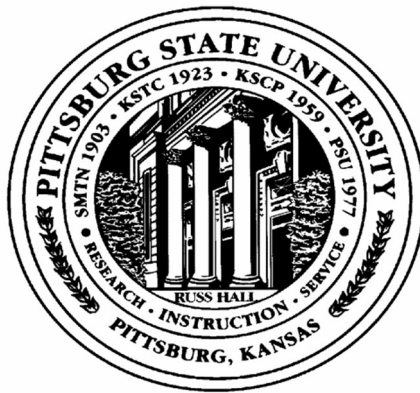


A CONTRACT BETWEEN

PITTSBURG STATE UNIVERSITY/KANSAS
NATIONAL EDUCATION ASSOCIATION

and

PITTSBURG STATE UNIVERSITY/KANSAS
BOARD OF REGENTS



2025-2028

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I. RECOGNITION

The Kansas Board of Regents and Pittsburg State University recognize Pittsburg State University/Kansas National Education Association as the representative for the purpose of meeting and conferring and the settlement of grievances on behalf of faculty members in the meet and confer unit certified by the Kansas Public Employee Relations Board in Case No. UE 2 1974, which is composed of all General Department Teaching Faculty and Library Services Faculty but excludes Administrative Personnel, Department/School Chairpersons/Directors, Non Professional Employees, and Temporary and Part time Faculty, with respect to the University's obligation to meet and confer, as this term is used in K.S.A. 75 4322(m).

(For purposes of mutual understanding, all places in this Agreement that refer to Departments will also include Schools, and all references to chairs or chairpersons will also include Directors who supervisor tenure/tenure-earning faculty within departments or schools.)

II. STATEMENT OF EQUAL OPPORTUNITY

Pittsburg State University is committed to a policy of equal opportunity for all members of the University community. To ensure that all faculty members or potential faculty members have the opportunity to realize their employment goals and potentials, the University shall implement all provisions of this contract without discrimination based on race, religion, color, sex, sexual orientation, disability, marital status, national origin, age, ancestry or political affiliation.¹

¹ Executive Order 11246, as amended; Revised Order No. 4, Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Title VII of the Civil Rights Act of 1964 as amended; Section 503 and 504 of the Rehabilitation Act of 1973; Vietnam Era Veterans Readjustment Assistance Act of 1974; Equal Pay Act of 1963 as amended; Age Discrimination Act of 1967 as amended; Kansas Act Against Discrimination; Kansas Executive Order No. 75-9.

III. ACADEMIC FREEDOM

The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are established for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

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

Tenure is a means to certain ends, specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

- A. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution. For faculty to carry out important functions of scholarship and creative endeavors as defined in the PSU-KNEA Agreement, faculty should be afforded every reasonable opportunity to carry out their research unimpeded, including but not limited to the ability to utilize all sources appropriate to their fields of study. These avenues of research may include social media or other new technologies regardless of prejudices that may exist in other fields.
- B. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter, which has no relation to their subject.
- C. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

For further interpretation, see American Association of University Professors (AAUP) Resources on Academic Freedom, <https://www.aaup.org/our-programs/academic-freedom/resources-academic-freedom>

IV. SALARIES

A. FY2026

For the 2025-2026 academic year, it is agreed by and between the parties that those faculty salary funds for faculty included in the Meet and Confer Unit ("Unit") shall be divided in the following proportions:

Base Salary Total	\$14,659,329
Sum of Adjustments	\$495,393 ²
Merit Salary Increment Total	\$21,220 ³
Grievance Fund	\$0
TOTAL	\$15,175,943
Summer Session 2026	\$1,233,763

B. Definitions

1. "Base Salary Total" is defined as the sum of previous year's salaries of all continuing unit members.
2. "Sum of Adjustments" shall be defined to include overall salary increases, promotions, corrections for historical inequities, corrections for affirmative action purposes, and marketplace considerations
3. "Merit Salary Increment" shall be defined as the sum representing salary improvement in reward for the level of excellence of an individual's performance.
4. "Grievance Fund" shall be defined as the monies provided to process and redress salary grievances as provided herein.

² Of this amount, \$374,659 shall be used to fund an overall 2.2% salary increase for each continuing unit faculty member; \$70,734 shall be used to fund promotions earned in 2025; and a minimum of \$50,000 shall be used for corrections of marketplace considerations.

³\$21,220 shall be distributed in the form of a \$1,000 overall salary increase to each unit member who achieved an overall annual performance appraisal rating of Exceptional in 2025.

C. Annual Performance Appraisal

1. Guidelines and Procedures

a. Introduction:

Pittsburg State University is committed to facilitating high levels of faculty achievement in teaching, scholarly activity/creative endeavors, and service⁴.

Levels of achievement of faculty in teaching, scholarly activity/creative endeavors and service vary across and within the diverse components that make up the University. The particular emphasis placed upon teaching, scholarly activity/creative endeavors and service varies from one individual to the next and is recognized as being a blend of personal choice and university needs. No matter what level of achievement is attained in any one area, Meritorious Annual Performance, as defined below in Section C.1.b. (9) below, is the standard for all three.

The normal expectation for the annual performance appraisal process is Meritorious Annual Performance. However, there are exceptional cases where the appraisal may be above or below the Meritorious Annual Performance rating. In determining what constitutes Meritorious Annual Performance, a number of variables must be taken into consideration. These variables include the academic interests, expertise, goals, and the desires of the faculty member; the goals and objectives of the department, college, and university; and the needs of the department or school as perceived by the chairperson or director after consultation with the department or school faculty. Furthermore, standards of performance should be consistent between the departments and schools within the colleges.

The degree of achievement is a matter of judgment based upon the annual report of accomplishments and other information available, including, but not limited to, student evaluation of teaching results (see below) to the Department Chairperson or School Director. The intent of the performance appraisal process is to facilitate and maintain high levels of faculty achievement. The primary function of student evaluations is to support faculty members in revising and enhancing their courses and methods of instruction.

⁴ These variables are broadly defined with examples in the publication *The Core of Academe*, Office of Academic Affairs, Pittsburg State University, Fall, 1983. (See Section XXIX. Appendix A)

b. Procedures:

The performance appraisal process provides a foundation for an understanding between faculty members and their Department Chairpersons or School Directors concerning professional objectives for the ensuing year and for the assessment of faculty accomplishments. Faculty who refuse to participate fully at each step will receive an adjectival rating of Unsatisfactory and, on the basis of non participation, will receive no merit salary increase.

The Department Chairperson or School Director, in consultation with the Dean, has the responsibility and authority for evaluating faculty performance and for completing the performance appraisal evaluation for each faculty member in the department or school.

Each department or school will use a method of evaluating faculty accomplishments in the areas of teaching, scholarly activity and service which is consistent with the following steps.

Goal Setting Process

- (1) Prior to the conclusion of each Fall Semester, all Chairpersons/Directors will meet with their departmental or school faculty to review their unit's goals and objectives as stated in the departmental or school Strategic Plan.
- (2) Prior to five class days after classes convene for the next Spring Semester, each faculty member will prepare a written statement of their goals and objectives for the calendar year. These goals and objectives should be relevant to, but not necessarily limited by, the departmental Strategic Plan. Faculty members who are within 18 months of their approved retirement date may forego preparing a written statement of goals and objectives.
- (3) Each faculty member will submit their written statement of goals and objectives to the Department Chairperson or School Director along with their annual final report of accomplishments (see (7) below) by the fifth-class day after classes reconvene in the Spring Semester⁵. New faculty members will submit their goals and objectives within 30 class days from the date of their initial employment.
- (4) At the conclusion of the annual performance appraisal process, each faculty member and their Department Chairperson/School Director will discuss the proposed goals and objectives for the calendar year (see (14) below) and assign each goal and objective to one of the three categories of Teaching,

⁵ Under extenuating circumstances this date may be modified by mutual agreement between the Department Chairperson or School Director and the faculty member.

Scholarly Activity/Creative Endeavors or Service. For new faculty members, this process will occur within 45 days from the date of initial appointment.

- (5) After each individual goal and objective is assigned to a performance category, the faculty member and their Department Chairperson/School Director, will determine by mutual agreement for each of the areas of Teaching, Scholarly Activity/Creative Endeavors and Service, a weight, the sum of which adds to 100. These weights will reflect the work assignments of the faculty member in relation to the departmental needs, and will normally be within the ranges noted below:

Teaching	50% – 70%
Scholarly Activity/ Creative Endeavors	20% – 40%
Service	10% – 30%

NOTE: When teaching is 50% or less of a faculty member's agreed upon assignment, the percentage weights should be modified by mutual agreement between Departmental Chairperson/ School Director/Dean and the faculty member.

- (6) Changes in the statement of objectives, their assignment to categories, and weights may be made due to extenuating or unusual circumstances with the approval of the Department Chairperson/School Director in consultation with the College Dean.
- (7) At the conclusion of the annual performance appraisal process, after consultation and attempt to achieve mutual agreement with the faculty, the final statement of goals and objectives will be approved by the department chair or school director. Each faculty member and their Department Chairperson/School Director will sign a final statement of individual goals and objectives including their assignment to categories and weights for Teaching, Scholarly Activity/Creative Endeavors, and Service for the calendar year. (See (12) below.)

Performance Appraisal Process

- (8) By the fifth-class day after classes reconvene in the Spring Semester, using the university's faculty activities system, each faculty member will submit to their Department Chairperson or School Director a final report of their accomplishments during the previous calendar year. This report will be accompanied by the faculty member's proposed goals and objectives for the calendar year (see (3) above). A faculty member who wishes to be considered for the rating of Exceptional Annual Performance is expected to attach full and appropriate documentation of their accomplishments listed in

the report. Other faculty are not expected to attach documentation to their accomplishment reports. However, faculty members are required to submit reasonable documentation and/or other information regarding their accomplishment reports when requested to do so by their Chairperson or Director.

- (9) Based upon the previous year's statement of goals and objectives, the completed annual report of the faculty member, the weights for teaching, scholarly activity/creative endeavors, and service, and other information available to the Chairperson/Director, the Chairperson/Director assigns an adjectival rating to each of the three areas of teaching, scholarly activity/creative endeavors, and service utilizing the following:

Exceptional Annual Performance
Meritorious Annual Performance
Annual Performance Below Expectations
Unsatisfactory Annual Performance

Rating Categories

The following ratings are intended to reflect the evaluation of the faculty member's accomplishments for the single calendar year under consideration.

Exceptional Annual Performance: A comparative, competitive adjectival rating assigned to a faculty member whose overall performance is well above the norm in the judgmental areas of teaching, scholarly activity/creative endeavors, and service. This is a rating for which faculty must apply and provide appropriate documentation. Its threshold shall reflect substantial accomplishments in each of the three categories. While it is a difficult but not impossible task to attain equal levels of high achievement in all areas simultaneously, the Exceptional Annual Performance threshold shall reflect substantial accomplishments in each of the three categories congruent with the mutually agreed upon statement of goals and objectives.

Meritorious Annual Performance: An adjectival rating that connotes faculty performance that meets and/or exceeds the threshold of professional quality that is normally expected of faculty in the areas of teaching, scholarly activity/creative endeavors, and service. The University can normally and reasonably expect that faculty members will, to high professional standards of performance, meet their instruction-related obligations; maintain, exhibit, and advance disciplinary competency; serve their disciplines, community, and the University; and demonstrate good University citizenship. University citizenship requires that the faculty member cooperate constructively with

his/her colleagues to aid in the accomplishment of the mission and goals of the University, the College, and the Department or School. Faculty have a continuing obligation to engage in those activities that enhance their ability to serve their students, their respective disciplines and the University.

Annual Performance Below Expectations: This rating may be assigned when individual faculty performance does not meet what is normally expected of a full-time teacher, scholar, and colleague at the University. This rating informs the faculty member that she/he has failed during the past year to maintain an appropriate level of performance in those activities that the University normally and reasonably expects of its faculty members.

Unsatisfactory Annual Performance: This rating is reserved for faculty whose performance is deemed seriously deficient to the mission of the Department/School, the College or the University. This rating indicates serious deficiencies in performance such as a faculty member's repeated failure to comply with official directives or established policies; substantial neglect of her/his faculty duties and responsibilities; lack of professional competence in the performance of faculty obligations; and/or behavior which adversely affects the learning environment and/or the professional performance of others.

- (10) The Chairperson/Director will provide an overall adjectival rating supported by a narrative assessment of the faculty member's annual accomplishments. The narrative should be constructive in nature and assist the faculty member in developing future goals.

Should significant concerns about performance arise that require special attention to faculty members' actions affecting teaching, service, or scholarly activity, the Chair/Director must communicate the complaint or issue to the faculty member, document an investigation of the issue, and have a documented discussion with the faculty member within 10 class days of the concern. Adjectival ratings of "Below Expectations" or "Unsatisfactory Performance" may or may not result from this process.

- (11) The role of student evaluations in the annual performance appraisal should be focused on how the faculty member responded to the mutually agreed upon goals and objectives. Patterns and long-term trends should be given greater weight than the scores and comments from one course or from one semester. Normally, student evaluation scores and comments should not be used as the basis for lower ratings unless the faculty member has made no documented effort to revise their courses and methods of instruction. Lower ratings may be warranted in cases of egregious behavior and faculty misconduct revealed by student evaluations.

- (12) The overall adjectival rating is determined through a limited process and they are based on reviews of a limited range of accomplishments. They are not intended to indicate either satisfactory or unsatisfactory progress toward tenure or promotion. For a description of the tenure and the promotion processes, please refer to **Section XI** and **Section XII**, respectively, of this Agreement.
- (13) The Department Chairperson/Director, or in the case of the library, the Dean, completes an overall performance appraisal rating for each faculty member.
- (14) The Department Chairperson/Director and the College Dean will together review the performance appraisal of each faculty member to determine if; a) the appraisal is consistent with departmental evaluation criteria; b) the departmental standards of performance are consistent with others in the College; and c) the appraisal is consistent with the individual goals and objectives for the calendar year. After review by the Dean and Chairperson/Director, the Annual Performance Appraisal Form, including a written narrative, will be prepared for each faculty member. Any “other information available to the Department Chairperson” (see **Section IV.C.1.a.** of this document) that is material to the overall performance appraisal rating assigned to the faculty member will be addressed in this narrative. In those cases in which faculty are assigned a rating of either Annual Performance Below Expectations or Unsatisfactory Annual Performance, the Chairperson/Director will also address the areas in which performance has been judged to be below expectations or seriously deficient.
- (15) Dean of Library Services with the Provost and Executive Vice President for Academic Affairs will review the performance appraisals of faculty in the library.
- (16) The completed Annual Performance Appraisal Form will be dated and signed by the Chairperson/Director and the College Dean. The signed Annual Performance Appraisal Form and any appended material will be given to each faculty member by March 1. Prior to March 31 the Chairperson/Director (or in the case of the library, the Dean) will meet with each faculty member to review the completed annual appraisal and finalize the faculty member’s goals and objectives for the calendar year (see (4) through (6) above). Faculty members with concerns about their annual appraisal may request this meeting to be held within 10 class days of receiving the document. At the conclusion of this meeting the faculty member will sign the appraisal form and finalized goals and objectives, and, indicate whether they formally Agree or Disagree with the results of their performance review.
- (17) In the event that the faculty member disagrees with the outcome of their review, the faculty member may append any comments, documents or

materials he or she desires to the final performance appraisal document within ten (10) class days of meeting with the Departmental Chairperson/School Director. These attachments will be limited to clarifications of the accomplishments listed in the faculty member's annual accomplishment report, responses to the Chairperson's/Director's evaluation of performance and to any "other information available to the chair/director" addressed in the narrative (see **Sections IV.C.1.a and IV.C.1.b.** (10) of this document).

- (18) The Chairperson/School Director will have 10 days to reconsider the initial rating and may choose to improve the rating.
- (19) At this point, the annual performance appraisal process is completed, and neither party will add to or delete from the Annual Performance Appraisal Form or its attachments. Faculty members grieving the outcome of the annual performance appraisal process must follow **Section XXIV B.** of this document.

c. Student Evaluation of Teaching

Professionally developed norm referenced student ratings are one of a variety of ways to measure competence and effectiveness in teaching and can be used for course revision and improvements. Faculty are required to use a standardized student rating instrument specified by the Provost and Executive Vice President for Academic Affairs, along with other materials chosen by the faculty member, to document teaching effectiveness for the purposes of annual performance appraisal, promotion, and tenure.

The same uniform student rating instrument specified by the Provost and Executive Vice President for Academic Affairs shall be used by the Administration for the evaluation of teaching competence and effectiveness in the performance appraisal process and in determining individual entitlement to promotion or tenure, *provided that* in no event shall the Administration use student rating instruments as the sole indicator of teaching competence and effectiveness. Examples of additional indicators that may be submitted as evidence of teaching competence and effectiveness in the performance appraisal, tenure and promotion processes can be found in **Section XXIX. Appendix A, The Core of Academe.**⁶

During the fall and spring semesters, the course evaluation instrument will be administered in every course which comprises each faculty member's assigned

⁶ For more information on the meaning of "academic mentoring" see references to "advisement, academic advisement, or advising" in The Core of Academe.

teaching load. The administration of the instrument will be coordinated by the Center for Teaching, Learning and Technology. The results of the evaluations will be housed in the CTLT and all evaluations will be accessible only to the faculty member, to their department chair or school director, and to other university administrators as necessary. Every year each faculty member will choose at least two course's results from each semester to share with his/her department chair or school director for use in their annual performance appraisal. The courses chosen should be representative of the faculty member's teaching load for the year. Faculty members in the probationary period of a tenure earning position shall provide course evaluations to their chair or director for every course in their assigned load for use in their annual performance appraisal. Faculty members who are within 18 months of their approved retirement date may forego the course evaluation process with approval of their departmental chair or school director.

