

Revised Summer 2017

COLLEGE OF ARTS AND SCIENCES
POLICY HANDBOOK

STATEMENT: Minot State University Policies (including information contained in the MSU Faculty Handbook) and State Board of Higher Education Policies supersede the College of Arts And Sciences Policy Handbook

MINOT STATE UNIVERSITY
Summer 2017

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CHAPTER ONE

THE COLLEGE OF ARTS AND SCIENCES

- I. HISTORY OF THE COLLEGE
- II. ORGANIZATIONAL STRUCTURE
- III. COLLEGE VISION AND MISSION
- IV. MAJORS AND DEGREES
- V. CAMPUS AND COMMUNITY SERVICE

I. History of the College

The College of Arts and Sciences was created in 1984 as part of a general reorganization undertaken as Minot State College sought university status. Arts and Sciences was the only new academic unit created as part of that change. Most of its component parts had previously existed as departments reporting directly to the Vice President for Academic Affairs (VPAA). The College was first called the School of Arts and Sciences. The Schools of Business, Education and Human Services, and Nursing were also created at that time. When Minot State's name was changed to Minot State University in 1987, the schools were renamed colleges. Jim Croonquist served as Acting Dean for one year until Dale Elhardt was named to that position in 1990. The Dean's office was located in Hartnett Hall. At the time it was created, the College had six departments or divisions:

<u>School of Arts & Sciences</u>	<u>Dr. Donald P. Wharton, Dean</u>
Division of Humanities	Mr. Robert Scheeler, Chair
Department of Mathematics And Computer Science	Dr. Robert Holmen, Chair
Division of Music	Mr. John Strohm, Chair
Division of Science	Dr. Clark Markell, Chair
Division of Social Science	Mr. Dale Elhardt, Chair
Department of Social Work And Criminal Justice	Mr. James Wahlberg, Chair

II. Organizational Structure

The School of Arts and Sciences changed to the College of Arts and Sciences in the early 1990's. Also Social Work and Criminal Justice became separate departments in 1993. Social Work was merged with the Department of Psychology in the College of Education and Human Services in 1997. The Biology faculty petitioned for departmental status in the Spring of 2001. That request was granted and the Biology Department and the Science Division (chemistry, geoscience, physics, science education) have operated as separate units starting Fall 2001. The structure and leadership of the College as of Fall 2017 will be as follows:

<u>College of Arts and Sciences</u>	
Division of Biology	Dr. Alexandra Deufel, Chair
Department of Criminal Justice	Dr. Gary Rabe, Chair
Division of Humanities	Dr. Robert Kibler, Co-Chair William Harbort, Co-Chair
Department of Mathematics And Computer Science	Scott Kast, Chair
Division of Music	Dr. Erik Anderson, Chair

Division of Science
Division of Social Science
Northwest Art Center

Dr. Robert Crackel, Chair
Dr. Daniel Ringrose, Chair
Avis Veikley, Director

III. College Vision and Mission Statement

College of Arts and Science (CAS) Vision Statement:

"To be recognized as one of the best liberal arts colleges among mid-sized, comprehensive state universities in and beyond the USA."

CAS Mission Statement:

"The College of Arts & Sciences provides a comprehensive, holistic, and interdisciplinary education at Minot State University. College faculty integrate excellent teaching with scholarly and creative activity, thereby preparing undergraduate and graduate students with the knowledge, values, and skills needed in our diverse world."

More specifically, the purpose of the CAS is:

- * To provide a quality liberal arts, general education to each MSU graduate, one that prepares them for life, work, and citizenship.
- * To provide the liberal arts support and supplementary curriculum to other MSU degrees and major programs.
- * To provide quality liberal arts, professional, and secondary education programs that meet the needs of our students.
- * To support and provide quality fine and performing arts that broaden the education of our students, enrich the lives of our citizens, and enhance the attractiveness of the community and region.
- * To advance the theoretical, applied, and/or creative knowledge in the disciplines of the College.

IV. Majors and Degrees

The College of Arts & Sciences offers undergraduate majors in twenty disciplines as well as a number of interdisciplinary, professional, and pre-professional programs. The College offers five masters degrees, wholly delivers unique undergraduate degrees (BA), and participates in substantive preparation of secondary teachers (BSEd).

