

Nos. 18-6102 / 18-6165

**UNITED STATES COURT OF APPEALS
FOR THE TENTH CIRCUIT**

RACHEL TUDOR,

Plaintiff-Appellant/ Cross-Appellee,

v.

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
and the REGIONAL UNIVERSITY SYSTEM OF OKLAHOMA,

Defendants-Appellees/ Cross-Appellants.

On appeal from the United States District Court
for the Western District of Oklahoma
The Hon. Robin J. Cauthron
No. 5:15-CV-00324-C

APPENDIX *for* DEFENDANTS–APPELLEES/CROSS-APPELLANTS

VOLUME 3 – TRIAL EXHIBITS

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Portfolio Transmittal Form

Fill out the first five lines and include as the first page of your portfolio. A copy will be sent to you after each signature, so that you can trace the progress of your portfolio.

Faculty member's name Rachel Tudor

Portfolio submission date 10/15/2009

Portfolio submitted for tenure consideration Yes No

Portfolio submitted for promotion consideration Yes No

If yes: Portfolio submitted for promotion to: Associate Professor

The portfolio has been reviewed by:

Lisa L. Coleman 11/18/09
Review Committee Chair Date

John P. ... 11/29/09
Department Chair Date

Suzanne ... 01/14/10
Dean Date

Douglas J. McMill 2/10/10
Vice President Date

President Date

Rev: 10/06

Tenure Application Vita

Rachel J. Tudor

Assistant Professor
Department of English, Humanities, and Languages
Southeastern Oklahoma State University
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Durant, Ok 74701
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rtudor@se.edu

Education

- 2000 Ph.D. American & Native American Literature and Modernity & Theory,
University of Oklahoma

Dissertation: *The Native American Postmodern Mimetic Novel*
- 1994 M.A. Humanities, University of Houston-Clear Lake

Thesis: *Genocide, Imperialism, and Neocolonialism: A Native American Critique of Literature*
- 1991 B.A. Multi-Cultural Studies, University of Houston-Clear Lake
President's List

Academic Teaching Experience

- 2004-Present Assistant Professor of English and Humanities, Southeastern
Oklahoma State University
- 2002-2004 Assistant Professor of Humanities, College of the Mainland
- 2001-2002 Visiting Assistant Professor of English, University of Idaho
- 2000-2001 Post-Doctoral Lectureship, Meritoriously Awarded Position,
University of Oklahoma
- 1997-2000 Teaching Associate, University of Oklahoma
- 1995-1997 Teaching Assistant, University of Oklahoma

Professional Interests

Philosophy
Humanities
Classical Literature
Modernity and Theory
American and Native American Literature

Selected Committees and Special Assignments

Southeastern Oklahoma State University

2009- Present Faculty Senate

2009-Present Faculty Senate Planning Committee

2007-Present Chair, Assessment, Planning, and Development Committee, Department of English, Humanities, and Languages

- Composed yearly assessment report for the department
- Compiled, distributed, and tabulated department assessment of upper-level capstone student papers
- Compiled, distributed, and tabulated department assessment of junior-level student papers
- Schedule meetings and distribute meeting agenda

2007 Oklahoma Scholar Leadership Enrichment Program

- Suggested Dr. Rennard Strickland as speaker
- Helped Dr. Strickland prepare a course curriculum and syllabus for program
- Served as Local Director and Supervising Professor of Dr. Strickland's course
- Graded student presentations and papers

2004-2006 Member, Assessment, Planning, and Development Committee, Department of English, Humanities, and Languages

- Evaluated upper-level capstone student papers
- Evaluated junior-level student papers
- Participated in regular meetings and deliberations of committee

2004-Present Member, Native American Symposium Committee

- Moderate panels
- Edited the 6th and 7th symposium proceedings
- Assisted in selection of themes and speakers
- Suggested the theme of Native American Women in the Arts, Education, and Leadership for the 6th Symposium
- Arranged for Native American radio host Jacqueline Battiste to attend 2005 symposium
- Provided transportation for speakers and guests to and from hotels and Dallas Airport

2004-Present Member, Hiring Committee

- Reviewed applications and Vita's of prospective faculty members
- Interviewed prospective faculty
- Participated in deliberations and evaluations of applicants

2004-Present Member, Five-Year Program Review Committee

- Participated in Review of Curriculum
- Reviewed pertinent paperwork
- Participated in interviews with outside reviewer

College of the Mainland

2002-2004 Multi-Cultural Team

- Organized multicultural activities on campus
- Designed and posted advertisements of events
- Invited speakers to campus
- Hosted guest speakers on campus
- Reserved facilities for events and schedule activities

2002-2004 Curriculum Committee

- Assisted in efforts to ensure college curriculum aligns with Texas *Academic Course Manual*
- Reviewed new course proposals

2002-2004 Estrella Award Committee

- Reviewed nominees and applications for award to honor outstanding Hispanic student leaders in the community

University of Idaho

2001-2002 Native American Advisory Board

- Advised on issues important to the Native American community
- Liaison between faculty and local Native American tribes

Awards and Honors

2008 Nominee, Teaching Award, Southeastern Oklahoma State University

2003 Nominee, Teacher of the Year, College of the Mainland

2000 Writer of the Year, Wordcraft Circle of Native Writers and Storytellers

2000 Post-Doctoral Lectureship, University of Oklahoma

2000 Residential Writing Fellowship, Virginia Center for the Creative Arts

1996-1999 Merit Tuition Scholarship, University of Oklahoma

1995 Roy and Florena Hadsell Award for Research, University of Oklahoma

1993 Sigma Tau Delta, Rho Omega Chapter of the National English Honor Society

1991-1992 Who's Who Among Students in American Universities and Colleges

1991 National Dean's List

1990 Omicron Delta Kappa, Atrium Circle Chapter of the National Leadership Honor Society

1990 Hyer-Sobrino Scholarship for Academic Excellence, University of Houston-Clear Lake

Professional Memberships

- Modern Language Association
- Wordcraft Circle of Native Writers and Storytellers

Effective Teaching

Internet Courses

Humanities 1213

This was a very difficult course to adapt to the Internet because I favor Socratic pedagogy in the classroom. I find asking questions about the texts we read and encouraging independent lines of discourse initiated by the students a very engaging and effective way to teach the content of the course. The problem is: How to create dialogue in an environment (Blackboard) that does not naturally accommodate the give and take of conversation? I found "Discussion Board" to be a misnomer. Blackboard's Discussion Board is an area where students and faculty may post and respond to one another's posts, but because it is not real time, it does not reflect the creativity of real discussion (dialogue). I compensated by carefully reviewing topics and questions students in my face-to-face classes had raised and posted them on Discussion Board. I gave students a choice in which topics and questions they wanted to respond to and required them to post their own questions. This allowed students to pursue their own interests, to correspond (I hesitate to designate it "dialogue") with other students, and prompted further avenues of inquiry. This did entail a significant increase in the amount of time I had to devote to the class because I responded to all posts and questions. Another formidable problem I encountered in adapting to the Internet was testing. I use in-class essay exams for midterm and final exams. In order to continue using essay exams, I had to compose questions that required more analysis and reflection than ordinary. In order to prepare students for a more in-depth essay, I added additional writing assignments that were due on a regular basis. I made extensive comments on these papers using the Review tools in Word, and returned them quickly so students could assimilate the information before composing their next assignment. At the conclusion of the course, a number of students wrote emails thanking me for a course that they enjoyed and found rewarding.

Hybrid Courses

English 1113

This course is significantly enhanced by adapting it to the tools on Blackboard and the Internet. When I first taught composition courses at Southeastern, I had to alter the way I had been trained to teach composition. At the University of Oklahoma, I was taught to teach composition in a computer-aided classroom. Students brought their papers to class on disk, they revised their papers in the classroom, and I could make changes and comments on their papers in the classroom. It should be noted that the traditional computer lab is not designed to be a classroom. In a computer lab, the work stations are set up for

students to work independently, not cooperatively. In addition, in conventional computer labs the monitors pose a physical obstacle to effective teaching. A computer-aided composition classroom has “nova” stations, desks with the computer and monitor placed flush with the desktop. Nova stations allow students to work on their computers as if they were writing on their desktops and allows faculty to see and respond to students while lecturing. Using Blackboard, I can assign students to groups where they may exchange papers and conduct peer-reviews. It also allows me to revise and post students papers on-line in time for them to utilize the information in the composing process. In short, a well-designed hybrid class may utilize many of the features of a computer-aided classroom without necessitating additional facilities (although it would be nice to have a computer-aided classroom with nova stations). In addition to the resources of Blackboard, the Internet itself has numerous resources for composition students to utilize such as on-line Writing Centers and textbook ancillaries. In 2009 I attended a workshop on using SMARTTHINKING in the classroom and am presently integrating that into my courses.

English 1213

This is another composition course that is also significantly enhanced by adapting it to a hybrid format. In addition to the features mentioned in English 1113, the hybrid format allows me to introduce students to a variety of research resources on the Internet. I also provide links to sites that add depth to the texts we read and research over the semester. The emphasis in this course is on research and writing, but the subject matter is at the discretion of the faculty member teaching the course. I use Greek Drama as the subject matter because I have found that most students enjoy reading the plays and the authors serve as discrete units of research and composition. For example, the class usually begins with a trilogy of plays by Sophocles, *Oedipus Rex*, *Antigone*, and *Philoctetes*. This trilogy comprises a unit that students research and write about. The students may write about the plays per se, issues raised by the plays, the author, or the culture and events surrounding the creation of the plays. I have found that there is no substitute for finding something students are genuinely interested in writing about in order to give them a reason to want to write well. The next paper is written about Euripides' *Suppliants* and *Andromache*. In this paper, in addition to the topics available for selection to write about offered in the Sophocles unit, students may write a paper evaluating (comparison/contrast) Euripides and Sophocles. The last unit covers Aeschylus' plays *Prometheus Bound* and *Agamemnon*. Although Aeschylus is chronologically the first Greek playwright, I have found it helpful to cover Sophocles first because students are at least familiar with the story of *Oedipus Rex*, whereas it is rare to encounter a student who has even heard the name Prometheus or Agamemnon (the Brad Pitt movie *Troy*, notwithstanding).

Humanities 1213

This is the course that I have devoted the greatest amount of my time developing. During my first year at Southeastern I used a Humanities anthology published by Norton because it contained abundant excerpts from original texts and an interesting assortment of ancillaries such as a crossword puzzle available for each chapter that used the names and terms drawn from the chapter. In the next evolution of the class, I used a briefer anthology and a couple of primary texts, such as Homer's *The Odyssey* and Vigil's *The Aeneid*. I noted that students read the anthology ever mindful of being tested over it, while they read the primary texts without being constantly distracted by the idea of being tested over them. To revise the curriculum, I read Humanities anthologies by all the major publishers and I discovered that they all had names and terms in bold print and excerpts from original texts in small italicized print with an interpretation of the primary text inserted before students encountered the original for themselves. This format seemed to encourage students to read for testing and to discourage students from reading the primary texts. Therefore, I omitted using an anthology completely, and focused exclusively on primary texts. The class read primary texts such as John Gardner's translation of *Gilgamesh*, Fagles' translation of *The Odyssey* and *The Iliad*, Fitzgerald's translation of *The Aeneid*. In order to introduce students to critical and scholarly commentary on primary texts, we read secondary texts by leading scholars. Although the amount of reading is daunting to some students, most students really enjoyed the opportunity to be introduced to these basic texts of Western Civilization in their entirety and thanked me for the experience.

In addition to the time devoted to selection of texts for the class, I also devoted a great deal of time to developing new and innovative assignments for the class. For example, originally I modeled my class assignments on my classroom experience as a student. In my experience, there was a midterm, a final exam, an occasional quiz, and a term paper. However, I assign three short papers in addition to the longer term paper. Each of the three short papers focuses on a different primary text, and each addresses either the qualitative, aesthetic, or intellectual content of the text. In 2009 I also included a series of assignments, such as an annotated bibliography, designed to help the students compose their research papers.

I constantly experiment with new approaches to teaching. For example, this semester when we read in *The Odyssey* that Telemachus took his grievance against the suitors to the court of public opinion, we used that as a prompt for a courtroom drama. Some students argued Telemachus' case and others argued for the suitors. The students seemed to enjoy the activity, and I witnessed students, who would do poorly on reading quizzes, reading the text with vigor trying to discover reasons to support their side. I noted that the midterm grades for the class improved overall because they were more familiar with the material than students in previous classes.

The hybrid element of the class allows me to introduce students to art, music, and video. For example, I found a site that focuses on the reproduction of ancient Greek and Roman instruments, and has an audio component that allows students to hear what those instruments sounded like. Of course, I also assign students to visit sites where they may view art from the periods that we cover, and hear lectures by the foremost authorities on those works of art.

Philosophy 1213

Philosophy is my favorite course to teach. I have spent a considerable amount of time developing this course to meet the particular needs of students at Southeastern. Although most students who enroll in the course are highly motivated, many are also poorly prepared. (I do not fault students for this, but the state of education in Oklahoma.) I originally selected a reader containing the complete texts of Plato's *Republic*, Aristotle's *Nicomachean Ethics*, Machiavelli's *The Prince*, Hobbes' *Leviathan*, Rousseau's *On the Social Contract*, Mill's *On Liberty*, and Nietzsche's *On the Genealogy of Morals*. During the past few years, I seriously considered numerous Introduction to Philosophy textbooks. Presently, I focus on a close reading of a couple of primary texts, such as Plato's *Republic*. Student responses on evaluations show a continuing increase in satisfaction with the course. I have tried to ensure that there is not an overwhelming amount of material in the course while providing a solid introduction and foundation for students to continue reading philosophy. I have had a number of students approach me asking for additional courses in philosophy.

The hybrid format allows me to supplement the course with readings, interviews, and lectures by some of the foremost philosophers of our day. For example, students are assigned to view an interview with the philosopher Colin McGinn. His interview has particular resonance with Southeastern students because he talks about coming from a working class background, how he was the first in his family to attend college, and how philosophy changed his life. He explains the relevance of philosophy to everyday men and women. Another philosopher students are introduced to is Susan Jacoby. She talks about her book, *The Age of American Unreason*, which is a much needed update of Richard Hofstadter's renowned *Anti-Intellectualism in America*.

New Courses

Oklahoma Scholar Leadership Enrichment Program: *Native American Life, Law, and Literature*

This course was created with the assistance of the renowned Native American legal scholar Dr. Rennard Strickland and introduces students to current events in Native American law, life, and literature through the prism of American jurisprudence.

English 4853 Great Books

I created this course in response to a student survey indicating that students wanted a course that covers the classical texts of Western Civilization. The course spans three thousand years and includes works of fiction and non-fiction. The primary criterion for selection is that the book must have had a lasting influence on our civilization.

English 4563/5103 Native American Literature

This course is offered at the graduate and undergraduate level every other year. Originally I taught this as a conventional Native American literature course. However the majority of students who take the course are English Education majors. Therefore, I adapted it to their needs by including, for example, *Captivity Narratives*. Native American literature is a continuing developing field, so I introduce new authors, texts, and criticism to the class each semester it is offered. I have also been responsible for supervising one student's particularly erudite capstone project on Native American literature.

Other Courses at Southeastern

English 1113 Composition I

The course parallels the Hybrid course with the exception of extensive internet assignments and activities.

English 1213 Composition II

The course parallels the Hybrid course with the exception of extensive internet assignments and activities

English 2313 Introduction to Literature

This is a rewarding course to teach for anyone who loves teaching literature. I view my primary objective in this course as sharing my love for literature with my students, while familiarizing them with critical terminology. I have tried several approaches to teaching this course: genre, theme, and critical approaches. Most anthologies are arranged around one of these approaches to teaching literature. I prefer theme, but I have discovered that the genre approach is more effective for Southeastern students, so that is the approach I adopted. I usually use a novel, such as George Eliot's *Silas Marner*, in addition to the standard *Introduction to Literature* anthology.

Humanities 1213

The course parallels the Hybrid course with the exception of extensive internet assignments and activities.

Philosophy 1213 Introduction to Philosophy

I present this course with an emphasis on the topic of ethics in compliance with Southeastern's stated General Education Outcomes for Philosophy 2113: *Recognize how values are formed, transmitted, and modified; understand and tolerate the diversity of human ethical values through study of Western and non-Western ethical traditions.* The course emphasizes, for example, Plato's idea of virtue: wisdom, courage, temperance, and justice as a foundation for how we should behave toward others. I also look at Aristotle's *Ethics* and his assertion that happiness is found in friendship and only ethical people are capable of forming and enjoying true friendships—friendships based on something more substantial than just what the other person is able to do for us. Then, we look at ethics premised on the notion of inherent human rights as articulated by John Stuart Mill in *On Liberty*. I stress in the course that ethics based on virtues and rights are complimentary, one guides our relationship with our selves and the other our relationship with others. And the course concludes with Nietzsche's elucidation on the formation of a healthy conscience. For Nietzsche, a healthy conscience is the product of an educated, reflective, and critical mind.

Courses Taught at College of the Mainland

English 1301 Composition and Rhetoric in Communication

English 1302 Composition and Reading

English 2328 American Literature II

Humanities 1301 & Humanities 1302

Please note that these classes included guided visits the Houston Museum of Fine Arts and the Holocaust Museum. If there is one place in Houston that a visitor absolutely must go, it is the Holocaust Museum.

Philosophy 2306 Ethics

Courses Taught at the University of Idaho

English 208 Personal and Expository Writing

English 484 American Indian Literature

English 295 American Indian Drama

English 380 Ethnic Literature

Courses Taught at the University of Oklahoma

English 2223 Poetry

English 1113 College Composition

English 1213 Composition II

English 2213 Introduction to Fiction

Publications and Professional Activities

2009 Romantic Voyeurism and the Idea of the Savage. The Texas Review. Spring 2010.

2009 Native American Protest Fiction. 11th Annual McCleary Interdisciplinary Symposium. Texas Southern University

2008 Symposium Proceedings. Sixty-Seven Nations and Counting: Proceedings of the Seventh Native American Symposium

Served as editor of the proceedings of the seventh annual Native American Symposium with Dr. Mark Spencer. The complete text may be found at www.se.edu/nas

2007 Open-Mic Chapbook. Alien Nations

2006 Symposium Proceedings. Native Women in the Arts, Education, and Leadership: Proceedings of the Sixth Native American Symposium

Served as editor of the proceedings of the seventh annual Native American Symposium with Dr. Mark Spencer. The complete text may be found at www.se.edu/nas

2005 Open-Mic Chapbook. Diaspora

2005 Presentation. The Lynching of Ward Churchill. Sixth Annual Native American Symposium. Southeastern Oklahoma State University

- 2005 Art Exhibit. Kachinas and Gourds. Centre Art Gallery, Southeastern Oklahoma State University, Juried Art Show
- 2000 Dissertation. The Native American Postmodern Mimetic Novel
- 1998-1999 Editor, Reviews and Announcements. 67 Nations, Norman, Oklahoma
- 1998 Discarded Voices. Manuscript submitted to Wordcraft Circle of Native Writers and Storytellers First Book Contest. Runner-up to Janet McAdams' American Book Award Winner Island of Lost Luggage
- 1997 Book Review. Outlaws, Renegades, and Saints: Diary of a Mixed-Up Halfbreed. Tiffany Midge. World Literature Today. Winter, 1997
- 1996 Presentation. Self-Selected and Other-Attributed Gender Performance in Native American Culture. Culture Studies/Cultural Intervention. University of Colorado, Boulder, Colorado
- 1996 Book Review. Deadly Medicine. Peter C. Mancall. American Indian Libraries Newsletter. Winter 1996
- 1996 Presentation. What is Native American Literature? Southwest/Texas Popular Culture Association, Regional Meeting, Oklahoma State University, Stillwater, Oklahoma
- 1995 Charlotte Bronte's Indians. Critical Limits. University of Oklahoma. Spring, 1995
- 1995 Book Review. Shadow Distance: A Gerald Vizenor Reader. Comp. A. Robert Lee. American Indian Libraries Newsletter. Spring, 1995
- 1994 Presentation. Suicide or Genocide? Self-Inflicted Death in Native American Novels. English Graduates for Academic Development. East Texas State University, Annual Conference
- 1992 Director. The Trial of Columbus. Performed at the Mecotha theater, Houston, Texas
- 1992 Manuscript Editor. Patriarchal Politics and Christoph Kress 1484-1535 of Nuremberg. Jonathan Zophy. Edward Mellen Press
- 1991 Director. The Trial of Columbus. Performed at the University of Houston-Clear Lake Theater

1991 Play. The Trial of Columbus. Performed at the University of Houston-Clear Lake Theater

Articles Currently Under Consideration for Publication

The Memoir as Quest: Sara Suleri's Meatless Days

Pearl: A Study in Memoir and First-Person Narrative

An Unconventional Application of Northrup Frye's Anatomy of Criticism to Shakespeare's The Tempest

The Ideologies of Pamela, Evelina, and Wide Sargasso Sea

Jonathan Swift's "A Modest Proposal" Explicated Using Roman Jakobson's Poetic Function

A Boothian Analysis of Jane Austen's Rhetoric

Latin American Magical Realism and the Native American Novel

The Realist Aesthetic and the Native American Postmodern-Mimetic Novel

House Made of Dawn: A New Interpretation

The Ancient Child and the American Dime Novel

Historical and Experiential Postmodernism: Native American and Euro-American.