Note: Non-identifiable aggregated data across multiple courses by academic discipline, departments, schools, colleges, and the university are not considered confidential and will be available to both faculty and administration.

d. Timeline for Annual Faculty Performance Appraisal:

Event	When
New faculty will submit their goals and objectives to Chair/Director within 30 days from the date of their initial employment.	30 days from initial hire date - submit
Discussion with Chair/Director within 45 days of initial employment.	45 days from initial hire date - discuss
The Departmental Chairperson/School Director reviews and discusses their unit's Strategic Plan with all faculty members in their unit.	Prior to conclusion of the annual Fall Semester
Each faculty member prepares their written statement of individual goals and objectives, and, submits it to their Departmental Chairperson/ School Director.	By the fifth-class day after classes convene for next Spring Semester
Each faculty member completes their annual activities report and submits it to their Departmental Chairperson/School Director through the university's faculty activities system.	By the fifth-class day after classes convene for the next Spring Semester
Departmental Chairperson/School Director reviews and evaluates each faculty member's annual activities report and proposed goals and objectives. ⁷	Prior to March 1
The Departmental Chairperson/School Director reviews each faculty member's annual activities report and proposed goals and objectives with the college dean. The completed Annual Performance Appraisal Form is dated and signed by the Chairperson/Director and the College Dean.	Prior to March 1
The completed and signed Annual Performance Appraisal Form is given to each individual faculty member.	No later than March 1
The Departmental Chairperson/School Director meets with each of their faculty members individually to discuss the results of their Annual Performance Appraisal and to finalize the faculty member's goals and objectives. Faculty members with concerns about their annual appraisal may request this meeting to be held within 10 class days of receiving the document.	Prior to March 31
Each faculty member signs their completed Annual Performance Appraisal Form and indicates whether they Agree or Disagree with their evaluation.	At the conclusion of the meeting between the faculty member and their Chairperson/Director
In the event that the faculty member Disagrees with their performance review, the faculty member appends comments and additional documentation to their Annual Performance Review Form.	Within 10 days of the meeting between the faculty member and their Chairperson/Director
Faculty rights to grievance of results.	As outlined in Section XXIV B.

⁷ Faculty on Spring sabbatical will turn in Goals and Objectives within thirty working days of the fall semester start and will meet with the chair within 45 days.

2. Allocation of Annual Faculty Salary Increments

- a. The Provost and Executive Vice President for Academic Affairs will distribute to the Deans a pool of funds, calculated as a percentage of faculty salaries or as a lump sum, and agreed upon during the annual meet and confer process for salary increases.
- b. Merit salary dollars will be distributed by college. Deans and the Provost and Executive Vice President for Academic Affairs will be expected to expend all merit dollars allocated for the year.
- c. Salary adjustments and promotion increments will be added to the base salary in addition to the merit salary increment where appropriate.
- d. The salary allocation process as contained in this Agreement shall be utilized and based upon the performance appraisals completed during the term of this Agreement.
- e. All promotions and salary merit increments shall be automatically funded. Any increase in the promotion allotment shall apply to all those promoted under the current contract.

V. THE MEET AND CONFER PROCESS AND SALARY GENERATION

A. The Meet and Confer Process

By the end of third week of each Spring semester the following will meet to initiate the annual bargaining process for the next fiscal year Agreement:

- PSU/KNEA President
- PSU/KNEA Chief Negotiator
- The Pittsburg State University President
- The Provost and Executive Vice President of Academic Affairs
- Chief Financial Officer and Vice President for Administration
- The PSU/KBOR Chief Negotiator

The PSU/KNEA and Administration negotiation teams will meet and confer during the spring semester of each year. The Salary Generation target (as defined below) established during the prior year's meet and confer process will be used in the annual meet and confer process. Meetings will be scheduled on a regular basis until an agreement is reached. The target date for concluding the meet and confer process will be the end of the State of Kansas fiscal year.

B. Salary Generation

In addition to meeting and conferring over the next fiscal year Agreement, the parties will participate in Salary Generation. The intent of Salary Generation is to identify a faculty base salary increase to be used for budget and planning purposed for the fiscal year following the next fiscal year.

Prior to April 1, representatives of the PSU/KNEA bargaining team will meet with Pittsburg State University's President, CFO, and Provost and Executive Vice President to discuss preliminary plans for development of the university's overall budget and Salary Generation for the fiscal year following the next fiscal year. The parties will consider relevant information on faculty salaries and review trends and leading indications of anticipated state funding, enrollment, and other revenues.

Salary Generation represents a target value for inclusion in the fiscal year following the next fiscal year budget to be used in the meet and confer process. It is also recognized that the Salary Generation target, as used in the meet and confer process in the following year to determine salary adjustments, will be subject to, and contingent upon, legislative and executive action at the state level, and projected PSU revenues.

VI. SUMMER EMPLOYMENT PROCEDURE

The following procedures shall be followed in determining which faculty members shall teach during the summer session:

- A. The Department Chairperson/School Director shall, in consultation with the faculty, prepare a staffing plan to support the summer session academic program and submit it to the Dean. The academic program of the summer session shall reflect programmatic and enrollment considerations. In preparing the staffing plan, the Chairperson/Director shall propose the utilization of the expertise available among (1) qualified tenured and tenure-earning departmental faculty, (2) qualified tenured and tenure-earning University faculty, (3) qualified full-time temporary faculty, (4) qualified part-time temporary faculty, and (5) visiting specialists with appropriate credentials. The Chairperson/Director shall make his/her decision based upon the order listed above with the Chairperson/Director determining whether available instructional personnel are qualified based on written statements available to any interested member of the faculty. Specifically, the following summer school teaching rotation will be utilized:
 - 1. Starting in the inaugural year (Summer 2004), tenured and tenure-earning faculty will be listed by rank then seniority with highest rank/seniority on top of the list;
 - 2. The faculty member on top of the list will have first choice of any course he/she is qualified to teach;
 - 3. After selecting his/her course, the faculty member goes to the bottom of the list;
 - 4. Process continues until all positions are filled or all tenured and tenure-earning faculty (that wish to be employed) are fully employed;
 - 5. If positions are still unfilled after all departmental tenured and tenure-earning faculty (that wish to be employed) are fully employed, qualified tenured and tenure-earning University faculty will be offered positions – if more than one equally qualified faculty member applies, selection will be by rank and seniority;
 - 6. The departmental list (after all departmental faculty have had an opportunity to select courses) will become the starting list for the subsequent summer school session.

Each department/school, however, may by a two-thirds vote of the Unit members of the full-time faculty, adopt alternate procedures subject to the approval of the Chairperson/Director, for the selection of instructional personnel when such personnel are, in the judgment of the Chairperson/Director, qualified to teach the proposed program offering. Such alternate procedures shall be filed with the Office of the Provost and Executive Vice President for Academic Affairs and the President of PSU/KNEA. Such alternate procedures shall allow for other

qualified University tenured and tenure earning faculty to be considered before qualified full-time temporary, part-time temporary or visiting specialists.

- B.** After receiving all of the proposed staffing plans, and in consultation with the Department Chairperson/School Director, the Dean shall prepare a proposed summer program for the College and submit it to the Provost and Executive Vice President for Academic Affairs.
- C.** After consultation with the Deans, the Provost and Executive Vice President for Academic Affairs shall prepare the program for the University's summer session.
- D.** Every effort shall be made to complete this process by the end of each WF semester.
- E.** Faculty will be compensated at a rate of 2/10 of their annual salary for full-time employment and for part-time employment at a fraction of 2/10 annual salary proportional to the fraction of full-time summer employment.
- F.** Full-time summer employment is defined by this Agreement (**Section XIX. B. 2. e.**). Part-time summer employment must be a proportional and rational fraction of the contractual definition of full-time employment. Exceptions must be submitted to the Office of the Provost and Executive Vice President for Academic Affairs.

VII. FACULTY TRAVEL

The Faculty Travel funds allocated to each department will be administered by the Department Chairperson or School Director in consultation with the department/school faculty.

Any unit member's travel funds unspent or unencumbered by March 15, of each fiscal year, will be returned to the Office of the Provost and Executive Vice President for Academic Affairs for redistribution to unit faculty within the current fiscal year.

For FY26, Faculty Travel will be \$500 per unit member.

VIII. SAFETY

Pittsburg State University will:

- A. maintain safe and healthful working conditions;
- B. furnish, within reason, the best available mechanical safeguards and personal protective equipment;
- C. maintain an active and aggressive safety training program with reasonable safety equipment provided for buildings, classrooms and offices;
- D. maintain a continuous educational program in safe operating procedures;
- E. insist that all employees observe established safety regulations and practices and use the safety equipment provided; and
- F. consider ergonomics in the maintenance of safe and healthful working conditions.
- G. promptly notify faculty of any known environmental conditions that could adversely affect their health. The notifications should be made directly to faculty members by the responsible campus officials and include follow up information about remediation.
- H. at the request of faculty, the appropriate campus officials will promptly meet and respond to questions about campus environmental health concerns.
- I. furnish, within reason, the best available sanitizing safeguards and basic cleaning supplies for classrooms, meeting rooms, labs and other working spaces (such as keyboard cleaning, hand sanitizer, wipes) for prevention of virus and flu.

IX. FACULTY NON-REAPPOINTMENT BECAUSE OF CAUSE, FINANCIAL EXIGENCY, AND/OR ACADEMIC PROGRAM DISCONTINUANCE

A. Introduction

Non-reappointment of faculty occurs as the result of three contingencies: cause, financial exigency, and academic program curtailment or discontinuance. The policies and procedures below concern each of these areas:

B. Cause

Non-reappointment of a tenured faculty person may occur as a result of "cause" which shall include "chronic low performance," defined as having received two consecutive "Unsatisfactory" adjectival ratings or b) failure to successfully complete the Faculty Remediation Process (**Section XXVIII. B**).

A faculty member receiving a final performance appraisal adjectival rating of Unsatisfactory will be officially placed on probation by the University.

The adjectival rating will be final only after the faculty member has opportunity to grieve under the process defined in **Section XXIV. B**.

When the Unsatisfactory adjectival rating is final, a professional development program will be developed and the faculty member and the Chairperson/Director and the Dean will mutually agree to the program.

Should the faculty member and the Administration be unable to agree on a professional development plan, a Faculty Review Committee will produce a professional development plan. The Faculty Review Committee consists of three randomly selected tenured faculty⁸ from the affected department/school and two randomly selected tenured faculty from outside this department/school.

During the 12-month probationary period, which commences with the formulated development plan, the annual performance appraisal process shall be modified to reflect dates based on the start of the program. The dates shall be specified by the Provost and Executive Vice President for Academic Affairs and furnished to the individual, Department Chair or School Director, and the Dean.

A faculty member receiving a final adjectival rating of Unsatisfactory at the end of the probationary period may be reviewed for non-reappointment. The adjectival rating will be final only after the faculty member has opportunity to grieve under the process defined in **Section XXIV.B**.

⁸ If the Department/School does not have at least three tenured faculty members, additional tenured faculty will be selected at random from the affected College.

A review for non-reappointment will be conducted by a decision-making committee consisting of the Faculty Review Committee, the Chairperson/Director, the Dean, and the Provost and Executive Vice President for Academic Affairs. The Faculty Review Committee again consists of three randomly selected tenured faculty⁹ from the affected department/school and two randomly selected tenured faculty from outside this department/school. If in the view of six (6) out of eight (8) members of the decision-making committee, the performance deficiencies have not been removed or adequate progress toward improving performance has not been made during the professional development program, the faculty member may be discontinued.

The decision for non-reappointment may be grieved under the Grievance Procedure defined in **Section XXIV** of this Agreement.

C. Academic Program Discontinuance

In the life of a university, as knowledge expands and new academic programs flourish, some programs may diminish or become outmoded. In the process of discontinuing programs, three basic considerations must prevail: 1) maintenance of a strong and vigorous university, 2) fulfillment of commitments to students in the process of completing discontinued programs, and 3) the fulfillment of established faculty rights and due process to individual probationary or tenured faculty and unclassified staff members who may be subject to dismissal.

Dismissal of individual faculty may occur as a result of program discontinuance. Within the constraints and necessity of program integrity and departmental policies, faculty will be released by appointment category and academic rank in the following order: part-time, temporary, tenure earning, and tenured; instructor, assistant professor, associate professor, and professor.

1. Procedures

After receiving notification of the discontinuance of a program from the President, the Provost and Executive Vice President for Academic Affairs, upon the recommendation of the appropriate Dean, shall recommend to the President which faculty members within the discontinued program are to be dismissed. Before notice of the intent to dismiss is given to tenured and tenure earning faculty, reasonable efforts shall be made to place the faculty member in another suitable position within the University. Affected faculty may apply for any open unclassified position and any teaching position not occupied by a tenured or tenure earning faculty member. If the faculty of the receiving department/school determines the affected faculty member is qualified, the faculty member will be assigned that position. If placement in another position would be facilitated by a

⁹ If the Department/School does not have at least three tenured faculty members, additional tenured faculty will be selected at random from the affected College.

period of retraining then the affected faculty member will be awarded an appropriate sabbatical leave or leave with pay for that purpose. Pittsburg State University will attempt to make agreements with other institutions to facilitate affected faculty attending those institutions for retraining purposes.

If reasonable efforts at reassignment are unsuccessful, the Provost and Executive Vice President for Academic Affairs shall give written notice of the intent to dismiss the faculty member. Notice shall include: a) a statement of the basis for the initial decision to dismiss, b) a description of the manner in which the initial decision to dismiss was determined, c) a disclosure of the statement upon which the Provost and Executive Vice President for Academic Affairs relied to discontinue the program, and d) a statement of the faculty member's right to respond to the dismissal. Such notice shall be given observing the University's policy on standards of non-reappointment as set forth in the Unclassified Personnel Handbook.

Tenured faculty dismissed for reasons of program discontinuance will be retained for the time during which their programs are being phased out. During the time in which students in a discontinued program are permitted to complete their degrees, tenured faculty members shall be continued in their previous duties, or shall be temporarily reassigned without a reduction in salary, rank or tenure status to other suitable positions within the University. The University will assist dismissed faculty in their efforts to secure acceptable positions during the phase out period. Dismissed faculty will have the right to retire or resign their appointments at their discretion during the phase out period.

2. Faculty Due Process

A faculty member shall have the right to grieve the Provost and Executive Vice President for Academic Affairs' decision through the existing faculty grievance procedure. Such grievance shall be made in writing, and shall be filed within twenty (20) days of the date of notification. The appeal may be based on the grounds that: 1) dismissal was based on a statutory or constitutionally impermissible reason, 2) use of incomplete or erroneous data or information in the decision making process by the Provost and Executive Vice President for Academic Affairs led to dismissal (that is, that the Provost and Executive Vice President for Academic Affairs had insufficient basis in fact for selecting the appellant for dismissal), 3) no reasonable effort was made to place the faculty member in another suitable position in the University before the notice of intent to dismiss, or 4) the procedure surrounding the dismissal was improper.¹⁰

Improper procedure includes (but is not limited to):

¹⁰ In the case of decisions to discontinue an academic program by the Board of Regents, "the procedure surrounding the dismissal was improper" will not be considered grounds for grievance.

- a. Violation of the procedures outlined in "Recommendations for Academic Program Discontinuance" for arriving at the recommendation of discontinuance of the program in question. Such appeal, however, shall not address the substance of the recommendation.
- b. A violation of the procedures outlined in this document for arriving at the recommendation of non-reappointment of the individual.

Where the basis of the grievance is statutory or constitutional impermissibility, use of incomplete or erroneous data, or lack of effort, the burden of proof is on the faculty member. Where the basis of appeal is improper procedure, the burden of proof is on the Provost and Executive Vice President for Academic Affairs. The faculty member shall have access to all relevant information in the possession of the administration to aid in preparing the case based on any of the grounds listed above.

If the program that has been discontinued should be reinstituted within three years from the date of declaration of discontinuance, faculty positions in that program shall not be filled unless the dismissed faculty member shall be offered reappointment at the same rank, salary increased at a Satisfactory Performance Rating based on any pay increases and adjustments made to the general faculty during the time they were dismissed, and tenure status as held previously, unless the faculty member is demonstrably unqualified for appointment in the reinstituted program.

The faculty member will be given thirty (30) days to accept or decline an offer of reappointment. If, after the three (3) year period, a position in the area of previous service of a dismissed faculty member is advertised, the faculty member shall, if possible, be notified and given an opportunity to apply.

D. Retrenchment Due to Financial Exigency

The following procedures are used for the reduction of Unit members, how such personnel shall be laid off, and how they shall be recalled. The term dean is generic in nature as is the term academic unit. When read in this document, such terms appropriately apply to the Division of Library Services.

1. Personnel Reduction Procedures

- a. The President shall inform the Provost and Executive Vice President for Academic Affairs of the number of positions to be reduced. The Provost and Executive Vice President for Academic Affairs shall, in conjunction with the Deans, determine the number and location of those reductions observing academic integrity.
- b. The Deans, in conjunction with the Department Chairpersons and School Directors, shall implement departmental and school reduction procedures, summarize the reductions to be made, and report them to the Provost and Executive Vice President for Academic Affairs.

- c. The Provost and Executive Vice President for Academic Affairs shall forward the names of the reduced personnel to the President, who shall properly notify them of their termination, the conditions of their termination, the right to grieve the reduction, and the stipulations under which they may expect recall.
- d. Although the University is not responsible for the ultimate placement of reduced faculty, it shall assist faculty in locating employment, both academic and non-academic, on a national basis to assist reduced personnel in locating new placements.

2. Personnel Recall Procedures

- a. After a period of personnel reduction, the University must honor the reinstatement rights of faculty members released under the personnel reduction procedures for a period of one year from the date of termination.
- b. If an academic unit is reallocated a faculty position within the time frame specified above, the Provost and Executive Vice President for Academic Affairs shall inform all eligible faculty of that academic unit who have been notified and/or terminated of the reallocated faculty position.
- c. The academic unit shall consider the qualifications of all eligible faculty for the position.
- d. A notified and/or terminated faculty member recommended by the academic unit shall be offered the position by certified mail and given fifteen days to accept or decline the offer.
- e. Faculty shall be reinstated at their former rank and tenure status and at a salary no less than the existing salary at the time of retrenchment.
- f. The obligation of the University to faculty members released under personnel reduction conditions shall cease after one year from the date of termination.

X. PERSONNEL FILES

The University shall maintain official personnel files in the Office of the President for Unit faculty members. These files shall be confidential. Any material in such files dealing with personnel and/or professional matters shall include authorship.

A Unit faculty member or his/her designee shall have access to his/her personnel file during regular office hours provided there shall be no undue interference with the normal routine of the office. A Unit faculty member's official personnel file shall not be removed from the office by the faculty member or his/her designee, and access to the file shall be only in the presence of someone in authority in the office.

If a Unit faculty member designates another person to have access to his/her personnel file, the faculty member shall authorize the Office of the President in writing to release his/her file to that designee for examination.

A Unit faculty member shall have the right to respond to or comment upon any material filed in his/her official personnel file. Such response or comment shall be affixed to the material and placed with it in the faculty member's file.

A Unit faculty member shall have the right to have a copy of material filed in his/her official personnel file at personal expense. Copies will be made by a representative of the Office of the President upon request from the faculty member concerned.

University administrators shall have access to faculty personnel files in carrying out their official duties.

If a personnel file is duly subpoenaed, the faculty member involved shall be notified of such subpoena at the earliest possible time.

