

SECTION 4 - FACULTY PERSONNEL POLICIES AND PROCEDURES

I. College Personnel Policy

St. Olaf College is an equal opportunity employer. It is the policy of St. Olaf College to provide equal opportunity to all employees and applicants for employment in accordance with all applicable equal employment laws and regulations. In addition, St. Olaf College is committed to creating and maintaining an educational and work environment in which all members of the community — students, faculty, staff, and administrators — are treated with respect and dignity, free from unlawful verbal and physical harassment (see Section 4.XXI). The policies contained in the *Faculty Handbook* provide further information regarding the College's policies and initiatives relative to equal employment and harassment.

VI. Appointments

Appointments to the St. Olaf faculty may be made to individual departments, to special academic units, or to more than one academic unit. Full-time appointments may be tenured, tenure-track, or term; part-time appointments may be tenured, tenure-track, term, or terminal. Tenure-track appointments are tenurable continuing positions, subject to Section 4.VIII ("Reappointments"). Term and terminal appointments are not tenurable. Term appointments may be for one, two, or three years. The terms and conditions of every appointment shall be in writing and shall be in the possession of both St. Olaf College and the faculty member before the appointment is official.

A. Full-Time Faculty Appointments

Normally, appointments to departments shall be made in accordance with the following general guidelines. The particular process applied to a given appointment may vary from these guidelines at the discretion of the President and the Dean of the College.

1. The department chair, in cooperation with the Dean of the College, shall seek candidates from a wide and diverse pool and shall secure information about available candidates in order to evaluate their professional competence and effectiveness, publications, and other evidence of scholarly achievement, working habits, and their attitudes about and understanding of the relationship of religion to learning.
2. The chair of the department concerned shall discuss the candidates with all tenured and tenure-track members of the department as well as with those full-time members of that department presently on campus who have completed at least two years of service at the College.
3. Credentials of the candidates selected by the department chair for consideration shall be reviewed by the Associate Dean of the Faculty and the Dean of the College.
4. The candidates selected for consideration by the department chair, the Associate Dean, and the Dean of the College shall normally come to the College at the expense of the College to be interviewed by the department chair, the Associate Dean, the Dean of the College, and the President. If a candidate visits the campus, the department chair shall attempt to arrange for the candidate to meet other members of the campus community.
5. A department chair who desires to recommend a candidate for appointment shall discuss this recommendation with the Associate Dean and shall present this recommendation, together with the recommendations of the members of the department concerned, to the Dean of the College. The Associate Dean shall advise the Dean of the College concerning the appointment, and the Dean of the College shall subsequently make a recommendation to the President, who decides whether or not to make an offer of appointment. The President or the Dean of the College shall write a letter to the candidate, if chosen, stating rank, salary, and

duties, and requesting the candidate, if he or she wishes to accept the appointment, to submit a letter of acceptance.

6. Term appointments are for one, two, or three years; these appointments are renewable up to six years. In special cases, full-time term appointments at the instructor rank may be renewed beyond six years without tenure. Such appointments should be regarded as exceptional, and considered carefully by St. Olaf College and the individual. [See Section 4.IX (“Tenure”) for conditions under which these appointments may count towards a subsequent tenure review.]
7. Time served under a full-time term appointment shall count toward eligibility for a sabbatical leave if the individual is given at some later time an appointment which makes that person eligible for a sabbatical leave.
8. The terms and conditions of every appointment shall be stated in writing and be in the possession of both St. Olaf College and the faculty member before the appointment is official.
9. The following statement of qualification for the various ranks shall serve as a guide to department chairs, Associate Deans, the Dean of the College, and the President in making new appointments to the faculty.
 - a) Instructor: M.A. degree or equivalent academic competence. Experience is preferred. (It is highly desirable that candidates have had previous educational experience, either in actual teaching situations or in pre-service experience acquainting them with the best educational procedures.) Upon notification of the completion of requirements for a Ph.D. or equivalent by the faculty member’s graduate school, promotion to assistant professor will be automatic.
 - b) Assistant Professor: Ph.D. or equivalent academic competence. Some teaching experience is desired prior to appointment.
 - c) Associate Professor: Ph.D. or equivalent academic competence. Three years of full-time college teaching as instructor or above, plus three additional years of full-time college teaching, research, administration, or equivalent experience beyond the Ph.D. degree.
 - d) Professor: Ph.D. or equivalent academic competence. Five years of full-time college teaching as instructor or above, plus five additional years of full-time college teaching, research, administration, or equivalent experience beyond the Ph.D. degree.

10. Change From Full- to Part-Time

A faculty member with a full-time appointment may, if he or she so requests, and on the recommendation of the appropriate department chair, Associate Dean, and the Dean of the College, be granted a part-time appointment either for a designated period of time, or permanently. In making such a recommendation, consideration should be given to the needs of the College as well as those of the individual. The needs of the College become especially important when individuals seek to extend designated periods of time that were earlier negotiated, since such requests can conflict with the legitimate expectations of students for continuity, of untenured members for tenurable positions, and of department chairs for staff planning. During the term of this appointment, the faculty member comes under the provisions of a part-time appointment. The change to part-time carries with it a commensurate reduction in compensation, and faculty will continue to participate in non-teaching duties in the same proportion as their percentage of FTE. If the part-time appointment is for a specified term, the individual returns to full-time status at the end of the term.

A faculty member with full-time tenure who changes to a permanent part-time appointment will retain tenure at whatever fraction of FTE is agreed to by the faculty member, the department chair, the Associate Dean, and the Dean of the College. They may subsequently request a return to full-time tenured status; such requests will be considered by the department chair, the Associate Dean, and the Dean of the College, but the College is not obligated to grant such a request.

