faculty and those with five or more years of service—September 1.

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6.20 RANKED FACULTY SCHOLARSHIP AND DEVELOPMENT [Revised for clarification 11/18/03, Scholarship and Development Committee]

6.20.1 **Annual Faculty Self-Assessment and Planning** [Approved 4/11/2011, Ranked Faculty Meeting] All Ranked Faculty are expected to annually assess their professional development in the three major areas of faculty responsibility: teaching, scholarship, and institutional service.

6.20.1.1 Definition and Purpose: The purpose of the Faculty Development Form is to facilitate annual individual self-assessment and planning for professional development in the three major areas of faculty responsibility: teaching, scholarship, and institutional service. It further facilitates the integration of individual goals with departmental, school and institutional planning and priorities. Institutionally, through review by the Department Chair/Graduate Program Director and School Dean, this form serves as a means of guiding, tracking and assessing faculty progress in all areas pertinent to professional development. Therefore, the form should be understood not only as an annual self-assessment by faculty members, but also as a planning document, which enables them to work with the School Dean and Department Chair/Graduate Program Director to fashion a professional development trajectory that is (a) measurable over time; (b) informed by the strategic planning of the department; (c) informed by the strategic planning of the School and College; and (d) informed by the faculty member's professional interests and goals

This form will track and help shape the faculty member's professional trajectory. While not formally linked to the term-tenure and promotion process, it serves as a source of information for the faculty member's self-evaluation, the Department Chair/Graduate Program Director's evaluative input, and the School Dean's letter of evaluation.

6.20.1.2 Submission and Review

- a. Faculty: Faculty members will complete and sign the Faculty Professional Development Form no later than June 15. The faculty member's signature indicates that the information and self-assessment contained in the form is accurate to the best of their knowledge, that s/he proposes the professional development trajectory contained in the form, and that the self-assessment and goals reflect their understanding of the strategic planning of the department, school, and institution.
- b. Department Chairs/Graduate Program Directors: Faculty members will submit the form to Department Chairs/Graduate Program Directors for review and signature. The Department Chair/Graduate Program Director's signature indicates that the information and self-assessment is accurate to the best of his/her knowledge, that s/he affirms the proposed professional development trajectory and that the plan can be sustained in terms of that faculty member's assigned contractual functions within the department. The Department Chair/Graduate Program Director may include comments on the form to reflect any specific areas of commendation or concern. The form will be signed and sent on to the School Dean no later than August 1.

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- c. If the Department Chair/Graduate Program Director cannot sign the form based on the criteria defined in b., s/he should return the form to the faculty member and explain orally or in writing what issues must be addressed before the form can be signed.
- d. School Dean: Upon signing the form, the Department Chair/Graduate Program Director will submit the form to the School Dean for review and signature. The School Dean's signature indicates that s/he has reviewed the self-assessment and accepts the proposed goals as consonant with the strategic planning of the School and College and appropriate for that faculty member's professional development at Messiah College. The School Dean may add comments on the form to indicate any specific areas of commendation or concern.
- e. If the School Dean cannot sign the form based on the criteria defined in d., s/he should return the form to the faculty member and explain orally or in writing what issues must be addressed before the form can be processed. The faculty member's Department Chair/Graduate Program Director should be informed of the School Dean's action.
- f. Records: Upon signing the form, the School Dean will provide copies of the completed form with any comment to the faculty member and the Department Chair/Graduate Program Director. The original document will be kept on file in the School Dean's office. The School Dean will return the form to the faculty member no later than August 30.

6.20.2 **Professional Development Fund.** The Director of Faculty Development administers a ranked faculty development program that has annual resources of \$700 per ranked faculty member. These funds are available once the Professional Development Report is complete and signed by the School Dean. The School Dean will inform the Office of Faculty Development who will release the Professional Development funds to faculty.

6.20.3 **Conference Participation Fund**

6.20.3.1 The Director of Faculty Development administers an annual Conference Participation Fund to support full-time teaching ranked faculty who assume active roles in professional conferences. One request may be funded per ranked faculty member each academic year, and the amount of each award may be a portion of the total request, depending on the number of requests received. First priority shall be given to the following types of requests:

- a. Delivering a paper at a national conference for which proposals are submitted on a competitive basis.
- b. Participating as a major office holder in a national professional organization.
- c. Working participation in a national/international professional conference resulting in the production of a paper.
- d. Delivering an invited address to a national/international professional conference.

6.20.3.2 If funds are available, consideration will also be given to the following types of requests:

- a. Serving as a respondent, panelist, or poster presenter at a national professional conference.
- b. Chairing a session or presenting awards at a national professional conference.
- c. Delivering a paper at a regional professional conference.

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- d. Holding a minor office in a national professional organization conference.
- e. Delivering a paper or an address at a national/international nonprofessional conference.

- 6.20.4 **Grants and Sabbatical Files.** The Grants and Sabbatical Files are used for the ongoing assessment of the faculty grant program and for considering future grants proposed by the faculty member. All funded applications for sabbatical leaves, internal grants, scholarship chairs, and distinguished professorships are open for review by any ranked faculty member throughout the period of active funding.
- 6.20.5 **Ranked Faculty Grants Program.** The Scholarship and Development Committee oversees the application and selection process for all internal grants. Prorated and full-time ranked faculty are eligible to apply for these grants, which include the following programs. Contact the Director of Faculty Development for application guidelines. Grant amounts and distribution by category will vary on an annual basis.
- 6.20.5.1 Curricular Development Grants. Grants of \$500 to \$2,500 (expenses and/or stipend) support development of new courses or the significant revision of existing courses to meet institutional objectives and initiatives.
- 6.20.5.2 Cross-Cultural Grants. Grants of \$500 to \$2,500 (expenses and/or stipend) support feasibility studies and curriculum development for new cross-cultural courses or revision of existing cross-cultural courses.
- 6.20.5.3 Teaching Enhancement Grants. Grants of \$200 to \$1,500 (for expenses and/or stipend) support ranked faculty who wish to enhance the quality of teaching. Usually this will involve working on an area of pedagogy that has the potential to enhance instruction on campus as well as make a contribution to the wider teaching profession.
- 6.20.5.4 Creative Teaching Grant. One ranked faculty member receives a three-load credit reduction, a \$1,000 stipend for summer planning time, and an expense budget to support programming. The grant recipient plans sessions to discuss pedagogy, collects resources for teachers, and implements additional on-campus activities to enhance teaching.
- 6.20.5.5 Scholarship Grants. Grants ranging from \$1,000 to \$5,000 support new scholarship initiatives as well as the completion of ongoing projects.
- 6.20.5.6 Financial Arrangements. Summer stipends are based on the current summer pay rate. Typically summer stipends will not exceed four weeks. Load reduction “buyouts” related to Messiah College grants are based on 125 percent of adjunct replacement costs.
- 6.20.5.7 Assessment. Recipients of internal grants are required to file a written assessment with the Director of Faculty Development by June 30.
- 6.20.6 **Scholarship Chairs.** [Revised/approved Term-Tenure & Promotion Committee/RFAC, April 2011] During any given year, up to four ranked faculty may hold one of the Scholarship Chairs. Each will receive a six-load credit reduction for two consecutive years and up to a total of \$3,000 for direct expenses, related to their project(s). After the two-year period, the chair will pass on to another recipient. Two chairs will begin in August of each academic year. Recipients will be responsible to participate in department,