The original or a copy of an official personnel file shall be made available at a Unit faculty member's grievance hearing on his/her written request.

That portion of a Unit faculty member's personnel file relevant to a grievance being heard or a copy of that portion of the file may be introduced at a grievance hearing upon the written request of an administrative official involved in the grievance hearing of that faculty member.

XI. RECOMMENDING AND AWARDING TENURE: GUIDELINES AND PROCEDURES

A. Tenure Guidelines

1. Tenure Consideration

To be awarded tenure at Pittsburg State University, a faculty member must be able to demonstrate professional competence and achievement in the areas of: 1) teaching, 2) disciplinary research, scholarly activity, and/or creative endeavor, and, 3) community, professional, and University service. Accomplishments in these areas must reasonably be judged of such recognizable merit as to justify the status and commitment of a continuing appointment. Each department or academic unit establishes the appropriate level and quality of work that is expected to earn a positive tenure recommendation. In considering tenure, the entire length of service that a faculty member has rendered at Pittsburg State University should be considered.

At the time of the initial appointment to a tenure-earning faculty position, recommendations for tenure shall normally be earned on the following schedule of probationary service at Pittsburg State University: Instructor, seven years; Assistant Professor, five years; Associate Professor and Professor, four years.

After consultation with the Department Chairperson/School Director and departmental tenured faculty, the University shall determine whether prior experience and service in a tenure-earning or tenured position elsewhere shall reduce the probationary period; provided, however, that no person shall be considered for tenure until after a minimum of four years employment at Pittsburg State University per Kansas Board of Regents policy.

All initial letters of appointment to tenure-earning positions shall state the academic year in which the faculty member must apply for tenure consideration and the academic year for which tenure will be granted if successfully achieved.

During the probationary period a faculty member should have the academic freedom that all other members of the faculty have. In addition to the information on promotion and tenure found in this Agreement and **Section XXIX. Appendix A. The Core of Academe**¹¹, all parties should consult the department's individual criteria for tenure. Said departmental criteria should be in harmony with the statements found in this Agreement. Departmental and School guidelines do not supersede this Agreement.

¹¹ For more information on the meaning of "academic mentoring" see references to "advisement, academic advisement, or advising" in The Core of Academe.

2 . Non-renewal of Contract

If a faculty member is not to be continued during the probationary period, notification in writing will be given by March 1 during the first year of service, by December 15 of the second year of service, and, thereafter, at least one year prior to termination.

All deadlines hereunder shall be met when such written notification is hand delivered or mailed to the faculty member on or before the deadline as follows:

- a. Hand delivery hereunder is complete when the written notification is signed and dated by the faculty member or a third-party witness and is deemed received by the faculty member on the date of delivery.
- b. Mail delivery hereunder is complete when the written notification is sent both certified mail and first class, postage prepaid, to the faculty member's last known address and is deemed received by the faculty member on the earlier of the date the faculty member signs for the delivery or the date of the first delivery attempt.

B. Tenure Clock Extensions

1. Interruptions in Service

Changes to the length of required probationary service may be granted if the pre-tenure period is interrupted by breaks in service to the university.

Leave without pay for scholarly pursuits will count toward the tenure probationary period unless the employee and the institution agree, in writing, to the contrary at the time the leave is granted. During a military leave without pay the unit faculty member's probationary status is frozen until he/she returns to that position. All other leaves without pay will not count toward the tenure probationary period.

Those on a leave without pay are governed under provisions set forth in policies regarding resignation and release from employment obligation.

2. Delay of Tenure Review

Prior to May 1 of the initial year of eligibility for tenure review, at the request of the faculty member and with the approval of their departmental chair or school director and their college dean, the Provost and Executive Vice President of Academic Affairs may grant an extension of the tenure clock for a maximum of one year.

If during the pre-tenure period a faculty member becomes pregnant or a parent through birth, adoptive placement, or adoption of a child prior to submission of the tenure dossier, that faculty member, upon notification to the Provost and Executive Vice President of Academic Affairs, shall be granted a one-year delay of the tenure review. Notification must occur within 90 days of the need. Faculty members retain the right to opt out of this interruption policy.

Under unexpected and exceptional circumstances prior to the expected tenure review, and at the request of the faculty member and their dean, the Provost and Executive Vice President of Academic Affairs of the university may grant an extension of the tenure clock for a maximum of one year.

Normally no more than two extensions of the tenure clock may be granted to a faculty member for any reason. Nothing in this provision shall be construed to guarantee reappointment of an untenured faculty member.

C. Tenure and Rank

The granting of tenure reflects a long-term commitment of the university to faculty members based upon their expected future contributions to the university, its students and other constituents. The most important predictor of future success is past performance. Therefore, normally, the granting of tenure for assistant professors is also accompanied by promotion in rank. Applications and documentation for tenure and for promotion normally will be combined into one dossier.

D. Tenure Procedures

1. Department/School Committees

Every academic year, each Department or School will select a faculty Promotions and Tenure committee. This committee will review and consider all applications for tenure and promotions in order to provide written recommendations to the administration. To encourage thoughtful robust discussion of merits within the context of each discipline, the Department or School committees will normally meet in person face to face in a series of meetings to elect a committee chair, establish guidelines for the committee, review criteria and their charge, discuss applications, and vote on candidates. Details concerning the constitution of these committees is contained in **Section XII. D. 1.** of this Agreement.

2. Initiating Tenure Consideration

It is the responsibility of the individual faculty member to engage in those activities that will eventually result in the awarding of tenure. It is the responsibility of the Department Chairperson or School Director to counsel and guide the faculty member into productive activities that will increase the probability of tenure being granted. Descriptions of the characteristics of teaching, scholarly activity, and service, useful in tenure decisions, are contained in **Section XXIX. Appendix A. The Core of Academe.**

The Department Chairperson will provide the faculty member with a written report assessing the faculty member's progress towards achieving tenure in the Department. This report shall be made at the beginning of the second year for ranks of associate professor and professor and at the beginning of the third year for ranks of instructor and assistant professor and once again at such time as

requested by the faculty member. Each report shall be based upon detailed departmental tenure criteria reflecting professional standards developed by the departmental faculty in consultation with the Chairperson and reviewed by the Dean and by the Provost and Executive Vice President for Academic Affairs. The faculty member shall be given a copy of departmental criteria for tenure at the beginning of their employment. The first written tenure report shall be submitted to a departmental committee, composed of tenured faculty, for review and recommendation, prior to submission to the faculty member.

The College Dean and Department Chair or School Director will notify tenure candidate members, in writing, of their eligibility for tenure before the first Friday of April in the academic year prior to the fall semester in which the applicant can apply for tenure. For example, tenure earning candidates who were hired at the Assistant Professor rank shall be notified in their fourth year of their probationary period (earlier if credit for prior service was granted at the time of initial hire). Said faculty members shall notify their Department Chairperson or School Director prior to the third Friday in August if they intend to submit a tenure dossier in the fifth year or if they request a delay of tenure review (see **Section XI B. 2** above). If a delay is requested and granted, then the same notification will be provided in the following year, but will be for the final time.

The faculty member is responsible for preparing and submitting a tenure dossier. The tenure candidate will determine the content of the dossier material based on a university-wide standardized format. Prior to Finals Week each spring semester, the administration and KNEA will cooperatively offer a campus-wide workshop for candidates to provide recommendations on preparing successful dossiers. Workshop participation is recommended but not a requirement of the process. Academic administrators and faculty Promotion and Tenure Committee chairpersons are responsible for assuring that candidates' dossiers are complete and in the standardized format. Likewise, during the review process they are also responsible for assuring that the written justification of recommendations from the prior level(s) of review are relevant to the basis upon which the candidate is being considered for tenure. Dossiers and recommendations should be returned to the prior level(s) of review to be reconsidered if they have not followed the guidelines outlined in this agreement. Applications should neither be returned nor rejected due to minor technical details.

3. The Tenure Review and Decision Process

The Department/School Promotion and Tenure Committee will review the dossier and make a recommendation. This recommendation will be recorded in the place provided on the dossier cover sheet. The Department/School Promotions and Tenure Committee will prepare, for inclusion in the dossier of each candidate, a statement supporting their recommendation. The tenure dossier shall be reviewed by the Department Chairperson or School Director, who will recommend or not recommend the candidate for tenure, in writing and provide justification for any recommendation that is made. All dossiers containing the Chairperson's or Director's and departmental/school

recommendation will be sent forward to the Dean of the relevant College or Library Services.

The Dean will review the dossier and will recommend or not recommend the faculty member for tenure. The recommendation will be in writing and will include a justification of the decision made. Reasons must be given to support both a positive and negative recommendation.

The Provost and Executive Vice President for Academic Affairs will receive tenure recommendations from all College Deans, Department/School Committees, including those from the Division of Library Services. The Provost and Executive Vice President for Academic Affairs will consider all candidates for tenure, and after the dossiers have been reviewed, the Provost and Executive Vice President for Academic Affairs shall recommend or not recommend each candidate and provide a written rationale for that decision. Upon completion of this task, the dossiers will be forwarded to the President. The President will review the recommendations of the Provost and Executive Vice President for Academic Affairs and make the final decision. Any recommendations forwarded to the President shall become part of the candidate's official personnel file.

All actions by the respective Promotions and Tenure Committee, Department Chairperson or School Director, Dean, and/or the Provost and Executive Vice President for Academic Affairs shall be communicated to the candidate prior to the next level of consideration.

4. Tenure Decision

Upon completion of the tenure process, the President will communicate his/her decision to the faculty member. A positive decision shall result in the issuance of a tenured employment contract beginning with the next academic year. A negative decision may be grieved under the general grievance provisions of this contract. Faculty not awarded tenure will be issued a one-year nonrenewable employment contract for the next academic year after the conclusion of their tenure grievance proceedings.

5. Summary of the Tenure Process

The following steps provide an outline of the tenure process:

- a. Faculty Member Notified of Tenure Candidate Status
- b. Preparation of Tenure Dossier by the candidate for tenure
- c. Review and recommendation by the Department or School Promotion and Tenure Committee
- d. Review and recommendation by the Department Chairperson or School Director
- e. Review and recommendation by the College Dean
- f. Review and recommendation by the Provost and Executive Vice President for Academic Affairs
- g. Decision by the President

6. Timeline for Tenure or Concurrent Tenure & Promotion

The review process for candidates seeking tenure or tenure and promotion concurrently shall follow the timeline outlined below. For cases involving only promotion (without tenure consideration), refer to **Section XII**.

Event	When
First Issuance of Notification of Promotion and/or Tenure Eligibility (by the Provost's Office)	By the 1 st Friday of April
Delivery of campus-wide workshop on development and submission of tenure and promotion dossiers for potential faculty candidates.	Before Finals Week
Faculty members will notify Department Chair/School Director if they either intend to request an extension or submit a dossier for tenure consideration	By the 1 st of May
Second Issuance of Notification of Promotion and/or Tenure Eligibility (by the Provost's Office). Instructions for the preparation of dossiers are found on the Provost's website.	By the 1 st Friday of August
Departmental/School Promotion & Tenure Committees Formed; Committee Chairs Elected	By the 1 st Friday of September
Candidate Dossiers Submitted to Departmental Committees	By the 4 th Friday of September
Candidate Dossiers Submitted to Departmental Chairs or Directors	By the 2 nd Friday of October
Candidate Dossiers Submitted to College Deans	By the 4 th Friday of October
Candidate Dossiers Submitted to Provost and Executive Vice President for Academic Affairs	By the 2 nd Friday of November
Candidate Dossiers Submitted to University President	By the 4 th Friday of November
President Completes the Process and Announces Decisions to the Candidates	By the 2 nd Friday of December

XII. PROMOTION

A. Promotion Criteria

To be considered for promotion, a faculty member shall be tenured or holding a tenure earning appointment and be able to demonstrate excellence in at least one of the three areas of: 1) teaching; 2) research, scholarship, and/or creative endeavor; 3) community, professional, and/or University service with accomplishment in the remaining two. Faculty are not expected to achieve excellence in each of the three areas, but they should be able to demonstrate professional accomplishments in all three. Faculty members shall select a primary basis for promotion from among teaching; research, and/or creative endeavor; and community, professional, and/or University service. It should be emphasized that the following criteria are broad and conceptual in nature and define a number of areas in which contributions to teaching, scholarship, and service may be made. Departmental or Program guidelines are generally more specific.

In addition to the information on promotion and tenure found in this Agreement and in **Section XXIX. Appendix A. The Core of Academe**, all parties should consult the department's specific criteria. Said departmental criteria should be in harmony with the statements found in this Agreement. Departmental or Program guidelines cannot conflict with this Agreement.

1. Excellence in Teaching¹²

Teaching refers to the broad area of student/faculty interaction for educational purposes. Generally, a faculty member who excels in teaching is a person who guides and inspires students, maintains scholarship through sustaining breadth and depth of knowledge, contributes to understanding of subject matter, and facilitates the learning of students. A teacher should be able to demonstrate breadth of teaching competence in the content area. For example, theses and scholarly project oversight, supervision of internships, honors courses taught, contributions to course and curriculum development, use and preparation of instructional materials and technology (textbooks, laboratory manuals, open educational resources, computer programs, class projects, cases, audiovisual media, individual instructional modules, models and mock-ups, etc.), experimental instructional methods and techniques, attendance at institutes and other programs relevant to instruction and evidence of impact on students (student evaluations, pre and post-testing results, state board results, certification examination results, job placement, graduate school admissions, GRE and Millers Analogies results, etc.). Different categories of accomplishments are necessary to adequately reflect the library faculty's instructional activity.

¹² For more information on the meaning of "academic mentoring" see references to "advisement, academic advisement, or advising" in The Core of Academe.

The results from the student evaluations of teaching, as described in **Section IV. C. 1. c.** may be used to document teaching effectiveness and success, but should not be used as the sole evidence.

2. Excellence in Research, Scholarship, and/or Creative Endeavor

A member of the faculty who excels in the field of research, scholarship, and/or creative endeavor conducts creative work appropriate to the area of specialization and disseminates such creative work to other colleagues on the Pittsburg State University campus, as well as on other campuses. Persons whose primary strength is in the field of scholarly activity may find that such activity manifests itself as much in the work of students as through their own direct efforts. Criteria in this category will consist of demonstrable activity in such areas as publications (peer reviewed papers, monographs, textbooks, open educational resources, book reviews, abstracts, etc.); production, exhibition, or performances of creative works; lectures, papers, speeches presented at meetings or other educational institutions; attendance at institutes, short courses, or seminars related to the faculty member's discipline; grants and awards received; evidence of national or international recognition; and current research, scholarly activity, and/or creative endeavor projects in progress. The emphasis in this category is in the presentation of data that will substantiate the continuing scholarship of the faculty member in a particular discipline. As expectations concerning the form of research and creative endeavors vary naturally across disciplines, faculty members are encouraged to consult their department/school and college promotion and tenure documents for specific criteria. Quality and peer review in scholarship are highly valued characteristics, thus predatory journals and publications should be avoided.

3. Excellence in Community, Professional, and/or University Service

A faculty member whose contribution to the University is in the field of service should be productive in any one or a combination of the following: institutional service or professional service. The service must be performed because of competencies relevant to the faculty member's role at the University. Service provided through a vocational interest or associated with special talents not related to University appointment will not be considered. Excellence may be achieved by displaying leadership in academic and other University affairs, and/or through academic mentoring of students in academic matters. Faculty members may participate broadly in continuing education programs by teaching in non-credit courses or planning and leading workshops, seminars, and discussion groups. Outstanding public service contributions may be made by helping to implement regional community service and other types of field services. A significant contribution may be as an officer of a professional, technical, or scholarly society at the state or national level. The faculty member may also be highly regarded as a consultant to government and industry on technical matters. In all service categories, evidence must be presented to substantiate the quality and quantity of the service provided.

B. Ranks

The three levels of rank are considered as a continuum of performance from potential to actual -- potential at the Assistant level to actual at the Professorial level. All promotions and salary merit increases shall be automatically funded. Any increase in the promotion allotment shall apply to all those promoted under the current contract. Following are definitions of each rank.

1. Assistant Professor (promotion from Instructor)

Promotion to Assistant Professor is based upon potential for professional development. A strong academic record should be present; and the individual should have completed, in most cases, a doctoral program. Where it is recognized by both faculty and administration that the doctorate is not the terminal degree, the recognized terminal degree plus relevant experience is a requirement. There should be a clear indication that the individual has the aptitudes of a successful faculty member and will grow in stature and eventually qualify for the rank of Associate Professor. Normally, individuals promoted to Assistant Professor would have been in prior rank for a period of at least four years. Promotion to this rank carries with it a salary adjustment of \$1,500.

2. Associate Professor (promotion from Assistant Professor)

Promotion to the Associate rank is based upon actual performance as well as future potential. The terminal degree appropriate to the discipline in which promotion is to be granted in all but exceptional cases is required. Above all, the individual should still be developing technically and professionally. Candidates for Associate Professor should be well on the way toward becoming productive members of the academic community. It is assumed that candidates meet all requirements of the Assistant Professorship prior to promotion to Associate Professor. Normally, individuals promoted to Associate Professor would have been in the Assistant Professor rank for a period of at least five years. Promotion to this rank carries with it a salary adjustment of \$2,500.

3. Professor (promotion from Associate Professor)

Promotion to full Professorship implies that the individual faculty member is recognized by professional peers as an outstanding contributor in a field of specialization and by associates and students as a contributing member of the Pittsburg State University academic community. The terminal degree appropriate to the discipline in which promotion is to be granted is required. In general, one holding the rank of Professor will be responsible for an important area of instruction; in addition, it is expected that such a person will have made notable contributions in some area of specialization. It is expected that the candidate will be recognized on the Pittsburg State University campus for outstanding contributions to the educational program of the University. It is assumed that candidates meet all requirements of the Associate Professorship prior to promotion to Professor. Normally, individuals promoted to the rank of Professor would have been in the Associate Professor rank for a period of at least five years. Promotion to this rank carries with it a salary adjustment of \$3,500.

C. Promotion Procedures

It is the responsibility of the individual faculty member to engage in those activities that shall eventually result in promotion to the next higher academic rank. It is the responsibility of the Department Chairperson or School Director to counsel and guide the faculty member into activities that shall increase the probability of promotion being granted. The Department Chairperson/School Director is expected to meet with faculty on a frequent and regular basis (more than once or twice an academic year) in order to explore ways in which the University may support the faculty member's development in the areas of teaching, scholarly activity, and University and community service. It is to the benefit of both individuals and the University to be sensitive to opportunities that present themselves in order to enhance the professional advancement of faculty members.