Professional Training and Continuing Education

2009 PowerPoint to Windows Media Player, Center for Instructional Development and Training, Southeastern Oklahoma State University

2009 SMARTBoard Basics, Center for Instructional Development and Training, Southeastern Oklahoma State University

2009 Getting Started: Toward Online Teaching, The Sloan Consortium

2009 Blackboard Assessments, Center for Instructional Development and Training, Southeastern Oklahoma State University

- 2009 PowerPoint to Windows Media Video, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2009 Respectful Workplace, Southeastern Organizational Leadership Development, Southeastern Oklahoma State University
- 2009 Legal Aspects of the Faculty, Southeastern Organizational Leadership Development, Southeastern Oklahoma State University
- 2008 On Media, Culture, Violence, and the College Student, Southeastern Office of Violence Prevention, Southeastern Oklahoma State University
- 2008 Teacher Tube, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2008 BlackBoard Discussion Forums, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2008 Using Microsoft Office Powerpoint, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2007 New Technologies for Enhancing Instruction, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2007 Customizing Your Blackboard Course, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2007 Grading Documents Electronically, Center for Instructional Development and Training, Southeastern Oklahoma State University
- 2003 Introduction to Microsoft Powerpoint, Department of Continuing Education, College of the Mainland, Texas City, Texas
- 2003 Interactive Instruction Training, Department of Continuing Education, College of the Mainland, Texas City, Texas

Candidate's Letter in Support of Application for Tenure and Promotion

Why do I merit tenure and promotion? I believe that every worker deserves tenure and promotion in exchange for the sacrifice of years of one's life and opportunities while working conscientiously and responsibly contributing to the health and welfare of their institution. My application for tenure and promotion is supported, in particular, by letters from colleagues, evidence of proficient teaching, examples of significant contributions in the arts, exceptional scholarly recognition by my community (Native Americans), contributions to scholarship in general, dedicated service to Southeastern, and evidenced by my personal commitment to students and learning.

I asked the three colleagues whom I most admire and respect at Southeastern to write letters in support of my candidacy for tenure and promotion: Teresa Anderson, our department's secretary; Kim McGehee, a full-time Spanish instructor; and Corie Delashaw, a full-time history instructor. First, allow me to note that I do not merit tenure and promotion as much as they do. I find it uncharitable to apply for tenure while so many more worthy colleagues and employees at the university do not have the same privilege. However I am compelled to apply because my job description states that I must be granted tenure in order to continue working at Southeastern. The fact that Teresa, Kim, and Corie enthusiastically wrote letters for me testifies that they are more deserving of tenure and promotion than I am. Their letters in support of my candidacy for tenure and promotion demonstrates a generosity of spirit that shames a policy that denies them the same benefit. I hope the committee values their good judgment and good will as much as I do.

I merit tenure and promotion first and foremost because of my dedication to teaching. During the past year, for example, I welcomed any interested colleagues to observe my classrooms. Dr. Mischo and Dr. Prus accepted the invitation and observed my classes. I have included their reports in my application. It should be noted that their observations indicate continuing competence and proficiency. I asked Dr. Mischo to evaluate my classes using statistical data analysis, but he informed me that the department could not afford it. The statistical data that is available is from my first year teaching at Southeastern and does not accurately represent my present skills or abilities and will not be included in my application. However, I have included statistical data culled from my third year of teaching at College of the Mainland. Although that data is older, it more accurately represents my teaching abilities once I've acclimated to a new teaching environment. An extensive portfolio of my student evaluations was submitted as part of my application. I would also like to reference Teresa Anderson's first-hand observation of my working with students in my office during the past six years in her letter of support for my candidacy. Teresa is in an exceptional position to make first-hand observations of my interactions with students over the past six years because her desk is a few feet away from mine.

Second, I would argue that my contributions to creative arts are particularly meritorious. I wrote an original play, *The Trial of Columbus* (available as part of my portfolio), and directed two productions of it. In addition, I wrote and publicly delivered two chapbooks of poetry (also available as part of my portfolio). Furthermore, in order to better appreciate and teach Humanities, I took hands-on art and ceramics courses. In fact, one of my ink and charcoal drawings was jury-selected to be displayed in Southeastern's

art gallery. I also hope the committee will note that I was awarded a prestigious Fellowship by the Virginia Center for the Arts for my poetry. Please note that Dr. Sharla Hutchinson, in her letter of support for my candidacy, makes specific mention in her letter of recommendation as to the quality of my creative writing.

Third, I argue that my scholarly contributions are meritorious overall and particularly outstanding in my field of specialization. One of the articles I wrote last year, *Romantic Voyeurism and the Modern Idea of the Savage*, has been accepted for publication by a scholarly, peer-reviewed journal. Last year I also presented another recently-authored paper, *Native American Protest Fiction*, at a national conference. During my time here, I have edited two editions of the *Proceedings* from the Native American Symposium with Dr. Spencer. In addition, I worked with one of the most prestigious Native American scholars, Dr. Rennard Strickland, to create and teach a new course taught under the auspices of the most prestigious forum in Oklahoma, the Oklahoma Scholarship and Leadership Enrichment Program. Furthermore, it should be noted that I earned the most prestigious award the Native American community offers Native American scholars—Writer of the Year Award for my dissertation. Although I earned the recognition before my employment at Southeastern, it is the highest honor a Native American scholar may earn from Native American scholars and writers. I understand that Wordcraft Circle of Native Writers and Storytellers may be unfamiliar to those outside the Native American community. However, I cannot overemphasize the significance of the honor. It is our Pulitzer Prize. Finally, please note that I created a number of new online and face-to-face classes as well as continuously revising my own classroom curriculum for the classes I teach.

Fourth, I would argue that my service to Southeastern is exemplary. I have served on university as well as department committees since my employment. For instance, I have served as Chair of the Assessment, Planning, and Development Committee for the past two years as well as serving as a member on other vital department committees. I have also served on the Native American Symposium Committee. In addition, I presently serve on the faculty Senate.

Finally, I would ask you to consider intrinsic qualities that are not readily visible in a vita. For example, I have dedicated my life to learning and educating myself as well as others. I have exhibited patience with my students and enthusiasm for teaching during the course of my professional life. I have demonstrated integrity and a conscientious professional demeanor in all my interactions with colleagues as well as a willingness to listen and learn.

For all of the aforementioned reasons, I request that the committee grant my application for tenure and promotion.¹

¹ Four binders accompany this application: (1) copy of my play—The Trial of Columbus; (2) copy of my two poetry chapbooks; (3) copy of student evaluations; (4) copy of manuscripts under consideration for publication.



September 16, 2009

To Whom It May Concern:

I have known Dr. Rachel Tudor since she began her employment here at Southeastern Oklahoma State University in August 2004. She has always had a pleasant and even temperament with colleagues and students alike.

Dr. Tudor's office door is right by my desk, and I have never witnessed her raise her voice or get rude or personal with anyone. She always handles herself in a strictly professional manner. I know she has previously dealt with students who plagiarized assigned papers and she has been firm with them but always professionally calm and kept the confidentiality of these students in the forefront of her thoughts.

I have also observed Dr. Tudor spend many hours in her office working on and sending out articles for publication. I am not, however, privileged as to whether any of said articles have in fact been published or accepted for publication.

I believe Dr. Tudor has continuously shown tremendous responsibility and dedication in her position as an Assistant Professor here at Southeastern.

Sincerely,

Teresa Anderson, Office Assistant

English, Humanities, & Languages

DEPARTMENT OF ENGLISH, HUMANITIES & LANGUAGES
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

1405 N. FOURTH AVE., PMB 4127 • DURANT, OK 74701-0609 • 580-745-2066 • FAX 580-745-7406 • WWW.SE.EDU



September 24, 2009

To Whom It May Concern:

In the time that Dr. Rachel Tudor has been a member of our department, I have had numerous opportunities to visit with her, and we have developed a personal as well as a professional friendship. From the first I have found her to be a great conversationalist with a pleasant personality. She has never failed to greet me with a ready smile and a welcoming attitude. Our conversations have been varied, though mostly centered around mutual reading interests, and her outlook and comments are always thought-provoking.

In my language classes students talk about their other courses as part of a chapter theme, and on several occasions students have remarked that they find Dr. Tudor's courses fascinating. Students have also commented that they consider her to be knowledgeable in her field, presenting subject matter in a manner that is challenging as well as interesting, and that they look forward to her lectures. Several students have specifically expressed an awakened interest in Native American literature.

Dr. Tudor's work within our department has also been exemplary. Whether addressing us as a committee member or as a department, she is so clear and concise in her presentation that we seldom have any questions as to clarification.

I have tremendous respect for Dr. Tudor as a person, an educator, and a scholar. We are fortunate to have her on our faculty.

Sincerely,

Kim B. McGehee

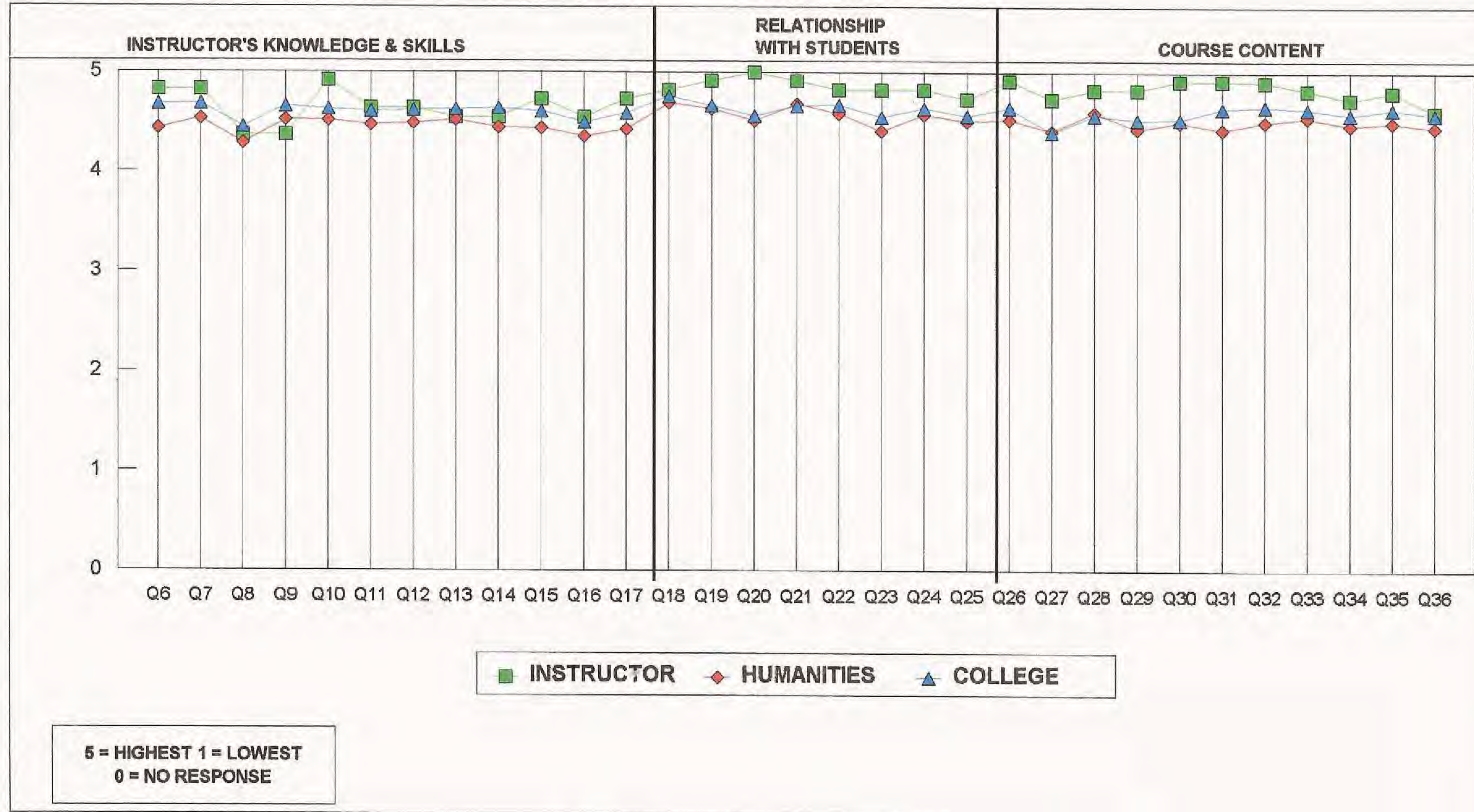
DEPARTMENT OF ENGLISH, HUMANITIES & LANGUAGES
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FACULTY EVALUATION

FALL 2002

COURSE ENGL 1302 01
INSTRUCTOR Robert Tudor
ID NUMBER 2031222322



NO. OF RESPONDENTS:

CLASS	11
TEAM	693
COLLEGE	5753

PT/FT STATUS:

PART-TIME	18%
FULL-TIME	73%

GENDER

MALE	36%
FEMALE	55%

ETHNICITY

WHITE	64%
BLACK	0%
HISPANIC	9%
ASIAN/PAC	0%
OTHER	9%

AGE

UNDER 21	73%
21 - 25	0%
26 - 30	9%
31 - 40	9%
OVER 40	0%

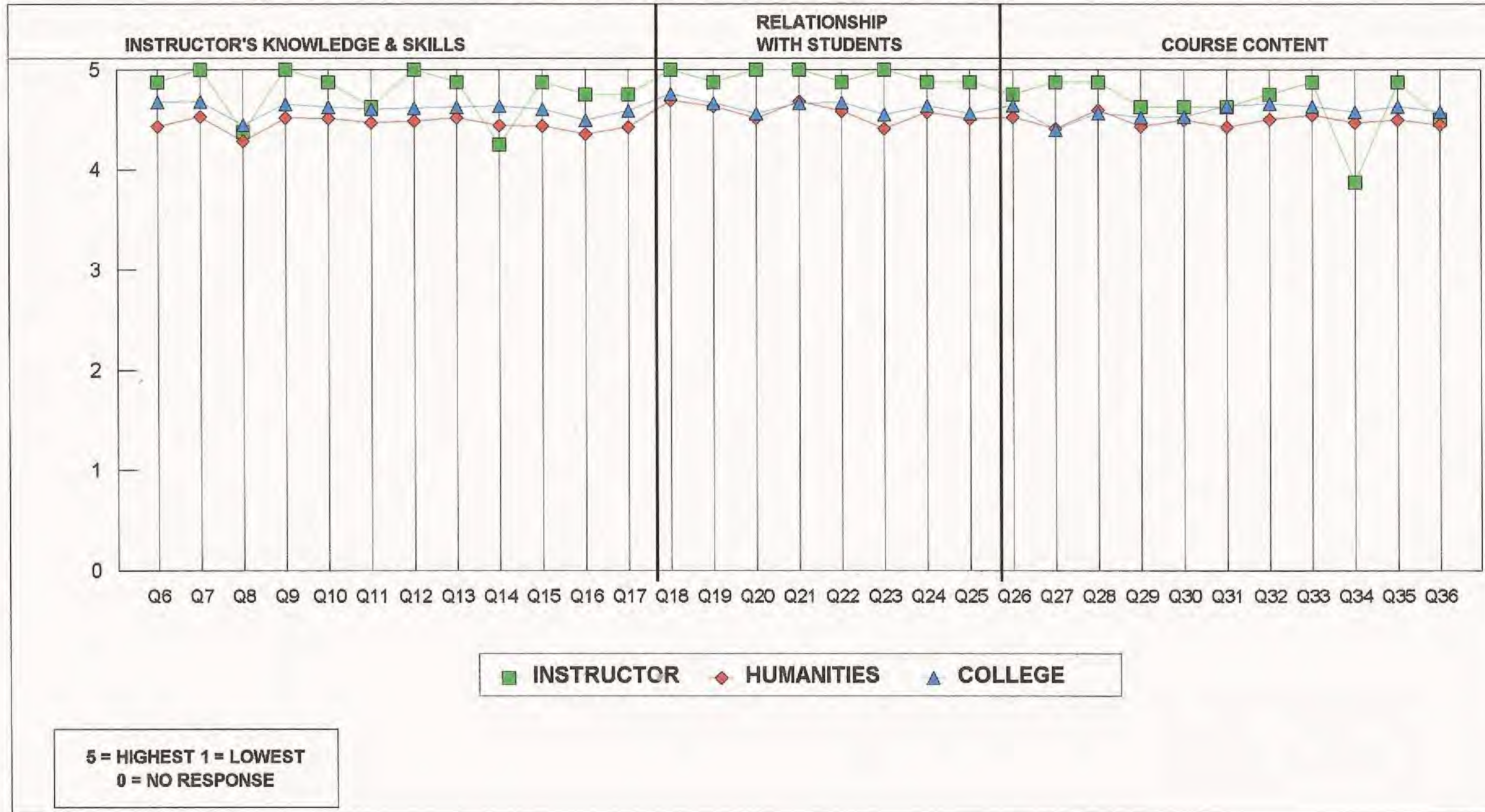
EMPLOYMENT STATUS

NOT EMP	36%
PT EMP	36%
FT EMP	9%

FACULTY EVALUATION

FALL 2002

COURSE PHIL 2306 21
INSTRUCTOR Robert Tudor
ID NUMBER 2031226122



NO. OF RESPONDENTS:

CLASS	8
TEAM	693
COLLEGE	5753

PT/FT STATUS:

PART-TIME	75%
FULL-TIME	25%

GENDER

MALE	50%
FEMALE	50%

ETHNICITY

WHITE	63%
BLACK	25%
HISPANIC	13%
ASIAN/PAC	0%
OTHER	0%

AGE

UNDER 21	0%
21 - 25	25%
26 - 30	13%
31 - 40	50%
OVER 40	13%

EMPLOYMENT STATUS

NOT EMP	13%
PT EMP	25%
FT EMP	63%

English, Humanities, & Languages Department Standard Course Evaluation Form

Semester Spring Course Number 2113 Section Number 1

Please answer the following questions as honestly and concretely as possible. If you need more space please use the back of this sheet. Please Note: Faculty do not have access to student evaluations until after grades are submitted.