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- 6.20.6.1 School, faculty, and Community of Educators meetings and continue serving as academic advisors. They will be exempt (and permitted to resign) from committee roles and special departmental assignments and other forms of institutional service. Eligibility. Full-time continuing faculty members (including Department Chairs) in each of the respective departments, who have completed at least three years of full-time teaching at Messiah College, are eligible for a Scholarship Chair. (Application may be made in the third year of full-time teaching.) Recipients are eligible to apply again in the third year after completion of the Scholarship Chair. (A recipient of a campus-wide Scholarship Chair who is a member of a department that has an Endowed Scholarship Chair may apply for the Endowed Scholarship Chair in the year following the completion of his/her campus-wide Scholarship Chair, assuming the department's Endowed Scholarship Chair is open the subsequent year.)
- 6.20.6.2 Application Process. (Revised 4/24/06, Ranked Faculty Meeting). Applications should be submitted to the Director of Faculty Development by October 15 for chairs which will commence in August of the following academic year. The application shall include:
- a. A narrative of three to four pages explaining the significance of the project, the objectives, likely outcomes, and a schedule of activities. The narrative should explain why the project is important and how it will be accomplished. Applicants who are already participating in the Workload Reallocation Program should communicate those goals and explain how the goals of the Scholarship Chair go beyond the goals set out in the Workload Reallocation Program.
 - b. Letters of support from the School Dean and two scholars (at least one from off campus) who can evaluate the academic significance of the project.
 - c. Letter from the Director of Faculty Development indicating that the applicant meets eligibility requirements.
 - d. Updated curriculum vitae.
 - e. Examples of previous scholarly work (when possible and relevant).
- 6.20.6.3 Selection Process (Revised 4/24/06, Ranked Faculty Meeting). The Scholarship and Development Committee will review all applications and recommend approval for up to two to the Provost by December 1. The Provost will meet with the committee to discuss the recommended applications and will announce the appointments by December 15. The Provost's decision will be final. The criteria for selection will be:
- a. Clarity of the objectives, methods, and proposed calendar of activities.
 - b. Quality of the applicant's initial preparation and requisite skills to accomplish the project.
 - c. The project's significance and promise of scholarly contribution.
 - d. The likelihood that the applicant will accomplish the project objectives within the timeframe of the proposed schedule of activities.
 - e. If an applicant participating in the Workload Reallocation Program receives a Scholarship Chair, the approved proposal will be sent to his/her School Dean for informational purposes.

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- 6.20.6.4 Completion
- a. Recipients will submit a two-page summary of activities to the Director of Faculty Development by June 30 of each year that they occupy the chair summarizing their activities and accomplishments to date. The summary will be placed in the recipient's Grants and Sabbatical File.
 - b. Upon terminating the chair, recipients will be expected to summarize the result of their project in a public presentation on campus.
- 6.20.7 **Endowed Scholarship Chairs.** The College supports Endowed Chairs of Scholarship through restricted endowments established by donors and friends of the College. Presently the College has Endowed Chairs in three departments: Department of Biblical and Religious Studies—C. N. Hostetter, Jr. Chair of Religious Studies; Department of Engineering—The Clarence W. Hottel Chair of Engineering; and Department of Management and Business—The Harry R. Hitchcock Chair of Business and Management.
- 6.20.7.1 Description. Appointments to an Endowed Scholarship Chair will be made on the basis of meritorious scholarly projects—using Boyer's broad definition of scholarship, which includes discovery, teaching, integration, and application. Each recipient of an Endowed Scholarship Chair will receive an annual six-load credit reduction for two consecutive years and up to a total of \$3,000 for direct expenses related to their scholarship project(s). After the two-year period, the chair will be open to other candidates. The chair will remain vacant if projects of sufficient quality and merit are not proposed. Recipients will be responsible to participate in department, School, faculty, and Community of Educator meetings and continue serving as academic advisors. They will be exempt (and permitted to resign) from institution-wide committee roles and other forms of institutional service.
- 6.20.7.2 Eligibility. Full-time continuing faculty members, including Department Chairs, who have completed at least three years of full-time teaching at Messiah College are eligible for an Endowed Scholarship Chair. (Application may be made in the third year of full-time teaching.) A person who fills an Endowed Scholarship Chair may not apply for immediate renewal, but he/she may reapply in the year following completion of the Endowed Scholarship Chair, assuming the Endowed Scholarship Chair is open the subsequent year. A person who fills an Endowed Scholarship Chair may also apply for a campus-wide Scholarship Chair in the year following the completion of an Endowed Scholarship Chair.
- 6.20.7.3 Application Process (Revised 4/24/06, Ranked Faculty Meeting). Complete applications must be submitted to the Director of Faculty Development by October 15 for chairs which will commence in August of the following academic year. The application shall include the following:
- a. A narrative of three to four pages explaining the significance of the project, the objectives, likely outcomes, and a schedule of activities. The narrative should explain why the project is important and how it will be accomplished. Applicants who are participating in the Workload Reallocation Program should communicate those goals and explain how the goals for the Endowed Scholarship Chair go beyond the goals set out in the Workload Reallocation Program.

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- b. Letters of support from the School Dean, the Department Chair, and two scholars (at least one from off campus). The letters from the School Dean and the two scholars should address the project's significance and promise of scholarly contribution, and the letter from the Department Chair should address the contribution of the project toward the department's mission.
- c. Updated curriculum vitae.
- d. Examples of previous scholarly work (when possible and relevant).
- e. If a Department Chair is an applicant, the Provost will appoint another member of the department to represent the department in the review process.

6.20.7.4

Selection Process (Revised 4/24/06, Ranked Faculty Meeting). The Scholarship and Development Committee will review all applications and forward recommendations to the Provost by December 1. The Provost will meet with the committee to discuss the recommended applications and will announce the appointments by December 15. The Provost's decision will be final. The criteria for selection will be:

- a. Clarity of the objectives, methods, and proposed calendar of activities.
- b. Quality of the applicant's initial preparation and requisite skills to accomplish the project.
- c. The project's significance and promise of scholarly contribution.
- d. The contribution of the project toward the department's mission.
- e. The likelihood that the applicant will accomplish the project objectives within the timeframe of the proposed schedule of activities.
- f. If an applicant participating in the Workload Reallocation Program receives an Endowed Scholarship Chair, the approved proposal will be sent to his/her School Dean for informational purposes.

6.20.7.5

Completion

- a. Recipients will submit a two-page summary of activities to the Director of Faculty Development by June 30 of each year that they occupy the chair summarizing their activities and accomplishments to date. The summary will be placed in the recipient's Grants and Sabbatical File.
- b. Upon terminating the chair, recipients will be expected to summarize the results of their project in a public presentation on campus.

6.20.8

Distinguished Professor [Revised 5/2/05, Ranked Faculty Meeting]. Distinguished Professors are senior faculty members whose ongoing scholarly work is of exceptional significance. The position is competitively awarded to those who have made exemplary contributions to the classroom and to campus life and whose work is esteemed nationally. Up to seven ranked faculty may hold this position in any given year. (Anyone appointed to this position directly by the administration is neither included in this policy nor counted in the seven positions.)

6.20.8.1

Eligibility

6.20.8.1.1

To be eligible to apply for an appointment as Distinguished Professor, a ranked faculty member must have completed at least five years at the Professor level at Messiah College (allowing for review in the fall of the sixth year, with implementation in the fall of the seventh year.)

6.20.8.1.2

The term for a Distinguished Professor will be five years. He/She may reapply for succeeding terms during the fifth year of the term. A candidate seeking renewal must

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submit a new application including all of the items outlined under the application process.

6.20.8.2 Benefits and Responsibilities

6.20.8.2.1 Financial stipend or grant for documented scholarship expenses of \$1,500 per academic year.

6.20.8.2.2 Course reduction of 30 load units over the five-year term with a maximum of 8 load units of course reduction taken in any given academic year.

6.20.8.2.3 The Distinguished Professor will be responsible to participate in governance meetings and to continue serving as an academic advisor. He/She is not exempt from institution-wide committee roles and other forms of institutional service. A Distinguished Professor may apply for internal grants and may receive sabbatical leaves as normally scheduled. The sabbatical may be requested as a two-semester leave at three-quarters salary or as a one-semester leave at full salary combined with a semester with a six-load-units reduction. However, he/she is not eligible to apply for any of the Scholarship Chairs (including Endowed Scholarship Chairs).

6.20.8.3 Application Process

6.20.8.3.1 Written applications, submitted to the Director of Faculty Development by September 1, will include:

- a. A two- to three-page narrative from the candidate describing his/her contributions and indicating the direction of future scholarly work;
- b. The candidate's curriculum vitae;
- c. Documentation of the candidate's professional accomplishments (i.e., books, published reviews of candidate's work, etc.);
- d. A letter from the School Dean assessing the candidate's record of teaching and institutional service as well as in research and/or professional endeavors;
- e. Letters of support from two faculty members at Messiah, at least one from the candidate's department, assessing the candidate's record of teaching and institutional service as well as in research and/or professional endeavors;
- f. Letters of support from two colleagues at other higher education institutions assessing the candidate's record of achievements in teaching, research, or professional experience;
- g. Letters of support from a present and a former student;
- h. Copies of IDEA evaluations from two recent courses and, if desired, other evidence of teaching excellence.