The Department Chairperson/School Director will provide the faculty member with a written report assessing the faculty member's progress toward promotion in academic rank. This report shall be made at the end of the second year in rank and once again at such time as requested by the faculty member.

Each report shall be based upon detailed department or school promotion criteria reflecting professional standards developed by the department or school faculty in consultation with the Chairperson or Director and reviewed by the Dean and the Provost and Executive Vice President for Academic Affairs.

D. Promotion Committees

During the fall semester, the following promotion committees shall be formed from the university faculty (all those possessing academic rank, excluding departmental chairs and school directors who shall not serve):

1. Department/School Promotion and Tenure Committees

Department/School Promotion and Tenure Committees shall consist of at least three tenured Unit faculty members holding the rank of the candidate(s) or above. Committee members shall be selected by any manner consistent with procedures acceptable to the Departmental or School faculty acting as a group. If a committee cannot be formed due to lack of the requisite number of faculty at or above the rank of Associate Professor, additional committee members with appropriate rank will be selected from other university departments consistent with procedures acceptable to the departmental or school faculty acting as a group. The Chairperson of the Department/School Promotion Committee shall be elected by the committee and shall vote.

Library Services faculty will process dossiers through a Promotion and Tenure Committee at the organizational unit level. The members of the unit committee will elect the Chairperson of the committee. Since Library Services does not have departmental chairpersons, the dossiers will be forwarded directly to the Dean of Library Services.

a. **Promotions.** All members of a Department/School Promotion and Tenure Committee may vote on promotion recommendations for candidates at their rank or below.

b. **Tenure.** Only those members of a Department/School Promotion and Tenure Committee holding tenure may vote on recommendations for candidates seeking tenure.

2. College Promotion Committees

Each College Promotion Committee shall consist of not fewer than five nor more than nine Associate and/or full Professors. The Dean of the College shall determine the size of the committee within these guidelines. The faculty members of each College shall elect the members of the committee. The Chairperson of the committee shall be elected by the members of the committee and shall vote.

3. University Promotion Committee

The University Promotion Committee shall consist of faculty representatives of all Colleges. There shall be not more than twelve faculty members (three from each College) who are Associate or full Professors plus two members from the Division of Library Services. Faculty members shall be elected utilizing procedures established by College governance practices.

E. Application for Promotion

Normally, to be eligible to apply for promotion, a faculty member must have served a minimum number of consecutive years in a lower rank:

Assistant Professor—at least four years as an Instructor.

Associate Professor—at least five years as an Assistant Professor

Professor—at least five years as an Associate Professor.

University Professor— see **Section XIII**.

Provided, individual faculty members may negotiate a different timeline in their initial employment contract.

It is the responsibility of the faculty member, after consultation with the Chair or Director, to make application for promotion.

F. Candidacy for Promotion

All candidates for promotion in rank shall prepare a promotion dossier following a standard university-wide format. The candidate shall determine the contents of the dossier and be responsible for addressing the requirements for promotion as described above and in the relevant departmental or school criteria document. The dossier shall be confined to

activities since last successful application for promotion and should not exceed 20 pages. It may refer to supplementary materials that the candidate has submitted to the Chairperson or Director. These materials will not be sent forward unless requested by persons evaluating the dossier after the Chairperson or Director.

Promotion committees and members of the administration shall be required to provide written justification of promotion recommendations. These statements will represent the professional judgments of the authors concerning the candidates' qualifications for promotion. Individuals writing these justifications should be cognizant of the goals and objectives of the Department/School, College, and University and make remarks in light of the evidence presented in the dossier. Comments concerning the information present in or absent from the dossier in the areas of teaching, scholarly activity, and community and University service relevant to the qualifications of the faculty member should be made in this justification.

G. Reviewing Candidates for Promotion

To encourage thoughtful robust discussion of merits within the context of each discipline, the University Promotion Committee will normally meet in person face to face in a series of meetings to elect a committee chair, establish guidelines for the committee, review criteria and their charge, discuss applications, and vote on candidates. All actions by any promotion committee, Department Chairperson/School Director, Dean or Provost and Executive Vice President for Academic Affairs shall be communicated to the candidate prior to the next level of review. Candidates may provide responses to recommendations made by faculty promotion committees, Chairpersons/Directors, Deans, and/or the Provost and Executive Vice President for Academic Affairs prior to the forwarding of the dossier to the President. Faculty should address such responses to the next level of review.

The promotion dossier shall be reviewed by the Department/School Promotion and Tenure Committee, who shall review and discuss the dossier and vote on the candidate, recording the vote in the place provided on the dossier cover sheet. The Department/School Promotion and Tenure Committee shall prepare for inclusion in the dossier of each candidate a statement supporting their recommendation. The Department Chairperson or School Director shall receive from the Department/School Promotion and Tenure Committee the dossier and recommendation. The promotion dossier shall be reviewed by the Department Chairperson/School Director, who shall recommend or not recommend the candidate for promotion in writing and provide justification for any recommendation that is made. As a part of this justification, the Chairperson/Director shall summarize the performance appraisal of the candidate for the period being reviewed. All dossiers containing the committee's and the Chairperson/Director's recommendation shall be sent forward to the Dean of the relevant College, except when the promotion is withdrawn by the candidate.

The Dean shall review the dossier and shall recommend or not recommend the candidate's promotion. The recommendation shall be in writing and shall include a justification of the decision made. Reasons must be given to support both a positive and negative recommendation.

Upon receiving the dossier from the Dean, the College Promotion Committee shall discuss and review the promotion dossiers and vote on each candidate. The College Promotion

Committee shall prepare for each candidate a statement supporting its recommendation. This statement shall become a part of the dossier. All cases, regardless of the recommendation (except when the promotion is withdrawn by the candidate), shall be sent forward to the University Promotion Committee.

The University Promotion Committee shall receive nominations for promotion from all College Committees, as well as the Division of Library Services when appropriate. This committee shall consider all candidates for promotion, and after the committee has reviewed the dossiers of all candidates, it shall vote on each candidate and provide a written rationale for its recommendation. Upon completion of this task, the dossiers shall be forwarded to the Provost and Executive Vice President for Academic Affairs. The Provost and Executive Vice President for Academic Affairs shall recommend or not recommend, justify those recommendations in writing, and forward them to the President.

Upon receiving the recommendations of the Provost and Executive Vice President for Academic Affairs, the President shall review the dossiers and make the final decision. If the President's decision differs from the recommendation of the Provost and Executive Vice President for Academic Affairs, the President shall provide in writing a rationale for such difference to the candidate. The President's decision shall be communicated to the candidate and become part of the candidate's official personnel file.

Upon the faculty member's request, documents concerning decisions from any step of the promotion process shall be added to their official personnel file.

Denied promotions are grievable under provisions in this Agreement between PSU/KNEA and the PSU Administration/Board of Regents.

H. Timeline for Promotion-Only Cases

The review process for candidates seeking promotion only (without tenure consideration) shall follow the timeline outlined below. For cases involving tenure, refer to **Section XI**.

Event	When
First Issuance of Notification of Promotion and/or Tenure Eligibility (by the Provost's Office)	By the 1 st Friday of April
Delivery of campus-wide workshop on development and submission of tenure and promotion dossiers for potential faculty candidates.	Before Finals Week
Second Issuance of Notification of Promotion and/or Tenure Eligibility (by the Provost's Office). Instructions for the preparation of dossiers are found on the Provost's website.	By the 1 st Friday of August
Faculty members will notify Department Chair/School Director if they intend to submit a dossier for promotion consideration	By the 3 rd Friday of August
Departmental/School Promotion & Tenure Committees Formed; Committee Chairs Elected	By the 1 st Friday of September
College and University Promotion Committees Formed; Chairs Elected	By the 1 st Friday of September
Candidate Dossiers Submitted to Departmental Committees	By the 4 th Friday of September
Candidate Dossiers Submitted to Departmental Chairs or Directors	By the 2 nd Friday of October
Candidate Dossiers Submitted to College Deans	By the 4 th Friday of October
Candidate Dossiers Submitted to the College Promotion Committees	By the 2 nd Friday of November
Candidate Dossiers Submitted to the University Promotion Committee	By the 1 st Tuesday following Thanksgiving Break
Candidate Dossiers Submitted to Provost and Executive Vice President for Academic Affairs	By the 2 nd Friday of December
Candidate Dossiers Submitted to University President	By the 4 th Friday of December
President Completes the Process and Announces Decisions to the Candidates	By the 2 nd Friday of January

XIII. THE UNIVERSITY PROFESSOR

To be considered a candidate for University Professor a faculty member must demonstrate excellence in two of the three areas, and professional accomplishment in the third area of:

1. Teaching
2. Research, Scholarship, and/or Creative Endeavor
3. Community, Professional, and/or University Service.

The rank University Professor implies that the individual faculty member is recognized by professional peers, on and off campus, as an outstanding contributor in a field of specialization and by associates and students as a contributing member of the Pittsburg State University academic community. The terminal degree appropriate to the discipline in which the rank is to be granted is required. In general, one holding the rank of University Professor will be responsible for an important area of instruction; in addition, it is expected that such a person will have made notable contributions in some area of specialization. It is expected that the candidate will be recognized on the Pittsburg State University campus for outstanding contributions to the education program of the University. It is assumed that candidates meet all requirements of Professor prior to receiving the rank of University Professor. For an explanation of the three criteria areas, please consult the Agreement section on Promotion and **Section XXIX. Appendix A. The Core of Academe**¹³.

To be appointed to the rank of University Professor, a faculty member must have been in the Professor or University Professor rank for a period of no less than six years. A faculty member can apply for this rank during or after his/her sixth year in the rank of Professor or University Professor. Selection to University Professor carries with it a salary adjustment of \$5,000 for faculty who have not previously been granted the rank of University Professor and \$2,000 for faculty who previously held the rank of University Professor. All promotions and salary merit increases shall be automatically funded. Any increase in the promotion allotment shall apply to all those promoted under the current contract. All University Professorship salary adjustments remain in the base salary after the rank has expired.

A. Becoming a Candidate to University Professor

The individual faculty member may become a candidate for University Professor by being nominated by any ranked faculty or by self-nomination. The candidate will be responsible for the preparation of the dossier. The dossier shall be confined to activities since the last successful application for promotion and should not exceed twenty (20) pages.

¹³ For more information on the meaning of “academic mentoring” see references to “advisement, academic advisement, or advising” in The Core of Academe.

B. Reviewing Candidates to University Professor

The candidate's dossier will be reviewed by the University Professors Committee, the College Deans Committee, and the Provost and Executive Vice President for Academic Affairs. The University Professors Committee shall be composed of one elected¹⁴ University Professor or Professor¹⁵ from Business, Education, Technology, Library Services and two from Arts and Sciences¹⁶. Committee participation is limited to two consecutive terms. Members are eligible again after not participating for one or more. The committee will elect their own chair. (If there are no University Professors or Professors in the College, an elected Associate Professor shall sit as a member of the committee.) Decisions by the University Professor Committee, the College Deans Committee and the Provost and Executive Vice President for Academic Affairs shall be communicated to the candidate prior to the next level of review. To encourage thoughtful robust discussion of merits within the context of each discipline, the University Professors Committee will normally meet in person face to face in a series of meetings to elect a committee chair, establish guidelines for the committee, review criteria and their charge, discuss applications, and vote on candidates.

The University Professor Committee shall review and discuss the dossiers and vote to positively recommend no more than 2% of the unit faculty (rounded up to a whole number), recording the vote in the place provided on the dossier cover sheet. The University Professor Committee shall prepare for inclusion in the dossier of each candidate a statement supporting their recommendations. Renewals are considered as eligible and are excluded from the 2%.

The College Deans Committee shall review and discuss the dossiers of the individuals recommended by the University Professor Committee. The College Deans Committee shall prepare for inclusion in the dossier of each candidate a statement supporting their recommendations.

The University Professor Committee, the College Deans Committee, and the Provost and Executive Vice President for Academic Affairs shall forward their recommendations to the President. A non-recommendation by either the University Professor Committee or the College Deans Committee stops the process. The decision by the President shall be final.

¹⁴ Where there is more than one (1) (or two (2) in the case of Arts and Sciences) University Professor(s) and/or Professor(s) within a college, the committee member(s) shall be elected by all tenure earning faculty of that college. All University Professors and Professors within the college shall consist of the ballot.

¹⁵ Candidates for University Professor are not eligible to serve on the University Professor Committee.

¹⁶ One representative from Arts and Sciences shall be selected from the Departments of Art, English, Modern Languages and Literatures, History, Philosophy and Social Sciences, Music, or Communication. The second representative shall be selected from the Departments of Biology, Chemistry, Mathematics, Family and Consumer Sciences, Physics and the School of Nursing.

C. Schedule for University Professor

Event	When
First Issuance of Notification of University Professor or University Professor Renewal for candidates with 1 st time eligibility (by the Provost's Office)	By the 1 st Friday of April
Second Issuance of Notification of University Professor or University Professor Renewal for candidates with 1 st time eligibility (by the Provost's Office)	By the 1 st Friday of August
Candidate Dossiers Submitted to University Professor Committee	By the 3 rd Friday of October
Candidate Dossiers Submitted to College Dean Committee	By the 3 rd Friday of November
Candidate Dossiers Submitted to Provost and Executive Vice President for Academic Affairs	By the 3 rd Friday of December
Candidate Dossiers Submitted to University President	By the 3 rd Friday of January
President Completes the Process and Announces Decisions to the Candidates	By the 3 rd Friday of February

XIV. MEDICAL AND PARENTAL LEAVE

(Hereinafter referred to as medical leave, or parental leave)

- A.** Faculty members accumulate medical leave at the rate of 3.7 hours for each payroll period of service, with no limit on the number of hours that shall be accrued. Medical leave with pay may be granted for the necessary absence from duty because of the personal illness or disability or legal quarantine of the faculty member; or the personal illness or disability of a member of the faculty member's family when the illness or disability reasonably requires the employee to be absent from work. Medical and parental leave shall also be granted for pregnancy, termination of pregnancy, childbirth and the recovery therefrom, and for adoption. The use of parental leave for recovery from childbirth shall be limited to 240 hours for a vaginal delivery without complications or for adoption and 320 hours for a vaginal delivery with complications requiring additional recovery time or for Caesarean delivery. The faculty member's family shall include persons related to the faculty member by blood, marriage or adoption, domestic partners, and minors residing in the faculty member's residence as a result of court proceedings pursuant to the Kansas Code for Care of Children or the Kansas Juvenile Offenders Code. A faculty member taking medical or parental leave must notify his/her immediate supervisor in sufficient time to permit accommodation of his/her responsibilities whenever possible.

B. Medical and Parental Leave Pool

1. A faculty member may donate a portion of his/her accumulated medical and parental leave to a faculty medical and parental leave pool. Medical and parental leave accumulated in this pool will be available for use by faculty that have exhausted their own personal medical and parental leave due to situations described in (A) above.
2. Faculty members are eligible to receive medical and parental leave from the faculty medical and parental leave pool when they have a.) either donated at least eight hours of medical leave to the faculty medical and parental leave pool during the current year or when their earned medical leave has yet to reach a total of eight hours, and b.) when they have exhausted their own personal medical and parental leave.
3. If more than one faculty member is requesting medical and parental leave from the faculty medical and parental leave pool at a given time, such medical and parental leave shall be apportioned on an equitable basis to requesting faculty until the faculty pool is exhausted or until the requesting faculty no longer qualify for medical and parental leave.
4. If a faculty member exhausts his/her medical and parental leave and the faculty medical and parental leave pool becomes exhausted of donated medical and parental leave, he/she may request that the President seek from the Kansas Board of Regents a leave without pay for that faculty member.
5. The donation of medical and parental leave to the faculty medical and parental leave pool shall be voluntary and is to be considered an irrevocable action.
6. Faculty wishing to donate medical and parental leave to the faculty medical and parental leave pool must inform the PSU Human Resource Services Office in writing of their desire to do so. The notice must state the date upon which the request is made, whether

the donation is one-time or continuous year-to-year, and the total number of medical and parental leave hours being donated. The request must be signed, or electronically authorized, by the donating faculty member.

7. Donated medical and parental leave must be allocated to the general faculty medical and parental leave pool and not to a specific college, department, or individual faculty member.

8. A faculty member may donate up to 80 hours of medical and parental leave per year to the faculty medical and parental leave pool.

9. Requests for medical and parental leave from the pool will be reviewed by the Shared Leave Review Committee. This Committee will consist of the PSU/KNEA President, Director of Equal Opportunity/Affirmative Action and the Director of Human Resource Services.

C. At the end of each pay period, the Pittsburg State University Human Resource Services office makes available medical and parental leave reports to University faculty and departments. Unclassified employees record used medical and parental leave each pay period through the MyGus portal. Each unclassified employee is responsible for providing accurate and timely information about the medical and parental leave he/she has used.

D. Upon retirement a faculty member will be paid for accrued medical and parental leave in accordance with Kansas State Statute.

Minimum years of service	Minimum accumulated hours of medical leave	Hours of payment
8 years	800 hours	240 hours
15 years	1000 hours	360 hours
25 years	1200 hours	480 hours

E. The responsibility of locating a substitute for an extended medical or parental leave will be that of the university.

F. The Kansas Board of Regents Paid Parental Leave Policy shall be applicable to unit faculty. Refer to the Board Policy Manual for details.

XV. FUNERAL LEAVE

Funeral leave up to six working days with pay will be granted upon the death of a close relative. A "close relative" is defined as a member of the immediate family, and includes spouse, parent, grandparent, sister, brother or child, including in-laws. Also included are other relatives living in the employee's household, domestic partner, and the domestic partner equivalent of in-laws. In special circumstances, funeral leave may be granted upon the death of a colleague or other friend if approved by the appropriate chairperson or director.

XVI. ANNUAL LEAVE FOR UNCLASSIFIED EMPLOYEES

Nine-month faculty members do not accumulate or earn annual leave. Their academic duties are closely related to the presence of students on campus. Student recesses offer the nine-month faculty member an opportunity to engage in research and perform other necessary professional duties. In consideration of the professional nature of a faculty position, faculty are expected to fulfill appropriate, professional and departmental responsibilities throughout the academic year, including student recesses, exclusive of legal holidays.¹⁷ The academic year begins with student registration or similar duties in the fall and continues for nine months.

XVII. LIFE INSURANCE

Life insurance is provided by contract defined in K.S.A. 1991 Supplement, 74-4927a entitled, Insured Death and Disability Benefits for Certain Employees Educational Institutions under State Board of Regents. State statutes provide that The Insured Death Benefit for an insured shall be equal to a percentage of the insured's annual rate of compensation as determined by the Board of Regents, on the date of death.¹⁸

¹⁷ Professional and departmental responsibilities are determined by the individual and departmental goals and objectives. Departmental and School/College activities involving faculty will not be scheduled during student recesses unless mutually agreed to by the individual faculty members and the administration.