- 1 What did you like best about this course and why?
I enjoyed that we read the texts in it's entirety & not just summations and excerpts in a general textbook. I also loved the open discussions of the readings and learned an incredible amount from the professor and other students. This course has made me grow as a person.
- 2 What academic aspects of this course would you change and why?
I can not think of any academic changes needed. This course was one of the best I have had.
- 3 Did you find the feedback the instructor gave you on your work to be helpful? Why or why not?
I found feedback to be helpful because it kept a boundary on ideas somewhat so that it was clear what was expected on tests.
- 4 What are the most important things you learned in this course?
That philosophy has practical uses for daily life and knowing yourself and truly understanding why you believe certain things is what makes a life worth living.
- 5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?
I would advise all undergraduates to have this course. I would tell them to really open up and absorb as much as possible and leave their pre-conceived notions at the door. They can learn so much if they are willing.

Please rate your academic effort in this course by circling a number from one to four, with four indicating the maximum effort.

1

2

3

4

English, Humanities, & Languages Department Standard Course Evaluation Form

Semester Fall Course Number 2113.1 Section Number 1

Please answer the following questions as honestly and concretely as possible. If you need more space please use the back of this sheet. Please Note: Faculty do not have access to student evaluations until after grades are submitted.

- 1 What did you like best about this course and why?
it
I enjoyed the discussion ~~it~~ left the door open to anyone wishing to express opinions or ideas without being told they were "wrong"
- 2 What academic aspects of this course would you change and why?
In retrospect, not anything.
- 3 Did you find the feedback the instructor gave you on your work to be helpful? Why or why not?
yes. She is open and encouraging.
- 4 What are the most important things you learned in this course?
to know that it is okay to think outside the box!
- 5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?
yes because if you desire, you will learn

Please rate your academic effort in this course by circling a number from one to four, with four indicating the maximum effort.

1 2 3 4

English, Humanities, & Languages Department Standard Course Evaluation Form

Semester Fall Course Number 1213 ^{English} Section Number 1

Please answer the following questions as honestly and concretely as possible. If you need more space please use the back of this sheet. Please Note: Faculty do not have access to student evaluations until after grades are submitted.

1 What did you like best about this course and why?

I enjoyed the discussions we had in class. We discussed the plays we read. It really helped us understand each play thoroughly.

2 What academic aspects of this course would you change and why?

Write more papers over a subject we choose, rather than just Greek plays.

3 Did you find the feedback the instructor gave you on your work to be helpful? Why or why not?

For the most part, yes I did. It allowed me to see what I did wrong, and how to fix it.

4 What are the most important things you learned in this course?

How to think critically about situations.

5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?

She is very nice, works well with her students, and is very helpful.

Please rate your academic effort in this course by circling a number from one to four, with four indicating the maximum effort.

1

2

3

4

English, Humanities, & Languages Department Standard Course Evaluation Form

Semester Spring Course Number 2113 Section Number 2

Please answer the following questions as honestly and concretely as possible. If you need more space please use the back of this sheet. Please Note: Faculty do not have access to student evaluations until after grades are submitted.

- 1 What did you like best about this course and why?
I liked the discussions we had. It made the material we read a lot easier to understand.

- 2 What academic aspects of this course would you change and why?
I really wouldn't change anything.

- 3 Did you find the feedback the instructor gave you on your work to be helpful? Why or why not?
Yes, she explained everything very well.

- 4 What are the most important things you learned in this course?
I really improved my reading abilities and reading comprehension.

- 5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?
I would suggest that my friend take this course, because I really enjoyed.

Please rate your academic effort in this course by circling a number from one to four, with four indicating the maximum effort.

1 2 3 4

English, Humanities, & Languages Tenure / Promotion Guidelines

Understanding Regarding Evaluation Procedures

Applicants with one item from Category 1, High Merit, Level A, will be considered strong candidates for tenure / promotion. OR, Applicants with two or more items from Category 1, High Merit, Level B, will be considered strong candidates for tenure / promotion. Applicants with items exclusively from Category 1, Commendable Merit, may or may not be considered strong candidates for tenure / promotion. It is understood that activity in Category 2 is valuable and expected but is not sufficient in and of itself for tenure and/or promotion.

It is understood that scholarly publication by peer-review is intensely competitive and will therefore carry more weight than solicited and other categories of publication as well as more weight than conference presentations.

Category 1 Scholarly Publication

High Merit Achievement

Level A

Book Publications through Peer-Reviewed / Refereed / Blind Submission

- 1 scholarly monograph
- 2 edited collection
- 3 academic textbook
- 4 book-length scholarly translation

Level B

Periodical Publications through Peer-Reviewed / Refereed / Blind Submission

- 1 peer-reviewed articles
- 2 article-length translations
- 3 collections of creative work (poetry, fiction, or performance of dramatic work)
- 4 publication of paper in conference proceeding via competitive peer review

Editing Scholarly Journals

- 1 editing peer-review journals
- 2 editing conference proceedings

Proof of peer review will be established with copy of journal submission criteria explicitly or implicitly stating that the publication underwent peer review. An “article” will be no less than five published pages.

Commendable Achievement

Publications through Solicitation, Contract, or Short Publications

- 1 solicited articles
 - 2 book reviews
 - 3 reference book entries
 - 4 scholarly notes (e.g., *Explicator*)
 - 5 individual creative works of (poetry, fiction, or performance of dramatic work)
 - 6 publication of paper in conference proceedings selected noncompetitively
- Excluded from Category 1 are newspaper reviews, features, letters to the editor, in-house (including SOSU) university publications as well as any other form of publication not considered scholarly or not considered relevant to the mission of the EHL Department. Also excluded are self-published or “vanity press” publications.

Category 2 Scholarly Presentations

High Merit Achievement

- 1 national or international conference presentations
- 2 invited presentations at an academic conference or institution (not same as having conference paper accepted)

Commendable Achievement

- 1 regional conference presentations
- 2 state or local conference presentations
- 3 in-house (including SOSU) unofficial university presentations

Excluded from Category 2 are graduate student conferences.

Expectations Regarding Teaching in Tenure & Promotion

Candidates will be expected to excel in these five areas.

- 1 Align course objectives to program objectives
- 2 Employ a variety of instructional approaches
- 3 Integrate technology where/when possible
- 4 Maintain accessibility to students
- 5 Relate scholarship to course content and/or pedagogy

Evidence & Documentation of Excellence in Teaching

- 1 Course portfolios (syllabi, student evaluations, essay assignments, exams, etc.)
- 2 Peer evaluation letters
- 3 Student evaluations (department form)
- 4 SUMMA or other university evaluations
- 5 Documentation relating course objectives to NCATE standards
- 6 Gen Ed assessment results (where possible)

Category 3

Service to Department and University

- 1 Be accessible and accurate in advisement
- 2 Assume leading role on various department committees, especially the Assessment, Planning, and Development Committee
- 3 Assume significant role in program assessment, preferably contributing to the writing of various assessment reports or chairing Assessment, Planning, and Development Committee
- 4 Provide significant input in general education assessment
- 5 Assume significant role in departmental Program Review
- 6 Volunteer for extra-curricular service (e.g., driving to airport for candidates, manning booths for recruitment, Sigma Tau Delta or Sigma Delta Pi advisor, working with Honors Program, Green Eggs & Hamlet advisor, etc.)
- 7 Represent department on university committees
Mentor new faculty (for promotion for tenured faculty only)

Evidence of Service to Department and University

- 1 Regular advisement activity
- 2 Activity on Assessment, Planning & Development committee
- 3 Activity on Composition or Humanities committee
- 4 Activity on other department committees (e.g., hiring) where assigned
- 5 Activity on university committees as evidenced by committee request sheet
- 6 Activity as teacher education liaison (supersedes numbers 2-5)

Revised May 2, 2005

As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.

The president must at times [take appropriate action to] infuse new life into a department; belatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or University conform to the policy established by the governing board and to the standards of sound academic practice. It is also incumbent on the president to ensure that faculty views, including [significant] dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues.

The president is largely responsible for the maintenance of existing institutional resources and the creation of new resources; has ultimate managerial responsibility for a large area of nonacademic activities; is responsible for public understanding; and, by the nature of the office, is the chief person who speaks for the institution. In these and other areas the president's work is to plan, to organize, to direct, and to represent. The presidential function should receive the general support of board and faculty.

3.7.4 Role of the Faculty

The faculty has primary responsibility for such fundamental areas of curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in programs, determines when the requirements have been met, and recommends to the president and board the granting of the degrees.

Faculty status and related matters are primarily faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers

with the concurrence of the board. The governing board and president should, on questions of faculty status as in other matters where the faculty has a primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures which involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

3.7.5 Faculty Participation

Agencies (committees, teams, etc.) for faculty participation in the government of the college or University should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.

The agencies may consist of meetings of all faculty members of a department, school, college, division, or University system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

Among the means of communication among the faculty, administration, and governing board now in use are: (1) circulation of memoranda and reports by board committees, (2) joint ad hoc committees, (3) standing committees, and (4) membership of faculty members on administrative bodies. Whatever the channels of communication, they should be clearly understood and observed.

3.8 Relationship of Faculty Senate to the President

Revised 01-10-1998

The Executive Committee of the Faculty Senate meets with the president periodically to discuss Senate-related issues. Upon request, the president meets with the Faculty Senate to brief the senators about pending University issues.

Figure B. Flow of Shared Governance

4.0 FACULTY PERSONNEL POLICIES

Revised 08-1998

4.1 Employment

To indicate institutional compliance with the various laws and regulations that require a Nondiscrimination, Equal Opportunity and Affirmative Action Policy, the following statement is intended to reflect that Southeastern Oklahoma State University is, in all manner and respects, an Equal Opportunity Employer, and offers programs of Equal Educational Opportunity. This institution, in compliance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services.

Southeastern Oklahoma State University makes every effort to ensure that each applicant who is offered a position at the University is selected on the basis of qualification, merit, and professional capability.

It is further the policy of the University to be in voluntary compliance with any and all statutes, regulations, and executive orders which deal with equal opportunity and discrimination, regardless of whether such statutes, regulations, or executive orders are of federal or of state origin.

The University subscribes to the principle of the dignity of all persons and of all their labors. In order to ensure complete equal opportunity, the University actively recruits applicants from all segments of the population of our state and nation.

It is the policy of all universities under the jurisdiction of the Regional University System of Oklahoma Board of Regents to provide equal employment opportunity on the basis of merit without discrimination of race, sex, ethnicity, religion, or national origin. This applies to every aspect of the employment, promotion, retention, and retirement of the total work force of the University.

The University's Personnel Office is responsible for coordinating and monitoring the employment process. Vacancies to be filled are reported to the Personnel Office by the appropriate supervisor. In the context of University policy, the screening committee determines the type of screening, interviewing, and selecting process to be used.

4.1.1 Appointment to Regular (Ranked) Faculty

The Regional University System of Oklahoma Board of Regents specifies the types and lengths of faculty appointments as follows:

4.1.1.1 Types of Appointments

The regular faculty holds one of five types of appointments: (a) Tenured; (b) Tenure Track (non-tenured, on tenure track); (c) Non-Tenure Track (non-tenure earning); (d) Temporary (one academic year or less); (e) Administrative.

a. Tenured.

A tenured appointment is reserved for those regular faculty members who have been granted tenure by the Board. Tenured faculty members are on continuous appointment and, therefore, are not notified of their appointment status for the following year unless their appointment is being terminated. The procedures for non-reappointment of tenured faculty are covered in the Policy Manual of the Regional University System of Oklahoma Board of Regents.

b. Tenure Track.

Tenure track appointments are for one (1) year, renewable annually at the option of the University. A person will be given written notification of non-reappointment by March 1, prior to the termination of the current contract.

c. Non-Tenure Track.

A non-tenure track appointment is one in which the faculty member is appointed to the regular faculty but is not eligible to receive tenure and is classified as on a non-tenure track. All faculty with the rank of instructor will hold non-tenure track appointments. Faculty with this type of appointment will be given written notification of non-reappointment by March 1, prior to the termination of the current contract. A faculty member on non-tenure appointment may be continued for a period of seven (7) years. Thereafter, the appointment must be approved by the Board of Regents on an annual basis.

d. Temporary.

A temporary appointment is one in which the faculty member is appointed to the regular faculty for a period of one year or less. Upon termination of the current contract, the position will be reopened and re-advertised.

e. Administrative.

A tenured faculty member appointed to an administrative position retains the tenure and rank that were previously granted when he/she was a regular faculty member. An administrator may not hold tenure by virtue of an appointment to an administrative position but may hold tenure as a member of the regular faculty.

4.1.1.2 Faculty Degree and Transcript Verification

Southeastern Oklahoma State University follows the recommended policies and procedures for verification of faculty credentials as set forth by The Higher Learning Commission (HLC): A Commission of the North Central Association of Colleges and Schools, and the Regional University System of Oklahoma Board of Regents and the Oklahoma State Regents for Higher Education.

The HLC policy has its roots in the General Institutional Requirements (GIR) that pertains to faculty. It states:

It employs faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

This General Institutional Requirement integrates with that part of Southeastern's Mission Statement that says:

Southeastern Oklahoma State University provides an environment of academic excellence that enables students to reach their highest potential.

In the Regional University System of Oklahoma Board of Regents Policy and Procedures Manual, Chapter 3 – Academic Affairs, page 3–5, the following guidelines are set forth:

3.2.2 Principal Academic Ranks of the University

The principal academic ranks of the University shall be Professor, Associate Professor, Assistant Professor, and Instructor. Educational qualifications for the rank of Professor and Associate Professor shall be an earned doctorate degree awarded by a regionally accredited or internationally recognized institution. For the rank of assistant professor it shall be an earned doctorate degree awarded by a regionally accredited or internationally recognized institution and/or individuals who have completed all requirements in a doctoral program except the dissertation from a regionally accredited or internationally recognized institution. An instructor must also have a degree from a regionally accredited or internationally recognized institution.

3.2.3 Education Requirements

The doctoral granting institution must meet the standards of the Carnegie Classification System. The earned degrees or graduate work should be in a field relevant to the individual's assignment.

Verification Procedures

In conjunction with the HLC's GIR, the Institution's mission, and the guidelines from the Regional University System of Oklahoma Board of Regents, Southeastern uses the following criteria to verify academic credentials of full-time faculty, and temporary full-time faculty.

1. All faculty must have on file an official transcript, or transcripts that provide documentation as to degrees earned from a *regionally accredited or internationally recognized institution*.
2. Official transcripts are provided to the Office of Academic Affairs in sealed envelopes from the granting institution(s).

3. Transcripts are opened by the Director of Student Learning and Research and verified as to its authenticity.
4. If there are any questions as to the validity of the transcript(s), the Vice President of Academic Affairs is involved at this point.
5. A visual search is undertaken using the Higher Education Directory, or if necessary, the appropriate accrediting agency is contacted for verification of accreditation.

4.1.1.3 Length of Appointments

Because of the budget balancing amendment of the Oklahoma Constitution, the Board cannot obligate funds in excess of the unencumbered balance of surplus cash on hand. Consequently, the Board may not obligate itself by binding contracts beyond a current fiscal year for salaries or compensation in any amount to its employees. The Board does, however, recognize the intent to reappoint tenured personnel to the faculties of the universities under its control within existing positions that are continued the next year when doing so is compatible with the annual budget for that year.

In most instances, the length of the regular faculty contracts are for a nine-month period with payment in 10 or 12 months. Some regular faculty contracts are for a twelve-month period.

4.1.1.4 Initial Appointments to the Regular Faculty

Appointments to the regular faculty are made by the Board. Consideration for appointment by the Board is made after recommendation by the President and a letter of invitation has been signed by the appointee designate. Following approval by the Board, a letter of appointment for the specified period will be issued.

4.1.2 Appointments to the Supplemental Faculty

At Southeastern, supplemental faculty consists of adjunct and volunteer faculty. An adjunct appointment to the supplemental faculty is made by the President. These appointments (except volunteer appointments) are limited to specific duties and a specific period of time. Supplemental faculty are not entitled to notification of non-reappointment.

4.1.3 Appointments to the Summer Teaching Faculty

An appointment to the summer faculty is limited to the specific summer for which the appointment is made. Summer faculty appointments from regular faculty are made by the President and reported to the Board quarterly.

4.1.4 Full- and Part-Time Appointments

Full-Time Appointments:

Full-time faculty have instructional and non-instructional duties as assigned by the University. Instructional duties include but are not limited to the teaching of assigned classes, evaluating the students in the classes, and meeting with those students who require assistance in their classes. Non-instructional duties include but are not limited to conducting research and other scholarly activity, advising students, serving on committees, sponsoring organizations, and participating in professional organizations. A full-time teaching load is twelve (12) hours per semester.

Part-Time Appointments:

Part-time faculty are generally employed only for the purpose of teaching classes. The assigned responsibilities are to provide instruction, evaluate students pertaining to that instruction, and to meet with those students who require assistance in their classes. The load of a part-time faculty member who does not have additional duties will be fifteen (15) hours per semester.

4.1.5 Hiring Procedures and Guidelines

The hiring procedure of the University for administrative, professional staff, and faculty is summarized as follows:

1. To initiate the process, a department chair/supervisor submits an employment request form, with current position description and job ad through appropriate channels.
2. Upon authorization, the Office for Academic Affairs initiates a search for applicants by the following means:
 - a. Internal announcement of vacancy — notices are posted on institutional bulletin boards.
 - b. External announcement of a vacancy — notices are published in area newspapers and appropriate specialized publications.
3. Applicants will be directed to submit information to the position screening committee c/o the dean.
4. A screening committee is appointed for each position. For faculty positions, the committee is appointed jointly by the dean and department chair; for other positions, by the appropriate vice president. It is recommended that a member from outside the school be appointed to the committee. All applications are screened based on job related qualifications as outlined in the position description. During the screening process the committee must record the reasons for not recommending unsuccessful applicants.
5. Finally, candidates are interviewed by members of the screening committee; members of related units/departments; the dean; the appropriate vice president, and, when possible, the president.
6. Following interviews, the screening committee will submit a recommendation for employment to the department chair/supervisor. The employment transaction form, complete transcripts, vita, and a statement of the department chair's recommendation, is attached and forwarded to the dean/supervisor for approval. Routing for the employment transaction form is designated on the form. The presidents or their designees are solely responsible for employment, discipline and termination of all faculty, administrators and staff and are required to report to the Board on the hiring, promotion, rank and salaries of faculty personnel, and as to matters pertaining to the operation of the institution.
7. It is the responsibility of the department chair/supervisor to notify the selected applicant as soon as the department chair/supervisor's copy of the recommendation form is returned. It is also the department chair/supervisor's responsibility to direct a new employee to the Human Resources

Office for payroll and benefit purposes. The salary card serves as the guide to salary for newly hired faculty (see Appendix B).

8. For each applicant not selected, the department chair/supervisor completes a de-selection form and forwards it, with the resume, to the Human Resources Office.
9. The Human Resources Office notifies each unsuccessful applicant.

Guidelines for the selection of screening committees, the screening procedure and appropriate forms are available from the academic dean. The President shall recommend employment of faculty to the Board of Regents before completion of the employment process.

Contact the Human Resources Office for a copy of the current hiring policy.

4.1.6 Nepotism

Source: Policy Manual of the Regional University System of Oklahoma Board of Regents (General Policies, 5.12)

Except as prohibited by the laws of the State of Oklahoma, relationship by consanguinity or by affinity shall not, in itself, be a bar to appointment, employment or advancement in universities governed by the Regional University System of Oklahoma Board of Regents nor (in the case of faculty members) to eligibility for tenure of persons so related.