6.20.8.3.2 Applications may remain active for a three-year period. A candidate must submit updated information each year for items a-d. Other items do not have to be updated until the fourth year of consideration of an application.

6.20.8.4 Selection Process

6.20.8.4.1 The chair of the Scholarship and Development Committee and the Provost will confer to select an external evaluator to evaluate each candidate's written application. The outside reviewer will be a non-Messiah colleague in the candidate's academic discipline(s). The chair and Provost may consult the candidate's Department Chair to identify the names of potential external evaluators. The written assessment by the external evaluator will become part of the candidate's application.

6.20.8.4.2 The Scholarship and Development Committee will review each candidate's application.

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- 6.20.8.4.3 The Scholarship and Development Committee will interview each candidate during the fall semester.
- 6.20.8.4.4 The applications of professors who are requesting renewal of a Distinguished Professor position and of those who are applying for a first-time appointment will be assessed using identical criteria; neither will be either advantaged or disadvantaged in the selection process.
- 6.20.8.4.5 Based on the application and interview, the Scholarship and Development Committee will recommend the individual(s) who are exemplary in teaching and institutional service and who present the strongest evidence of national recognition for teaching, scholarly, or artistic achievements or professional experience. Evidence of this record of achievement might include:
- Outstanding publications (e.g., books, refereed journals, nationally regarded periodicals) or other public demonstrations of scholarly or teaching excellence;
 - National recognition by professional societies or established critics in the faculty member's field or medium;
 - Recognition based on professional merit by groups other than professional societies, such as foundations, government bodies, or community groups;
 - Significant research funded by external individuals and/or agencies;
 - Enhancement of the national reputation of the College.
- 6.20.8.4.6 An applicant for the Distinguished Professorship may apply in the same year for a Scholarship Chair position if he or she is eligible, but two distinct applications must be submitted.
- 6.20.8.4.7 The Scholarship and Development Committee will forward a recommendation to the Provost by December 1. The Provost will review the recommendation and make recommendations to the President whose decision will be final. The Scholarship and Development Committee will inform each candidate of the outcome by December 15.
- 6.20.9 **Workload Reallocation** [Approved 02/01/03, Board of Trustees; 11/15/10, Administrative revision, 11/7/13, Revised, Ranked Faculty Affairs Committee]
- 6.20.9.1 Rationale. Scholarship is integral to the educational mission of Messiah College, which is to educate our students toward maturity of intellect, character, and Christian faith. Faculty scholarship is essential to creating a learning environment that nurtures intellectual challenge, open inquiry, collaborative scholarship, innovative problem solving, and artistic creativity. Faculty members must be actively involved in scholarship endeavors that may take various forms: discovery, application, integration, and teaching.
- 6.20.9.2 Relationship of the Workload Reallocation Program to Term-Tenure Renewal Review and Promotion
- 6.20.9.2.1 Faculty who are a part of the Workload Reallocation Program will still be subject to the same term-tenure and promotion procedures to which all term-tenure track faculty members are subject.
- 6.20.9.2.2 Faculty who are not in the Workload Reallocation Program will not be subject to any different (e.g., higher) expectations for term tenure and promotion. In particular, this program does not increase the expectations for meritorious scholarship for faculty

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- who are not in the program. A faculty member can qualify for promotion based on meritorious scholarship without having to be in this program.
- 6.20.9.3 Eligibility. Any current term-tenure track faculty member is eligible to submit a proposal for admittance into this program. New term-tenure track faculty will be eligible to apply during their first year for the load allocation beginning in their second year of teaching (they already receive a one-course reduction for Provost's Seminar during their first year).
- 6.20.9.3.1 The WLR program will be capped at 33% of eligible undergraduate faculty.
- Whenever faculty members complete their terms, they will have to reapply. With the 33% limit, re-admittance into the WLR program will be competitive.
 - The Office of the Provost will calculate the number of slots that are open in any given year.
 - While the percentage will remain constant until changed, the number of available slots will increase as the number of term-tenure track faculty increases.
- 6.20.9.3.2 Selection for the WLR program is available to all graduate faculty who meet the criteria, due to PDE expectations that graduate faculty loads reflect an expectation for scholarship. Messiah has chosen to meet this expectation through our existing WLR program. Graduate WLR is funded out of the graduate studies budget and does not impact the cost or participation for undergraduate faculty.
- 6.20.9.4 Initial Application Process [Revised 4/24/06, Ranked Faculty Meeting]
- 6.20.9.4.1 The proposal must include:
- A summary assessment that provides evidence of meritorious scholarship according to the criteria outlined for scholarship in the COE Handbook, including a contextualized list of scholarly product(s).
 - A description of the scholarship agenda for the next four years. This description should include an overview of the project, anticipated meritorious-level scholarly product(s), and a calendar of proposed activities.
 - A summary of the relationship of the workload reallocation activities to any scholarship activities and goals related to any other program involving a reduced teaching load (e.g. scholarship chair, internal grant course buyout, external course buyout, sabbatical, etc.) in which the faculty member is involved.
 - An updated curriculum vita.
- 6.20.9.4.2 The proposal should be submitted to the Office of the Provost by October 15. A committee comprised of the Provost and the School Deans will review the proposals and select recipients by November 15. Notification will be sent to each recipient and his/her department chair.
- 6.20.9.5 Application for an Additional Four-Year Term [Revised 4/24/06, Ranked Faculty Meeting], [Revised 11/8/10, Administrative]
- 6.20.9.5.1 In the fall of the fourth year of a faculty member's four-year term, the faculty member has the option of submitting a proposal to the Provost and School Deans for another four-year term.
- 6.20.9.5.2 The application process for an additional four-year term will follow a process similar to the Initial Application Process. The proposal must include:
- A summary self-evaluation of the scholarship produced during the current four-year term, showing evidence of meritorious scholarship as outlined in the COE Handbook, including a contextualized list of scholarly product(s).

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- b. A description of the scholarship agenda for the next four years. This description should include an overview of the project, anticipated meritorious-level scholarly product(s), and a calendar of proposed activities.
- c. A summary of the relationship of the workload reallocation activities to any scholarship activities and goals related to any other program involving a reduced teaching load (e.g. scholarship chair, internal grant course buyout, external course buyout, sabbatical, etc.) in which the faculty member is involved.
- d. An updated curriculum vita.

6.20.9.6

Selection Process. The criteria for selection will be:

- a. The faculty member is functioning at a meritorious level of scholarship.
- b. The proposed scholarship plan achieves the level of meritorious scholarship.
- c. If there are more proposals that meet the criteria than there are available positions in the program, decisions will be made according to the relative merits of the proposals.

6.20.9.7

Workload Reallocation Annual Report [Revised 4/24/06, Ranked Faculty Meeting]

- a. Those awarded workload reallocation will report on their progress and goals in a workload reallocation addendum to their annual Professional Development and Performance Report.
- b. The faculty member's School Dean will review the workload reallocation portion of the Professional Development and Performance Report and will meet with the individual faculty member if he/she does not appear to be making sufficient progress. If, after meeting with the faculty member, the School Dean deems that progress to be insufficient, he/she will inform the other School Deans and Provost, initiating a review of the faculty member's continued participation in workload reallocation. The faculty member will be given the opportunity to provide additional information to support his or her case for making sufficient progress prior to the review of the faculty member's continued participation on workload reallocation by the other School Deans and Provost. After review, the School Deans and Provost may decide to terminate participation in workload reallocation for that faculty member.

6.20.9.8

Program Withdrawal. A faculty member may opt out of this program at the end of any academic year prior to the completion of the normal four-year term.