¹⁸ For further details see the policy provided by the current carrier Minnesota Life Insurance Company. The current Death Benefit is 150% of the insured's annual rate of compensation.

XVIII. RETIREMENT

A. Retirement Plan

1. Members of the faculty are eligible for and required to become members of the Board of Regents Retirement Plan as described in the Board of Regents' Regents' Mandatory Retirement Plan after one (1) year of employment.
2. The University contributes a statutorily prescribed amount of the faculty member's annual salary, while the faculty member also contributes at least a statutorily prescribed amount.
3. New faculty members who meet the requirements of KSA 74-4925 are eligible for immediate entry into the retirement program.
4. Each faculty member shall be responsible for selecting one of the approved Investment Providers and the Investment Options to which the faculty member's basic retirement contributions as provided for by K.S.A. 74-4925 as amended, are to be deposited. Only one Investment Provider can be selected for use by a faculty member at a time. Only once, but at any time during each calendar year, the faculty member will be able to direct all future contributions to a new Investment Provider. The faculty member will be responsible for following the requirements and restrictions of the Regents' Mandatory Retirement Plan, including completion of forms as needed. The faculty member may utilize all Investment Options offered by the Investment Provider selected by the faculty member within the limitations of the agreement between the Board and the provider, and the contract.

B. Retirement

There shall be no mandatory retirement age for eligible employees. For purposes of eligibility for certain statutory retirement benefits, such retirement shall not occur before the fifty-fifth birthday; provided, however, that individuals who seek to retire from age 55 to 59 must have ten years of service in a benefits-eligible position at a Regents institution or with the Board of Regents staff.

C. Other Benefits

A retired faculty member shall:

1. Receive two complimentary tickets for events sponsored solely by the University. On special events, when a surcharge is required, the retired faculty will be responsible for paying the additional fee.
2. Receive one courtesy-parking sticker.
3. Have full library privileges.
4. Have full use of physical education and recreation facilities.

5. Have office and laboratory space and secretarial support assigned to him/her if available. These perquisites may be assigned on a semester basis with the approval of the department Chairperson/Director and Dean of the college in consultation with the retiree.
6. Retirees with Emeritus status receive an invitation to maintain their official university email address. Other retirees may apply with prior approval from their departmental Chair or School Director, College Dean, and Provost and Executive Vice President of Academic Affairs.

XIX. HOURS OF WORK

A. Rationale

1. The University defines faculty workload as consisting of:
 - a) instructional workload--which encompasses all teaching platforms; problem and thesis advisement; supervision of instructional activities such as professional semesters, cooperative work experiences, internships, and practica; instructional management, private lessons; curriculum and course development; creation of teaching materials; implementation of instructional systems and strategies; and student evaluation and assessment, and
 - b) other workload--which includes responsibilities for disciplinary research, scholarly activity, or creative endeavor; service to the academic community; outreach to the geographic region; academic mentoring²⁰; and equipment and facility development and maintenance.
2. The University recognizes that the concept of faculty workload raises a question concerning the balance between instructional and other workload. Faculty workload is in an optimum balance when the instructional demands of its academic programs are adjusted to allow faculty to maintain commitments to scholarly activity and research, to faculty citizenship, to University service, and to assisting the regional community the University serves.
3. Faculty workloads may differ among individual faculty depending on the professional orientation of the faculty member, the objectives of the department/school, and the mission of the University.
4. The University holds to the following general principles when considering instructional workload:
 - a) when making judgments about the instructional workload, consideration will be given to the total responsibilities borne by the faculty member;
 - b) instructional workload is a proper subject for discussion between department chairpersons and the faculty member and will not be assigned in the absence of such discussion;
 - c) instructional workload will reflect programmatic considerations;
 - d) assignment of instructional workload may vary from semester to semester but will average to an instructional workload norm over an academic year;
 - e) instructional workload assignments will be made within the resources, other than faculty and staff, available to the department/school;

²⁰ For more information on the meaning of “academic mentoring” see references to “advisement, academic advisement, or advising” in Section XXXI. Appendix A. The Core of Academe.

- f) instructional workload constrains the scheduling of classes;
- g) scheduling of instructional workload will take into consideration evening classes, off-campus instruction, and patterns of course offerings;
- h) number of course preparations (new and revised) influences instructional workload;
- i) class size does not always have a relationship to instructional workload but when it does, adjustment will be made by providing staff support or creating multiple sections;
- j) instructional workload will be expressed in terms of credit hour; contact hour, or some mixture of the two depending on the characteristics of the instructional activity;
- k) because of the expanded responsibilities of the graduate faculty, graduate academic assignments will be reflected in the instructional workload;
- l) differences between lower division and upper division undergraduate courses will not be reflected in instructional workload on a formal basis;
- m) in split level graduate/undergraduate courses when there are six or more graduate students enrolled, the course counts as graduate workload.

B. Operational Procedures for Instructional Workload

1. The following procedures apply to the development of all instructional workload assignments:
 - a) Based upon teaching demands placed on the department or school by the curriculum, the department chairperson/school director, after consultation with the faculty, will identify the total instructional workload requirements to be met on a semester basis.
 - b) The Department Chairperson or School Director, after consultation with the faculty, will specify the instructional workload resources available to the department/school on a semester basis (considering the total faculty workload of the department/school), which will be used to build the schedule of classes.
 - c) The department/school faculty and Chairperson/Director will collectively determine, with the approval of the Dean, the extent to which credit hour guidelines, contact hour guidelines, or some mixture of both will be applied to the course offerings of the department.
 - d) Based upon the planned professional objectives and activities of the faculty member and the objectives of the department or school, the Department

Chairperson/School Director and the faculty member will determine the faculty member's instructional workload.

2. Operational procedures for assigning individual instructional workloads are as follows:

- a) for those faculty teaching exclusively credit hour undergraduate courses, the instructional workload shall not exceed twenty-four (24) credit hours per academic year;
- b) for those faculty teaching exclusively contact hour undergraduate courses, the instructional workload shall not exceed forty (40) contact hours per academic year;
- c) for those faculty teaching a mixture of credit and contact hour undergraduate courses, the instructional workload shall not exceed thirty-six (36) converted hours²¹ per academic year;
- d) for faculty teaching a mixture of credit hour undergraduate and at least six (6) credit hours (or nine (9) contact hours) of graduate courses, the instructional workload shall not exceed twenty-one (21) credit hours per academic year;
- e) for those faculty teaching fifteen (15) to eighteen (18) credit hours of graduate courses (or contact hour or mixed credit and contact hour equivalent) the instructional workload shall not exceed eighteen (18) hours²² per academic year;
- f) for those faculty teaching a mixture of credit and contact hour graduate courses, the instructional workload shall not exceed thirty-six (36) converted hours²¹ per academic year.
- g) for those faculty teaching twelve (12) credit hours of graduate courses (or the contact hour or mixed credit and contact hour or converted hour equivalent) the instructional workload shall be either eighteen (18) or twenty-one (21) hours consistent with the general principles in Section XIX. Hours of Work, A. Rationale.

²¹ Converted hours equals contact hours taught plus 1.5 times the number of credit hours taught. For example, if a faculty member taught two three-credit hour courses and two five-contact hour courses, his/her converted hours would be nineteen ($[1.5 (2 \times 3) + (2 \times 5)] = 19$).

²² Or, for those faculty teaching graduate contact hour courses, the instructional workload shall not exceed thirty (30) contact hours.

- h) Ordinarily, no more than six (6) course preparations per academic year will be required of any faculty member; under extenuating circumstances and with the agreement of the faculty member up to eight (8) preparations will be permitted
- i) Summer instructional workload will normally not exceed six (6) credit hours with a minimum of two (2) courses for a full load; the instructional workload equivalents of summer workshops, seminars, and short courses will be determined by the department chairperson/school director after consultation with the department/school faculty.
- j) The assignment of thesis, research problems, and scholarly project oversight, as well as supervising cooperative work experiences, internships, and practica will be determined by the department chairperson/school director after consultation with the department or school faculty.
- k) It is recognized that exceptions can and do exist to previously noted workload considerations, notably for Library Services faculty and faculty supervising the professional semester in the College of Education. These exceptions are noted below:
 - i. Faculty engaged in the supervision of a professional semester will not have instructional workload assignments made on the basis of credit or contact hours; rather, instructional workload for these faculty will be determined by consideration of the number of students to be supervised, the schools in which the students are placed, and the faculty resources available to do the supervision. Normally, the instructional workload will not exceed an average of twenty-five (25) student teachers per semester for those faculty supervising as their full instructional load. For those supervising student teachers and teaching courses during the same semester, the general guideline of supervising eight student teachers is the equivalent of a three-credit hour graduate course. In the event that fewer students are to be supervised, additional instructional responsibilities will be assigned after consultation with the faculty member.
 - ii. Pittsburg State University Library Services faculty have components of public and/or technical service duties, which require a full-time commitment to our library patrons. Faculty Librarians are expected to participate in librarianship, research, and service commitments to their discipline, the university, and the community at large. Variations in duty hours, or exceptional workload commitments, will be mutually agreed upon by the faculty member and the Dean of Library Services as appropriate with individual faculty members' position descriptions and annual goals.

XX. OTHER PROVISIONS

A. Graduate and Continuing Studies:

Courses offered by Graduate and Continuing Studies are either a part of a sequence of courses in a degree program or stand-alone courses.

1. Faculty will be paid \$1,000 per credit hour for teaching a course for Continuing Studies as an overload assignment.
2. Compensation for teaching will be paid through the University payroll system.
3. Courses that are a part of a degree sequence will not have a minimum number of students required to be enrolled after the first course in the sequence is offered.
4. Courses that are not a part of a sequence will require a minimum number of students, to be agreed upon in advance by the course instructor and Graduate and Continuing Studies, to be enrolled in order for the course to be offered.
5. Faculty may choose to teach a non-sequenced course on a per-student basis if the enrollment has not reached the minimum number. The per-student rate will be computed by multiplying the number of credit hours times \$1,000, dividing by the minimum number required, and then multiplying times the number of students enrolled.
6. Faculty who are teaching a Graduate and Continuing Studies course off-campus will be compensated for travel time by receiving professional development funds in accordance to the Windshield Time Policy at a rate of at least 10 cents per mile. Professional Development money will be earned and used according to the Professional Development Fund Policy.
7. Graduate and Continuing Studies policies shall be placed in the Unclassified Handbook and any change in policy shall be immediately communicated in writing to all Unit members.
8. Programmatic needs and faculty interests shall determine faculty participation in teaching courses through Graduate and Continuing Studies.
9. All Summer Session Graduate and Continuing Studies courses will follow hiring practices as outlined in the Summer Employment Procedures (**Section VI. A.**).
10. Faculty stipend payments for teaching a course for Graduate and Continuing Studies will be increased annually by the same percentage as the increase in the Unit salary base as recommended by the Board of Regents.

B. Disposition of Professional Development Moneys upon Separation:

If, upon retiring or leaving University employment, a faculty member has moneys remaining in his/her professional development fund, the faculty member will either:

1. Donate the moneys to his/her department or school's professional development funds and/or the University's; or
2. Purchase supplies and equipment for the department or school and/or the University; or
3. Delegate moneys to be utilized by another faculty member for professional development.

C. Enrolling in University Courses:

1. Unit faculty, in consultation with their Chairperson/Director, will be permitted to enroll in University courses for credit and will have their tuition remitted.
2. Unit faculty will be permitted to enroll in non-credit Continuing Studies courses if the minimum enrollment is reached and the maximum enrollment is not exceeded. Faculty will pay the supplemental costs of the course (i.e., books, materials, etc.).

D. University Sponsored Events:

Unit faculty will receive one complimentary ticket to all University sponsored events. The procedure for issuing complimentary tickets to athletics events will be determined by the Director of Intercollegiate Athletics in consultation with the Provost and Executive Vice President for Academic Affairs.

E. Extra Duty Compensation:

1. In most instances, extra duty will be handled by an adjustment of workload within the Department or School.
2. When supplemental salary is appropriate, the position will be advertised through the Office of Equal Opportunity and all unit members will be notified of the position immediately.
3. The supplemental salary will not become a part of the faculty member's base salary.
4. PSU/KNEA shall be notified of all extra duty positions and compensation for extra duty at the end of each semester and summer session.
5. The President of KNEA will receive the equivalent of three hours release time for each semester while in office.

F. Summary of Employee Benefits:

Unit faculty members shall have access to a summary of all their employee benefits through the Office of Human Resource Services.

G. Recreation Facilities Available:

All University physical fitness and recreation facilities and services, including the Student Recreation Center, will be available at no cost to all faculty except on State of Kansas designated holidays. These facilities and services will be accessible and usable during normal hours of operation unless committed to support of a University sponsored activity. The pool will be available for faculty use when a University designated supervisor is on duty in the pool area. A schedule of operating hours for all facilities will be distributed to the faculty at the start of each academic year.

H. Bookstore Privileges:

Faculty will receive a discount on any purchase, except books, at the University bookstore.

XXI. WEARING APPAREL

A. Policy

It will be the policy of Pittsburg State University to supply appropriate personal protective apparel and wearable equipment as a routine matter of instructional and research support. This includes but is not limited to the following:

1. College of Arts and Sciences Departments
 - a. Art: aprons, dust masks, appropriate protective gloves and goggles;
 - b. Biology: appropriate protective gloves, goggles and lab coats;
 - c. Chemistry: aprons, dust masks, appropriate protective gloves;
 - d. Communication: goggles;
 - e. History, Philosophy and Social Sciences: appropriate protective gloves and footwear;
 - f. Nursing: protective gloves, lab coats and appropriate personal protective equipment (masks, gowns, eye shields, etc.);
 - g. Physics: dust masks, goggles, and lab coats.
2. College of Education Programs
 - a. Health, Human Performance and Recreation: lab coats, appropriate protective gloves, and goggles;
 - b. Psychology: appropriate protective gloves and goggles.
3. College of Technology Programs

All Departments: aprons, appropriate protective gloves, hard hats, safety glasses and goggles, face shields, welding helmets, personal ear protection, shoe covers and shop coats.

B. Supplies

“Supplies” mean:

1. Protective clothing and equipment will be in size and design appropriate to the wearer and the work situation.
2. Adjustment, repair, or replacement will be provided as a normal part of equipment supply.
3. The individual faculty member will discuss with the department chairperson or school director his/her equipment and protective clothing needs as needed or required for their work.

XXII. JURY DUTY

- A.** Faculty members will be granted leaves of absence for required jury duty or for other subpoenaed appearances before a court, a legislative committee, or other official judicial or quasi-judicial body.
- B.** When a faculty member is called for service under provisions of this policy, the faculty member will notify the department chairperson/school director and review the call. The chairperson/director will assist in making arrangements for a substitute. The responsibility of locating a substitute will be that of the University.
- C.** Faculty members serving jury duty leave will receive their regular salary in addition to jury duty pay.

XXIII. WORK SCHEDULE

It is the policy of Pittsburg State University that no drastic change in a faculty member's traditional work schedule will be implemented until after consultation between the faculty member and his/her chairperson/director has occurred.

Any drastic change in scheduling will take into account the impact of the change on the faculty member's ability to provide quality instruction, scholarly activity, and service to the University.

XXIV. GRIEVANCE PROCEDURE

Whenever possible, faculty are encouraged to discuss freely any problems or misunderstandings with concerned parties as they arise in an effort to avoid the necessity of activating the Grievance Procedures. A conscientious effort will be made to redress through this process and resolve difficulties at the lowest level possible.

The following Grievance Procedures are provided to address problems or misunderstandings that have not been successfully resolved at this informal level.

Faculty who wish to grieve their performance appraisal ratings or their merit salary increments shall follow the procedures outlined below under **Performance Appraisal Grievance Procedure and Merit Salary Increment Grievance**. Faculty may grieve other matters as defined in **C. General Grievance Procedures** according to the procedures detailed in that section.

A. General Provisions:

1. The term “faculty” shall be defined as all General Teaching Faculty and Library Services Faculty but excludes Administrative Personnel, Departmental Chairpersons/School Directors, Non-professional Employees, and Temporary and Part-time Faculty.
2. Faculty members may file collectively, where the grievances are related, under the direction of the PSU KNEA president.
3. All time limits will consist of class days, which are defined as any day on which normal classes or examinations are held.
4. All time limits may be extended by mutual agreement.
5. No restraining, coercive, discriminatory or retaliatory action of any type will be taken against a faculty member by any supervisor because of the faculty member’s desire to initiate or participate in a grievance.
6. Failure of the grievant to appeal a decision at any step within the specified time will constitute an acceptance of the previous step. Failure of PSU/KBOR to respond within the time lines provided will constitute acquiescence to the relief sought by the grievant.
7. All parties shall recognize a mutual professional obligation to keep discussions confidential during the procedural stages of a grievance. Records of grievance procedures will be kept separate from the personnel files, but all the documents must be readily available to proper authorities and the parties.
8. Only grievances that occur after the effective date of this Agreement will be processed hereunder.

9. All deadlines hereunder shall be met when the required written statement / response is hand delivered to the intended recipient, delivered to the intended recipient's campus mailbox, or mailed to the intended recipient on or before the deadline as follows:
 - a. Hand delivery hereunder is complete when the written statement / response is signed and dated by the intended recipient or a third-party witness and is deemed received by the intended recipient on the date of delivery.
 - b. Campus mailbox delivery hereunder is complete when the written statement / response is delivered to the intended recipient's campus mailbox, signed by a third-party witness, and is deemed received by the intended recipient on the date of delivery.
 - c. Mail delivery hereunder is complete when the written statement / response is sent both certified mail and first class, postage prepaid, to the intended recipient's last known address and is deemed received by the intended recipient on the earlier of the date the intended recipient signs for the delivery or the date of the first delivery attempt.
 - d. Email delivery hereunder is complete when the written statement / response is delivered to the email address of the intended recipient and the intended recipient replies acknowledging receipt of said email.

B. Performance Appraisal Grievance Procedure and Merit Salary Increment Grievance Procedure

1. Scope and Definitions:

- a. The grievance procedures in this article apply to an individual faculty member who wishes to grieve his/her performance appraisal.