Bachelor's Degrees

Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Science

Master's Degrees

English Education (MAT) inactive
Mathematics Education (MAT) inactive
Music Education (MME) inactive
Science Education (MAT) inactive

Doctoral Degrees

Criminal Justice (PhD) - In collaboration with the University of North Dakota

*Majors

Art	Economics (Inactive)	Radiologic Technology
Arts Administration	English	Social Science
Biology	French (Inactive)	Sociology
Bioinformatics	Geology	Spanish
Broadcasting	German	Theater
Chemistry	History	
Clinical Laboratory Science	Mathematics	
Communication Arts	Music	
Computer Science	Multi-media Studies	
Criminal Justice	Physics (Inactive)	
Earth Science	Physical Science (Inactive)	

*Note: All majors, except Radiologic Technology, are also available as a minor

Minors/Disciplines

Economics	Law & Legal Studies
Environmental Geology	Native American Studies
French	Offenders, Risk Assessment, and Corrections
Gender/Women's Studies	Philosophy
Geography	Police Management and Investigations
Gerontology	Statistics, Applied
Humanities	

V. Campus and Community Service

The College of Arts & Sciences, through its departments and faculty, support in whole or in part a number of cultural, educational, and scientific resources to the university and the community.

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CHAPTER TWO

PERSONNEL EVALUATION POLICIES

- I. INTRODUCTION
- II. SCHEDULE OF ANNUAL EVALUATIONS
- III. BASES AND CRITERIA OF EVALUATION
- IV. POLICY RESPONSIBILITY OF FACULTY AND CHAIRS
- V. POLICY ADOPTION AND AMENDMENT
- VI. CHAIR REVIEW PROCESS

FACULTY EVALUATION POLICY

I. Introduction

CAS follows the language in the Minot State Faculty Handbook, found at:
http://www.minotstateu.edu/senate/documents/handbook/appendix_b.pdf

Language specific to this topic is found in Article IV: Evaluation of Faculty, pg. 21-25

II. Schedule of Annual Evaluations

- A. Tenured and probationary faculty are evaluated in accordance with the schedule and timetable set forth in the MSU evaluation policy (see <http://www.minotstateu.edu/academic/calendar.shtml>)
- B. Benefited special contract faculty are annually evaluated.

III. Bases and Criteria of Evaluation

A. Teaching

1. Criteria for the evaluation of teaching are specified in the University policy and in the College of Arts & Sciences Performance Standards.
 - a. Evidence for evaluation may also include classroom observations, peer evaluation, course materials, and any other materials or observations that are available to the Chair.
2. Student evaluations of teaching
 - a. Units are responsible for developing their own policies for collecting student evaluations in line with the bylaws. In absence of unit policy on SPLs, all faculty will provide all evaluations to the chair every semester.
3. Classroom observations
 - a. Classroom observations of part-time and full-time faculty are done at the discretion of the Chair.
 - b. Faculty members are notified prior to all observations.
 - c. Unit* Chairs, or their designees, will conduct the observations.
 - d. The observer will provide the faculty member with a signed report summarizing and evaluating the observation.

* Throughout this policy manual, the term “unit” refers to the departments and divisions of the College.

- 4. Mentoring and faculty development
 - a. Chairs may appoint mentors for faculty members.

B. CAS follows the current standards and requirements outlined the Faculty Handbook

IV. Policy Responsibility of Faculty and Chairs

Chairs are responsible for the development of unit policy, for annual evaluation of faculty, and for making recommendations on retention, tenure, promotion, and merit. Faculty members are expected to have an interest in, and a responsibility for, the development of their program, discipline, and governance policies.

V. Policy Adoption and Amendment

- A. Unit policy also describes the process by which that policy is created and may be amended. The VPAA approves all unit policy.
- B. College policy development and implementation is the responsibility of the Chairs and faculty. The VPAA approves all College policy.

VI. Chair Review Process

The purpose of this policy is to provide for regular, formal evaluation of Chairs that gives faculty a role in Chair development, renewal, or replacement.

- A. Schedule. The performance of Chairs will be reviewed annually. The VPAA may grant up to three-year terms to Chairs. The review process is completed with an evaluation report to the Chair by the VPAA by March 31 of the review year.
- B. The process is as follows:
 - 1. The Chair writes a self-report about his/her accomplishments, future goals, and interest in continuing as Chair.
 - 2. The VPAA is available to meet with faculty to confidentially discuss the Chair's performance.
 - 3. The VPAA will solicit annual written evaluations of the Chair from all faculty in the Unit.
 - 4. The VPAA discusses his/her findings with the Chair.
 - 5. The VPAA writes an evaluation memo.

7. The scheduled review process is waived upon the Chair's resignation.
- C. Vacancies. The decision to search for new Chairs and the final selection are made by the VPAA with the advice of the faculty. Faculty may nominate or apply for the Chair position, interview all candidates, and be polled regarding their preference.