6.20.9.9

Course Load Policies and Expectations

- a. For term-tenure and promotion, faculty members should be evaluated by the same criteria for teaching, scholarship, and service regardless of participation in WLR or their load. Faculty on WLR are subject to the same overload policy as all term tenure track faculty.
- b. If a faculty member on WLR receives a Sabbatical, s/he will be functionally removed from the WLR program for one year, and this year will count as one of the four years of the program. For example, if a faculty member receives a Sabbatical during what would have been the second year of the WLR program, h/she will return to the WLR program in the third year of the four-year term. Faculty will have to revise their WLR goals in light of the transition.
- c. If a faculty member on WLR receives a Scholarship Chair or an Endowed Chair, s/he will be functionally removed from the WLR program for two years, and these years will count as two of the four years of the WLR program. If he or she

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- receives a Scholarship or Endowed Chair during their third or fourth year of the WLR program, h/she can reapply for an additional four-year WLR term.
- d. If a faculty member on WLR receives a Distinguished Professorship, s/he will be removed from the WLR program for the five-year Distinguished Professor term. Faculty can apply for a new four-year WLR term to begin at the end of the Distinguished Professorship term
 - e. Global policy for how the various scholarship programs can overlap:
 - 1. The WLR program cannot be combined with Scholarship Chair, Endowed Chair, Distinguished Professorship, or Sabbatical.
 - 2. When release time from Scholarship Chair, Endowed Chair, internal grants, and Sabbaticals are combined, a ranked faculty member must teach at least nine load units. E.g., only three load units of the Scholarship Chair can be combined with the Sabbatical.
 - 3. The six load units of the Distinguished Professorship may be combined with a half-year Sabbatical.
 - 4. Faculty member will not assume institutional responsibilities, Messiah College course reduction opportunities, or external funding (with the exception of fully funded external grants or fellowships) for scholarship that would reduce a faculty member's load beyond six load units of teaching for the year.
 - f. While scholarship is an expected and required part of a faculty member's load, scholarship should not supplant teaching. Moreover, one of the purposes of the Workload Reallocation Program is to enhance and nurture excellent teaching. Therefore, it is assumed that a faculty member will not assume institutional responsibilities, Messiah course reduction opportunities, or external funding (with the exception of fully funded external grants or fellowships) for scholarship that would reduce a faculty member's load beyond six load units of teaching for the year.
 - g. Faculty members are given a total of 12 load units of released time over four years. These 12 load units can be taken in any combination of two-, three- or four-hour courses over the four years with no more than four taken in any given year.

6.20.10 **External Grant Guidelines for Faculty.** The Provost of Messiah College encourages faculty to pursue off-campus awards and grants. Faculty who receive external funds remain eligible to apply for internal grants from Messiah College. The following guidelines suggest a general pattern for many applications, but every application is likely to have unique elements that will be processed on a case-by-case basis with the appropriate School Dean.

6.20.10.1 Awards and Prizes. Faculty are encouraged to apply for academic awards and prizes that do not involve release time or other institutional support. There is no need to involve the Provost in the application process unless it is required by the awarding agency or if the faculty member desires pre-application feedback to strengthen his/her proposal. However, the faculty member should inform the Provost, appropriate School Dean, and the Grants Office upon receipt of any such award so

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- that they may celebrate with him/her. Recognition of a faculty member's personal accomplishments is a positive reflection on the academic vigor of the institution.
- 6.20.10.2 Negotiated Grants. Faculty who are preparing proposals or anticipating contacts with outside foundations, government programs, or granting agencies should plan to proceed through the following steps.
- 6.20.10.2.1 Discuss the idea for the proposal with the appropriate Department Chair early in the grant development process to determine any impact of the grant project on the faculty member's other departmental responsibilities and to develop an appropriate plan for completing the grant project and insuring that the vacated responsibilities of the faculty member are appropriately reassigned for the time period of the grant.
- 6.20.10.2.2 Prepare a written draft of the proposal and present to the appropriate School Dean for review.
- a. The School Dean may suggest that the faculty member consult with appropriate resource persons on campus to assist in the preparation of the proposal, such as the Grants Office.
 - b. In some instances, the School Dean may determine that a peer review committee is needed prior to submission of the grant application. The purpose of such a group is to review the proposal with the intent to clarify content and increase the likelihood of funding. The peer review committee will also address any concerns regarding human subject or animal welfare protection and make a summary report to the Institutional Review Board (IRB) and/or Institutional Animal Care and Use Committee (IACUC) as needed.
 1. The peer review committee will recommend to the School Dean if the proposal merits submission.
 2. The School Dean will make the final selection in situations where more than one faculty member wants to apply for the same grant and Messiah College can submit only one grant application to a particular foundation/organization. (If the faculty members come from different Schools, the appropriate School Deans will consult with the Provost, who will make the final decision regarding which proposal to submit.)
 - c. The School Dean will consult with the Dean of Curriculum and the Department Chair whenever a grant proposal involves instructional replacement costs.

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- 6.20.10.2.3 Formulate an initial budget proposal based on the following principles:
- a. The rate for general administrative and institutional overhead will normally be 15 percent of the total budget for the project. However, if the grant permits a higher percent or requires a lower percent, the appropriate percent will be used. (Overhead costs may be allocated to both general institutional overhead and the specific School budget that is affected by the grant. This distribution will be determined by the Provost and School Dean prior to submission of the grant.)
 - b. The direct operational costs of the project should be included in the project budget that is funded by the grant.
 - c. Proposals that include significant release time from teaching or other responsibilities should be based on total compensation costs (salary plus 35 percent) whenever possible. However the parameters of the grant may determine more appropriate replacement costs. This should be discussed in consultation with the School Dean and Provost, when needed. A suggested alternative instructional replacement calculation is 125-150 percent of the adjunct rate.
 - d. Stipends that augment base salary will be permitted, up to and including three months of summer salary.
 - e. Projects that involve collaboration with a person or agency external to Messiah, including contracts and financial arrangements, must be approved by the School Dean.
 - f. Any commitment for matching funds must have approval of the School Dean before submission.
- 6.20.10.2.4 Send copies of the final proposal to the Office of the Provost and the Grants Office.
- 6.20.10.2.5 If funded, the Grants Office is available to assist with any and all reporting requirements. Copies of final reports should be sent to the Office of the Provost and the Grants Office.
- 6.20.10.3 Project/Funding Assessment Form [Revised 8/16/04, Office of Development]
Any Community of Educators member seeking funding for a project that is not included in the operational budget of the College must complete a Project/Funding Assessment Form, which is available from the Office of Development. Since it is essential to coordinate all campus contacts with potential donors and outside agencies, this form must be completed for any fund-raising projects that are not faculty research or scholarship grants, such as athletic team trips, special equipment needs, or a lectureship fund. The Project/Funding Assessment Form must be completed in collaboration with the appropriate Dean, who assigns the project a funding priority score and then forwards the request to the Office of Development.

6.21 RANKED FACULTY LEAVES

6.21.1 **Sabbatical Leave** [Revised 4/20/09, Ranked Faculty Meeting]

6.21.1.1 Purpose. The primary purpose of a sabbatical leave is to provide opportunity for a ranked faculty member to devote concentrated effort to professional activities designed to bring future benefit to both the faculty member and to the College. Sabbatical leaves typically are used to pursue a significant project related to a ranked faculty member's teaching, scholarship or institutional service.

6.21.1.2 Eligibility. [Revised 10/27/11, Administrative]

- a. A ranked faculty member is eligible to take a sabbatical during his/her seventh year of full-time responsibility at Messiah College (i.e., may *apply* for sabbatical during his/her sixth year). The applicant must have the rank of Associate Professor by the time the sabbatical is taken.
- b. One early sabbatical leave may be granted each year. A ranked faculty member may apply for the early sabbatical in the third, fourth, or fifth year of full-time employment at Messiah College. The early sabbatical leave is designed to support an exceptional program of scholarship for any new ranked faculty member who has completed three years of full-time service at Messiah College.
- c. After an initial sabbatical leave, a ranked faculty member is eligible to apply for a second sabbatical leave in the fall of the sixth academic year of full-time responsibility after the academic year during which the initial sabbatical leave was taken, with the leave requested for one or both semesters of the next academic year. This pattern continues throughout the ranked faculty member's career.