D. Joint Appointments

For the purposes of this Manual, “joint appointment” refers to an appointment for which responsibility for appointment, reappointment, renewal, salary, tenure, and promotion recommendations shall be shared by more than one department. Assignment to teach courses in other departments does not in and of itself confer joint appointment status.

1. In the case of appointments, the chairs of the appropriate departments, in consultation with the Associate Deans of the relevant Faculties, shall be responsible for:
 - a) negotiating an agreement on the nature of the joint appointment;
 - b) determining the procedures for recruitment and interviewing the candidates; and
 - c) preparing a joint statement of expectations for teaching, professional activity, and service. This statement will be revised in the first year of appointment by the relevant chairs in consultation with the faculty member holding the appointment. This document will be made available to all members of the relevant departments.
2. Faculty members holding joint appointments shall be considered full members of each department to which they are appointed.
3. Except where a written agreement approved by the Dean of the College specifies other arrangements, the FTE of joint appointments is assigned in equal proportions to the relevant departments.

VII. Standards for Faculty Evaluations

St. Olaf College seeks to attract and retain a distinctive and competent faculty that serves the mission of the college by its expertise in the liberal disciplines and by its commitment to undergraduate teaching in a Christian context, incorporating a global perspective. The college gives primary emphasis to effective undergraduate instruction. It holds that high quality teaching is inseparable from scholarly and creative effort, and it expects that members of its faculty will ground their teaching in research, scholarship, and creative activity. It further expects that members of its faculty will be concerned with the religious and moral dimensions of life and learning. While there are no sectarian requirements for tenure nor sectarian limits on what can be expressed or taught, it is basic to the identity of the College that its faculty consist of persons who take seriously questions about the relation of religion to learning and who consider their work and the work of the College in the light of such questions.

In the light of this general conception of the kind of faculty the College wishes to have, certain criteria or standards by which members of the faculty will be judged are set forth below to illustrate the College’s values and priorities. These criteria shall be applied within the context of the welfare and goals of the College as a liberal arts institution and as a college of the Christian Church.

The following criteria for judgment are qualitative standards in terms of which candidates for jobs, tenure, and promotion will be evaluated. The goal in applying the criteria is distinction as well as competence. The three areas of criteria are listed in descending order of priority. The third area is subordinate to the first two, but it is a category in which faculty are expected to make a contribution. Within each category the specific criteria are to be understood as together being standards of measurement of the area of which

each is a part, and the list in each category in descending order of priority. These criteria are neither inclusive nor exclusive, nor is there priority binding with equal force in all cases; exceptions may be justified by unusual circumstances, and the listing of these criteria shall in no way preclude a warranted exception.

A. Categories for Evaluation of Faculty with Normal Teaching Appointments

1. Effective Teaching

- a) Extent of mastery of subject matter.
- b) Ability to stimulate the intellectual development of students in the area of one's own discipline; effectiveness in communicating the skills, methods, and intellectual content appropriate to one's discipline.
- c) Effectiveness in classroom teaching, in informal academic contact with students, in supervision of tutorials and independent study, and in evaluation of student work.
- d) Effectiveness in advising students, including being available for advisee meetings and being well-informed about college and departmental requirements and programs.
- e) Demonstrated concern for the role of one's discipline in liberal education, for its relationship to other intellectual perspectives, and, where appropriate, for its bearing on questions with moral, social, and religious dimensions. This concern may be demonstrated by work in the general education programs and in interdisciplinary areas as well as in one's own discipline.
- f) Ability to relate professional goals to the needs and goals of one's students as whole persons.

2. Significant Professional Activity

- a) Excellence and extent of public professional activity and other evidence of research, scholarship, and creative activities. When approved by the Board of Regents or its designee, department statements on Significant Professional Activities are binding on the College.
- b) Ability to relate scholarship, research, and creative activity to effective teaching.
- c) Success in stimulating the intellectual development of one's colleagues through disciplinary or interdisciplinary work.

3. Other Contributions to the Purposes of the College

- a) Contributions to department and college planning and administration.
- b) Contributions to the life of the College as a community and leadership in achieving the goals of the College.
- c) Contributions to extending the resources of the College to the wider community.

B. Evaluation of Faculty with Released Time for Part-time Administrative Work

Although administrative duties with released time will result in a reduced teaching load and a possible reduction in the extent of public professional activity, it is expected that the candidate will continue to demonstrate distinction in the categories in Section 4.VII.A. Faculty who receive released time to carry out part-time administrative assignments will also be evaluated for their work in this area. Administrative work shall be evaluated in light of the following criteria:

1. Leadership skills, as demonstrated in the ability to create and sustain the unit's mission in relation to that of the College, promote innovative uses of College resources, and encourage professional/faculty development.
2. Interpersonal skills, as demonstrated in the cultivation of effective working relationships to carry out the work of the administrative unit.
3. Managerial skills, as demonstrated in organizing, delegating, and prioritizing work, exercising good judgment, and implementing College policies and procedures.
4. As a general guideline, this area of evaluation is subordinate to the categories of effective teaching and significant professional activity.

C. Purpose of faculty evaluation.

Faculty evaluation serves two primary purposes: First, it provides feedback to faculty to encourage continuous self-assessment, promote professional development, and lead to improved faculty performance. Second, the evaluation process also specifies the criteria, evidence, and standards used to make judgments regarding renewal of term appointments, reappointment of tenure-track faculty, and the granting of promotion and/or tenure.

While many individuals are involved in the evaluation process, the authority for final judgments in all renewal, reappointment and promotion decisions shall rest with the President. The granting of tenure shall require approval of the Board of Regents, based on the President's recommendation.