But no two persons who are related by affinity or consanguinity within the third degree shall be given positions in which either one is directly responsible for making recommendations regarding appointment, employment, promotion, salary or tenure for the other; nor shall either of two persons so related who hold positions in the same internal budgetary unit be appointed to an executive or administrative position for said internal unit. Waivers may be granted by the President, but performance evaluations and recommendations for compensation and promotion will be made by one not related to the individual being evaluated. The Regional University System of Oklahoma Board of Regents shall be notified of any such waivers at its next meeting.

Relatives that are within the third degree of relationship to an employee by blood or marriage are as follows:

Spouse; parent; grandparent; great-grandparent; parent, grandparent or great-grandparent of spouse; uncle or aunt; uncle or aunt of spouse; brother or sister; son or daughter; son-in-law or daughter-in-law; grandson or granddaughter or their spouse; and great-grandson or granddaughter or their spouse.

4.2 Endowed Chair Policy

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION POLICIES

House Bill No.1581 of the 1988 Oklahoma Legislature appropriated \$15 million to the Oklahoma State Regents of Higher Education for the purpose of establishing an endowment program to support the establishment of faculty chairs and professorships, and to carry out other related activities to improve the quality of instruction and research at colleges and universities of The Oklahoma State System of Higher

Education. Examples of instruction related projects eligible to participate in the endowment program upon approval of the State Regents are visiting professorships, artist in residence, lectureships and other such support activities.

In 70 OS. Supp. 1989, Sections 3951,3952, and 3954, the Oklahoma Legislature provides the statutory framework for the endowment program that includes the fiduciary responsibility of the trustees and permissible investments for the endowment.

Purpose of the Oklahoma State Regents' Endowment Program

Endowed chairs and distinguished professorships should be established in academic areas which will contribute to the enhancement of the overall cultural, business, scientific, and/or economic development of Oklahoma. Endowed chairs and professorships must be established in areas for which the institution has ongoing, approved academic programs.

Regents' Endowment Trust Fund

The Endowment Trust Fund shall be administered by the State Regents in their role as trustees. The Endowment Fund shall be a permanent fund and shall be used for the purposes of establishing and maintaining endowed chairs and professorships at institutions in The Oklahoma State System of Higher Education, and for any other related activities approved by the State Regents to improve the quality of higher education instruction at State System institutions.

Upon authorization of the State Regents, an endowment fund will be established in the State Regents' Agency Special Account or in a custodian bank or trust company to receive monies appropriated by the Legislature, as well as any monies or assets contributed from any source, public or private.

No earnings of the trust fund shall be used for the administrative expenses of the office of the State Regents for Higher Education: expenses incurred by the State Regents in the administration of the trust fund and of the endowment program shall be paid from monies appropriated for the general operating budget of the coordinating board.

Establishment and Operation of Endowment Accounts

- A. Principal. The principal held in the Regents' Endowment Fund shall be used for the establishment of and allocated to endowment accounts within the Regents' Endowment Fund for the benefit of public institutions of higher education within the State of Oklahoma.
- B. Investment Return. The investment return on the principal of the Regents' Endowment Fund shall be allocated for the benefit of individual institutions for which the accounts are respectively designated and shall be remitted to such institution for the support of endowed chairs and professorships approved by the State Regents, together with other activities approved by the State Regents to improve the quality of instruction and/or research at State System institutions. The investment income approved by the State Regents for distribution to an institution shall be deposited in the institution's operating revolving fund (Fund 290).

Any investment income not designated for remittance to an institution shall become part of the principal of the Endowment Fund.

- C. Account Levels. The levels indicated for each category are the amounts of private donations required to establish an account. The private donation will be matched dollar for dollar with public monies.

Endowed chair accounts may be established at the comprehensive universities with a minimum private donation of \$500,000; at other institutions, the minimum required is \$250,000. Thus, when fully funded with both private and public matching monies, chairs at comprehensive universities will be endowed with a minimum of \$1,000,000 and chairs at other institutions will be endowed with a minimum of \$500,000.

At the comprehensive universities, professorship accounts may be established with a minimum private donation of \$250,000. At other institutions, professorships may be established with a minimum private donation of \$125,000. Thus, when fully funded with both private and public matching monies, professorships at comprehensive universities will be endowed with a minimum of \$500,000 and professorships at other institutions will be endowed with a minimum of \$250,000.

Lectureships, artist in residence, and similar accounts may be established with a minimum private donation of \$25,000 only at regional and special purpose universities and two year colleges. Thus, when fully funded with both private and public matching monies, said accounts will be endowed with a minimum of \$50,000.

To be initially eligible for an endowment account within the Regents' Endowment Fund an institution must request an account and must have on deposit as provided in Section F of this policy and amount equal to at least one half (50%) of the requested account with a written commitment that the balance will be contributed within a thirty six (36) month period.

- D. Time Limitations. The total matching requirements shall be equal to the amount of the requested endowment account in each instance and shall be deposited within a period of thirty six (36) months from the date of approval of the account by the State Regents. Provided, and institution may deposit in an endowment account matching funds in an amount which exceeds the required matching amount. Any endowment account for which the institution fails to provide the full matching amount within the time established shall be available to be awarded to another public institution of higher education. No investment return shall be remitted to any institution from an endowment account before the institution has deposited the total required match for the endowment account as provided in Section F of this policy.

- E. Private Sources of Matching Monies. Funds which an institution provides for matching purposes must originate from monies contributed to the institution after July 1, 1988, from private sources specifically designated by the donor to be used for purposes specified in this program. Monies provided for matching purposes may not be drawn from regularly allocated funds from the Oklahoma State Regents for Higher Education, proceeds of fees or charges authorized by the

State Regents of Higher Education, or from federal grants or reimbursements. In instances where the qualifications of all or a portion of the amount of matching monies are questionable, the institution shall request express approval of the State Regents to apply that amount toward the matching requirement. Monies for matching purposes may be contributed to and retained by a foundation for which the sole beneficiary is the respective institution. The foundation must demonstrate that the funds are being held on behalf of the institution as outlined in Section F of this policy: provided, monies contributed by a foundation whose sole beneficiary is an institution may qualify as private matching monies only if the monies are transferred from the foundation to the State Regents for deposit in the State Regents' Endowment Fund. Private matching monies contributed by the foundation may not be retained in that foundation, but must be deposited in the State Regents' Endowment Fund.

- F. Deposit of Private Matching Monies. Any institution which provides matching monies shall deposit the matching funds to one of the following:
1. The State Regents' Endowment Fund
 2. The institution's endowment matching fund
 3. A fund of a foundation whose sole beneficiary is that institution. If such matching monies are not deposited in the Regents' Endowment Fund the net investment return on matching monies shall be retained in the fund.
- G. Ownership of Private Matching Monies. Ownership of private matching monies transferred by an institution to the State Regents' Endowment Fund for investment shall remain with the institution. Upon request, the monies may be returned to the institution for deposit in Item F.2 above.

Report on Activities Supported by the State Regents' Endowment

Each participating institution shall submit an annual report to the State Regents in which the investments of the matching funds earned interest income (including capital gains and losses) and the costs of managing the investments are presented in detail. The report shall also include a full accounting of the expenditures of earnings of both the public monies and the private matching monies. Diminution of the original private matching amount may, at the discretion of the State Regents, constitute a forfeiture of the Regents' Endowment Funds which the institutional monies were to match.

Application Procedures

All institutions in The Oklahoma State System of Higher Education are eligible to apply for an endowed chair, professorship, or other related projects under the Regents' Endowment Fund Program. State System institutions desiring to participate in the Regents' Endowment Fund Program shall make application to the State Regents upon meeting requirements for establishing an endowment account as set forth in this policy.

The application shall include certification of deposited private matching monies by the president of the institution, including the date of receipt, the repository, and the name of the donor (s). Names of donors will be held in confidence by the State Regents, upon request.

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY POLICIES

- A. Donor's intent will be honored in accordance with applicable law, policies and procedures of the University.
- B. Endowed chairs are intended to recognize the distinction of the chair holder. An individual selected to occupy an endowed chair may be a current member of the faculty or a new appointee.
- C. Candidates nominated to fill endowed chairs may hold the same tenured status as previously held except in those instances where the endowment allows visiting appointments. The position held by the endowed chair should be one allocated to the relevant department through the regular budgetary process. The policy will not be used to replace tenured or tenure track faculty in good standing.
- D. An endowed chair may be filled by one individual for an indefinite period or successively by a series of individuals appointed for prescribed periods, unless otherwise provided in the terms of the gift.

The terms of the endowment also may support visiting chairs or designate that temporary chairs may be named pending completion of a search for a permanent chair.

- E. Income from the endowment supporting the chair will be expended in conformance with University and Board policies at the request of the chair holder.
- F. In addition to salary supplement, allowable uses of endowment income by the chair holder include, but are not limited to, the following:
 - 1. Summer research stipends.
 - 2. Research salary support. Research proposals involving release from teaching during the regular academic term require the approval of the department chair, the dean, and vice president of academic affairs.
 - 3. Research assistantships.
 - 4. Expenses of computation and data collection.
 - 5. Secretarial salaries and/or expenses.
 - 6. Travel expenses.
 - 7. Research equipment and expense of professional materials.
 - 8. Financial aid for graduate students working with the chair holder.
 - 9. Expenses of special seminars and conferences.
 - 10. Support for visiting professorships and lectureships in the fields of the chair holder, subject to regular appointment procedures.
 - 11. Donor intents.
- G. Income available to the endowed chair in any given year will not exceed the amount available from the endowment. This does not exclude the chair from attaining monies through the normal budget process.
- H. The endowed chair and the income from its endowment will be used for the designated area of study for as long as that area is part of SOSU's academic program. The terms of acceptance of a gift will state:

"Should the designated area of study no longer be a part of SOSU's academic program. The income from the endowment will be used to support an endowed chair in an area related as closely as possible to the original."

The above policies are subject to the provisions of The Regents' Policy on Endowed Chairs.

PROCEDURES

University procedures concerning academic appointments, as well as all other relevant regulations and procedures (such as those governing purchasing and accounting) shall be observed. The procedures for the Endowed Chairs are listed below:

- A. The President shall be contacted whenever there is a prospective donor to endow a chair.
- B. All contacts and discussions with prospective donors shall be coordinated with the President's office.
- C. Each recommendation to establish, name, fill an endowed chair must involve the appropriate Department Chair, Dean, the Vice President of Academic Affairs, and the President; the President (or designee) shall seek advice concerning the proposal from the Executive Committee of the Faculty Senate.
- D. A search committee, normally with multi-department representation, will be appointed by the President after consultation with the appropriate Department Chair (s), Dean, Vice President of Academic Affairs, and Faculty Senate.

The search committee shall recommend a slate of candidates to the President; the President, following consultation with the appropriate Department Chair, Dean, and Vice President of Academic Affairs, will make the final decision. No appointment of an endowed chair can be made prior to Regent's approval to establish an endowed chair.

The search committee shall provide sufficient information about the candidates to allow the President to make a decision.

- E. An endowed chair performance will be reviewed by the tenured members of the Department, Department Chair, appropriate Dean and Vice President of Academic Affairs. This review will be done every five years unless the tenured members of the Department and the Department Chair request that it be done sooner. The outcome of the review will be sent to the President with a recommendation for reappointment or removal from the chair.

ADMINISTRATIVE GUIDELINES FOR CAMPUS IMPLEMENTATION OF THE REGIONAL POLICY ON ENDOWED CHAIRS

The written procedures of each endowed chair shall be consistent with the policy of The Regents and with the following guidelines.

1. Minimum Corpus

A minimum corpus shall be established and maintained, which may vary by academic field, but in no case shall be less than the minimum specified in the Regent's policy.

2. Appointment to the Chair

An endowed chair may be filled by one individual for an indefinite period or successively by a series of individuals appointed for prescribed periods, unless otherwise provided in the terms of the gift. A person who is a tenured faculty member of the department to which the chair is

assigned may be appointed by the President on the advice of the Faculty Senate. If a person outside that unit is to be appointed, appointment policies and procedures shall be in accordance with University policies and regulations for regular tenured appointments or for visiting appointments, as appropriate. In carrying out the search for candidates, attention shall be paid to the campus' affirmative action goals, and candidates from outside the University should be considered as well as those from within the University.

3. Use of the Endowment Income

In addition to salary income made available to holders of endowed chairs may be used to support their teaching and research activities, in accordance with University regulations and according to a budget recommended annually by the chair holder to the department Chair and approved by the appropriate Dean and/or Vice President in the normal budgetary process.

4. Annual Reporting

Each chair holder shall annually submit a brief narrative to the Department Chair along with a budget request. These narratives should be retained by the Chair or Dean for use in preparing special reports on endowed chairs that may be needed from time to time.

4.3 Academic Freedom and Responsibility

Source: Policy Manual of the Regional University System of Oklahoma Board of Regents (Academic Affairs, 3.3.1 and 3.3.2)

The faculty member is entitled to freedom regarding research and in the publication of the results, subject to the adequate performance of instructional and non-instructional duties. Patent and copyright ownership will vest consistent with Regional University System of Oklahoma Board of Regents policy.

The faculty member is entitled to freedom in the classroom in discussing their subject, but s/he shall be objective in teaching of a controversial matter which has relation to that subject and of controversial topics introduced by students. The faculty member should not introduce controversial matters which have little or no relation to the subject of instruction.

University faculty members are individuals, members of a learned profession, and representatives of a University. When faculty members speak or write as individuals, they should be free from institutional censorship or discipline, but faculty position in the community imposes special obligations. As persons of learning and education representatives, the faculty members should remember that the public may judge the profession and the University by extramural utterances. Hence, each faculty member 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 the faculty do not speak on behalf of the University.

Academic Freedom should be distinguished clearly from constitutional freedom, which citizens enjoy equally under the law. Academic Freedom is an additional assurance to those who teach and pursue

knowledge and, thus, pertains to rights of expression regarding teaching and research within specific areas of recognized professional competencies.

The concept of Academic Freedom must be accompanied by an equally-demanding concept of academic responsibility. The concern of the University and its members for Academic Freedom safeguards must extend equally to requiring responsible service, consistent with the objectives of the University.

Faculty member has responsibilities to their discipline and to the advancement of knowledge generally. Their primary obligation in this respect is to seek and to state the truth as they see it. To this end, they shall devote their energies to developing and improving their scholarly competence. They shall exercise critical self-discipline and judgment in using, extending, and transmitting knowledge and they shall practice intellectual honesty.

Faculty members have responsibilities to their students. They shall encourage in students the free pursuit of learning and independence of mind, while holding before them the highest scholarly and professional standards. Faculty members shall show respect for the student as an individual and adhere to their proper role as intellectual guides and counselors. They shall endeavor to define the objectives of their courses and to devote their teaching to the realization of those objectives. A proper academic climate can be maintained only when the faculty member meets their fundamental responsibilities regularly, such as preparing for and meeting their assignments, conferring with and advising students, evaluating fairly and participating in group deliberations which contribute to the growth and development of students and the University. All faculty members also have the responsibility to accept those reasonable duties assigned to them within their field of competency, whether curricular, co-curricular, or extracurricular. Faculty members make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflects their true merit. They do not exploit students for private advantage and acknowledge significant assistance from them. They protect students' academic freedom.

Faculty members have responsibilities to their colleagues, deriving from common membership in a community of scholars. They shall respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, They should show due respect for the opinions of others. They shall acknowledge their academic debts and strive to be objective in the professional judgment of their colleagues. Faculty members accept a reasonable share of faculty responsibilities for the governance of the University.

Institutions of higher education are committed to open and rational discussion as a principal means for the clarification of issues and the solution of problems. In the solution of certain difficult problems, all members of the academic community must take note of their responsibility to society, to the institution, and to each other, and must recognize that at times the interests of each may vary and will have to be reconciled. The use of physical force, harassment of any kind, or other disruptive acts which interfere with ordinary institutional activities, with freedom of movement from place to place on the campus, or with freedom of all members of the academic community to pursue their rightful goals, are the antithesis of academic freedom and responsibility. So, also, are acts which, in effect, deny freedom to speak, to be heard, to study, to teach, to administer, and to pursue research. It is incumbent upon each member of the academic community to be acquainted with his/her individual responsibilities, as delineated by appropriate institutional statements found in the institution's policy manuals.

Faculty members have responsibilities to the educational institution in which they work. While maintaining their right to criticize and to seek revisions, they shall observe the stated regulations of the institution. Faculty members shall determine the amount and character of the work done they do outside their institution with due regard to the paramount responsibilities within it. When considering the interruption or termination of his or her service, the faculty member recognizes the effect of such a decision upon the program of the institution and gives due notice of the decision.

Faculty members have responsibilities to the community. As a person engaged in a profession that depends upon freedom for its health and integrity, the faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Administrators must protect, defend, and promote Academic Freedom.

4.4 Faculty Development and Evaluation Policies

4.4.1 Introduction

Teaching, research, and service are the triad of professional responsibilities at the University. While this is primarily a teaching University, it is a basic principle of higher education that scholarly research informs effective teaching. At the same time, the University faculty contributes richness to the culture of the community at large through their unique skills and talents. Evaluation of faculty performance considers these three areas and provides a critical process for continuous improvement of the University and faculty.

Both the importance and the imperfection of a faculty development and evaluation system are duly considered in the Southeastern Oklahoma State University scheme. It is designed within the following guidelines:

- The Faculty Development and Evaluation System is designed to improve faculty performance.
- The Faculty Development and Evaluation System will provide important information for promotion and tenure decisions.
- The System utilizes several sources of data, and these sources are clearly communicated.
- Evaluation procedures are individualized and flexible.
- Individualization considers the institution's nature, directions, and priorities, the administrative unit's needs, and the individual's interests.

An annual academic performance review (Faculty Development and Evaluation Summary) is submitted for each full-time faculty member. A formal evaluation is conducted for each non-tenured faculty member each year and for each tenured faculty member at least each third year.

4.4.2 Faculty Evaluation System

The Regional University System of Oklahoma Board of Regents has specified five basic categories upon which academic rank and promotion in rank are based: (1) education and experience, (2) effective classroom teaching, (3) research/scholarship, (4) contributions to the institution and profession, and (5) performance of non-teaching or administrative duties.

The Faculty Development and Evaluation System of Southeastern Oklahoma State University is designed to promote faculty development and to assess faculty performance on those prescribed criteria. Instrumentation of the system consists of four documents:

- Faculty Development and Evaluation Criteria (see Appendix D)
- Catalog of Faculty Development and Evaluation Criteria (Appendix E)
- Faculty Development Agreement (Appendix F)
- Faculty Development and Evaluation Summary (Appendix G - includes G1 and G2)

The document entitled "Faculty Development and Evaluation Criteria" lists criteria for evaluating faculty performance in the four categories. The document "Catalog of Faculty Development and Evaluation Criteria" presents exemplars for each criterion. The exemplars are not all-inclusive, but do provide examples and extend the definitions of the criteria.

The document "Faculty Development Agreement" is an agreement for areas of emphasis for the forthcoming year. It is not an implicit evaluation of criteria not listed, however. Refer to Point 1 in the section entitled "Procedural Principles and Guidelines."

"The Faculty Development and Evaluation Summary" provides for listing the education and experience of the faculty and then a rating of the faculty member's performance in the categories of (1) effective classroom teaching, (2) scholarship, (3) service to institution, profession, and public, and (4) performance of non-teaching/administrative duties/assignments. It also provides for a rating of overall performance. Provision is made for commentary and signatures on the back.