A grievance shall be defined as one of the following:

- i. Performance Appraisal – an allegation or complaint by an individual faculty member that his or her overall performance appraisal adjectival rating or evaluative narrative is unfair and unjust in light of the faculty member's annual accomplishment report, the evidence presented at the time the performance appraisal process was completed, and the Performance Appraisal Guidelines and Procedures article of this Agreement.
- ii. Merit Salary Increment – an allegation or complaint by an individual faculty member that the faculty member's merit salary increment based upon the adjectival rating is unfair and unjust in light of the faculty member's annual accomplishment report, the evidence presented at the time the performance appraisal process was completed, and the

Performance Appraisal Guidelines and Procedures article of this Agreement.

- b. Any performance appraisal grievance must proceed to advisory arbitration (Step 4) **within five (5) class days from the start of the Fall semester**. Any performance appraisal grievance not finally resolved (including advisory arbitration, if applicable) shall be deemed abandoned by **January 31**.

2. Grievance Process:

Whenever possible, faculty are encouraged to discuss freely any problems or misunderstandings with concerned parties as they arise in an effort to avoid the necessity of activating the Grievance Procedures. A conscientious effort will be made to redress through this process and resolve difficulties at the lowest level possible.

Step 1: Formal Appeal to the Dean: Should the grievance not be settled to the faculty member's satisfaction in possible informal discussions with concerned parties, the faculty member may submit a written statement with his/her dean within ten (10) class days of March 1.

The statement will include:

- (a) the name of the grievant;
- (b) the statement of facts giving rise to the grievance;
- (c) the date of the initial submission of the grievance;
- (d) the relief sought.

A copy of this grievance shall be filed with the PSU/KNEA President.

After receiving the written grievance, the dean, after consultation with the appropriate chair or director, will have ten (10) class days to respond in writing to the grievant with his/her decision including a rationale.

Step 2: Formal Appeal to the Provost and Executive Vice President for Academic Affairs: Should the grievance not be settled in Step 1, the grievant may, within ten (10) class days, appeal in writing to the Provost and Executive Vice President for Academic Affairs. The written appeal will be accompanied by: (a) the original written statement by the grievant, and (b) all written communication exchanged between parties during Step 1 above.

The Provost and Executive Vice President for Academic Affairs will have ten (10) class days to review, investigate, and respond in writing to the grievant with his/her decision including a rationale.

Step 3: Formal Appeal to the President: Should the grievance not be settled in Step 2, the grievant may, within ten (10) class days, appeal in writing to the

President of the University. The written appeal will be accompanied by: (a) the original written statement by the grievant, and (b) all written communication exchanged between parties during Steps 1 and 2 above. The President will advise the grievant in writing of his/her decision within ten (10) class days of receipt of the appeal.

For the faculty member grieving his/her merit salary increment range, the President's decision shall be final and binding.

For the faculty member grieving his or her performance appraisal, the President's decision shall be final and binding, unless the grievant proceeds to Step 4 of this Grievance Procedure with the approval of PSU/KNEA.

Step 4: Formal Appeal for Arbitration: Within ten (10) class days from the date of the decision of the President, the grievant may file a written request with the Office of the President of the University for an advisory arbitration of the grievance with the written approval of PSU/KNEA. Either party shall forthwith request from the American Arbitration Association one list of five arbitrators for striking purposes. Within two days of receipt of the list, the parties shall determine by lot which party shall have the right to strike the first name from the list. The party having the right to remove the first name shall do so within two days, and the parties shall alternately strike until one name remains. The striking process shall take no more than three days. The person whose name remains shall be the arbitrator. The parties' designees may mutually agree to reasonable extensions of these time lines.

The arbitrator so selected will confer with the representatives of PSU/KBOR and PSU/KNEA and hold hearings promptly and will issue his/her recommendation no later than ten days from the date of the close of the hearing, or, if the hearing has been waived, then from the date the final written statements and proofs are submitted to him/her. Neither party shall be permitted to introduce in the arbitrations proceedings any evidence which was not either submitted to the other party in prior steps on this grievance or submitted to the other party at least five days in advance of the commencement of the arbitration proceedings. The recommendation of the arbitrator shall be final and binding unless either party appeals the recommendation to the President of the University.

Step 5: Final Appeal to the President: Within ten (10) class days of the date on which the recommendation of the Arbitrator was known, either party may appeal the recommendation of the arbitrator to the President of the University. This appeal will be accompanied by: (a) the original statement by the grievant, (b) all written communication exchanged between parties during all previous steps, and (c) the written recommendation of the arbitrator. The President will advise the grievant in writing of his/her decision within fifteen (15) class days of receipt of the appeal.

Step 6: Completion of Process: This completes the internal University grievance process. The next step is to seek redress through the legal system.

3. Advisory Arbitration:

- a. Post hearing briefs may be submitted to an arbitrator following an arbitration hearing if such briefs are postmarked no later than five (5) days following the close of the hearing.
- b. An electronic recording of the arbitration hearing may be made at the arbitrator's request for the arbitrator's use only. No stenographic record will be kept.
- c. The fees of arbitration, up to a maximum of \$600 per arbitration, shall be paid by PSU KBOR. Arbitration fees and expenses in excess of \$600 shall be divided equally between PSU/KNEA and PSU KBOR.
- d. It shall be the faculty member's burden to prove that the overall performance appraisal adjectival rating is unjust or unfair in light of the faculty member's annual accomplishment report, the evidence presented at the time the performance appraisal process was completed, and the Performance Appraisal Guidelines and Procedures of this Agreement.
- d. No person employed by an institution of higher education shall be eligible to serve as an arbitrator. No arbitrator may hear more than one grievance in any year.
- e. The arbitrator shall deliver a written recommendation to the President. A copy of the recommendation shall simultaneously be furnished to PSU/KNEA.
- f. The President may adopt, modify, or reverse the recommendation of the arbitrator. The President shall notify the grievant in writing of his/her decision.

C. General Grievance Procedure

Whenever possible, faculty are encouraged to discuss freely any problems or misunderstandings with concerned parties as they arise in an effort to avoid the necessity of activating the Grievance Procedures. A conscientious effort will be made to redress through this process and resolve difficulties at the lowest level possible.

1. Scope and Definitions:

For purposes of this grievance procedure, a "grievance" shall be defined as an allegation or complaint that there has been any disciplinary action; or, a violation of a term or provision of this document and/or the written policies included in the *Pittsburg State University Handbook*, as amended; provided, however, that matters relating to academic or administrative judgment shall be grievable in accordance with this procedure only to the extent that the

judgment is demonstrated to be unfair and unjust when considered in light of the total evidence available for the decision; and further provided that when a grievance alleges discrimination based upon race, color, religion, sex, sexual orientation, national origin, age, marital status, or physical handicap, the grievance procedure developed by the Affirmative Action Committee will be used.

If the grievance is regarding a university-wide policy and is not based on the actions of the Department Chair or School Director, the first step in the general grievance process shall be with the office that oversees the policy, instead of with the Dean of the College.

2. Grievance Process:

Step 1: Appeal to the Dean: Should the grievance not be settled to the faculty member's satisfaction in possible informal discussions with concerned parties, the faculty member may submit a written statement with the Dean within ten (10) class days from the date on which the faculty member knew or should have known through due diligence of the act grieved.

The statement will include:

- (a) the name of the grievant;
- (b) the statement of facts giving rise to the grievance;
- (c) the identification of all provision of written policies alleged to be violated; or the academic or administrative judgment alleged to be unfair and unjust in light of the total evidence available for the decision at the time the decision was made;
- (d) the date on which the event or occurrence first occurred and the date on which the aggrieved party first gained knowledge of the alleged event or occurrence;
- (e) the date of the initial submission of the grievance in writing; and
- (f) the relief sought.

A copy of this grievance shall be filed with the PSU/KNEA President.

After receiving the written grievance, the dean, after consultation with the appropriate chair/director, will have ten (10) class days to respond in writing to the grievant with his/her decision including rationale.

Step 2: Appeal to the Provost and Executive Vice President for Academic Affairs: If the grievance is not settled in Step 1, the grievant may, within ten (10) class days, appeal in writing to the Provost and Executive Vice President for Academic Affairs. This written appeal will be accompanied by: (a) the original written statement by the grievant, and (b) all written communication exchanged between parties during Step 1 above.

The Provost and Executive Vice President for Academic Affairs will have ten (10) class days to review, investigate, and respond in writing to the grievant with his/her decision including rationale.

Step 3: Appeal for Hearing: If the grievance is not settled in Step 2, the grievant may, within ten (10) class days, submit a written request for a hearing. This request will be submitted to the Office of the President of the University and will be accompanied by (a) the original written statement by the grievant, and (b) all written communication exchanged between parties during Steps 1 and 2 above. These data will be made available to the Grievance Hearing Committee.

Every effort consistent with normal operating schedules will be made to conduct a hearing at the earliest practical time. Unless an extension is agreed upon in writing by both parties, the hearing will be completed within 30 days of the grievant submitting the request to the President.

The Grievance Hearing Committee will conduct an appropriate hearing to gather evidence pertaining to the grievance in accordance with section 3 below.

Within five (5) class days of the conclusion of the hearing, the Hearing Committee will submit its decision in writing to both Parties. Said decision will be consistent with the statutes and/or existing University policies and with the evidence presented during the hearing. The decision of the Committee is final and binding unless appealed to the President of the University.

Step 4: Appeal to the President: In the event that either party is not satisfied with the decision of Step 3, either party may, within ten (10) class days of receipt of the decision of Step 3, submit a written appeal to the President of the University. This appeal will be accompanied by: (a) the original statement by the grievant, and (b) all written communication exchanged between parties during Steps 1, 2, and 3 above. The President will advise the grievant in writing of his/her decision within fifteen (15) class days of receipt of the appeal.

Step 5: Completion of Process: This completes the internal University grievance process. Once the President has issued a final decision, or there was no appeal, when the Committee issues their decision, neither party can resurrect the decided matters in a subsequent grievance. The next step is to seek redress through the legal system.

3. The Grievance Hearing:

The Grievance Hearing Committee will be composed of five full-time tenured faculty who will elect their own chairperson. The chairperson will be responsible for scheduling the hearing, contacting all parties involved, chairing the hearing and the deliberations and writing the findings of the committee. Each committee member will have one vote.

The grievant and the individual(s) charged in the grievance will be notified of the time and date of said hearing. The grievant and/or charged party may be accompanied to the hearing by an advisor of his/her choice.

The Grievance Hearing Committee will conduct an appropriate hearing to gather evidence pertaining to the grievance. During the hearing the grievant, the charged party and any necessary witnesses will have the opportunity to testify and/or present supporting evidence (within the established guidelines and time frames of the group). The Hearing Committee will determine the procedures that will conform to due process and will communicate these to the parties.

For each specific Grievance Hearing Committee, the five faculty members will be selected as follows:

- (1) Using random selection procedures, thirteen names will be selected from the potential pool of those eligible for this grievance procedure, excluding those from the department of the grievant. Either party may provide reasonable justification that a faculty member could not be fair and impartial. If reasonable justification is provided, the faculty member will be excluded from the list of names to be drawn.
- (2) A representative of the charged party and a representative selected by the grievant will establish necessary groundrules and select the names for the committee (using the procedure described in (1) above).
- (3) The grievant and the individual(s) charged in the grievance will each have the prerogative of striking four names from among the names generated in the procedure described in (1) above. The charged party will strike the first name. If more than one individual is charged with a grievance, the individuals involved will act as one in striking the names.
- (4) In the event a committee member is disqualified for any reason, three more names will be chosen by random number selection procedure from the potential pool of those eligible. The grievant and the individual(s) will each strike one name from the list.
- (5) A faculty member will not be selected for two Grievance Hearing Committees that will be operating during the same period of time.
- (6) In the event the committee is unable to reach a decision, the committee will be dissolved and the process described in (1) above will be reinitiated. No member from the first Grievance Hearing Committee will be eligible to serve on the second committee.

XXV. SABBATICAL LEAVE AND LEAVE WITHOUT PAY GUIDELINES AND PROCEDURES

A. Policy and Guidelines

Sabbatical leave may be awarded to a full-time faculty member on regular appointment (tenure track) who has completed six years of full-time tenured and/or tenure earned service at Pittsburg State University. No credit for previous work experience shall be counted. Sabbatical leave may, upon the recommendation of the President and the approval of the Board of Regents, be granted for the purpose of pursuing advanced study; research, scholarship, and/or creative endeavor; or securing appropriate industrial or professional experience, and such leave shall not be granted for a period of less than one semester nor for a period of more than one year, with reimbursement being made according to the following schedule:

1. for nine-months faculty members, up to half pay for an academic year, or up to full pay for one semester, or
2. for twelve-months faculty members, up to half pay for eleven months, or up to full pay for five months.

1. Provisions

1. Regular salary is defined as the salary being paid at the time the sabbatical leave begins. Outside grant funds received by the University in support of the individual's scholarly efforts during his/her sabbatical leave may be used for supplemental salary, but total sabbatical leave salary in these instances may not exceed his/her regular salary.
2. That the number of faculty members to whom leave of absence with sabbatical pay is granted in any fiscal year shall not exceed four (4%) percent of the number of equivalent full-time faculty with rank of instructor or higher, or equivalent rank at Pittsburg State University for the fiscal year for which the leave of absence is granted.
3. That no faculty member will be granted leave of absence with sabbatical pay who does not agree to return to the service of Pittsburg State University for a period of at least one (1) year immediately following the expiration of the period of leave.
4. Persons failing to return to Pittsburg State University shall refund all sabbatical pay. Those who fail to remain for the full one-year of school service (9 and 12 months depending on annual term of employment) shall refund that portion of their sabbatical pay as represented by the portion of the one-year they fail to serve.
5. All leaves without pay will not be regarded as a break in service, and no leave without pay will count toward sabbatical leave.

Planned scholarly leave without pay will count toward tenure probationary period unless the employee and the institution agree, in writing, to the contrary at the time leave is granted. All other leaves without pay will not count toward the tenure probationary period.

Those on a leave without pay are governed under provisions set forth in policies regarding resignation and release from employment obligation.

6. Acceptance of sabbatical leave or leave without pay assumes that adequate reports will be filed with the Chairperson of the Department or Director of the School, the Dean of the College, and the Provost and Executive Vice President for Academic Affairs within one month after return to the University. Sabbatical leaves occurring in the Fall Semester, the report(s) will be due by the first Monday after January 1.
7. The form of the report shall be designated by the Chairperson of the Department and should reflect the following: the manner in which the stated purpose of the leave was carried out, the primary results achieved, and any tangible results of the leave such as publications, new course strategies, new teaching methods developed, scientific materials collected or designed, paintings created, music composed, non-fiction written.
8. Chairpersons/Directors, Deans and the Sabbatical Leave Committee will use the following guidelines in evaluating sabbatical leaves and planned leaves without pay requests.
 - a. Requests must meet the published deadlines.
 - b. Faculty must have completed six years of full-time, tenured and/or tenure earning service at Pittsburg State University to be eligible for a sabbatical leave.
 - c. Leaves without pay may be requested after a minimum of one year of service to the University.
 - d. Faculty requesting their first sabbatical leave should apply during the fall semester of their sixth year or after.
 - e. Faculty requesting their second sabbatical leave should apply during the fall semester of the sixth year since their last sabbatical leave or after.
 - f. The plans for the sabbatical leave or planned leave without pay must be specific regarding the project to be undertaken and the details of how the leave will be carried out. Travel is not a requirement or appropriate criterion for approval of a sabbatical leave or planned leave without pay.

- g. Plans for the leave must identify resources to carry out the objectives of the leave in terms of time, equipment and materials or other relevant resources.
- h. The leave must be demonstrably beneficial to the professional responsibilities of the faculty member and to the academic community in terms of research, scholarship or creative endeavor, publication, professional service, and/or other professional development.

Chairpersons and Deans are expected to evaluate requests for leaves on their professional development merit, on their administrative feasibility (staffing, funding, assignments, etc.) as well as on the criteria noted above.

The Sabbatical Leave Committee will evaluate leave requests utilizing contract criteria and the professional development merit of the leave proposed.

2. Sabbatical Leave Committee

During the fall semester, the Sabbatical Leave Committee shall be formed from the university faculty (all those possessing rank, excluding departmental chairs/school directors who shall not serve). Those applying for sabbatical are not eligible to serve that year. The Sabbatical Leave Committee shall consist of a minimum of five (5) members and must include one member from each College for every twenty (20) tenured or tenure track faculty²³ in that College. Each College will be represented by a minimum of 1 committee member. Colleges will elect faculty from a ballot of all eligible faculty members. To encourage thoughtful robust discussion of merits within the context of each discipline, the Sabbatical Leave Committee will normally meet in person face to face in a series of meetings to elect a committee chair, establish guidelines for the committee, review criteria and their charge, discuss applications, and vote on candidates.

3. Procedures

The application for sabbatical leave or planned leave without pay should be completed and submitted to the Department Chairperson/School Director or equivalent. Some departments/schools have sabbatical leave and/or professional development committees that should review and endorse the application if appropriate.

The Chairperson/Director forwards the request for a leave to the college or school dean who endorses or does not endorse the completed request. In the event that an

²³ Colleges with thirty-five (35) or more tenured or tenure track faculty round up for a total of forty (40) resulting in two (2) committee members.

application is not endorsed by a chair, director or dean, the applicant has the right to forward a letter stating their case for reconsideration to the next level of review.

The request is sent to the Sabbatical Leave Committee where it is reviewed, ranked, and then forwarded to the Provost and Executive Vice President for Academic Affairs who forwards it to the President with a recommendation.

The President reviews the request for leave and, if appropriate, sends it to the Board of Regents observing the April Board meeting deadline.

Faculty should be informed after each step of the process as to the progress of their request.

The following deadlines will be observed:

Second Friday of March	First call for sabbatical leave requests for the second subsequent academic year
Second Friday of April	Second call for sabbatical leave requests
Last day of Spring semester	Faculty members considering sabbatical leave are encouraged, but not required, to file a notification of intent with their departmental chairperson or school director
First Friday of September	Sabbatical leave applications due to departmental chairperson or school director
Third Friday of September	Sabbatical leave requests forwarded to college dean
First Friday of October	Sabbatical leave requests forwarded to Sabbatical Leave Committee
Third Friday of October	Requests forwarded to the Provost and Executive Vice President for Academic Affairs
Second Friday of November	Requests forwarded to the President
Monday prior to Thanksgiving break	Final notification of action from President to faculty member

Emergency leaves without pay are not subject to this timeline.