6.21.1.3 Terms. The following terms shall apply to sabbatical leaves:

- a. A ranked faculty member may request a two-semester leave at half salary or a one-semester leave with full salary.
- b. A ranked faculty member on sabbatical leave continues as a regular full-time employee of the College and shall therefore receive all regular fringe benefits. The ranked faculty member is also eligible to benefit from other Faculty Development programs.
- c. Time spent on a sabbatical leave shall count toward College years of service and associated seniority rights, including experience credit toward eligibility for promotion and term tenure.
- d. Except in unusual circumstances, a ranked faculty member on sabbatical leave shall not assume any adjunct teaching, committee work, or other assignment at Messiah College. Persons on sabbatical leave also may not be employed elsewhere on a part-time or full-time basis unless such employment is directly related to the purposes of the sabbatical leave and approved by the Provost.
- e. There is a mutual expectation between the College and the recipient of a sabbatical leave that the recipient will be employed by the College for a minimum of one academic year of full-time service after the academic year during which the leave was taken. A ranked faculty member who chooses not to continue in the full-time employment of Messiah College for this entire one-year period is responsible to refund the College the leave salary prorated by the number of semesters of service. Payment is expected within 90 days after termination of service.
- f. Recipients of early sabbatical leaves (eligible after three years of teaching at the Assistant Professor level or higher) will be expected to give *two* years of full-time continuing service to the College after the sabbatical.

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- g. Sabbatical recipients nearing retirement will be expected to fulfill the same teaching obligation to the College after the sabbatical as other recipients.
- h. The delay of an approved sabbatical for institutional or curricular reasons will not affect the timing of eligibility for subsequent sabbatical leaves.

6.21.1.4

Application Process and Timeline.

- a. Given the significance of a sabbatical leave to the candidate's professional development and to the College, it is expected that the candidate will be in contact with his or her School Dean and Department Chair prior to the development of a proposal. It is expected that the candidate will develop a quality proposal (see 6.21.1.4b), and is encouraged to review successful applications on file in the Office of Faculty Development. By September 15 a complete application for a sabbatical must be submitted to the Director of Faculty Development.
 - 1. By the end of May Development week prior to the submission of the proposal, a candidate will (a) meet with the School Dean to discuss the nature and focus of the sabbatical and (b) begin conversations with the Department Chair concerning course coverage and the coverage of any other department or institutional responsibilities.
 - 2. At least two weeks before the beginning of fall classes, the candidate will submit a draft copy of the sabbatical proposal to the School Dean. The School Dean will consult with the candidate regarding the proposal by the end of the first week of fall classes.
 - 3. The candidate will meet with the Department Chair (or with the Dean of the appropriate School if the candidate is a Department Chair) to develop a plan for covering courses and other loaded responsibilities. The department will generally cover course assignments by internal redistribution of assignments augmented by hiring of additional adjunct faculty. Coverage of other loaded responsibilities should be arranged in cooperation with relevant administrative units. By the end of the second week of fall classes, the Department Chair will meet with the School Dean to finalize the plan, which will be submitted by the School Dean to the Associate Provost. The Associate Provost will send a letter of approval to the Candidate with copies to the Department Chair, the School Dean, and the Director of Faculty Development. If covering the courses or department and institutional responsibilities is not possible, the candidate's proposal should still be submitted. If granted, the sabbatical will be deferred to the following year.
- b. The candidate's application must contain the following:
 - 1. A detailed, clearly focused narrative of proposed objectives, methods, and calendar of proposed activities. Objectives should be specific enough to enable an assessment of them after the leave. The narrative should be developed to address the criteria in Section 6.21.1.5a.
 - 2. A document that clearly identifies all current sources of support for the candidate's scholarship (e.g., scholarship chair, internal grant course buyout, external grants, workload reallocation). The document should include a calendar of additional scholarly activities that will be accomplished if the sabbatical is awarded and distinguish them from scholarly activities supported by other means.
 - 3. A copy of the Associate Provost's letter concerning coverage of courses and other major responsibilities.

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4. A letter from the School Dean, formulated after consultation with the Department Chair, addressing the relevance of the proposed project to the candidate's professional development and its benefit to the College. This letter should be addressed to the Scholarship and Development Committee.
5. An updated curriculum vitae.
6. A memo from the Director of Faculty Development indicating that the applicant meets eligibility requirements.

6.21.1.5

Approval.

- a. The Scholarship and Development Committee will review the quality of the written proposal based upon the following criteria:
 1. A well-focused project that will substantially contribute to the applicant's professional expertise, skills, or experience.
 2. Clarity and specificity of objectives, methods, and calendar of proposed activities.
 3. Demonstration of appropriate preparation for the sabbatical leave and/or requisite skills to complete the project.
 4. The relevance of the proposed project to the candidate's professional development.
 5. The likelihood that the project will be completed in a way that will bring future benefit to the College in an area of teaching, scholarship, and/or institutional service.
 6. The time and resources needed to complete the proposed activities should be commensurate with a sabbatical.
- b. The Scholarship and Development Committee shall recommend sabbatical leaves to the Provost by November 1. The Provost will review the recommended sabbatical leaves and make recommendations to the President whose decision will be final.
- c. The Chair of the Scholarship and Development Committee will send a letter (copied to the School Dean and the Department Chair) to the applicants informing them of the outcome of their application by November 15. If the proposal is denied, the candidate will be informed of the basis for the denial in relation to the evaluative criteria.
- d. The application deadlines may be adjusted in order to accommodate special exigencies related to outside funding or coordination with external agencies. Adjustments to the deadlines need to be approved by the Provost.
- e. A faculty member may request postponement of the sabbatical leave for one year with no penalty. The request for postponement must be submitted as early as possible and must be accompanied by a letter of recommendation from the Department Chair and the Dean of Curriculum. The request may or may not be approved. Reapplication for the next sabbatical is based upon the date of the initial application.

6.21.1.6

Assessment

6.21.1.6.1

Upon completion of a sabbatical leave, the ranked faculty member shall write a self-assessment of the accomplishment of leave goals. This report, sent to the Director of Faculty Development and copied to the School Dean, should summarize the accomplishments in relation to the approved goals and activities for the sabbatical. School Deans are encouraged to work with the candidate to arrange a venue for sharing the sabbatical outcomes with the College community.

6.21.1.6.2

Upon receiving the self-assessment, the Director of Faculty Development, in a letter to the ranked faculty member, will acknowledge receipt of the final report and indicate

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when the ranked faculty member will again be eligible to apply for a sabbatical. The self-assessment along with the letter will be placed in the ranked faculty member's Grants and Sabbatical File.

6.21.2

Terminal Degree Leave

6.21.2.1

Purpose. The purpose of a terminal degree leave is to enable a ranked faculty member to devote full-time work for a semester or academic year toward meeting requirements for a terminal degree.

6.21.2.2

Terms. A ranked faculty member who satisfies the selection criteria noted below may receive a one-semester or one-year terminal degree leave of absence for the purpose of pursuing a doctorate, subject to the following conditions:

- a. Remuneration during an approved terminal degree leave of absence is in the form of a loan in lieu of salary from Messiah College to the leave recipient. The loan principal is equal to one-half of the recipient's salary for a full-year leave, or full salary for a one-half-year leave. It is normally payable to the recipient at the midpoint of the leave period.
- b. Full health and dental insurance coverage remains in effect, as well as long-term disability and life insurance based upon the recipient's annualized salary. Retirement contributions are calculated according to the recipient's contracted salary, if any, for the year.
- c. Time spent on a terminal degree leave of absence shall not count toward College years of service and associated seniority rights and privileges, including experience credit toward eligibility for promotion or term tenure.
- d. A ranked faculty member shall not receive a salary scale step increase during a terminal degree leave of absence, but shall receive whatever cost-of-living increase occurs within his/her current step on the scale.
- e. When a terminal degree leave is granted to a ranked faculty member in a given department, that department will be generally expected to cover course assignments by an internal redistribution of assignments, allowing for the limited hiring of additional adjunct faculty.
- f. While on terminal degree leave, a ranked faculty member shall not accept any adjunct teaching or other assignment at Messiah College.
- g. A ranked faculty member shall be eligible to apply for a terminal degree leave of absence no earlier than during the third year of full-time teaching at Messiah, with the leave requested for one or both semesters of the next academic year. Applicants shall be limited to those ranked faculty for whom the doctorate is the College-approved terminal degree expectation. Procedures for application and criteria for selection shall be as follows:
 1. A ranked faculty member wishing to apply shall complete an application form that will detail proposed academic activities during the leave request, a projected timetable for completion of doctoral requirements, and a statement of anticipated benefits to the College. This application shall be submitted to both the Department Chair and the Provost.
 2. The Department Chair shall submit a letter of support to the Provost for the leave request, in light of departmental ranked faculty needs. This letter shall include plans for covering vacated teaching assignments.
 3. If both the Department Chair and the Provost support the application, then the Provost shall submit the application, along with both letters of support, to the