Category 4, performance of non-teaching/administrative duties/assignments, is interpreted to include those duties or assignments which result in a reduced teaching load such as serving as department chair, project director, coach, and band director.

4.4.2.1 Procedures

The "Catalog of Faculty Development and Evaluation Criteria" is utilized for establishing individual faculty development plans and for guiding individual faculty evaluations. Performance in each category is weighted by negotiation between the faculty member and the department chair within limits set by the institution and the administrative unit.

Institutional emphases define the weights of each category as follows:

- Category 1 (Teaching) +
- Category 4 (Non-Teaching)
- 50-70% of Overall Performance
- Category 2 (Scholarship)
- 15-25% of Overall Performance
- Category 3 (Service)
- 15-25% of Overall Performance

All faculty are rated on Categories 1, 2, and 3. All also are rated on all criteria in Category 1 and on negotiated criteria in Categories 2 and 3. Only those with duties or assignments which result in a

reduced teaching load are rated in Category 4. Weighting in Category 4 is calculated on an individual basis and combined with the weight of Category 1 so that the combined total is within the 50–70% range.

The rating on overall performance is a composite of the ratings in the categories.

Administrative units may also set limits for each category within the institutional parameters.

Completion of the “Faculty Development and Evaluation Summary” is based upon a conference of the department chair and the individual faculty member during which the relevant criteria for each category are rated. Not all criteria for each category apply to every faculty member. Relevancy of individual criteria is negotiated by the department chair and the individual faculty member.

Commentary is provided on the backside of the “Faculty Development and Evaluation Summary” instrument as indicated. The “Faculty Development and Evaluation Summary” is signed by both the department chair and the individual faculty member. The faculty member’s signature denotes that the evaluation has been conducted according to approved procedures. It does not necessarily mean agreement with the ratings.

A completed “Faculty Development and Evaluation Summary” for each full–time faculty member is submitted by the department chair to the respective dean of the school for review.

The dean of the school reviews the evaluation, provides comments, and signs the instrument. The dean of the school keeps a copy in the dean’s office and sends a copy to the department chair and a copy to the faculty member.

4.4.3 Procedural Principles and Guidelines

The Faculty Development and Evaluation System of Southeastern Oklahoma State University will be administered within the following procedural principles and guidelines.

1. Each faculty member will be evaluated on all Category 1 criteria and on criteria from other categories as determined in negotiation with the department chair. However, the development plan to be composed at the beginning of the development–evaluation cycle will specify only areas the faculty and chair identify for development. These areas may be ones from Category 1 in which the faculty needs improvement as well as special tasks in other categories. It is assumed that performance on required criteria not listed in the development plan will remain stable over the evaluation cycle. Cycle–end evaluation will address both the areas listed in the development plan and the other required criteria.
2. The department chair assumes that the faculty member is functioning at a level of “proficient” unless there is evidence to the contrary. For a rating lower than proficient, the chair has the responsibility of presenting evidence; and for a rating higher than proficient, the faculty member has the responsibility of presenting evidence.
3. Faculty development and evaluation criteria are generally stated in minimum terms. Ratings on criteria vary according to the fruitfulness of efforts.
4. The ratings on the evaluation scale are as follows:

Outstanding

Performance is among the best of colleagues in similar appointments in similar institutions in the respective field nationwide. On applicable criteria faculty member has recognition beyond the state.

Commendable

Performance is among the best of colleagues in similar appointments in similar institutions in the respective field statewide. On applicable criteria faculty member has statewide recognition.

Proficient

Performance is productive, effective, and consistent with the achievement of the emphases, objectives, and interests of the institution, the administrative unit, and/or the individual.

Needs Improvement

Performance is less than adequate for achieving the emphases, objectives, and interests of the institution, the administrative unit, and/or the individual.

Critical

Performance fails to contribute to the achievement of the emphases, objectives, and interests of the institution, the administrative unit, and/or the individual.

5. The "Faculty Development and Evaluation Summary" covers a year of performance except in certain instances; i.e., new faculty, faculty on leave, etc.
6. Only activities, contributions, and involvements directly related to the University or to the faculty member's educational field are considered in the evaluation.
7. While formal evaluations of tenured faculty are required at least each third year, formal evaluations may occur more frequently at the request of either the faculty member or the department chair. In years when a complete evaluation is not done, a continuation form will be submitted (Appendix G–Part II).

4.4.4 Faculty Development and Evaluation Process

The faculty development and evaluation process for the year includes the following three steps:

1. By September 15, the faculty revises and updates the previous year's "Faculty Development Plan" as outlined in the following section entitled "Faculty Evaluation Guide." It should list any activities completed the preceding year and not previously included in the "Faculty Development Plan". The faculty forwards the revised plan to the department chair.
2. By October 1, the faculty and the department chair meet for a year–end evaluation. The chair should send the completed "Faculty Evaluation Form," "Faculty Development Plan," and documentation (if applicable) to the dean of the school.

3. By November 1, the faculty and the chair complete the current year's "Faculty Development Plan."

4.4.5 Faculty Evaluation Guide

1. The following documents should be used: Faculty Development and Evaluation System (see department chair)

Faculty Development Plan

Faculty Evaluation Form (see department chair)

2. The evaluation for the preceding year should be made during September of the current year on the basis of the "Faculty Development Plan" completed in the fall of the preceding year and revised in August/September of the current year.
 - a. Before the conference with the department chair, the faculty should conduct a year end self-evaluation and succinctly describe progress for each exemplar listed in the preceding year's "Professional Development Plan." A brief statement indicating whether the exemplar was fully accomplished, partially accomplished, or not addressed is appropriate.
 - b. As the faculty formulates an overall self-rating in the area of teaching, s/he should analyze progress on several exemplars and accurately combine these to give an overall rating. Overall self-evaluation with only one exemplar is not acceptable. Citing marks from a student evaluation, for example, is not adequate evidence for a rating in the area of teaching. The results from the student evaluations represent only one dimension of teaching effectiveness. Multiple methods need to be used to formulate an overall self-rating. For example, results from peer-evaluations, student evaluations, ETC Major Field Achievement Tests, and other exemplars should be combined to support the rating for teaching effectiveness.
 - c. In the areas of research/scholarship and service, again evidence from several exemplars needs to be combined to formulate the rating in each area.
 - d. The faculty should write a summary paragraph that combines various activities to give an overall rating for performance. If the standard evaluation form is used, the faculty should mark it to show her/his self-evaluation.
3. Both the faculty member and the chair should have copies of each of the basic documents.
4. When the self-evaluation is complete, the chair and the faculty member should schedule a conference.
5. In the conference, the chair should review the faculty member's self-evaluation and make his/her own evaluation of the faculty member and mark it on the evaluation form. Documentation is required for ratings above or below proficient and should be attached to the evaluation forwarded to the dean.
6. By October 1, the chair should send a copy of the completed "Faculty Evaluation Form," the "Faculty Development Plan," and documentation (if any) to the dean of the school.
7. By October 31, the dean should write comments about the evaluation and return the copy to the chair.

4.4.6 Faculty Grievance Policy

The University recognizes the right of faculty to express their grievances and seek a resolution concerning work-related disagreements that might arise between University and its faculty. The purpose of the faculty grievance policy is to provide an avenue for the resolution of informal and formal grievances without fear of coercion, discrimination, or reprisal because of exercising rights under University policy.

a. Informal Grievances

Faculty members having complaints are encouraged to seek informal resolution. The University maintains an open-door-policy and administrators encourage faculty to communicate issues of concern to their department chair, academic dean, or administrative supervisor.

If the grievance cannot be resolved informally, the formal procedure is available. It provides for a prompt and impartial review of all factors involved in the grievance.

b. Formal Grievances

A formal grievance may be made when informal processes have not resolved a work-related issue and when a faculty member believes that he or she has been discriminated against on the basis of race, national origin, age, sex, disability or status as a veteran or that a violation of policy has occurred concerning working conditions, employment practices, individual rights, academic freedom, or due process (in matters not related to promotions and tenure). Complaints regarding promotions and tenure are addressed in the Faculty Personnel Policies section of this manual. Issues relating to salary increases, fringe benefits, and non-renewals of non-tenured track appointments are excluded from the formal grievance definition.

The Faculty Appellate Committee (FAC) is elected by the Faculty Senate and is a standing body that responds to grievances unresolved through administrative or informal procedures. The FAC on the Southeastern campus is described in detail in The Right of Appeal of Tenured Faculty, within the Tenure section of this manual.

PROCEDURES

Filing of Grievance:

Complaints unresolved administratively solely involving harassment based on race, ethnicity, sex, or discrimination because of race, national origin, sex, color, age, religion, disability or status as a veteran must be filed with the Affirmative Action Officer (AAO). (See University Policies, subsections Sexual Harassment and Racial and Ethnic Policy.) All other grievances must be filed with the Vice President of Academic Affairs or President's designee in the event that the Vice President is the grievant or respondent, who will then notify the Faculty Appellate Committee (FAC).

The grievance must be filed with the FAC Chair (through the Vice President of Academic Affairs' office or President's designee in the event that the Vice President is the grievant or respondent) or AAO as

soon as possible, but not more than one year from the date on which the faculty member knew or reasonably should have known of the violation giving rise to the grievance.

1. The grievant shall state fully in writing the facts upon which the complaint is based.

A written complaint must contain the following:

- a. a. A clear and detailed, signed statement of the grievance,
 - b. b. The specific remedial action or relief sought,
 - c. A summary outlining with whom the points of dissatisfaction were discussed and with what results, and
 - d. A summary of any evidence upon which the charges or complaints are based.
2. Where more than one type of complaint is present (i.e., sexual harassment and violation of due process), a copy of the harassment or discrimination complaint must be sent to the AAO for investigation. A grievance with multiple grounds is heard by one hearing committee. The FAC Chair and AAO will discuss and determine the appropriate appeals process under which such a grievance will be heard.
 3. The Chair of the Faculty Appellate Committee immediately will notify the respondent(s) of the grievance. The respondent will have 15 calendar days from receipt of the complaint to respond in writing to the FAC Chair or AAO.

Confidentiality of Proceedings and Records:

Members of the FAC and other University officials are charged individually to preserve confidentiality to the extent appropriate with respect to any matter investigated or heard. A breach of the duty to preserve confidentiality is considered a serious offense and will subject the offender to appropriate disciplinary action. Parties and witnesses also are admonished to maintain confidentiality with regard to these proceedings.

All records of grievance investigation will be held by the Vice President for Academic Affairs or President's designee in the event that the Vice President is the grievant or respondent as confidential records.

Selection of the Hearing Committee:

1. The FAC Chair will schedule a meeting within 5 classroom days to select three members to serve on the Hearing Committee.
2. Any Hearing Committee member who cannot provide a fair and impartial hearing or consideration shall not serve.

Formal Hearing Process: All hearings shall follow these procedures:

1. Within 30 calendar days after reviewing the respondent's written response, the Committee shall set a hearing date.
2. The Hearing Committee will evaluate all available evidence provided by the parties and base its recommendation upon the evidence in the record.
3. The hearing shall be closed.

4. Length of hearing sessions may be established in advance, and reasonable rest periods may be allowed for all participants throughout the duration of the hearing.
5. The Committee shall proceed by considering the statement of grounds for grievances already formulated and the response written before the time of the hearing. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matter shall be received.
6. Only evidence relevant to the grievance may be introduced into the hearing. Questions of relevance shall be decided by the committee chair.
7. A confidential recording of the hearing will be made. The recording and transcription, if any, will be arranged by the Hearing Committee Chair. The tape or transcript will be accessible to the faculty members involved, to members of the committee, and to the Vice President for Academic Affairs (or President's designee in the event the Vice President is the grievant or the respondent). The AAO will keep the original recorded tape. The grievant or respondent may request a copy of the tape provided that he or she supplies a blank tape to the AAO.
8. Either faculty member may request that the Hearing Committee Chair provide a written transcript of the testimony. The cost to prepare the transcript shall be paid by the faculty member making the request.

Disposition of Charges:

The Hearing Committee normally will communicate its findings, conclusions, and recommendations in writing to the grievant and respondent and the Vice President for Academic Affairs (or President's designee in the event the Vice President is the grievant or the respondent) within 15 workdays of the conclusion of the hearing. If the Vice President for Academic Affairs (or President's designee) concurs in the recommendation of the Hearing Committee, that recommendation shall be put into effect. The Vice President for Academic Affairs (or President's designee) must report to the grievant, respondent, and the Hearing Committee his/her decision within 10 workdays of receipt of the Hearing Committee's recommendation.

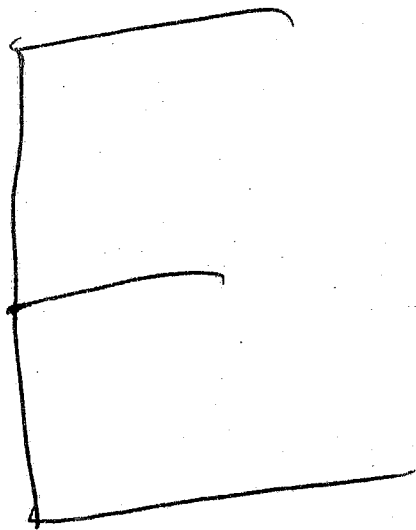
If the Vice President for Academic Affairs (or President's designee) does not concur in the recommendation, he/she must meet with the committee to reach a final decision. The work of the Hearing Committee is finished when the Vice President for Academic Affairs (or President's designee) communicates this joint decision in writing to the grievant and respondent, the Hearing Committee, and necessary University officials.

Appeal:

Either faculty member has the right to appeal this determination. The appeal is made by a written request to the President of the University for review of the decision and must be made within 10 workdays of the date of the final decision. If no appeal is delivered to the President within the 10 workday period, the case is considered closed. The decision of the President shall be delivered to the appellant within 10 workdays and the President's decision shall be considered final and binding.

Disposition of Records:

At the conclusion of the hearing, and after the final report of the Hearing Committee is submitted (and appeal completed), the tapes, and all other relevant material will be maintained by the Office of Human Resources.



4.5 Rank and Promotion

4.5.1 Academic Rank

The academic community recognizes educational achievements, experience, and meritorious contributions to higher education by awarding academic rank to faculty who perform with distinction in these areas. Academic rank is granted by the Regional University System of Oklahoma Board of Regents to teaching faculty on the basis of Regents' and the institution's faculty personnel policies.

The academic ranks of the University are professor, associate professor, assistant professor, and instructor. The senior ranks of professor and associate professor are granted as a result of exemplary teaching, scholarship, leadership, and service achievements. Faculty holding the senior ranks provide academic and scholarly leadership to developing faculty and provide advice and counsel to the department chairs, deans, and administration. For these reasons, serious attention is given to the scholarly, intellectual, and ethical stature of individuals selected for the senior ranks. The ranks of assistant professor and instructor are for faculty in the developmental stages of their teaching careers.

4.5.2 Promotion in Rank

The Regional University System of Oklahoma Board of Regents have specified five basic categories upon which academic rank and promotion in rank are based:

1. Education and experience,
2. Effective classroom teaching,
3. Research/scholarship,
4. Contributions to the institution and profession, and
5. Performance of non-teaching or administrative duties.

Education and experience alone are not adequate for granting promotion in rank. The following general guidelines shall be applied in the appointment and promotion of faculty to rank.

4.5.2.1 General Guidelines (Rev. 9/03)

For academic ranks of Instructor an earned master's degree or sixty (60) graduate hours in a relevant teaching field awarded by a regionally accredited or internationally recognized institution.

Assistant Professor one of the following (Option A, B, or C):

Option A.

An earned doctorate relevant to the teaching field awarded by a regionally accredited or internationally recognized institution.

Academic credentials which indicate the potential for effective classroom teaching, research/scholarship, contributions to the institution and profession, and, in appropriate instances, successful performance of non-teaching or administrative duties.

Option B.

Completed all requirements in a doctoral program relevant to the teaching field, with the exception of the dissertation. (NOTE: Faculty who wish to begin a doctoral program must have written approval of the program from the Department Chair, Dean, and Vice President for Academic Affairs, in order to qualify for promotion in rank or salary increases resulting from completion of the degree program.

Academic credentials which document effective classroom teaching and indicate the potential for research/scholarship, contributions to the institution and the profession, and, in appropriate instances, successful performance of non-teaching or administrative duties.

Option C.

Sixty (60) graduate hours relevant to the teaching field awarded by a regionally accredited or internationally recognized institution of higher education. (NOTE: Graduate hours taken while on the faculty at Southeastern must be approved in advance by the Department Chair, Dean, and Vice President for Academic Affairs in order to qualify for promotion in rank or salary increase.)

Four (4) years of successful higher education teaching experience in full-time appointment(s).

Academic credentials which document effective classroom teaching and indicate the potential for research/scholarship, contributions to the institution and the profession, and, in appropriate instances, successful performance of non-teaching or administrative duties.

Associate Professor.

- An earned doctorate relevant to the teaching field awarded by a regionally accredited or internationally recognized institution of higher education.
- Five (5) years of successful higher education teaching experience in full-time appointment(s).
- Five (5) years of experience at the assistant professor rank.
- Demonstrated effective classroom teaching, research/scholarship, contributions to the institution and profession, and, in appropriate instances, successful performance of non-teaching or administrative duties.
- Noteworthy achievement in classroom teaching, research/scholarship, and contributions to the institution and profession, or, in appropriate instances, performance of non-teaching or administrative duties.

Professor.

- An earned doctorate relevant to the teaching field awarded by a regionally accredited or internationally recognized institution of higher education.
- Ten (10) years of higher education teaching experience in full-time appointment(s).
- Five (5) years of experience at the associate professor rank.
- Demonstrated record of effective classroom teaching, extensive research/ scholarship, extensive contributions to the institution and profession, and, in appropriate instances, exemplary performance of non-teaching or administrative duties.
- Commendable or outstanding achievement on all of the categories: effective classroom teaching, research/scholarship, contributions to the institution and profession, and, in selected instances, performance of non-teaching or administrative duties.

4.5.2.2 Effective Classroom Teaching

Effective classroom teaching is demonstrated through mastery of a current knowledge base in subject matter taught at an appropriate student level. Such teaching stimulates achievement and practical personal applications by students. A continual review of current literature, research, and strategies for classroom application is necessary to effective teaching. An effective teacher evidences mastery in the classroom by thoroughly integrating skills and knowledge, sensitivity, and perception with the presentation of subject matter.

Effective classroom teaching is characterized by (1) subject matter mastery, (2) curriculum development, (3) course design, (4) delivery of instruction, (5) assessment of instruction, (6) availability to students, and (7) fulfillment of instructional administrative responsibilities.

Effectiveness will be documented by student evaluation of instruction; peer, department chair and/or dean evaluations; performance evaluation of program graduates by employers; and other applicable available information, including standardized assessment of majors.

4.5.2.3 Research/Scholarship

Scholarship is a state of mind that is demonstrated by the active involvement of a faculty member in the pursuit of new knowledge in his/her academic field or discipline. While the scope and nature of faculty scholarship will vary among departments, University faculty shall be involved in scholarly activities, individually or collaboratively, which advance the knowledge base and performance levels of their respective fields. Both the pursuit of new knowledge or techniques and the application of knowledge or techniques in creative ways are valued. Both the quality and the quantity of productivity are considered in assessing the contributions and performances.

Examples of research/scholarship are adaptations of knowledge to the learning environment, development of marketable instructional materials, creative artistic works evaluated by juries or panels, invitation for professional presentations or performances, articles in refereed or editor-evaluated publications, successful grantsmanship, selected unpublished research, books, monographs, inventions, patented or copyrighted products, etc.