CHAPTER THREE

FACULTY PERFORMANCE STANDARDS

- I. INTRODUCTION
- II. TEACHING PERFORMANCE STANDARDS
- III. SCHOLARSHIP PERFORMANCE STANDARDS
- IV. SERVICE PERFORMANCE STANDARDS

FACULTY PERFORMANCE STANDARDS

I. Introduction

Since each administrative unit has a unique form and unique scales for evaluation, this document does not contain rigid guidelines for earning particular levels of achievement. How administrative units choose to apply the criteria here to their evaluation forms is a matter for negotiation between the faculty and the administrator(s) participating in the evaluation process. It should also be noted that there is no rigid distinction between teaching and research, between teaching and service, or between research and service. The criteria listed in this document are meant as guides; not rules. Flexibility is necessary to measure the integrated values of teaching, research, and service.

The evaluator should be fair in his/her evaluations. Evaluators should clearly describe the evaluation procedures and the evaluation criteria. They have the additional responsibility to report the basic results of their evaluations as some form of summary to the faculty. It is the responsibility of the person being evaluated to fully document her/his achievements so as to make the strongest case for a positive evaluation. It should be kept in mind that the goal of both the NDUS and MSU is that the evaluations be a supportive, constructive, and collegial process. Evaluations should be the result of interaction between the person or group doing the evaluation and the persons being evaluated. Only through having well-defined evaluation criteria and a mechanism to promote meaningful dialogue will the goal of continuous development be realized.

II. Teaching Performance Standards

The array of criteria regarding teaching performance standards are in principle aligned with the policies for evaluation, promotion, and tenure as described in the **MSU Faculty Handbook** (*Section B-4, #2,3, and 4, and Appendix B: Bylaws, Article IV.V and VI.*) These criteria have been divided into four subcategories: *Currency, Peer Review, Form Based Evaluation, and Student Perceptions of Learning (SPL)*. Each of these subcategories is further described as follows:

CURRENCY. Currency includes evidence of professional development in content; evidence of professional development in pedagogy; syllabi; other course materials. Specific examples of evidence of currency might include: Attending meetings on trends in digital or face-to-face teaching techniques; workshops on developing interactive content; online courses having to do with more effective techniques at presenting lab-based learning modules; evidence of incorporating current research in faculty's fields of expertise into lecture material, etc.

PEER REVIEW. Peer review includes any activities in which fellow faculty review the course materials (Syllabi, lectures, labs, or other course materials) for such things as inclusions or omissions of relevant policies, content, formulae, contact information, schedules, and other components. The goals of peer review are to help improve teaching by soliciting helpful feedback from fellow professionals. Faculty could ask for input on a lecture from a peer – this could include a peer sitting in on a lecture and offering suggestions on how lecture material might be improved, or for chair course observations/feedback for example.

FORM-BASED EVALUATIONS. CAS academic units are to design their own forms by which faculty self-evaluate and are in turn evaluated each calendar cycle. According to the updated Bylaws, under Article IV—Evaluation of Faculty, Section 2 Procedures, Part A3 (mid paragraph): “Each academic unit shall develop forms to assess performance according to these criteria,” Forms for faculty self-evaluation, and the rubric by which faculty will in turn be evaluated are to be maintained administratively within each academic program group.

STUDENT EVALUATIONS. All students in 16-week courses with more than one student enrolled are now automatically sent invitations for students to evaluate the courses during the final few weeks of each academic term. The new student evaluations are now called Student Perceptions of Learning (SPL) forms, and these are filled out by the students online. Faculty are encouraged to allow students in-class time in which to fill out the SPL forms, though faculty must not be present in the room when students are filling out the SPL forms.

III. Scholarship Performance Standards

Items in this category relate to how instructors develop their expertise and share their ideas with the academic community. It is expected that all faculty will meet their professional obligation as scholars, and that each academic program group develop specific criteria for determining scholarly standards for faculty within the group. Below are some examples of scholarship typically considered as part of a faculty member’s professional obligation, listed in no specific order or hierarchy:

A. Publications

- a. Submits manuscripts for publication to appropriate professional journals or presses.
- b. Produces exhibits, or performs creative or interpretive work locally or in the state (e.g. concerts, recitals, performances, exhibits, recordings, films).

- c. Presents scholarly papers or serves as a panelist for local or state conventions or meetings of professional organizations.
- d. Edits university, local, or state publications.
- e. Edits book review sections of professional journals.
- f. Publishes book reviews in regional, national, or international professional journals.
- g. Authors or co-authors books or chapters in books; publishes computer programs or articles in professional peer-reviewed journals.
- h. Produces, exhibits, or performs creative or interpretive works regionally, nationally, or internationally.
- i. Presents papers at regional, national, or international meetings of professional organizations.
- j. Edits regional, national, or international scholarly publications.
- k. Serves as an editor or compiler of a published anthology.