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Ranked Faculty Affairs Committee for consideration. The Ranked Faculty Affairs Committee will review the application and recommend appropriate action to the Provost, for eventual action by the President. The criteria for selection of leave recipients shall be as follows:

- (a) The present effectiveness of the ranked faculty member and the promise of future effectiveness with the doctorate.
 - (b) The anticipated benefits of the doctorate to the ranked faculty member's department and to the College in general.
 - (c) The likelihood that the leave of absence will make a significant contribution toward attainment of the doctorate.
4. The number of terminal degree leaves granted for a given year shall generally not exceed two or three. If more than three applications are received in a given year that are of approximately equal merit (in light of the above criteria), then preference shall be given in terms of seniority at the College.
- h. The financial terms for this program are as follows:
 1. Remuneration received during a terminal degree leave is a loan made during the period of time the recipient is on leave. The recipient must sign a Terminal Degree Leave Loan Agreement as a condition of receiving the loan.
 2. The recipient covenants that he/she is actively pursuing a terminal degree during the time period for which the loan is granted.
 3. The loan shall be interest-free for as long as the recipient is awarded the terminal degree within seven years of completion of the leave and continues to be employed by Messiah College.
 4. The loan is forgiven at the rate of 10 percent of the unpaid balance for each year of the recipient's employment by Messiah College following awarding of the terminal degree.
 5. If the recipient fails to complete ten years of employment at Messiah College following awarding of the terminal degree, the unpaid balance of the loan shall be due and payable as of the date of termination of employment. Interest shall accrue at the rate of 12 percent per annum thereafter until paid in full.
 6. If the recipient is not awarded the terminal degree within seven years of completion of the leave, the unpaid balance of the loan together with accrued interest shall be immediately due and payable. Interest shall be calculated at the rate of 12 percent per annum from the date of the first loan installment paid to the recipient.
 - i. *Application*
 1. Submit a written statement to the Provost by November 15 of the year preceding the requested leave containing the following:
 - (a) The present status relative to graduate study (e.g., what work has already been completed?).
 - (b) The current plan for completion of the doctorate, with projected dates for completion of various requirements (e.g., course work, comprehensive examinations, dissertation).
 - (c) A detailed description of the proposed academic activities during the term of the leave being requested.
 - (d) An indication of the type of residency requirement, if any, or other external constraints established by the graduate institution.

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- (e) A statement of the perceived benefits to the College of completion of the doctorate, with emphasis on the contribution to teaching and other assignments.
- 2. Request the Department Chair to write a letter of support for the application, to be submitted to the Provost by November 15, to include the following:
 - (a) A statement of how the applicant's completion of the doctorate will strengthen the department, with emphasis upon preparation for his/her teaching and other assignments.
 - (b) A plan for covering the applicant's teaching assignments during his/her leave. (In light of the guideline that the department "will be generally expected to cover course assignments by an internal redistribution of assignments, allowing for the limited hiring of additional adjunct faculty").

6.21.3

Other Leaves. The College also provides opportunity for other types of leaves, extended to all employee groups. See *Policy and Procedure Handbook* Section 3 for further information.

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6.22 **EDUCATORS' RIGHTS, PRIVILEGES, AND SERVICES** [Approved 03/30/04, Community of Educators Senate and 05/13/04, Board of Trustees]

6.22.1 **Academic Freedom**

6.22.1.1 Institutions of higher education exist for the pursuit and the dissemination of truth, both of which require freedom to explore, discover, and share ideas. Messiah College believes that Christian faith embodies and is foundational to this pursuit of truth. Therefore, Messiah College will protect its educators' freedom in their search for truth and its expression in their teaching, scholarship, and other duties related to the educational program.

6.22.1.2 This "academic freedom" is not absolute. All pursuits of truth operate under some constraints that depend on the identity of the institution. Thus, in addition to needing to abide by established College policies regarding the performance of their teaching, scholarship, and other duties related to the educational program, members of the Messiah College Community of Educators agree to exercise their academic freedom within prescribed intellectual boundaries outlined in the documents referenced in the contract. These documents, which define Messiah College's institutional identity, provide the context in which academic freedom shall be understood at Messiah College and in the remainder of this statement.¹¹ Any changes in these contractual agreements must be processed through proper institutional procedures.

6.22.1.3 Educators are entitled to freedom in classroom discussion, but classroom discussion should support and not detract from the learning objectives of the class.

6.22.1.4 Educators are entitled to freedom in research, creative endeavor, and their dissemination, subject to the standards of academic scholarship and the adequate performance of other institutional obligations.

6.22.1.5 Educators are entitled to freedom as they function in their role as citizens in society. At all times, educators should strive for accuracy, exercise appropriate restraint, and show respect for the opinions of others. In the role of citizen, when expressing personal opinions, educators should not claim to be institutional spokespersons.

6.22.1.6 Concerns regarding academic freedom should be brought to the Provost. After consulting with the educator involved, the Provost will ascertain whether or not the case may have significant consequences for the College or the educator in the employ of the College. If the consequences are deemed significant, the Provost shall call a meeting of the Term-Tenure and Promotion Committee supplemented by the educators on the Administrative Council to review issues of academic freedom in regard to specific situations. The situations may be in one of two categories: (1) the

¹¹This understanding of academic freedom aligns with the AAUP's 1940 Statement of Principles on Academic Freedom and Tenure, which makes provision for limitations of academic freedom. According to the statement, "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." It is therefore incumbent upon Messiah College to (a) identify clearly in writing such limitations and (b) insure that these limitations are shared with educators at the time of hiring and contract renewal. Currently, at Messiah College, these limitations for full-time educators include affirmation of the Apostle's Creed, support of the College's Identity and Mission, Foundational Values, Educational Objectives, and Confession of Faith, and agreement to abide by the Community Covenant whenever their life intersects with the College and for adjunct educators include support of the College's Identity and Mission, Foundational Values, Educational Objectives, and Confession of Faith and agreement to abide by the Community Covenant whenever their life intersects with the College.

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educator is accused of violating boundaries, or (2) the educator believes his/her academic freedom has been inappropriately restricted by the College. This committee, without the Provost, after careful consideration and consultation with the educator, Dean, Department Chair, and/or appropriate supervisors involved, will send its findings to the Provost regarding what transpired and how this comports with Messiah's academic freedom policy. The Provost, after reviewing these findings, will determine the appropriate response. Appeals of this decision should be addressed to the President. The educator has the option of appealing the President's decision to the Committee on Education of the Board of Trustees, whose decision is final.

6.23 INTELLECTUAL PROPERTY POLICY [Approved by College Council, 10/10/09; revised 11/19/09]

6.23.1 Purpose/Goal Statement

Messiah College seeks to foster the creation of original works by its faculty, staff, and students, both individually and in cooperation with internal and external partners, and will provide a supportive climate to that effort. The goal of this policy is to promote an academic environment in which creative efforts are encouraged and rewarded, while retaining for the College reasonable ownership rights in, access to, and use of the intellectual property for whose creation the College has contracted or provided substantial assistance. This policy is intended to delineate the ownership rights of such original works, including those that are protected under applicable United States patent and copyright law.

6.23.2 Applicability

This policy applies to all intellectual property currently in process or hereafter created with the facilities and/or resources of Messiah College. Further, it applies to intellectual property created by any person (faculty, staff, administration) employed in any capacity by Messiah College, and any student who creates work on behalf of the College, unless a written agreement exists to the contrary. In the event the created work is funded in part or in whole by a federal grant, contract, or cooperative agreement, relevant governmental regulations regarding property rights will apply.