4.5.2.4 Contributions to the Institution and Profession

Contributions occur when a faculty member applies his/her professional expertise beyond the classroom and research/scholarship responsibilities to advance the institution and profession. These contributions should be correlated with the educational needs of the student body and the objectives of the University.

Institutional contributions may consist of, but are not limited to academic advisement of students, sponsorship of student organizations, membership on ad hoc and standing committees, consultation to other areas of the University, participation in institutional or program self-study activities, and special assignments or responsible participation in activities which advance the academic programs of the University.

Professional contributions include involvement in various professional organizations in a manner that accrues favorable notice to the individual and the University. Evidence of such contributions may consist of, but are not limited to, memberships in professional organizations appropriate to a faculty

member's teaching field or area of responsibility, attendance at meetings, holding of offices, and serving on committees at local, state, regional, and national levels of said professional organizations.

4.5.2.5 Performance of Non-Teaching or Administrative Duties

These duties include, but are not limited to student advisement; departmental management; public relations; classroom, studio, office or other physical facility management; personnel management; equipment and supplies management; fiscal management; and time management.

The performance of such duties is carried out in a timely manner with efficiency and dispatch in a spirit of cooperation and sensitivity to the needs of students, staff, peers, and supervisors. These duties are carried out in full awareness of both legal and personal responsibilities and limitations concomitant to a state-supported educational institution.

Documentation of performance of non-teaching or administrative duties might include formal and informal observations and evaluations from students, peers, supervisors, and the public.

4.5.3 Promotion Process (Rev.9/03)

It is the responsibility of the individual faculty member to initiate the request for a promotion in rank and to prepare the portfolio of materials. The department chair will advise the faculty member in preparation of this request. The following steps outline the procedures in the promotion process. A Portfolio Transmittal Form (see Forms) to certify the receipt dates and transmittal dates at each step of the promotion process must accompany the request and is available from the department chair. Failure to forward the portfolio and recommendation by the specified date will constitute de facto approval at that step.

It is the responsibility of the individual faculty member to monitor the flow of materials through the process. At any step in the process, the faculty member may withdraw a request for promotion in rank.

4.5.4 Concepts and Understandings Regarding Rank and Promotion Policies

1. The highest interests of the University will best be served through a spirit of cooperation and a sense of mutual confidence among the faculty, the chairs, the academic deans, the chief academic officers, and the president of the University. The procedure for recommending promotion in rank is designed to systematize as well as to encourage such cooperation and mutual confidence.
2. The determination of professional training and/or experience to meet the criteria for assignment of rank will be the responsibility of the appropriate academic officer (or officers) on campus. They will consult with peers or supervisors of those who are being considered for changes in rank.
3. No person presently employed shall suffer reduction in rank as a result of the operation of these policies.
4. Instructional personnel who are not subject to assignment of rank may be classified by titles such as special instructors, lecturers, graduate assistants, adjunct teachers, and part-time teachers.

5. An instructor, upon making official notification to the administration of the completion of a doctoral program, may receive immediate promotion to the rank of assistant professor with approval of the Regional University System of Oklahoma Board of Regents.
6. The application for promotion may be submitted during the year which completed the requirements for the rank as outlined in Section 4.5.2.1, with a successful application causing promotion effective the following academic year.
7. A faculty member must complete at least two years of employment at Southeastern before applying for promotion to the rank of Associate Professor or Professor.
8. Any exception to the policy on promotion in rank is the domain of the president of the University.

4.6 Tenure

Source: See Policy Manual of the Regional University System of Oklahoma Board of Regents (Academic Affairs, 3.3)

4.6.1 Academic Tenure

Tenure is a privilege and a distinctive honor. Tenure is defined as continuous reappointment which may be granted to a faculty member in a tenure-track position, subject to the terms and conditions of appointment. The tenure decision shall be based on a thorough evaluation of the candidate's total contribution to the mission of the University. While specific responsibilities of faculty members may vary because of special assignments or because of the particular mission of an academic unit, all evaluations for tenure shall address at a minimum whether each candidate has achieved excellence in (1) teaching, (2) research or creative achievement, (3) professional service, and (4) University service. Each University may formulate standards for this review and determine the appropriate weight to be accorded each criteria consistent with the mission of the academic unit.

Tenure is granted by the Regional University System of Oklahoma Board of Regents upon recommendation of the University president. Determination of merit and recommendation for granting tenure shall comport with the minimum criteria and policies and procedures contained in this chapter.

The terms and conditions of every appointment or reappointment shall be stated in writing and copies in the possession of both the institution and faculty member before the appointment is approved. Tenure shall be granted only by written notification after approval by the Board. Only full-time faculty members holding academic rank of assistant professor, associate professor, or professor may be granted tenure. Qualified professional librarians shall be considered faculty members if they are given academic rank.

Tenure does not apply to administrative positions, but a tenured faculty member appointed to an administrative position retains tenured status as a member of the faculty.

The Board intends to reappoint tenured personnel to the faculties of the institutions under its control within existing positions that are continued the next year. The Board reserves the right to terminate tenured faculty at the end of any fiscal year if the Legislature fails to allocate sufficient funds to meet obligations for salaries or compensation.

4.6.2 Periods of Appointment and Tenure

Faculty members holding academic rank above the level of instructor (assistant professor, associate professor, professor) may receive tenure at any time. Normally, faculty members shall be on probation for five (5) years after date of first being employed by the University in a tenure-track position. (Years of experience in a non-tenure-track position may be used for probation only if approved by the University). Seven (7) years shall be the maximum probationary period for the eligible faculty member to be granted tenure. If, at the end of seven (7) years any faculty member has not attained tenure, there will be no renewal of appointment for the faculty member unless a specific recommendation for waiver of policy from the President to the contrary is approved by the Regional University System of Oklahoma Board of Regents. This procedure applies every year thereafter.

For the purpose of determining probationary employment of faculty members for tenure consideration, sabbatical leave counts as a part of the period of probationary employment, but a leave of absence is not included as part of the probationary period.

4.6.3 Procedure for Granting Promotion and Tenure (replaces 4.5.3. Promotion Process) Rev. 9/03

The normal procedure for granting tenure is initiated by the faculty member during the fifth, sixth, or seventh year of service to the University in a tenure-track position. The normal procedure for granting promotion is initiated by the eligible faculty member. The following steps outline the normal process:

Step 1-

By October 15, the faculty member files a written request for promotion and/or tenure with the department chair. The request must be accompanied by a portfolio exhibiting documentation of effective teaching, research/scholarship, contributions to the institution and profession, and performance of non-teaching or administrative duties, if appropriate.

Step 2-

By November 15: A Promotion and Tenure Review Committee shall be formed. If there are at least five (5) tenured faculty members within the department, all serve as the Promotion and Tenure Review Committee. In Promotion cases, only tenured faculty at or above the rank sought shall serve on the committee. In the event that the number of faculty at the appropriate rank or tenured faculty members in the department is fewer than five (5), the tenured faculty within the department plus additional tenured faculty members appointed by the dean of the school and the chair of the department to form a group of at least five (5) tenured faculty members will serve as the Promotion and Tenure Review Committee. Since department chairs will independently review Promotion and Tenure Review Committee recommendations, and make an independent recommendation to the dean, they should not be members of Promotion and Tenure Review committees.

The chair/dean shall call a meeting of the Promotion and Tenure Review Committee to initiate discussion of the request. After each member of the Promotion and Tenure Review Committee critiques the portfolio and each performance criterion, the faculty member's performance shall be reviewed, discussed, and evaluated by the Promotion and Tenure Review Committee. This review shall be conducted in a manner that allows for input from non-tenured colleagues, students, alumni, and administrative information from the department chair. After completion of

the review, a poll by secret ballot of the Promotion and Tenure Review Committee will be taken to determine whether a recommendation for the granting of tenure will be made. A simple majority rule shall prevail. The Promotion and Tenure Review Committee shall then send the portfolio, the committee's vote, and their recommendation to grant or to deny to the department chair. All ballots are to be retained by the chair of the Promotion and Tenure Review Committee until a final decision is reached concerning the request. The ballots shall then be destroyed.

Step 3-

By December 1: The department chair shall review the Promotion and Tenure Review Committee's vote, critique the portfolio, evaluate each performance criterion, and decide whether to recommend the granting of tenure. The department chair will then forward a recommendation concerning the request and all documentation to the dean of the school. The chair will also provide in writing a statement of his/her action to the Promotion and Tenure Review Committee and faculty member.

Step 4-

By January 15: The dean of the school shall review the department chair's recommendation, the Promotion and Tenure Review Committee's vote, critique the portfolio, evaluate each performance criterion, and decide whether to recommend the granting of tenure. The dean will then forward a recommendation concerning the request and all documentation to the Vice President for Academic Affairs. The dean will also provide in writing a statement of his/her action to the department chair, Promotion and Tenure Review Committee, and faculty member.

Step 5-

By February 15: The Vice President for Academic Affairs shall review the dean's recommendation, the Promotion and Tenure Review Committee's vote, critique the portfolio, evaluate each performance criterion, and decide whether to recommend the granting of tenure. The Vice President for Academic Affairs will then forward a recommendation concerning the request and all documentation to the President. He will also provide in writing a statement of his/her action to the dean, department chair, Promotion and Tenure Review Committee, and faculty member. If the Vice President for Academic Affairs recommends that promotion or tenure be denied and the faculty member believes that the request has not been accorded "due process," s/he may request of the Faculty Appellate Committee a hearing pertaining solely to due process. Such an appeal must be filed by March 1. Pertinent testimony from all parties involved may be heard. If the Faculty Appellate Committee rules that due process was violated, the committee may then recommend that the procedure be renewed at the point where violation occurred. The Vice President for Academic Affairs shall be responsible for monitoring the subsequent procedures to assure that due process is accorded. The Faculty Appellate Committee must complete action on an appeal by March 20.

Step 6-

By May 1: Upon receiving a recommendation from the Vice President for Academic Affairs, the President decides either to approve or disapprove the request for tenure. If the President approves the request for tenure, s/he submits it to the Regional University System of Oklahoma Board of Regents, normally at the April meeting. The President then reports the Regents' action to the Vice President for Academic Affairs, the dean of the school, the department chair, and the faculty member.

If the President disapproves the request for tenure, s/he notifies the Vice President for Academic Affairs, the department chair, the Promotion and Tenure Review Committee, and the faculty member.

4.6.4 Concepts Regarding Tenure

The highest interests of the University will be served through a spirit of cooperation and a sense of mutual confidence among the faculty, the chairs, the academic deans, the Vice President for Academic Affairs, and the President of the University. The procedure for recommending tenure is designed to encourage such cooperation and confidence.

The Regional University System of Oklahoma Board of Regents recommends that not more than sixty-five percent (65%) of the full-time faculty at a University receive tenure. Once the sixty-five percent limit is reached, there will be no additions to the tenured faculty at Southeastern. However, the tenure process on campus will continue. Faculty members recommended for tenure will be placed in a priority-hold status by year pending tenure vacancies.

Under exceptional circumstances, a new faculty member may be recommended for tenure by a department chair, an academic dean, the Vice President for Academic Affairs, or the President without going through the normal process.

In the event that one of the deadlines in the tenure process falls on a weekend or holiday, the deadline becomes the next working day at the University.

After the process is completed, the following action should be taken:

- a. The results of all balloting and recommendations from the dean, department chair, and Vice President for Academic Affairs will be placed in the personnel file of the candidate.
- b. The portfolio and a copy of all recommendations will be returned to the candidate.
- c. Other confidential, relevant records leading to tenure shall then be destroyed.

Once the tenure process has been initiated, it must be completed.

Any exception to the policy on tenure is the domain of the president of the University in conjunction with the Regional University System of Oklahoma Board of Regents.

4.6.5 Guidelines for Achieving Tenure

The following guidelines apply in decisions regarding the awarding of tenure:

Five (5) years of service at Southeastern Oklahoma State University in a tenure-track appointment as an assistant professor, associate professor, and/or professor.

Demonstrated effective classroom teaching, research/scholarship, contributions to the institution and profession, and, in appropriate instances, successful performance of non-teaching or administrative duties.

Demonstrated ability to work cooperatively to strengthen the academic quality of the institution.

Noteworthy achievement in classroom teaching and on at least one other criterion: research/scholarship, contributions to the institution and profession, or, in appropriate instances, performance of non-teaching or administrative duties.

4.6.6 Evaluation of Tenured Faculty

The academic and professional performance of each tenured faculty member may be reviewed annually and must be reviewed at least every third year.

The results of the review will be placed in the personnel record of the tenured faculty member. The tenured faculty member should be given a copy of the review and an opportunity to respond before it is placed in the personnel folder. An unsatisfactory review will require another review within one year. An unsatisfactory review at that time will be grounds for dismissal as listed under Sections 4.6.7 and 4.6.8 below.

4.6.7 Causes for Dismissal or Suspension of Tenured Faculty (rev. 02/05 by BOROC)

No tenured member of the faculty shall have his or her appointment terminated in violation of the principles of tenure adopted by the Regional University System of Oklahoma Board of Regents except for one or more causes which may include, but are not limited to, the following.

- a. Committing a felony or other serious violation of law that is admitted or proved before a competent court, preventing the faculty member from satisfactory fulfillment of professional duties or responsibilities, or violation of a court order which relates to the faculty member's proper performance of professional responsibilities.
- b. Moral turpitude.
- c. Insubordination.
- d. Professional incompetence or dishonesty.
- e. Substantial or repeated failure to fulfill professional duties or responsibilities or substantial or repeated failure to adhere to Board or University policies.
- f. Personal behavior preventing the faculty member from satisfactory fulfillment of professional duties or responsibilities.
- g. An act or acts which demonstrate unfitness to be a member of the faculty.
- h. Falsification of academic credentials.
- i. Two consecutive unsatisfactory post-tenure performance evaluations.
- j. Bona fide lack of need for one's services in the University.
- k. Bona fide necessity for financial retrenchment.

The President shall have the authority to suspend any faculty member formally accused of a, b, c, d, e, f, g, h, or i (listed above). The President shall immediately notify the Board of Regents of the terms and conditions of any such suspension. A faculty member should be suspended only if harm to the faculty or students is possible or disruption of proper conditions for teaching and learning are threatened by the faculty member's continuance. During the suspension period, compensation for the suspended person should be continued. If during the suspension period the faculty member is convicted of or admits to the commission of a felony or a crime involving moral turpitude or other serious violation of law referenced above, the institution shall not continue compensation.

4.6.8 Dismissal of Tenured Faculty for Program Discontinuance or Financial retrenchment

A faculty member with tenure whose position is terminated based on genuine financial retrenchment, bona fide discontinuance of a program, or a lack of need for one's services will be given five (5) months' written notice unless an emergency arises.

Before terminating an appointment because of discontinuance of a program or department, or because of other lack of need of services, the institution will make reasonable efforts to place affected members in other suitable positions.

If an appointment is terminated because of financial retrenchment or because of discontinuance of a program, the released faculty member's position will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment at the previous status.

4.6.9 Dismissal of Tenured Faculty Member for Cause

Dismissal proceedings shall begin with a conference between the faculty member and the appropriate dean/department chair. The conference may result in agreement that the dismissal proceedings should be discontinued or that the best interest of the tenured faculty member and the institution would be served by the faculty member's resignation. If so, the faculty member shall submit a resignation in writing, effective on a mutually agreed upon date. If this conference does not result in mutual agreement, the dean/department chair will submit a recommendation in writing with rationale to the faculty member and to the Vice President for Academic Affairs. Within fourteen (14) days, the Vice President for Academic Affairs should have a conference with the faculty member.

The conference with the Vice President for Academic Affairs may result in agreement that the dismissal proceedings should be dropped. On the other hand, the conference may result in mutual agreement that the best interest of the tenured faculty member and the institution would be served by the faculty member's resignation. If so, the faculty member shall submit a resignation in writing, effective on a mutually agreed upon date. If this conference does not result in mutual agreement, the Vice President for Academic Affairs will submit his/her decision in writing with rationale to the faculty member and forward his/her decision to the President. If the President concurs in the recommendations for dismissal, the President shall send a written statement to the faculty member within ten (10) school days of his/her receipt of the Vice President for Academic Affairs' recommendation. Copies of this written statement should be sent to the Vice President for Academic Affairs, the appropriate dean, and department chair. When the President notifies a tenured faculty member of the intention to recommend dismissal for cause, the tenured faculty member must be informed in writing in detail of the specific charges against him/her and be informed of the procedural rights that will be accorded to him/her. Every reasonable effort must be made by the President to ensure that the communication of this action is received by such faculty members without delay. Such notification must be made by registered or certified mail with return receipt requested.

4.6.10 Suspension of a Tenured Faculty Member (rev. 2/05 by BOROC)

The President shall have the authority to suspend any faculty member formally accused of a, b, c, d, e, f, g, h, or I (listed above). The President shall immediately notify the Board of Regents of the terms and conditions of any such suspension. A faculty member should be suspended only if harm to the faculty or students is possible or disruption of proper conditions for teaching and learning are threatened by the faculty member's continuance. During the suspension period, compensation for the suspended person should be continued. If during the suspension period the faculty member is convicted of or admits to the commission of a felony or a crime involving moral turpitude or other serious violation of law referenced above, the institution shall not continue compensation.

4.6.11 Disciplinary Action Other Than Dismissal or Suspension

Disciplinary action affecting the terms of employment taken by the University against a tenured faculty member must be based upon causes stated in this chapter, or any other adequate cause which related directly and substantially to the fitness of the tenured faculty member to perform professional duties. Disciplinary action shall begin with a conference between the tenured faculty member and the appropriate department chair. If, as a result of the conference, the department chair finds that disciplinary action is warranted, a written recommendation for action and rationale for the recommendation for action should be forwarded to the appropriate dean. If, after review, the dean decides not to proceed with further disciplinary action, both parties should be notified in writing. If the dean determines that additional action is warranted, then s/he should arrange a conference with the tenured faculty member. The dean may determine that no further action is necessary. If, however, the dean believes additional action is warranted, s/he shall notify in writing the faculty member and forward his/her recommendation for action to the Vice President for Academic Affairs within fourteen (14) days. The Vice President for Academic Affairs should arrange a conference with the faculty member. The Vice President for Academic Affairs may determine no additional action is necessary. However, the Vice President for Academic Affairs may determine a plan of disciplinary action, in which case s/he should notify the faculty member in writing and place a copy of the disciplinary action in the faculty member's personnel file.

4.6.12 The Right of Appeal of Tenured Faculty

Each of the six state universities under the jurisdiction of the Regional University System of Oklahoma Board of Regents shall institute an Appellate Committee on Dismissal of Tenured Faculty Members. The committee shall not exceed nine (9) tenured faculty members, eight (8) of whom shall be elected by the faculty governing body of the University and one member appointed by the President of the University. A quorum shall be five (5) members or a majority of qualified members of the committee. Initially, one-half of the elected members shall be elected for twelve (12) months and one-half for twenty-four (24) months; thereafter, one-half shall be elected each year. No member may serve more than two consecutive terms. One or more alternate members of the committee shall be elected to serve in the event a regular member is unable to serve. If any member of the committee is an interested party in a case which comes before the Appellate Committee on Dismissal of Tenured Faculty Members, said committee member shall not serve on that case.

The incumbent committee shall serve until the completion of any case pending at the time their term of service expires.

The decision of the committee will be based on majority vote. The committee will elect its own chair, who will have the right to vote.

If a faculty member receives notice of a pending dismissal and so desires, he may request and shall be accorded a hearing before the Appellate Committee on Dismissal of Tenured Faculty Members. Failure to make a request in writing to the President within fourteen (14) days after receipt of notification shall constitute a waiver by such faculty member of his/her right to a hearing before the Appellate Committee on Dismissal of Tenured Faculty Members.