B. Grants and Contracts

- a. Submits grants to external funding agencies and produces grants resulting in external funding to support scholarly activity, research, creative/interpretive work, or programs.
- b. Receives grants of time or money from MSU sources.
- c. Acts as a paid or unpaid professional consultant (within one's expertise) to a local or state organization.
- d. Acts as a professional consultant to regional, national, or international organizations.

C. Other Scholarly Activity

- a. Conducts sustained scholarly investigation or research with reasonable benchmarks and/or reports of progress.
- b. Pursues post-graduate or continuing professional development, excluding work towards a degree.
- c. Attends professional meetings at a state, regional, national, or international level.
- d. Conducts sustained scholarly investigation or research with reasonable benchmarks and/or reports of progress – research of considerable duration and/or scale.

IV. Service Performance Standards

Items in this category relate to how instructors share their time, expertise, and experience within the university, the community, and their profession. It is recognized that individuals may become involved in community service activities because of their academic expertise (an example would be a literature instructor being involved with the community arts council), but may not serve that community group as a professional consultant or advisor. Nonetheless, during their service to the community, they are de facto representing the university and therefore serving the university.

Below are some examples of service typically considered as part of a faculty member's professional obligation, listed in no specific order or hierarchy:

- a. Serves on Faculty Senate, an institutional committee, an ad hoc committee of Faculty Senate, an ad hoc committee of a College or unit committees, or serves as member of a Board of Directors of a community organization.
- b. Adjudicates student performance at the university, in the community, or in the state.
- c. Volunteers substantial time and energy to a community service organization.
- d. Serves as an advisor to a student organization.
- e. Develops and maintains special collections and facilities.
- f. Delivers lectures or participates in panels in area of expertise at the university or for community groups (e.g. symposia, open houses, public lectures, tours, public showings, workshops, seminars, etc.)
- g. Provides clinical or diagnostic services to students or to the general public.
- h. Serves as an officer to a local or state professional group, or serves on a committee of such an organization.
- i. Serves as coordinator of an academic program.
- j. Assumes a formal leadership role in the governance structure of the university (e.g. an officer of the Senate, the Chair of a major committee) or of a community or state service organization (e.g. Chair of the Board of Directors, officer of the organization).
- k. Gives professional addresses in regional, state, national, or international academic settings or delivers lectures on area of expertise to community groups outside the Minot area.

- l. Organizes and conducts special events such as Science Fairs, Math Track Meets, Art Shows, Music Festivals, etc.
- m. Serves on a state, regional, or national committee as a representative of MSU.
- n. Adjudicates performances on a regional, national, or international level.
- o. Serves as an officer in a regional, national, or international professional organization.

CHAPTER FOUR

ADDITIONAL CAS POLICIES

- I. CAS Program Review Policy
- II. CAS External Resources-Seeking Policy

**College of Arts & Sciences (CAS)
Chairs Meeting & Leadership Council
Program Review Policy**

On August 30, 2005, the Chairs and the Dean passed the following policy at the College:

“A faculty member who will be in charge of or will take primary responsibility for an academic program review as scheduled may receive a three-credit course release during the academic year, which is subject to the availability of the funds at the CAS or to the academic arrangement within a division or department.”

Basic Duties for the faculty in charge of a program review:

1. Work closely with the Chair and VPAA.
2. Complete a self-study by coordinating with other program faculty.
3. Coordinate on the logistic arrangement for an external consultant before, during, and after the campus visit.
4. Other responsibilities related to a program review.

The Template of an Agreement

WE agree that:

Professor(s): _____ will do a program review in the field of _____, and a self-study will be due by _____.

They or she or he will get a course release or other arrangement in _____.

Other Specifications (optional):

Signed by the Faculty _____ Date _____

Signed by the Faculty _____ Date _____

Signed by the Chair _____ Date _____

Signed by the VPAA _____ Date _____

**College of Arts and Sciences
External Resources Seeking Policy**

On April 20, 2006, at a regular CAS Chair's meeting, the following was unanimously approved:

“CAS External Resources Seeking Policy”

“Whenever a CAS faculty member (or a group of faculty) submits an external grant to an agency outside our campus, he or she (or that group) is going to receive a small amount of money (\$100 to \$300 which will depend on the recommendation of the Chair and the availability of funds) to support his or her (or their) professional development (e.g., travel, books, or software programs). That is, each grant proposal will be rewarded or encouraged symbolically with \$100-\$300 regardless of any outcomes. We want to reward our faculty's efforts.

If the grant is approved by the agency, he or she (or that group) will receive an additional amount of money (i.e., \$300 to \$500 which will depend on the recommendation of the Chair and the availability of funds) to support his or her (or their) professional development. That is, each approved grant proposal will be further rewarded or encouraged symbolically with \$300-\$500.”