6.23.3 Definitions

6.23.3.1 Compensation

Compensation includes direct and indirect compensation, whether lump sum or continuing royalties. Net compensation is compensation less all expenses incurred in developing or protecting the intellectual property, including but not limited to attorney fees and costs for filing and prosecuting a patent application.

6.23.3.2 Creator

“Creator” means any person who originates intellectual property as defined below. Creators may include faculty, administrators, staff, or students of Messiah College, whether working with other College employees or outside third parties, such as federal or state agencies, corporations, or non-profit agencies, and may include independent contractors or consultants who create intellectual property on behalf of the College.

6.23.3.3 Intellectual Property

“Intellectual property” includes both tangible and intangible property and comprises ideas, inventions, processes, discoveries, unique materials, works or authorship, and other creative or artistic works. In general, intellectual property is created when something new has been conceived and developed or when a non-obvious result, which can be applied to some useful purpose, has been discovered using existing knowledge. Owners and holders of intellectual property rights are protected by law (e.g., patents, copyrights, trademarks, and trade secrets) against infringement or unauthorized use by another. Intellectual property includes the following categories:

- a. *Copyrights* - Federal law defines the term "copyright" as that bundle of rights that

protect original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. "Works of authorship" include, but are not limited to, the following: literary works; musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic, and sculptural works (photographs, prints, diagrams, models, and technical drawings); motion pictures and other audiovisual works; sound recordings; architectural works; and computer software. "Tangible media" include, but are not limited to, books, periodicals, manuscripts, audio recordings, films, tapes, and disks.

Copyright protection exists as soon as the created work has been "fixed in a tangible means of expression." No copyright notice or registration is needed to obtain copyright protection. Copyright protection provides the owner with the exclusive right to reproduce the copyrighted work, prepare new versions (derivative works), publicly distribute the copyrighted work, perform the copyrighted work publicly, and display the work publicly.

A work that was created (fixed in tangible form for the first time) on or after January 1, 1978, is automatically protected from the moment of its creation and is ordinarily given a term enduring for the author's life plus an additional 70 years after the author's death. For works made for hire, the duration of copyright will be 95 years from publication or 120 years from creation, whichever is shorter.

- b. *Distance Learning Courseware* - Distance learning courseware means any software, textual, or visual materials that are packaged together for delivery as a course in which a fee is charged in exchange for credit and where the instructor and students are not necessarily in each other's physical presence for the delivery of the course. There is no limitation on the location of the materials, e.g., on CD or on the World Wide Web, and the credit earned may be for continuing education, for employee advancement, or for credit at an educational institution.
- c. *Patents* - A "patent" for an invention is the grant by the United States Patent and Trademark Office of a property right to the inventor. Generally, the term of a new patent is 20 years from the date on which the application for the patent is filed in the United States. U.S. patent grants are effective only within the United States, U.S. territories, and U.S. possessions.

The right conferred by the patent grant is "the right to exclude others from making, using, offering for sale, or selling" the invention in the United States or "importing" the invention into the United States. What is granted is not the right to make, use, offer for sale, sell or import, but the right to exclude others from making, using, offering for sale, selling or importing the invention. Once a patent is issued, the patentee must enforce the patent without aid of the USPTO.

Any person who “invents or discovers any new and useful process, machine, manufacture, or composition of matter, or any new and useful improvement thereof, may obtain a patent.” These classes of subject matter taken together include practically everything that is made by man and the processes for making the products.

A patent cannot be obtained upon a mere idea or suggestion. A complete description of the actual machine or other subject matter for which a patent is sought is required.

- d. *Trademarks* - A “trademark” is a word, phrase, symbol, or design that identifies and distinguishes the source of the goods of one party from those of others.
- e. *Trade Secrets* - A “trade secret” is any formula, pattern, device, process, tool, mechanism, compound, etc., of value to its creator, which is not protected by a patent and is not known or accessible to others. As long as it is kept secret, the owner may obtain a great deal of commercial benefit. However, trade secrets do not have the same level of legal protection as patents and copyrights.

6.23.4

Ownership Rights

Principles governing ownership of all intellectual property created by Messiah College faculty, administrators, staff, and students are specified in this section. Ownership is the critical issue for the dissemination of intellectual property and the distribution of rewards relating to its creation. The application of these principles shall be consistent with the use of Messiah College resources, shall always protect its legal status as a nonprofit institution, and shall never violate any laws of the United States or the Commonwealth of Pennsylvania.

6.23.4.1

Traditional Academic Rights

- a. *Faculty Rights* - All faculty members retain intellectual property rights to instructional materials and scholarly works created at their own initiative with customary College resources, except insofar as the faculty member may voluntarily choose to transfer such rights. “Customary College resources” are those resources commonly provided or made available to faculty. They include, for example, ordinary use of resources such as the library, one’s office, laboratories, general computational facilities or equipment, secretarial and administrative support staff, and supplies.

Examples of faculty-owned works created at faculty members’ own initiative with customary College resources may include lecture notes, transparencies, case examples, textbooks, interactive textbooks, other works of nonfiction or novels, software, electronic course materials developed to enhance instruction in traditional classes, CD-ROMs, articles, books, literary works, poems, musical compositions, dramatic works, visual works of art, motion pictures and other similar audio-visual work, sound recordings, and other creations regardless of the media in which the works are produced or the forms of dissemination (e.g., print or electronic), novel creations, processes, or isolates of scientific research (including creation of novel genetic constructs (i.e. plasmids or recombinant

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products), strains (through genetic recombinant or traditional breeding means), cell lines, mutant isolates, and materials and substances and the processes by which they were made).

Faculty members are required to prepare syllabi, assignments, tests, and other instructional materials and courseware for use in classroom instruction as a function of their employment contracts with Messiah College. No additional royalty or other remuneration is owed by Messiah College for the creation of these materials. These materials remain the property of the faculty author. However, the College shall have a non-exclusive, royalty-free, perpetual license to use the work for non-profit internal instructional, educational, and administrative purposes as long as such use does not significantly diminish compensation that the creator would receive from sales. In all such uses, however, the original authors must be explicitly credited along with the dates of creation, insofar as the original authors and dates are known. Creators have the right to have their name removed from such material upon request. A faculty member or any other employee will retain exclusive rights to any audio visual recordings of the employee, unless agreed upon otherwise.

Faculty members are encouraged to share their instructional materials and courseware with their Messiah College colleagues for internal instructional, educational, and administrative purposes. When publishing scholarly works, faculty creators are encouraged to provide rights for use for the College community.

- b. *Student Rights* - A student retains exclusive intellectual property rights to any work she/he creates with the following exceptions:
 1. If a student is employed by the College to produce a specific work (e.g. artwork or software), rights to the work belong to the College unless specifically agreed otherwise.
 2. If a student participates in an ongoing research project initiated by the College or an employee, the College and/or employee have exclusive rights to the specific project and products of such research (including any novel creations, discoveries, processes, or isolates). This principle shall apply even if that ongoing project or closely-related work occurs apart from the College (e.g. at another institution or corporation). Working in an ongoing project typically requires significant collaborations with the persons leading the project and other students involved in the project. Consequently, it becomes practically impossible to assign ownership to contributions of any student or group of students. In some cases, specific work or product can reasonably be considered the product of a particular individual or group of individuals. Upon request, Messiah College will allow royalty-free use, development, and marketing of that product by the students as long as such pursuits do not conflict with the purpose of the ongoing project or stated purposes of the College.
 3. If a faculty member significantly exceeds his/her normal employment responsibility in helping the student produce the work in question, the

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apportionment of rights to such collaborative work is the responsibility of the faculty member to negotiate with the student.

In all cases, Messiah College shall have a non-exclusive, royalty-free, perpetual license to use the work for internal instructional, educational, and administrative purposes.

Student, faculty member, and College representative claimants must mutually agree to the apportionment of shared rights or submit the apportionment to arbitration (see Section 8). Final shared rights agreements must comply with apportionment guidelines provided in Section 6.4 and be based on which party processes, promotes, and markets the intellectual property.