XXVI. GUIDELINES AND PROCEDURES CONCERNING THE EVALUATION OF THE ENGLISH LANGUAGE PROFICIENCY FOR FACULTY

All prospective faculty members of Regents institutions, except visiting professors on exchange for one year or less, must have their spoken English competency assessed prior to employment through interviews with no fewer than three institutional personnel, one of whom shall be a student, and the other two would normally be the Department Chair and the Chair of the Screening Committee. These persons shall report and sign their assessments on a form provided by the Dean. Faculty shall include all full-time or part-time personnel having classroom or laboratory instructional responsibilities and/or direct tutorial or advisement contact, other than for courses or sessions conducted primarily in a foreign language. An oral interview shall be conducted either face-to-face or by mediated means. Prospective faculty found to be potentially deficient in speaking ability shall be required to achieve a minimum score of 50 on the Test of Spoken English (TSE) or the Speaking Proficiency English Assessment Kit (SPEAK), to be eligible for an appointment without spoken English language remediation conditions. A report detailing the process for interviewing prospective faculty, including the composition of the interview team and scores from the TSE or SPEAK for each candidate, will be submitted to the President/CEO of the Board every other year.

Any spoken English competency caveats imposed on the appointment of the faculty member will be noted in writing as a condition of employment.

The Dean shall be responsible for certifying that the assessment has been completed by signing the assessment form. When a faculty member's English language competency has been certified, it will become part of that individual's permanent personnel file.

XXVII. POST-TENURE REVIEW

A. Purpose and Principles

The primary purpose of the post-tenure review process is to assist faculty members with identifying opportunities that will enable them to reach their full potential for contribution to the university. Such review is intended to provide a longer-term perspective than is usually provided by the annual review process. Each individual faculty member will be assessed six years after the award of tenure, and reviews will continue at intervals of six years unless interrupted by further review for promotion. The post-tenure review is in addition to, not in lieu of, annual evaluations.

The faculty and the administration of Pittsburg State University recognize the importance of encouraging a culture of continuous improvement in teaching, scholarship and creative activity, and service. Accordingly, evaluation of the performance of the faculty does not cease with the granting of tenure, but continues with formal annual assessments of all components of a professor's assignment.

Tenure is the academic community's chief guarantee of academic freedom – both the freedom of the teacher to teach and the freedom of the researcher to research without undue or inappropriate external pressures. Thus, it is ultimately a guarantee of the student's freedom to learn. Nothing in this procedure should be construed as an attempt to alter the contractual relationship between the professor and the university or to alter the nature of tenure as traditionally conceived and legally defined in the American academic community. Nor is this procedure intended as a mechanism for reevaluating or revalidating tenure. Thus, a tenured professor cannot be required to remake his or her case for tenure or otherwise to reassume the burden of proof that he or she bore in the original tenure proceedings. While post-tenure review is not meant to be disciplinary, tenured faculty are not exempt from either annual performance appraisals and ratings or the faculty remediation procedures outlined in Section XXVIII. Faculty Remediation Process.

B. Procedures

Comprehensive annual evaluations are conducted in the academic unit (in most cases, the department or school) in which the faculty member resides. A post-tenure review will occur in every sixth year following the grant of tenure or promotion, the most recent post-tenure review, or a successful review and designation as University Professor. The post-tenure review file shall contain the following information: unit's approved criteria for teaching, scholarship and service, optional brief narrative statement [3 pages], a current curriculum vitae, annual evaluations for the most recent six years.

The departmental chair or director (or dean in the case of Library Services) will develop a post-tenure review letter addressing the faculty member's accomplishments consistent with the departmental tenure standards.

Each Departmental Tenure Committee shall also serve as the Departmental Post-Tenure Review Committee. The Departmental Post-Tenure Review Committee will review the post-tenure review letter and will write a letter accepting, accepting with comment, or rejecting with comment. The post-tenure review letters from the departmental chair or director, or Dean of Library Services and the Departmental Post-Tenure Review Committee will be forwarded to the faculty member with a copy to the dean.

The dean, in conjunction with the chair or director and representatives from the Departmental Post-Tenure Review Committee shall develop a continuous improvement plan for the faculty member if warranted. Future progress will be measured using the annual review process.

C. Timeline

The Office of Academic Affairs will notify faculty members identified for post-tenure review during the fall of their sixth year since their tenure decision, last promotion, or most recent post-tenure review. The faculty members' departmental chairs or school directors will also be notified. Each individual faculty member's department chair or school director will conduct the faculty members' sixth annual performance appraisals in accordance with established guidelines. Upon completion of the annual performance appraisals, the chair or director (or Dean of Library Services) will initiate the post-tenure reviews. The post-tenure review process, including the establishment of professional development plans, if warranted, will conclude by the end of the spring academic semester.

The post-tenure review may be delayed by one year in order to accommodate a leave of absence, a major health issue, or some other compelling reason, provided both the faculty member and the departmental chair or director approve. If a tenured faculty member takes an administrative appointment, the schedule of post-tenure review is suspended. If the term of the administrative appointment is more than two years, then the next post-tenure review will occur five years after resumption of faculty duties.

XXVIII. FACULTY REMEDIATION PROCESS

The purpose of this policy is to address and remediate faculty misconduct. Faculty chronic low performance in teaching, research and service, is addressed through the performance appraisal process in **Section IX. B.**

PSU values all faculty and their potential for contributing to fulfillment of the University's mission. PSU also recognizes that faculty wish to contribute value to the University and be successful in their work. In this spirit, the University makes every effort to place qualified and motivated faculty in positions where both objectives can be achieved.

Faculty members in higher education have a professional obligation to perform their duties with intellectual honesty and responsibly. Supervisors have a responsibility to inform faculty when they are perceived to be engaging in misconduct.

The faculty and administration take an active role in developing an atmosphere that promotes academic freedom and protects faculty rights. The Faculty Remediation Process will be instituted in the rare case when a faculty member is perceived to be engaging in misconduct that violates professional standards.

A. General Provisions

1. Faculty Performance Remediation Processes must be directed to improvement of professional behaviors and facilitate faculty meeting professional responsibilities.
2. Supervisors and department heads must address minor unprofessional behavior or misconduct issues through informal discussions with faculty.
3. Unit faculty members shall have the right to have a union representative present at all meetings that the bargaining unit member is required to attend regarding potential remediation action.
4. Each step of the progressive sequence is grievable through the General Grievance Process (**Section XXIV. C.**) by the faculty member if they believe the charges to be without merit or an indication of less serious violations of professional standards, or if they believe the Remediation Plan is inappropriate.
5. Remediation will not be used to retaliate against employees for questioning the appropriateness of a business decision by the University, reporting misconduct, or appropriately availing themselves of a legally protected right.
6. Although it is impossible to identify all possible behaviors which could result in remediation, the following are examples of misconduct which violate general standards of professional behavior:
 - the use of force, coercion, hurtful teasing or threat, to abuse, aggressively dominate or intimidate;
 - the activity of repeated, aggressive behavior intended to hurt another individual, physically, mentally, or emotionally;

- physical fighting, including threatening, or attempting to inflict bodily harm to anyone on University property or at any University function;
 - acts of discrimination, including harassment, prohibited by law or University policy;
 - violation of law(s) substantially negatively reflecting on the faculty member's ability to engage in teaching, research, service/outreach and/or administration;
 - use of professional authority to exploit others;
 - intentionally or recklessly falsifying any record or business document or providing false or misleading information used in the operations and decision-making of the University;
 - misusing, damaging, defacing or destroying University property or the property of others;
 - willful abuse or misappropriation of state funds, materials, property, or equipment;
 - unreasonable refusal to carry out the legitimate and reasonable directions or instructions directly relating to the mission of the program, department, and/or University;
 - reckless or deliberate violations of safety rules or practices;
 - ethical misconduct;
7. In the case of gross misconduct, criminal activity, or other conduct of a severe and egregious nature, or a case where it is essential to protect the health, safety, or welfare of the University community, the Provost and Executive Vice President (in consultation with the Dean of the College and the immediate supervisor), may initiate the Faculty Remediation Process at Step 3 or Step 4. The faculty member may be suspended with pay during an investigation of such allegations.
8. A Remediation Plan consists of four key elements and is designed to serve as a game plan for returning a faculty member's behavior to an acceptable level. The Remediation Plan must include:
- Notice to the faculty member of a deficiency, including a specific description of the unacceptable behavior.
 - A description of the standards and expectations for what the behavior or performance should be.
 - The methods or tools which may be used by the faculty member to achieve an acceptable level of behavior.
 - The time frame for achieving an acceptable level of behavior or performance.
9. The remediation methods or tools to achieve an acceptable level of behavior may be determined by the nature of the misconduct, the employee's knowledge and experience; the employee's disciplinary history, other factors determined to be relevant in the particular circumstance, or any combination of these factors.

B. Remediation Process

Nothing contained in this process shall be interpreted to preclude a voluntary attempt by the parties to informally resolve potential remediation, either prior to the notice of pending action or at any other time.

Step 1: Verbal Warning

Any verbal warning or verbal redirection by supervisor for perceived unprofessional actions or behaviors will take place in the context of a meeting between the supervisor and faculty member.

A written communication (via official University email) must take place regarding the scheduling of the meeting between the supervisor and the faculty member. The faculty member may choose to bring a union representative to the meeting.

This meeting serves as an attempt to verify facts and resolve any issue in the simplest way and at the lowest possible level. Supervisors may realize perceived issues are moot or do not rise to the level of repeated egregious conduct.

If the supervisor determines the misconduct warrants a Remediation Plan, the supervisor will use the format described in **Section XXVIII.A.8**. The supervisor must note faculty progress or failure to progress within the timeline in a further written response. Faculty who adequately complete the Remediation Plan and improve behavior, need not progress to further steps.

Step 2: Written Warning

In the case that the issue is not resolved through the initial verbal warning, the supervisor will provide the faculty member with a written notice in the form of a Remediation Plan (**Section XXVIII.A.8**). The parties will meet to discuss the elements of the Remediation Plan.

The supervisor must note faculty progress or lack thereof within the timeline in a further written response. Faculty who adequately complete plans and improve behavior, need not progress to further steps.

Step 3: Final Warning

A formal meeting with the administration is the next step and constitutes a final warning. The meeting will include the Provost and Executive Vice President, Dean of the College and immediate supervisor as well as faculty member. The administration will provide a mandatory final Remediation Plan to address the actions or behaviors.

The supervisor must note faculty progress or lack thereof within the timeline in a further written response. Faculty who adequately complete plans and improve behavior, need not progress to further steps.

Step 4: Termination

Faculty who fail to make satisfactory improvement, according to the benchmarks provided in the final Remediation Plan in Step 3 of this Faculty Mediation Process, will be notified of termination of position for cause.

XXIX. FACULTY NOTIFICATION OF STUDENT ACADEMIC PROGRESS

A. Policy on Dissemination of Grades to Students

Faculty will include a statement in their syllabi regarding how students may access course grades or course progress and will indicate when and how often students are to be notified of their grades or progress in the course.

B. Mid-term Grade Reports

Faculty will provide mid-term grade reports to the registrar.

XXXI. DURATION

Sections IV.A. and IV.B. of this Agreement shall be effective from July 1, 2025 through June 30, 2026. All remaining portions of this Agreement shall be effective from July 1, 2025 through June 30, 2028.

If this Agreement contains any unlawful provisions, those provisions shall be deemed to be of no effect and stricken forth from this Agreement without effecting the binding force of this Agreement as it shall remain after omitting such provisions.

The foregoing Agreement is here accepted.

FOR THE ASSOCIATION:



Ananda Jayawardhana, President
PSU/KNEA

09/15/25

Date

FOR THE BOARD OF REGENTS:



Diana Mendoza, Vice-Chair
Kansas Board of Regents

9-18-25

Date

FOR THE UNIVERSITY:



Thomas W. Newsom, President
Pittsburg State University

9/15/25

Date

XXXI. APPENDIX A: The Core of Academe

A. Definition of Teaching, Scholarly Activity, and Service

(from **The Core of Academe**, Office of Academic Affairs, Pittsburg State University, 1983.)

Teaching: Program Planning, Instruction, Evaluation, and Advisement²⁴

Although Pittsburg State University acknowledges its commitment as a teaching institution, this does not mean that the University does not have the obligation to engage in scholarly activity and public service. It does, however, set the teaching/learning process as an institutional priority. Teaching has four components: academic program planning and development, instruction, evaluation, and student academic advisement. The orientation of these elements is relevant to facilitate the acquisition of knowledge and skills and enhance behavioral change.

Teaching is the critical ingredient that provides the mechanism by which two major purposes of the University are achieved. Education should be concerned with experiences which strengthen human relationships, forge common bonds, and enhance the quality of life. Its emphasis should concern areas of our interrelatedness as members of the human community. Education also should develop within students the capacity for further learning in a particular discipline, concentrating on those knowledge and skills unique to the discipline and of value to graduates in the world of vocation. These two purposes then -- one emphasizing the interrelatedness of knowledge and the other focusing on the uniqueness of knowledge -- provide a framework within which the four components of teaching can function.

Professors may teach, but students learn. Further, students are quite capable of learning by themselves. Given adequate resources from which to learn, the human organism is quite capable of self-instruction. The ability to learn independently, after all, is a valued quality of the professorate. Many educators think that the most significant single outcome of a university education is that students become lifelong learners when they leave the tutelage of the institution. The task of the professor, then, is to arrange the contingencies of teaching in order that learning may be most efficient and effective. A brief description of each of the four components of teaching follows:

Academic program planning and development consist of analyzing the educational goals defined by a particular field of study. These goals are then reduced to objectives which define the scope and sequence of the subject content and learning experiences to be made available to the student. The

²⁴ For the purposes of this contract references to academic advisement or advising are synonymous with academic mentoring.

specification of the scope and sequence of content must recognize the standard parameters of the instructional system in which the academic program is to function (124 semester hours credit, number and credentials of the faculty, facilities available, etc.). The competencies of students entering the program should be specified and opportunities to achieve additional necessary competencies identified. The task of academic program planning and development is to specify the desired results of the educational process and the most effective and efficient method to achieve those results.

Instruction refers to the process of utilizing resources to achieve an identified educational objective. It is a process with internal order, sequence, and purpose. It is not a random encounter. Knowing what is to be achieved by the student, as well as the student's initial competencies, the professor identifies the knowledge and skills to be taught, the learning experiences to be provided, instructional media to be utilized, the instructional strategies to be employed, and the time and facility resources required. All these are "arranged" in the proper order and time sequence to facilitate the learning of the student. It is possible to categorize instructional methods available to faculty in three broad areas: large and small group instruction used primarily for the dissemination of knowledge; laboratory, practicum, and internship sessions used for skill development; and the tutorial to provide students the opportunity for independent study and faculty for individual guidance (small seminars, reading courses, theses and dissertation, etc.).

Evaluation spans academic program planning and development, instruction, and advising. It provides an objective verification that the academic plan (component one) was carried out (component two); that a legitimate learning experience occurred. Evaluation is used initially in order to determine the needs of students as well as their initial level of competency. During instruction, evaluation is utilized to provide guidance to students to guide their learning experiences, as well as data to the professor to evaluate the instructional process. Evaluation is again employed at the termination of instruction in order to assess the attainment of the course objectives by the student, the performance of the instructor, and the adequacy of instruction. Evaluation may also be used to provide performance data concerning instructional strategies, various forms of instructional media, relevance of the content of the course, and the adequacy of the facilities used in instruction. Evaluation meets two basic needs of teaching: a) it provides information about the student, and b) it provides information concerning instruction.

Academic advising goes beyond the review of requirements for graduating, assisting students in making out a schedule, or signing a class card. It is a vehicle by which the student may develop as an independent thinker and learner. The goal of academic advisement is to assist the student in the exploration of the student's life/career goals and the specification of an educational plan to reach those goals.

It also includes the monitoring of the student's progress towards implementing that plan, the providing of advice and an interpretation of appropriate and inappropriate learning behaviors during the instructional sequence, and an

evaluation of the learning experience at the termination of the instructional process. Academic advisement is an active process of sharing between the faculty member and the student concerning any relevant variable associated with the student's academic program. The goal of academic advisement is to assist the student in obtaining as much benefit from his/her educational experience as is possible.

There are a multitude of activities concerned with teaching. Some of those that are representative are noted below. Those provided are meant to serve as examples only. They should not be perceived as the total universe of teaching activities. One is engaging in academic program planning and development, instruction, evaluation, and academic advising when one:

- provides academic and career counseling and advisement to students on a regular basis,
- demonstrates teaching competence in a chosen content area and guides and inspires students;
- integrates current scholarly activities within a given discipline into the overall scope of instructional content;
- holds membership on graduate student committees, and directs theses and special investigations;
- teaches honors courses and provides for individualized instruction where required;
- contributes to course and curriculum development and prepares and uses instructional media;
- experiments with instructional methods and techniques;
- attends conferences, conventions, meetings relevant to teaching in the chosen discipline;
- can demonstrate an impact on students, both objectively and subjectively;
- participates in the academic governance of the academic unit to which assigned;
- contributes to the development of both library and other Library Services relevant to content area of teaching;
- seeks opportunities to interact with colleagues in order to improve instruction;
- is available to the academic community to consult with students concerning learning difficulties and colleagues concerning academic program issues;

- periodically reviews and revises course materials including textbooks, open educational resources, syllabi, evaluation instruments, instructional media;
- maintains academic integrity and the academic standards of the institution;
- provides students with objectives relevant to the course taught, appropriate references, information as to the topics to be covered, and criteria for at least satisfactory performance;
- provides for student evaluation of the course and the instructor and uses the results of such evaluation to revise course and methods of instruction;
- makes available opportunities for students to learn of the primary sources of information associated with a particular discipline or area of study;
- sponsors field trips, outside resource instructors, and student research projects;
- assists students in making rational and relevant academic decisions as an academic advisor; and
- observes academic regulations as legislated by the Faculty Senate and instructional "good practices," as recognized by the profession.

B. Scholarly Activity: Research, Scholarship, and Creative Endeavor

While Pittsburg State University is committed to the idea of being a "teaching institution," that concept cannot be fulfilled apart from a similar commitment to scholarly activity. Scholarly activity has three components - research, scholarship, and creative endeavor - whose principal foci are oriented toward the academic program of the University and are carried out by individual faculty.

These activities are vital to the University and to its academic program, and have an impact on the student as a learner. They are a very real part of the instructional process. As a student progresses through undergraduate studies, the student is constantly moving toward more and more independent learning and learns that research and creative endeavor are necessary elements in the learning process. Students must have models of ongoing scholarly activity in which they can see the possibilities for their own creative talents. Faculty engaged in scholarly activity provide those models. In this sense, scholarly activity is an integral part of teaching.

Research, creative endeavor, and scholarship are also intimately involved in the professional development of individual faculty members. Through the process of sharing the outcomes of professional efforts with colleagues both on and off the campus, validation of progress in developing as a scholar in a discipline is received. Reviewing and critiquing the work of others provides opportunities for faculty to test ideas and concepts developed in their own work. Often sharing scholarly activity with colleagues on the campus functions as a stimulus to fellow faculty. Since professional development is a lifelong task, sustained effort in this area of involvement is needed.