At Southeastern, this committee has been designated to serve as the grievance committee in the promotion process (see Section 4.5.3, Step 4).

4.6.13 Appeal Procedures for Tenured Faculty

- a. After a faculty member has requested a hearing before the Appellate Committee on Dismissal of Tenured Faculty Members, service of notice of hearing with specific charges in writing will be made at least twenty (20) days prior to the hearing. The faculty member may respond by waiving the hearing and filing a written brief or the matter may proceed to a hearing. If the faculty member waives a hearing, but denies the charge or asserts that the charges do not support a finding of adequate cause, the Appellate Committee on Dismissal of Tenured Faculty Members will evaluate all available evidence, including testimony and documentary evidence presented by the University, and make its recommendation upon the evidence in the record.
- b. If the faculty member requests a hearing, the Appellate Committee on Dismissal of Tenured Faculty Members shall, with due diligence, and in keeping with the Administrative Procedures Act, considering the interests of both the University and the faculty member affected, hold a hearing and report its findings and recommendations to the President and to the involved faculty member.
- c. At hearings before the Appellate Committee on Dismissal of Tenured Faculty Members, faculty members and the University shall be permitted academic advisors and/or counsel. A court reporter will be retained by the University to record the proceedings. Each party will pay the entire cost of his or her copy of the transcript. The committee will determine whether the hearing should be public or private.
- d. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence, and the administration of the University will attempt to secure the cooperation of such witnesses and will make available necessary documents and other evidence within its control. No employee of the institution, regardless of position, should be excluded or excused from appearing before the committee, if available.
- e. The faculty member and the University will have the right to cross examine all witnesses present. Depositions are admissible whenever a witness cannot appear.
- f. The committee may conclude: (a) that adequate cause for dismissal has been established by the evidence; (b) that adequate cause for dismissal has not been established by the evidence; or (c) that adequate cause for dismissal has been established, but an academic penalty less than dismissal, including removal of tenure, would be more appropriate. The committee may make any other recommendations it determines are appropriate. The committee's findings and recommendations shall be made to the President of the University. The committee shall send a copy of its findings and recommendations to the affected faculty member.

- g. The President shall notify the affected faculty member of his recommendation to the Board of Regents. The faculty member shall have the right to request the Board of Regents to review adverse findings and recommendations of the President. The request must be in writing and filed within fifteen (15) days after final notification by the President at the office of the Regional University System of Oklahoma Board of Regents. If the affected faculty member does not timely request that the Board of Regents review the President's findings and recommendations, the President's determinations become final and binding.
- h. In the event the faculty member submits a timely request to the Board of Regents to review adverse findings and recommendations of the President, the faculty member must indicate whether s/he desires a hearing of all of the evidence of the case; otherwise, the review will be a review of the record of the case. The Board of Regents has the discretion to determine whether the review will be a de novo hearing or a review of the record.
- i. Public statements and publicity about the case by the University will be avoided until the proceedings, including consideration by the Regents, have been concluded.

4.6.14 Non-tenured Faculty

Non-tenured faculty shall be afforded the same rights of academic freedom as tenured faculty.

4.6.14.1 Annual Evaluation

Following institutional guidelines, the performance of non-tenured faculty members shall be evaluated annually by March 1 by the appropriate department chair and/or dean, and the results of the evaluation placed in the personnel record of the non-tenured faculty member. The non-tenured faculty member shall be given a copy of the evaluation.

4.6.14.2 Non-Reappointment

The Board of Regents delegates to the President or the President's designee the authority to reappoint or not to reappoint non-tenured faculty members. A non-tenured faculty member whose appointment is not renewed will be given written notice from the University by March 1, prior to termination of the current appointment. Failure to reappoint may be without specific causes. Reappointment or non-reappointment by the University is subject to ratification by the Board of Regents.

4.6.14.3 Termination for Cause or Suspension

The termination of employment for cause or suspension of a non-tenured faculty member within an existing contract period shall follow the same procedures and be limited to the same reasons as provided for tenured faculty members who are terminated for cause or suspended. A failure to reappoint may be without specific or stated cause.

4.6.15 Procedures for Amending These Regulations

The Regional University System of Oklahoma Board of Regents may amend these regulations at any time, or a requested amendment to these regulations may be initiated by the Appellate Committee on

Dismissal of Tenured Faculty Members or the administration of any of the institutions governed by the Board.

4.7 Faculty Load

University faculty have responsibilities in four areas: (1) instruction, (2) research/ scholarship, (3) service to the institution, profession, and public, and (4) various non-teaching or administrative duties. While instruction and research/scholarship are expected of all faculty, the scope and variety of service and non-teaching or administrative assignments will depend upon the needs of the departments, schools, and University at large.

Faculty load assignments will be monitored each semester by the department chair, reviewed by the dean of the school, and approved by the Vice President for Academic Affairs.

4.7.1 Teaching

Instructional assignments are based upon the expertise of the faculty member and needs of the academic department. They are made by the department chair in collaboration with the faculty member.

In the fall and spring semesters a full-time teaching load is twelve (12) semester hour units per semester.

In the summer term a full-time teaching load is eight (8) semester hour units per term.

4.7.2 Research/Scholarship

Individual faculty research and scholarly activities are defined by the professional interests of the faculty member. While the scope and nature of faculty scholarship will vary among departments, University faculty shall be involved in scholarly activities, individually or collaboratively, which advance the state of knowledge or performance levels of their respective fields. Both the pursuit of new knowledge or techniques and the application of knowledge in creative ways are valued.

4.7.3 Service to the Institution, Profession, and Public

4.7.3.1 Student Advisement

Academic advisement is a very important service responsibility for faculty. Advisors are expected to assist students with enrollment, to counsel them about career options, to provide them information about deadlines and checkpoints, and to monitor their progress through programs. The department chair selects faculty to serve as advisors. A recommended maximum advisement load is thirty (30) students.

4.7.3.2 Committees and Advisory Service

Institutional service activities include sponsorship of student organizations, membership on ad-hoc and standing committees, consultation to other areas of the University, and participation in activities which advance the academic programs of the University.

4.7.3.3 Professional Activities

Membership in selected professional organizations appropriate to a faculty member's assignment is a basic responsibility. Involvement in professional organizations at local, state, regional, and national levels consists of attendance of meetings, holding offices, and serving on committees.

4.7.3.4 Public

Service to the community at large occurs when a faculty member contributes professional expertise to the activities of governmental, public schools, or other public and service agencies. The contribution may be in, but is not limited to the following roles: consultant, program participant, member of a board or task force, or advisor.

4.7.4 Non-teaching or Administrative Duties

These assignments are based upon the needs of the department, school, and University. Such assignments will be developed cooperatively between the faculty member and department chair or appropriate administrative officer.

4.7.5 Revised Interim and Summer School Policies

Effective Spring, 2005

1. **Summer Teaching Loads and Salary Formula.** Regular faculty who teach one course (3 or 4 credit hours) will receive 1/9 of their base (9 month) salary. Faculty who teach two courses will receive 2/9 of their base salary. Two 3 or 4 cr. courses constitute a full summer load, and represent the maximum teaching load normally allowed. For example, a faculty member with a base salary of \$45,000 would receive $\$45,000/9 = \$5,000$, for teaching one 3 or 4 cr. course, or \$10,000 for teaching a full summer load of two 3 or 4 cr. courses). Because adjunct faculty do not have a base salary, they will continue to be paid at the prevailing adjunct rates for summer teaching.
2. **Interim Classes.** Courses taught during the May interim will be considered summer classes, and will count towards the summer teaching load. August interim classes will normally count as part of the fall teaching load. Exceptions to this must be justified, and approved by the department chair, dean and vice president for academic affairs. The January interim period will be utilized only for Continuing Education classes.

3. Exceptions to the Summer and Interim Policies.

- Continuing Education classes. Continuing Education classes are contracted separately by the Office of Continuing Education, and are not counted as a part of regular teaching loads. Salary for Continuing Education classes is also contracted directly with the Office of Continuing Education.
- Grant-funded salary. Summer salary that is paid by a grant is not counted as part of the summer load. Faculty who teach a full summer load (2/9 of base salary) may receive an additional 1/9 of base salary from grant funds. Faculty who do not teach in the summer are eligible to receive up to 3/9 of their base salary from grant funds. Summer salaries received from grant funds are also subject to the approval of the granting agency.
- Emergency overloads. Emergency overloads must be justified and specifically approved by the department chair, dean, and vice president for academic affairs.

4.8 Department Chair Load

The department chair has the dual role of faculty member and chief administrator of the department. It is important that a proper balance be achieved between the chair's faculty assignment (teaching, research/scholarship, and service) and administrative duties (instructional program management, personnel management, department development, financial and facilities administration, and academic leadership).

4.8.1 Teaching

The teaching load for department chairs is defined by the scope of their duties which varies among the departments. Factors which must be considered in assigning the chair's teaching load include: (1) the number of students majoring in the programs offered by the department, (2) instructional functions of the department (size of service offerings relative to size of major programs), (3) size and nature of the departmental facilities (classrooms, laboratories, etc.), (4) inventory of instructional equipment and instrumentation, (5) size and nature of the instructional faculty (tenured relative to adjunct), (6) state and federal regulations that impact on the department and its operations, (7) ancillary activities associated with the department, (8) support staff available in the department, (9) number and size of externally supported programs initiated and managed within the department, (10) number of programs offered by the department, and (11) nature of programs offered by the department.

After careful review and documentation of the above factors, the teaching load of each chair will be negotiated on an individual basis. The department chair assignments will be reviewed each semester by the dean of the school and be approved by the Vice President for Academic Affairs.

4.8.2 Research/Scholarship

The individual chair's research and scholarly activities are defined by his/her professional interests. While the scope and nature of faculty scholarship will vary among departments, University chairs shall be involved in scholarly activities, individually or collaboratively, which advance the state of knowledge or performance levels of their respective fields. Both the pursuit of new knowledge or techniques and the application of knowledge in creative ways are valued.

4.8.3 Service to the Institution, Profession, and Public

4.8.3.1 Student Advisement

Academic advisement is a very important service responsibility for faculty and chairs. Advisors are expected to assist students with enrollment, to counsel them about career options, to provide them information about deadlines and checkpoints, and to monitor their progress through programs. The department chair coordinates advisement in the department and selects faculty as needed to serve as advisors. A recommended maximum advisement load is thirty (30) students.

4.8.3.2 Committees and Advisory Service

Some institutional service activities are sponsorship of student organizations, membership on the Academic Council and other ad-hoc or standing committees, consultation to other areas of the University, and participation in activities which advance the academic programs of the University.

4.8.3.3 Professional Activities

Membership in selected professional organizations appropriate to a chair's assignment is a basic responsibility. Involvement in professional organizations at local, state, regional, and national levels consists of attendance of meetings, holding offices, and serving on committees.

4.8.3.4 Public

Service to the community at large occurs when a department chair contributes professional expertise to the activities of governmental, public schools, or other public and service agencies. The contribution may be in, but is not limited to the following roles: consultant, program participant, member of a board or task force, or advisor.

4.8.4 Administrative Duties

The department chair is directly responsible to the dean of the respective school and has the charge of providing collegial leadership to the faculty of the academic department. This leadership is in five primary areas.

4.8.4.1 Instructional Program Management

Plans departmental course offerings to serve the department majors and to provide appropriate service to other clientele (general education, other majors, higher education centers, and continuing education).

Prepares the departmental course schedule each semester and each summer term; identifies and recommends qualified instructors.

Coordinates the preparation and revision of syllabi and instructional objectives of the course of study.

Provides appropriate coordination of student teachers, entry-year teachers, and/or interns.

Coordinates requests to the library and media center for the purchase of books, periodicals, and media materials that support the instructional and research/scholarship needs of the department.

Coordinates advisement of students in the department, including assigning advisors, distributing materials for the placement of graduates from the department programs, and assisting graduates in finding appropriate placement and in obtaining letters of recommendation.

Evaluates learning in the department through student evaluations of instruction, program review, and assessment of students.

Solves problems and resolves conflicts between students and instructors.

Solves problems related to closed classes during enrollment and manages enrollment in courses offered by the department.

Approves substitutes to cover classes when faculty have to be absent during emergencies.

Coordinates orders with the bookstore for textbooks and required student supplies.

4.8.4.2 Personnel Management

Coordinates the recruitment and selection of new faculty to maintain a balanced and diversified pool of instructional faculty.

Coordinates the annual faculty evaluation procedures for tenure and promotion and assists faculty in preparing the portfolio of materials requesting promotion.

Assigns faculty responsibilities in the areas of instruction, advisement, and department service (facilities and equipment management, recruitment, etc.)

Fosters faculty development by providing appropriate feedback and assistance in obtaining professional developmental activities.

Acts as a communication link between the faculty and administration.

Maintains good morale in the department through a positive outlook and positive relations among the members of the department.

Advocates appropriate rewards and recognition of faculty in the department.

Supervises and evaluates support staff.

Recruits and supervises student workers and processes time sheets.

4.8.4.3 Financial and Facilities Management Prepares and submits an annual department budget.

Manages and controls the department budget by allocating funds as needed, prepares requisitions, and verifies purchase receipts.

Supervises the use of department space and requests maintenance of space.

Supervises the equipment and instrumentation facilities of the department and maintains the equipment in working order.

Conducts an annual inventory of the equipment and instrumentation assigned to the department.

Coordinates resources used jointly with other departments.

4.8.4.4 Department and Program Development

Coordinates the establishment of faculty and departmental goals.

Coordinates department planning for developing quality instruction, research/scholarship, facilities, equipment, personnel, and general progress.

Develops and recommends curricula for majors and minors in disciplines represented in the department.

Fosters good teaching by providing feedback from instructional evaluations.

Recruits students by collaborating with High School Relations, by corresponding with prospective students, by hosting visiting students, and by preparing recruitment materials.

Coordinates regular program review and assessment activities in the department.

Supervises periodic follow-up studies of students.

4.8.4.5 Academic Leadership

Stimulates research/scholarship activities among the faculty.

Encourages requests for appropriate external funding for the department.

Establishes and monitors standards of achievement in the department.

Communicates departmental needs within the University.

Engages in positive public relations by communicating information that improves the department's image and reputation on campus, in southeastern Oklahoma, and at community colleges from which transfer students come.

4.9 Regulations Affecting Faculty and Chair Load

4.9.1 Calculation of Teaching Load

Lecture

Undergraduate—1 Carnegie clock hour per week = 1 semester hour unit

Graduate—1 Carnegie clock hour per week = 1.333 semester hour units

Laboratory

2 Carnegie clock hours per week = 1 semester hour unit

Applied Lessons

1.5 clock hours per week = 1 semester hour unit

Teacher Education Practicum

(Education 2000, 3000, 4000)

20 students = 1 semester hour unit

Special Assignments

Negotiated with appropriate administrators.

Arranged Classes

These will not contribute to semester load unless adequate enrollment is obtained to be counted as a regular class (normally, 15 for undergraduate, 12 for graduate).

The load status of classes listed as directed readings, research, independent studies or departmentally specific courses will be evaluated by the department chair and the dean. Such courses will be judged by the same enrollment considerations applied to other courses.

4.9.2 Office Hours (update)

A full-time faculty member is required to schedule ten office hours per week and it is recommended at least one (1) office hour be scheduled each day Monday through Friday. In addition, a faculty member is expected to be available additional hours by appointment. Faculty members teaching online or blended classes may negotiate with the department chair to substitute up to five online office hours for five physical office hours.

4.9.3 Absences from Duty

Revised 07-01-2006

When a faculty member is to be absent from an assigned responsibility, he/she must file a Faculty Absence Notification Form (see Forms). In the case of sick leave, this form is filed with Department Chair only. In the case of personal leave or leave due to Professional/University business, the form is filed with both the Department Chair and the Dean.

4.9.4 Outside Employment

As a general rule, full-time faculty are not to be engaged in regular remuneration-producing activities (operating a private business or working as an employee for others) from 8 a.m. through 5 p.m. Monday through Friday. Exceptions must be approved by appropriate administrative personnel.

4.10 Selection and Retention of Department Chairs

The procedure for selecting chairs of academic departments takes into consideration the roles of the academic departments and the responsibilities of the chairs.

4.10.1 The Role of Academic Departments

Southeastern Oklahoma State University recognizes the importance of vigorous, independent academic departments for two reasons:

1. Departments provide an effective framework for instructing students, communicating with students, and making professional decisions about curriculum, class schedules, and teaching loads. An independent departmental structure provides stability for these functions even when changes in academic organization occur. Strong academic departments provide institutional integrity and accountability.
2. Since most faculty members think of themselves as instructors of a particular discipline, departments are their chief bases of group identity and loyalty.

4.10.2 The Qualifications and Role of Department Chairs

Ordinarily, the minimum educational requirement of a chair is an earned doctorate or a terminal degree in one of the disciplines represented in the academic department. In addition, leadership and management abilities are required.

A department chair is responsible to the dean of the school and is charged with providing leadership to the faculty of the academic department. This leadership is in five primary areas: (1) instructional program management, (2) personnel management, (3) financial and facilities administration, (4) department and program development, and (5) academic leadership. (See Section 4.8.4)

4.10.3 Departmental Chairs' Selection Process

Both departmental faculty and academic administration are involved in the process of selecting chairs. A department chair may be appointed from within the University and from the result of a search and interview process. The steps for appointment within the University are as follows:

1. The faculty and dean will develop a written description of the qualifications necessary for a chair of that department.
2. The dean will ask the faculty to submit nominations of candidates.
3. The dean will interview the nominees to ascertain their willingness to serve and their leadership philosophies.
4. The faculty will nominate a candidate for its chair by a process established as departmental policy. The decision will be reported in writing to the dean.
5. The dean will submit a recommendation for chair to the Vice President for Academic Affairs.
6. Within two weeks of receipt of the dean's recommendation, the Vice President for Academic Affairs will submit a recommendation to the President.

7. Within three weeks after receipt of the Vice President's recommendation, the President will notify the dean and the Vice President for Academic Affairs of his/her decision.
8. If the recommendation is not approved, the process will be repeated, beginning with Step 4.
9. Any situation not covered in this selection procedure will be handled cooperatively by the departmental faculty and the dean.

4.10.4 Evaluation of Chairs

1. Department chairs will be evaluated annually, and a comprehensive evaluation will be completed every fourth year. Results of each evaluation will be communicated to the chair orally and in writing by the dean.
2. The incumbent chair will declare his/her intention by September 1 of the fourth year to request consideration for reappointment. Departmental faculty, the dean, the Vice President for Academic Affairs, and the President will participate in this evaluation. The dean, the Vice President, and the President, with advice from faculty, will decide whether to retain or to replace the current chair. If the decision is to replace the chair, the departmental chairs' selection process will be initiated.
3. The criteria and instruments for evaluation of chairs will be approved by the faculty, chairs, deans, Vice President for Academic Affairs, and President.

4.10.5 Replacement of Chairs for Cause

If the dean, the Vice President for Academic Affairs, or the President believes that a chair should be removed at some time other than during the comprehensive evaluation year, the evaluation process may be initiated without delay. If the departmental faculty believe a chair should be replaced, a request containing the signatures of fifty percent of the full-time faculty may be submitted to the dean. After consultation with departmental faculty, the dean will determine whether or not the request is in the best interest of the department. If the dean disagrees, the decision and justification will be submitted in writing to the faculty, the Vice President for Academic Affairs, and the President. If the dean agrees, he/she will, with the written approval of the Vice President for Academic Affairs and the President, initiate the evaluation process immediately.