6.23.4.2

Other Employee Rights

Other employees not covered in Section 6.23.4.1, including but not limited to staff and administrative employees, own intellectual property when it is unrelated to the employee's job responsibilities (not within the scope of their employment) and the employee made no more than incidental use of College resources in its creation or by agreement with the College that the project has been released to the creator.

Works related to an employee's job responsibilities (within the scope of their employment) that make significant use of College funds, resources, or facilities, even if he or she is not specifically requested to create them, will belong to the College. A copyright work is related to job responsibilities if it is the kind of work an employee is employed to do and the work is done, at least in part, for use at work by the creator, other employees, the College, or clients of the College.

Works that are unrelated to job responsibilities remain the property of the employee and are covered in Section 6.23.4.8. If an ownership question exists in the mind of the creator about a potential project or work, it may be best to pursue an independent project agreement (Section 6.23.4.8) or an individual project agreement (Section 6.23.4.6) prior to the creation of the work.

6.23.4.3

Work-For-Hire

Materials written, created, produced or otherwise generated "for hire" are defined as inventions, creations, manuscripts, or other works or things of commercial value which are created by persons, including but not limited to faculty, staff, and administrative employees, who are engaged by the College specifically to create such materials or are released from other College responsibilities in order to create materials at the initiative of the College.

Works for hire shall include intellectual property created as a specific requirement of employment or as an assigned College duty that may be included in a written job description or an employment agreement. For example, computer software developed by an ITS employee for departmental or campus-wide use is owned by Messiah College.

Works for hire are the exclusive property of the College unless otherwise agreed or stated to the contrary in this policy.

Faculty-created instructional materials or courseware developed to supplement course instruction (**Section 6.23.4.1.a.** above) are not regarded as works for hire. Thus, the College does not claim ownership of such work merely because it requires faculty members to teach courses as part of their regular responsibilities. The College shall have a non-exclusive, royalty-free, perpetual license to use the work for non-profit internal instructional, educational, and administrative purposes. Similarly, the College does not claim ownership of faculty-initiated scholarly works based merely on general expectations that faculty members will publish such works.

The College may claim exclusive ownership of instructional materials or courseware, including online course materials, when the College has specifically contracted for the development of such materials and compensated faculty-creators (e.g., with additional financial compensation, release time, etc.) for such work. Online courses are those offered by the College by electronic means (satellite, streaming video, Web-based text, CD-ROM, etc.) for distribution to students on or off campus. In the event the creator leaves the employment of Messiah College for any reason, the College shall retain a non-exclusive, royalty-free, perpetual license to use the work for non-profit instructional, educational, and administrative purposes, and the creator shall retain all other rights.

6.23.4.4

Joint Works

The College may assert co-ownership of intellectual property with the individual creator if the creator has made extraordinary use of College resources in the creation of the work.

“Extraordinary use” includes utilization of College laboratories or special instrumentation outside of the expected use deriving from regular teaching and professional activities; dedicated assistance by College employees; special financial assistance beyond sabbatical leaves, faculty development grants or monies obtained through other ordinary competitive processes; or extensive use of shared facilities.

If the College determines that intellectual property has been created through extraordinary use of its resources, it may reasonably request reimbursement for any unusual financial or technical support, possibly in the form of compensation from future royalties. The College will consider whether an assertion of co-ownership of the copyright or patent has a detrimental impact on the free inquiry of faculty, staff or students before making such assertion. The College may also decide to modify or forego its rights to such works. Any agreement between the College and the individual creator must be in writing.

The individual creator shall retain the right to take credit for creative contribution to the work, to reproduce the work for his or her instructional purposes, and to incorporate the work in future scholarly works produced by the creator.

- 6.23.4.5 Sponsored Project Agreements
The College may enter Sponsored Project Agreements including contracts and grants between the College and external sponsors such as corporations, government agencies or foundations. The ownership of intellectual property created as a result of specific sponsored projects shall be subject to the terms of these agreements. Any College employee working on a project under such an agreement shall be notified in advance of the terms of ownership in the agreement for any intellectual property they may create while working on the project.
- 6.23.4.6 Individual Project Agreements
The College may enter agreements with individual members of the faculty, administration, staff, or students with respect to specific projects. The ownership of intellectual property created as a result of such an agreement shall be subject to the negotiated terms of the agreement.
- 6.23.4.7 Consulting Agreements
The ownership of intellectual property created by Messiah College faculty, staff, or administrators who are consulting with external entities (corporations, businesses, government agencies, foundations, etc.) without making significant use of College funds, resources, facilities, or time is determined by the terms of the consulting agreement.
- 6.23.4.8 Independent Projects
Any intellectual property created by a College employee that is not part of its creator's employment responsibilities and that is developed on his/her own time without making significant use of College funds, resources, or facilities shall be owned by the creator.
- 6.23.5 **Disclosure and Procedural Requirements**
The creator of any intellectual property that is or might be owned by the College under this policy is required to make prompt written disclosure of the work to the Provost, and to execute any documents deemed necessary to perfect legal rights in the College and to enable the College to file patent applications and applications for copyright registration when appropriate. The Provost will acknowledge receipt of the disclosure and will determine on a timely basis if the College wishes to assert a claim of co-ownership.

Messiah College reserves the right to pursue, or not pursue, any available legal protection for intellectual property disclosed to it under this policy for which it has ownership rights. If Messiah College chooses to pursue legal protection, it will bear all costs associated with doing so. If Messiah College chooses not to pursue legal protection, it may, in its discretion, release its rights to the creator. Likewise, if Messiah College has not initiated legal protection within two months after disclosure of a created work to the College, the College will permit the creator to seek such protection. In this case, the creator will be assigned ownership of the intellectual property and bear all costs associated with obtaining legal protection.

No one may use the College's name, logo or word mark for any private or commercial purpose, including marketing and promotion, without the written permission of the Director of Print and Web Communication.

6.23.6

Distribution Revenues

All revenues derived from College-owned intellectual property or creative works will be received and administered by the Office of the Provost. For each specific piece of intellectual property owned by the College, costs incurred in the process of perfecting, transferring, and protecting College rights to the property paid by the College will first be deducted from the gross income available before distribution. An accurate accounting of all such costs shall be made available to the creator upon request. The distribution of net proceeds (income less all costs including legal protection, promotion, marketing, or patent administration services) that is received from College-owned intellectual properties shall be shared equally between the creator and the College unless there has been a prior agreement to do otherwise. The College and/or creator may, in appropriate circumstances, take equity positions in companies licensed to market or use intellectual property.

6.23.7

Administration of Policy

The Provost of Messiah College has the legal authority on behalf of Messiah College to oversee administration of this policy, including clarification of requirements of the policy, revisions to the policy, evaluation of patentability or other forms of protection, filing of patents and copyright applications, licensing activities, and execution of legal contracts or agreements as necessitated by the terms of this policy.

6.23.8

Dispute Resolution

Either the creator of the intellectual property or Messiah College can initiate arbitration of a disagreement regarding intellectual property rights. A request must be written and submitted to the Provost, who must schedule a meeting of all parties within 30 days to seek resolution to the dispute. Any dispute that cannot be settled through informal discussion shall be submitted to the Intellectual Property Review Board (IPRB).

The IPRB will consist of the Provost (chair); Dean of the School of the faculty member/student or the Vice President or division head for any other employee; Chair of the Community of Educators; two ranked faculty members selected by the Ranked Faculty Affairs Committee; and the Vice President for Finance and Strategic Planning. The IPRB may elect to conduct a hearing into the matter and/or make a decision based upon a written record, provided that all parties to the dispute are given an opportunity to present evidence and arguments in support of their respective positions. Each party shall provide the other party with a copy of any written materials submitted to the IPRB simultaneously with submission of such materials to the IPRB. Any hearing will be conducted following the procedures set forth by the IPRB or promulgated by the Provost. If the dispute involves a student, he/she may be assisted by an advisor of his or her choice who is a member of the College community. The advisor may attend the hearing, but may not speak or otherwise

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participate in the hearing. Because this is a College governance procedure and not a legal proceeding, attorneys may not serve as advisors. The IPRB will decide the question presented. The decision of the IPRB is final.