A detailed description of the three components of scholarly activity follows:

1. Research for the purposes of this discussion will be categorized as discipline, applied, and pedagogical. The first orients toward new knowledge, the second towards the utilization of that new knowledge, and the third towards methods of teaching and learning. Discipline research is that activity which is carried out with the deliberate intent of extending the frontiers of knowledge in a particular academic discipline. Little attention is given to the applicability or practical use of possible discoveries. Applied research is activity that is carried out with the deliberate intent of solving a specific problem in an immediate time frame. The focus of the activity is the applicability of the research to a well-defined, real time need. Pedagogical research is activity which explores the merits of one educational approach to instruction over another approach, under what conditions students learn best, how educational material may be organized to enhance the learning process, investigations of the degree to which curricula meet the requirements they have been designed to meet, etc. The sharing of the results of research as outlined later in this paper is an integral part of the research process. The responsibility to communicate the results of research in order to assist colleagues as well as to validate findings is the task of the faculty member. The responsibility to support and facilitate research efforts on the part of the faculty is the task of the academic administrator.
2. Scholarship is an area of scholarly activity that refers to updating and extending an area of study within the professional life of the faculty member. University professors must be constantly alert to new and innovative directions in their discipline if their leadership in the classroom is to be truly effective. It is this kind of activity that frequently spells the difference between professors who are inspiring and creative in their role as teachers, as opposed to those who continue to use only notes on aging yellow pages. Faculty engaged in scholarship are those who take advantage of the opportunities to remain viable and active in their particular area of specialty. The development and sharing of ideas; the conception and implementation of new and creative instructional materials; participation in conferences, conventions, workshops, professional meetings; and the publication of articles and monographs in areas other than research are samples of such activities.
3. Creative endeavor refers to the result of the production of creative work by faculty. Creative endeavor is most easily identified when associated with the performing arts (theater, music, dance) and the fine arts (two and three dimensional art and writing). It is also most appropriate to apply it in the area of applied arts (architecture, graphics and printing, design, and decorating). Creative endeavor involves not only the creation of a tangible product, but the subjection of that creative piece to judgment by public and peers through the vehicle of performance, show, publication, display or exhibit. There is some overlap with the area of scholarship. For example, an article dealing with the impact of carbon steel by its inventor could be classified as creative endeavor.

Some examples of the type of activities indicative of scholarly activity are as follows. Those provided are meant to serve as examples only. They should not be perceived as the total universe of scholarly activities.

- production, exhibition, or performance of creative works;
- delivering invited lectures, papers, speeches, or presentations at colleges or universities, professional meetings, conventions, and conferences;
- submission of products of scholarship to colleagues for evaluation and critique;
- collaboration with colleagues on the local and other campuses in activities oriented toward making a contribution towards the advancement of knowledge, methodology, or development of a discipline;
- applying for and receiving grants and awards;
- obtaining recognition regionally, nationally or internationally for recent as well as past contributions to a particular field of study by a variety of means (requests for reprints, paper reading invitations, citations of research, invitations to exhibit, etc.);
- participation in institutes, short courses, seminars, and workshops that are related to the faculty member's discipline;
- publication of the result of research, scholarship, and creative endeavor through vehicles such as: monographs, textbooks, open educational resources, papers, abstracts, book reviews, poems, plays, various musical compositions, etc.;
- is a member of professional societies relevant to a specific discipline;
- obtains copyrights or patents on works produced;
- engages in specific self-study or a professional growth plan to enhance professional competency; and
- edits papers for journal publication, grant proposals for award, chapters for books or other scholarly activity of like nature.

C. Service: Institutional, Professional, and Community

Pittsburg State University strives, through its faculty and staff, to provide excellent teaching, quality scholarship, and meaningful service. Service activities have the potential to make positive contributions to both scholarly activity and teaching and have been a traditional part of all academic communities. This service manifests itself in three areas: institutional service, professional service, and service to the community. It is recognized that faculty members possess talents and interests in a variety of fields and are capable of rendering service in areas quite unrelated to their discipline, as well as those that are very closely related. Although they should not be discouraged from providing service in any

field in which they have an interest, it should be understood that faculty activities are, as a general rule, considered to be valid university service only when they are performed using competencies relevant to the faculty member's role and/or area of specialization at the University. Services provided through an avocational interest or associated with some special talent or skill not related to one's professional competence or assignment will not be considered valid University service unless the performance of the service is in some manner related to one's University appointment. For example, if a faculty member whose discipline is psychology sings in the community chorale, such service would not be considered as a University contributed community service. On the other hand, if that faculty member led group marriage counseling sessions for the YMCA, such service would be a legitimate contribution of the University to the community. Should a member of the psychology faculty be invited to provide a service (one not related to that discipline) because of the fact that the individual is affiliated with the University, such service would also be considered as a University contributed service. Faculty members are encouraged to pursue any opportunity to participate in the improvement of the quality of life in the community as citizens of that community and as examples of good citizenship. Service activities have the potential of making significant contributions to teaching, scholarly activity, and the quality of life in the academic and lay community. The setting of academic policies and regulations, guiding of curriculum development, contributing to the acquisition and use of library media and instructional technology are intimately related to the teaching function of the faculty member and the University. Consulting, speaking to groups external to the academy, planning professional development opportunities, and serving in professional societies contribute more than tangentially to one's scholarly activity. Representing the University at various community functions, serving on community committees, providing training to lay groups, and giving of one's expertise in accomplishing community tasks influence positively the quality of life in the community as well as the University.

A detailed description of the three components of service follows:

1. Institutional service consists of serving on departmental, college, and University standing and ad-hoc committees. In addition, teaching in continuing education credit and non-credit programs both on and off campus are also considered in the service category as are activities associated with completing special studies and projects for the University (e. g., studying the economic impact on Southeast Kansas, surveying the adequacy of academic advising in a particular academic unit, etc.).
2. Professional service consists of serving in some official capacity (officer, committee member, discussant, reviewer, session chairperson, editor, etc.) the needs of a professional society or organization related to some degree to the discipline area of expertise of the faculty member. Professional service should also be acknowledged for establishing consulting relationships with government, business, or industry whether that service receives compensation or not. The key here is that the faculty member is recognized as having an expertise that has been sought after. If the service performed is considered as an integral part of the faculty member's assignment (such as "on loan," exchange, or various released time arrangements), then it should also be evaluated in the most relevant category (e. g., administering a workshop for the Environmental Protection Agency would be teaching, performing research for pecan growers in Northeast Oklahoma would be scholarly activity, or developing a

computer program for a small business would be service). Relevance to the faculty member's area of expertise still remains the overriding factor.

3. Community service literally includes that remainder of the myriad of activities that faculty perform for the local and regional community in which they live that are related to University expertise or affiliation. Serving on various city, county, state, and regional (or federal) committees in a wide variety of capacities are categorized in this particular area. Non-governmental and not-for-profit agencies and organizations are also included here. It must be remembered that the categorization of service activities in many cases will be arbitrary and the degree of accuracy with which one categorizes service is not precise. The critical task is to first, do the service, and second, to categorize that service. The only reason that these classifications are presented is to provide some structure that will enable faculty and academic administrators to define relevant service activities, not to place them compulsively into a variety of categories.

Examples of institutional service, professional service, and service to the community may take the form of any of the sample activities given below:

- participates in non-credit continuing education programs both on and off the campus;
- plans and leads non-credit workshops, institutes, discussion groups;
- functions as an officer of local, regional, national, or international professional organizations;
- serves on departmental, college, and University committees;
- assumes a variety of administrative and/or support responsibilities relating to the University community;
- conducts various institutional studies;
- contributes services to the community that are relevant to the faculty member's role at the University;
- consults as requested with government, business, and industry to solve a variety of applications of the faculty member's expertise; and
- participates in sponsoring various student clubs, societies, and organizations' activities.

XXXII. APPENDIX B: INTELLECTUAL PROPERTY

The purpose of this section is to foster the creation and dissemination of knowledge and to provide certainty in individual and institutional rights associated with ownership and with the distribution of benefits that may be derived from the creation of intellectual property. When revenues are to be shared, the creator(s) shall obtain his/her share only after the University has recouped any direct costs borne by the University for equipment purchased specifically for the project and for supplies, materials, and costs paid to third parties. The portion of the revenues to be shared among multiple creators shall be shared equally unless otherwise agreed in writing by the creators.

A. General Copyright Policy

The ownership of the various rights associated with copyright is dependent upon the specific type of intellectual property. The University shall assert limited ownership of some of the various rights as set forth below. Since the University has a fiduciary responsibility for the appropriate use of state funds, unless otherwise provided for under this policy, all rights associated with works produced as “*work made for hire*” or other works that make “substantial use” of institutional resources belong to the University. For purposes of this policy, “*work made for hire*” should be as defined by the AAUP statement on copyright (American Association of University Professors, *Policy Documents and Reports*. Baltimore, MD: John Hopkins University Press, 2015, page 264.)²⁵ “Substantial use” means that the creator receives more than normal support for the project or receives time and/or resources specifically dedicated to the project.

1. Mediated Courseware

For purposes of this section, the phrase “mediated courseware” means: course materials that (1) enable instructors to rely exclusively or substantially on non-classroom contact hours for instruction, 2) make extensive use of technology, including but not limited to video conferencing, streaming media, and similar technologies and (3) potentially could permit students from other institutions to access courses offered by Pittsburg State University upon payment of a specified fee. The phrase “mediated courseware” does not include course material prepared by an instructor that makes use of the Internet for delivery or presentation, unless all of the above criteria are met.

a. The University shall have limited ownership or control rights for mediated courseware as specified below:

(1) Self-initiated mediated courseware. When employees develop mediated courseware without specific direction by the University, unless otherwise agreed,

²⁵ Pittsburg State University will be guided specifically by that portion of the AAUP policy that states, “Works created as a specific requirement of employment or as an assigned institutional duty that may, for example, be included in a written job description or an employment agreement, may be fairly deemed works made for hire. Even absent such prior written specification, ownership will vest in the college or university in those cases in which it provides the specific authorization or supervision for the preparation of the work.” Examples are reports prepared by members of a faculty committee or works of a faculty member in the normal execution of his/her duties.

the ownership of the courseware shall remain with the employee. Normally, no royalty, rent or other consideration shall be paid to the employee when that mediated courseware is used for instruction at the University and such mediated courseware shall not be used or modified without the consent of the creator(s). Should the courseware be used for instruction outside of the University, the creator shall reimburse the University for use of institutional resources from revenues derived from the transaction offering the course.

- b. Mediated courseware when judged by the creator(s) to have commercial value shall be reported to the Provost and Executive Vice President for Academic Affairs. The report shall contain a description of the mediated courseware. Mediated courseware judged by the creator(s) not to have commercial value shall be considered reported when used in a University course.

(1) Institution-directed mediated courseware. When the University specifically sponsors the creation of mediated courseware by assigning one or more employees to develop the mediated courseware and supplies them with materials and time to develop the mediated courseware, the resulting mediated courseware belongs to the University and the University shall have the right to revise it and decide who will utilize the mediated courseware in instruction. The University may specifically agree to share revenues and control rights with the employee.

Procedure: When the University directs employees to develop mediated courseware, a contract shall be agreed to between Pittsburg State University and the faculty member(s) before the project begins. The contract should contain clear statements regarding the following:

- a. Definition of the project and participants;
- b. Time commitment ;
- c. Compensation, such as release time, summer salary, etc.;
- d. Ownership of derivative works;
- e. Revenue sharing;
- f. Conditions of revision;
- g. Credits to creators; and
- h. Procedures for creating an agreement on instructional uses by other institutions or licensing should those conditions warrant.

2. Scholarly and Artistic Works

Notwithstanding any use of institutional resources or “*work made for hire*,” the ownership of textbooks, scholarly monographs, trade publications, maps, charts, articles in popular magazines and newspapers, novels, nonfiction works, supporting materials, artistic works, and like works shall reside with the creator(s) and any revenue derived from their work shall belong to the creator(s). Except for textbooks, the University shall have royalty-free use of the work within the University, unless otherwise agreed in writing.

3. Manuscripts for Academic Journals

a. Notwithstanding any use of University resources or “*work made for hire*” the ownership of manuscripts for publication in academic journals shall reside with the creator(s) and any revenue derived from their works shall belong to the creator(s).

b. If the manuscript is to be published, the creator(s) shall request the right to provide the University a royalty-free right to use the manuscript within the University in its teaching, research, and service programs, but not for external distribution, and, if successful, the creator(s) shall grant such right to the University.

Procedure: Upon acceptance of the manuscript, the University will provide a royalty-free request form to be sent to the publisher by the creator. The creator’s responsibility for this policy ends with the submission of the form.

c. Upon the establishment of national governmental or nonprofit entities whose purpose is to maintain in an electronically accessible manner a publicly available copy of academic manuscripts, the Kansas Board of Regents will review each entity and upon determination that providing the manuscripts will not jeopardize the publication of articles or infringe on academic freedom the creator(s) shall grant and provide the appropriate entity a limited license for the use of each manuscript.

4. Copyrightable Software

The rights to copyrightable software with an actual or projected market value in excess of \$10,000 annually, except software included in computer-mediated courseware, shall be determined pursuant to **Section B** below, Patent and Copyrightable Software Policy.

Procedure: The University will provide a form for disclosing copyrightable software that a reasonable person would believe to have commercial value. The University will establish a procedure for normally rendering a decision within 45 days but no more than 180 days.

B. Patent and Copyrightable Software Policy

Patents obtained on inventions or the ownership of copyrightable software with an actual or projected market value in excess of \$10,000 annually resulting from Pittsburg State University-sponsored research shall be retained or assigned by the University for the purpose of obtaining patents on inventions, receiving gifts, administering or disposing of such patents, and promoting research and the development of intellectual property at Pittsburg State University by every proper means.

The following regulations shall be followed with respect to inventions or software:

1. Anyone who conceives an invention or who develops copyrightable software that is not included in mediated courseware resulting from a research project sponsored by the University shall report the matter to the Provost and Executive Vice President for Academic Affairs on a Patent Disclosure Form, available at the office of the Provost and Executive Vice President for Academic Affairs. Following receipt of Patent Disclosure Form, the University will schedule a meeting with the creator(s) to discuss the disclosed invention.

2. If the University notifies the inventor that the invention does not warrant commercialization, then the inventor is free to patent it. The inventor shall be notified within 180 days of the date of submission of the invention disclosure to the University that the University has begun to proceed with commercialization or that he or she is free to obtain and exploit a patent or other intellectual property in his or her own right. In such case, however, the University does not relinquish its right to publish any of the data obtained in the research project. If the University decides not to further the use of the patent or copyrightable software, it shall assign all other rights therein to the creator(s).

Procedure: Upon making a decision that the invention does not warrant commercialization, the University shall notify the inventor(s) in writing that they are assigned the rights therein upon execution of a University Technology Release form.

3. When any revenue is obtained by or on behalf of the University, from the commercialization of any technology, including royalties, license fees or other charges based on any patent or copyrightable software, one third of revenues shall be paid directly to the inventor(s) or creator(s). The remainder of any revenue shall be used to sponsor further research and research related activities within the institution. They may agree that the University may retain a portion of the funds. Revenue sharing shall begin only after the University recoups costs paid in support of obtaining revenue from the invention, including costs of patents.
4. In case of cooperative research sponsored in part by an outside corporation or individual, a written contract shall be made between the University and the cooperating agency. This contract should include a statement of policy substantially equivalent to that outlined below:

“It is agreed by the parties to this contract that all results of experimental work, including inventions, carried on under the direction of Pittsburg State University, belong to the University or at the discretion of the University to the public and shall be used and controlled so as to produce the greatest benefit to the public. It is understood and agreed that if patentable inventions or copyrightable software grow out of the investigation and such inventions or software have commercial value, the cooperating agency shall receive preferential consideration as a prospective licensee, with a view to compensating said cooperating agency in part for the assistance rendered in the investigation.

It is further agreed that the name of the University shall not be used by the cooperating agency in any advertisement, whether with regard to the cooperative agreement or any other related matter.”

5. In case of a research project where it is proposed that all costs including overhead, salary of investigator, reasonable rent on the use of equipment, etc., are paid by an outside party, the outside party and the University, shall negotiate the appropriate assignment of all patent or copyrightable software rights prior to the provision of any funding by the outside party. The University shall reserve the right to publish all data of fundamental value to science and technology. The educational programs of

students, including publication of theses, dissertations, and papers, will be given highest priority when students participate in externally funded research.

6. Changes in the above policies may be made by the University to conform to the requirements of the United States Government when contracting with the United States Government or a Federal Government Agency.

C. Trademark Policy

The University reserves the right to control and protect the trademark and service marks of the University.

D. Institutional Procedures

Any faculty grievance hereunder shall be governed by the General Grievance Procedure except that the first step shall begin with “Step 2” by filing the written statement with the Provost and Executive Vice President for Academic Affairs. The written statement (described in “Step 1”) must be filed within ten (10) class days from the date on which the faculty member knew or should have known through due diligence of the act grieved.

XXXIII. APPENDIX C: SAMPLE GRIEVANCE HEARING PROCEDURES

KNEA Grievance Hearing Proceedings

Committee: [insert list of committee members]

Grievant / Representative Advisor: [insert names]

Charged Party / Representative Advisor: [insert names]

1. Call to order. Introduction of members of the committee, parties involved, their advisors, if present, any called witnesses, and designated time keeper. This session is being video recorded in lieu of taking minutes. Reason for the grievance hearing.
2. Ground rules:
 - a. Both Parties will submit six (6) copies of all documents to be introduced during the hearing and the names of any witnesses that will be called to the Office of Institutional Equity within six (6) class days prior to the date of the hearing. The Director of Institutional Equity will make the materials available to the Parties and the Hearing Committee prior to the hearing.
 - b. Committee members may also ask questions at any time. Advisors and any called witnesses may address the hearing directly.
3. Presentations:
 - a. Grievant and/or advisor testifies with any called witnesses.
 - b. Charged party/advisor may question witnesses. Committee may follow up with questions for witnesses.
 - c. Charged party and/or advisor testifies with any other called witnesses. Grievant/advisor may question witnesses. Committee may follow up with questions for witnesses.
 - d. Charged party rebuttal and concluding remarks.
 - e. Grievant rebuttal and concluding remarks.
 - f. Committee questions either or both parties.
4. Parties excused while Committee deliberates (unrecorded). Committee will render written decision within five class days to both parties.
5. Adjourn