4.11 Personnel Files

This policy is intended to provide guidelines for access to employee records, while maintaining the security necessary to protect the privacy of University employees and the interests of the University. An employee has access to his/her permanent personnel file, which is maintained in the Human Resources Office. In addition, a faculty member has access to his/her personnel file relative to academic progress and qualifications, which is maintained in the Office of Academic Affairs. Access to all appropriate records shall be in accordance with the provision of this policy and the Oklahoma Open Records Act.

4.11.1 Contents

The Human Resources Office, as custodian of personnel files, shall determine information to be placed in the files. Only such information as is germane to the person's employment with the University shall be retained in these files. Examples of this type of information are:

- a. Information pertaining to bona fide occupational qualifications.
- b. Behavior and discipline matters.
- c. Personnel actions, such as appointment and change of status.

Individuals may ask that material relevant to their employment be included in their personnel file by written request to the Human Resources Officer. An individual may not remove or add any records to his/her personnel file at the time of inspection.

Files related to academic progress and qualifications for faculty are maintained in the Office of Academic Affairs.

4.11.2 Open Records Act

The following personnel records shall be deemed confidential and may be withheld from public access:

Those that relate to internal personnel investigations including, without limitation, examination and selection material for employment, hiring, appointment, promotion, demotion, discipline, or resignation.

Those where disclosure would constitute a clearly unwarranted invasion of personal privacy such as, but not limited to, employee evaluations, payroll deductions, and employment applications submitted by persons not hired by the University.

Those which are specifically required by law or University policy to be kept confidential.

All personnel records not specifically falling within the exceptions provided above shall be available for public inspection.

4.11.3 Correction of Records

An employee may dispute the accuracy of any material included in his/her personnel file. Such questions should be directed to the custodian of the file in writing. If the questions are not resolved by mutual agreement, the employee may initiate a complaint.

Academic Policies and Procedures

MEMORANDUM

TO: Dr. Rachel Tudor

FROM: Douglas N. McMillan, Ph.D.
Interim Vice President of Academic Affairs

RE: Denial of Application for Tenure and Promotion

DATE: April 30, 2010

It is my understanding that you have been informed by President Minks of his decision to deny your request for tenure and promotion to associate professor. This authority to communicate the reasons for denial of tenure and promotion rests with the president as suggested in the Academic Policy and Procedures Manual Section 3.7.4. However, the President may delegate this authority under the RUSO Board Policy if he so desires. Dr. Minks has delegated the authority to me, as acting chief academic officer, to communicate the reasons for the denial of your application for tenure and promotion.

After careful review of your portfolio, it was determined that you do not currently meet the policy requirements for tenure and promotion in the areas of research/scholarship and contributions to the institution and/or profession. The Academic Policy and Procedures Manual stipulates that in order to be granted tenure and promotion your body of work in these areas should be both excellent and noteworthy.

An examination of the research/scholarship portion of your portfolio listed eight activities during your employment at Southeastern. These eight activities include two publications, one presentation at a regional symposium, one presentation at a local symposium, two editorships of the proceedings papers at a local symposium, and two "open-mic Chapbooks". The first three activities (the two publications and the presentation at the regional symposium) do appear to be examples of work which meet the excellent and noteworthy standard. However, the remaining activities fail to meet these standards. For example, the two Open-mic Chapbooks appear to be self-collected unpublished works which certainly do not reach the noteworthy and excellent standard. Finally, in trying to verify your contribution as editor to the proceedings of the 2006 and the 2008 Native American Symposium, some confusing information was found. In fact, the link you provided to the 2006 symposium did not identify you as an editor and the link you provided for the 2008 symposium did not lead to any proceedings. Just as an aside, editing the proceedings at a local symposium does not meet an excellent and noteworthy accomplishment for a university faculty member. In summary, your efforts in scholarship and research appear to have yielded some appropriate work; however, the body of your work, since being employed at Southeastern, is either unverifiable or falls below the policy requirement for tenure and promotion.

The Academic Policy and Procedures Manual also requires that your service reach the noteworthy and excellent standard. A review of your university service reveals that since your employment at Southeastern began, until 2009 your service has primarily been limited to serving on internal

COPY

OAG/DLC/USA v. SOSU - CIV-15-324/001186

departmental committees, such as, a program review committee, an assessment committee and a hiring committee, that clearly do not reach the policy requirement for tenure or promotion. In fact, out of eight activities you listed on your vita, four were Internal departmental committees. Two of the remaining examples of service were not begun until 2009. This does not establish a record of service that is either noteworthy or excellent.

Subsequently, the reasons delineated in this memorandum formed the basis for the denial of your application for tenure and promotion.

OAG/DLC/USA v. SOSU - CIV-15-324/001187

6/1/2007
3:45 pm
Called Dr. Rachel Tudor
580-931-9743

Advised Dr. Tudor of SOSU Policies:

1.8 Nondiscrimination, Equal Opportunity, Affirmative Action Policy;

7.4 Sexual Harassment Policy

Advised Dr. Tudor that he should:

- discuss with chair and dean your gender presentation at SOSU
- you should seek any advice or opinion about which gender presentation to use from your counselor or psychologist
- handicap restroom 2nd floor Morrison Hall is available but it is not mandatory
- this is all new to us, too, and the best option for you may be to use this restroom
- in addition there is a family restroom in the new Student Union.

Dr. Tudor thanked me for my professionalism.

DOJ000009

Cathy Conway

From: Doug McMillan
Sent: Tuesday, June 05, 2007 12:36 PM
To: Cathy Conway
Cc: Bridgette Hamill
Subject: RE: Data Sheet w/Name Change for Dr. Tudor

Cathy,

Please give the form directly to Bridgette. I am not a reliable pass through. I would like for you to meet with C.W. and Dr. Mischo to discuss this further. I will ask Bridgette to schedule a meeting for us as soon as possible.

Thanks,

doug

From: Cathy Conway
Sent: Mon 6/4/2007 2:36 PM
To: Doug McMillan
Subject: Data Sheet w/Name Change for Dr. Tudor

Hi Dr. McMillan,

I have a data sheet form with the name change for Dr. Tudor. Should I give this to you to give to Bridgette?

If you are planning to discuss Dr. Tudor with the department chair and dean, would you like me to be there and advise them about the two university policies I discussed with Dr. Tudor about last week?

Thanks,

Cathy

Cathy Conway, Human Resources Director

Southeastern Oklahoma State University

Pho: (580)745-2162

FAX: (580)745-7484

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6/5/2007

DOJ000010

Cathy Conway

From: Cathy Conway
Sent: Monday, June 04, 2007 2:37 PM
To: Doug McMillan
Subject: Data Sheet w/Name Change for Dr. Tudor

Hi Dr. McMillan,

I have a data sheet form with the name change for Dr. Tudor. Should I give this to you to give to Bridgette?

If you are planning to discuss Dr. Tudor with the department chair and dean, would you like me to be there and advise them about the two university policies I discussed with Dr. Tudor about last week?

Thanks,

Cathy

Cathy Conway, Human Resources Director

Southeastern Oklahoma State University

Pho: (580)745-2162

FAX: (580)745-7484

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6/4/2007

DOJ000011



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Call
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 is for a time this afternoon
 after school

This all
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 (Client
 after)

www.expresspersonnel.com

2702 Line Avenue
 Shreveport, LA 71104
 (318) 226-8777 Fax (318) 227-8811

1914 N. Grand
 Sherman, TX 75090
 (903) 893-1122 Fax (903) 893-9131

DOJ000012

6/1/07
3:45

Dr. Judon — 580-931-9743

EXPRESS PERSONNEL SERVICES

2 policies
1.8. nondiscriminatory
1.4. sexual harassment policy

Discuss w/ chair & dean
your gender
presentation
@ SOSU.

Thank you for my professional

- advice/opinion -
seek from your
counselor or
psychologist
(Mrs. Porter)

hardly ^{restroom} ~~hardly~~ ^{restroom}
This is all new to me, too,
but use ^{the} ~~the~~ ^{best} ~~best~~
www.expresspersonnel.com

2702 Line Avenue Shreveport, LA 71104
(318) 226-8777 Fax (318) 227-8811
1914 N. Grand Sherman, TX 75090
(903) 895-1122 Fax (903) 893-9131

psychologist, for
living as female
for a year
we would
with open
gender
female
male

RACHEL Tuor
931-9743

6/19/07 1:30
Met w/ Doug, Dr. Marquon
& Dr. Nisebo
u

SOSU Policies

1.8 Nondiscrimination, Equal Opportunity & Affirmative Action Policy;

7.4 Sexual Harassment

Discuss w/ Chair & Dean

Name change from T. R. Tudor, III to Rachel Jona Tudor

Advise what his gender presentation will be at SOSU

Advice/Opinion about which gender presentation to choose

Dr. Tudor should seek from his counselor or psychologist

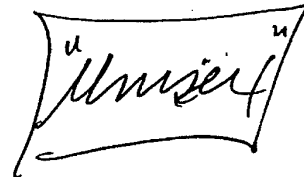
SOSU should not advise

Restroom

Handicap restroom 2nd floor Morrison Hall is available but not mandatory

This is all new to us, too, but we think that the best option is for Dr. Tudor to use this restroom.

In addition, there is also a family restroom in new Student Union



DOJ000014

Claire Stubblefield

From: Claire Stubblefield
Sent: Friday, September 03, 2010 9:47 AM
To: Cathy Conway
Subject: RE: Most Recent Issue and Prima Facie

Thank you so much for such a direct reminder for investigating a case. I have shared these questions with Dr. McMillan.

From: Cathy Conway
Sent: Friday, September 03, 2010 7:39 AM
To: Claire Stubblefield
Subject: Most Recent Issue and Prima Facie

Claire,

I attended an employment law seminar yesterday and was reminded of Prima Facie, and I thought of the disgruntled faculty member. This is a great place to start with any inquiry or formal investigation – and Charlie always asks questions like this. I'm sure I've heard this before, but it is always good to be reminded.

The Prima Facie case – this is the burden shifting test by which most discrimination cases are judged.

1. Is the employee part of a protected class, and did he or she suffer an adverse employment action?
2. Can the employer articulate a legitimate non-discriminatory and non-retaliatory business reason for making the adverse employment decision?
3. Can the employee prove that the business reason given by the employer is a mere pretext (cover-up) for a discriminatory motive

Hope that this helps,
Cathy

Cathy A. Conway
Director, Human Resources
Southeastern Oklahoma State University
1405 N. 4th Avenue
Durant, OK 74701-0609
Pho: 580.745.2162
FAX: 580.745.7484
Email: cconway@se.edu

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS - REGION VII

September 15, 2010

Dr. Larry Minks, President
Southeastern Oklahoma State University
1405 North 4th Street
Durant, Oklahoma 75701

Re: OCR Docket # 07102099

Dear Dr. Minks:

On September 9, 2010, the U.S. Department of Education (Department), Office for Civil Rights (OCR), received the above-referenced complaint against Southeastern Oklahoma State University (University), Durant, Oklahoma, solely alleging employment discrimination. The complainant alleges the College discriminated against her when it decided to not award her tenure.

Under certain circumstances, we are required to refer allegations of employment discrimination to the Equal Employment Opportunity Commission (EEOC). We will inform you within 30 days whether we will handle the complaint or whether we will refer it to the EEOC for further action.

OCR's determination regarding whether this complaint is complete or timely under OCR's case processing rules will be deferred until it has been determined whether OCR or the EEOC will investigate the complaint. If the EEOC investigates the complaint, the EEOC will consider the complaint to have been received on the date that OCR received it, unless the EEOC received an earlier complaint.

If you have any questions, please contact me at (816) 268-0571 or (877) 521-2172 (telecommunications device for the deaf), or by email at karl.menninger@ed.gov.

Sincerely,

Karl Menninger
Supervisory Attorney

TRIAL EXHIBIT OMITTED

DUE TO AN UNWORKABLY LARGE FILE SIZE



April 29, 2010

Dr. Rachel Tudor
Assistant Professor of English
Department of English, Humanities
and Languages

Dr. Tudor:

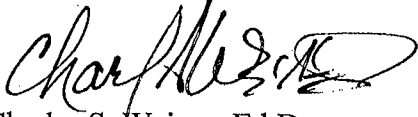
You recently received from President Minks a letter informing you that your request for tenure and promotion was denied. In President Minks' letter he formally instructs Dr. McMillan to provide you with the reason(s) as to why tenure and promotion were denied.

As my email of March 31, 2010, indicated, the Faculty Appellate Committee did meet and rendered a decision in regard to your appeal. Upon examination of the facts as presented the Faculty Appellate Committee recommended that your request for a detailed written explanation that clearly delineates the factors that led to Dr. Scoufos and Dr. McMillan decision to deny tenure and promotion be provided; however, it needs to pointed out that there is no policy that stipulates that the Vice President and/or the Dean is compelled to provide reasons as to why tenure and promotion were denied. The President's authority, as delegated to him from the RUSO Board of Regents, is clearly spelled out in section 3.7.3 in the Policies and Procedures Manual. This section, and I quote, states that it is: "the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice."

I also took the additional step of consulting with the University's legal counsel in regard to this issue. He reviewed all the pertinent facts and also noted that in section 3.7.4 there is no requirement for anyone, including the President, to state their reasons if their recommendation is different than the recommendation of the Department Tenure and Promotion Committee. The policy only suggests that after the President makes his decision, if different than the recommendation of the Committee, he should state the reasons. Despite not being required to state his reasons, in this case the President has instructed Dr. McMillan to provide you with the information you requested. Dr. Minks' decision, in my view, moots your appeal and has brought this process to an end.

In accordance with section 4.4.6 in the Academic Policies and Procedures Manual you do have the right to appeal this decision to the President of the University. You will have 10 workdays from April 29, 2010, in which to do so. If no appeal is delivered to the President within the 10 workday period, the case is considered closed.

Respectfully,

A handwritten signature in black ink, appearing to read "Charles S. Weiner". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Charles S. Weiner, Ed.D.
Assistant Vice President for Academic Affairs

pc: President Larry Minks
Interim Vice President Douglas McMillan
Dean Lucretia Scoufos



OFFICE OF ACADEMIC AFFAIRS

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
1405 N. FOURTH AVE., PMB 413
DURANT, OK 74701-060

580-745-222
FAX 580-745-747
WWW.SE.ED

I, Rachel Tudor, received on April 29, 2010, from Dr. Charles Weiner, Assistant Vice President for Academic Affairs, a letter in regard to the decision rendered by the Faculty Appellate Committee.

Rachel Tudor

Rachel Tudor

4/29/10

Date

TO: Dr. Weiner
FROM: Dr. James Knapp (chair of committee), Dr. Larry Prather, Dr. Jon Reid
DATE: March 25, 2010
RE: Appeal of Dr. Rachel Tudor

On February 26, 2010, Dr. Rachel Tudor issued a formal request to President Larry Minks for a hearing before the Faculty Appellate Committee (FAC). The basis of Dr. Tudor's appeal is that due process has not been followed in regard to her application for promotion and tenure. Specifically, Dr. Tudor is asserting that Dr. Scoufos (Dean of the School of Arts and Sciences) and Dr. McMillan (Interim Vice-President for Academic Affairs) have declined her request for promotion and tenure without providing a detailed explanation of their rationale despite the fact that the English, Humanities, and Languages Promotion and Tenure Review Committee voted to approve her application.

Three members of the FAC (Dr. James Knapp, Dr. Larry Prather, and Dr. Jon Reid) met on Monday, March 22, 2010 to consider the appeal of Dr. Tudor. The FAC supports Dr. Tudor's position that due process has not been followed based on section 3.7.4 of the Policies and Procedures manual of Southeastern Oklahoma State University. In particular, the FAC has referred to the following portion of section 3.7.4:

"The governing board and president should, on questions of faculty status as in other matters where the faculty has a primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which **should be stated in detail**" (emphasis added by Dr. Knapp).

It is the recommendation of the FAC that both Dr. Scoufos and Dr. McMillan provide a detailed, written explanation that clearly delineates the factors that have led to their decision to decline Dr. Tudor's application for promotion and tenure.

Professor of Psychology and Counseling
580.745.2390
jreid@se.edu

From: James Knapp
Sent: Sunday, March 21, 2010 8:28 PM
To: Larry Prather; Jon Reid
Cc: Charles Weiner
Subject: Tudor Appeal

Gentlemen,

We can converse via email regarding Dr. Tudor's appeal. After doing so, we will need to have a formal meeting during which we present Dr. Weiner with a typed statement of our conclusion that will also be read into a tape recorder. The exchange of emails will serve as the minutes of our meeting.

I will begin by stating the conclusion I have reached on this matter:

Dr. Tudor's appeal is valid in that Section 3.7.4 "Role of the Faculty" from the Policies and Procedures Manual states that "The governing board and president should, on questions of faculty status as in other matters where the faculty has a primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be **stated in detail.**" (bold type has been emphasized by me)

If Dr. Scoufos and Dr. McMillan feel that reversing the decision of the EHL's Promotion and Tenure Review Committee in regard to Dr. Tudor's appeal is warranted, they should provide a written, detailed explanation to that effect.

I welcome your thoughts,

mie

James Knapp

From: Jon Reid
Sent: Monday, March 22, 2010 2:23 PM
To: James Knapp; Larry Prather
Cc: Charles Weiner
Subject: RE: Tudor Appeal

yes, I can meet at 2 PM Thursday.
Jon

(5)

Jon K. Reid, PhD, Licensed Professional Counselor (Texas), FT (ADEC)
Southeastern Oklahoma State University
Professor of Psychology and Counseling
580.745.2390
jreid@se.edu

From: James Knapp
Sent: Monday, March 22, 2010 11:14 AM
To: Larry Prather; Jon Reid
Cc: Charles Weiner
Subject: RE: Tudor Appeal

(4)

Since we have reached a consensus on this matter, I will draft a written statement summarizing our conclusion. We need to identify a time that all three of us can be present in Dr. Weiner's office so that the written statement may be read into the tape recorder.

Can we meet after 2:00 on Thursday, March 25?

Thanks,

Jamie

From: Larry Prather
Sent: Monday, March 22, 2010 10:59 AM
To: Jon Reid; James Knapp
Cc: Charles Weiner
Subject: RE: Tudor Appeal

(3)

I concur! While all levels have the right to reach a different decision, they also have an obligation to state why the conclusion was reached. Also, we need to ensure that the standards are clear and uniformly imposed.

Larry

From: Jon Reid
Sent: Monday, March 22, 2010 10:09 AM
To: James Knapp; Larry Prather
Cc: Charles Weiner
Subject: RE: Tudor Appeal

(2)

Dr. Knapp,
I agree with your conclusion as well. Dr. Scoufos and Dr. McMillan should provide a written rationale for their decision.
Sincerely,

Jon
Jon K. Reid, PhD, Licensed Professional Counselor (Texas), FT (ADEC)
Southeastern Oklahoma State University

RECEIVED

SOUTHEASTERN JAN 19 2011
A CENTURY OF BUILDING FUTURES President's Office

To: Rachel Tudor, Assistant Professor, Department of English, Humanities & Languages
From: Claire Stubblefield, Affirmative Action Officer
Date: 1/19/11
Re: Findings and Conclusions on Gender Discrimination Complaint

On August 30, 2010, this office received your charge of discrimination stemming from alleged "egregious breaches of policy and law in reference to discrimination in promotion and tenure." You assert that you were discriminated against based on your race and gender, Native American female. You assert that your tenure process was different than that for Dr. Mark Spencer, a white male in your department. On October 28 you amended your complaint to expand the demographic to include Drs. Cotter-Lynch and Parrish, white females who are not transgendered.

Grievance

On Thursday, September 9, 2010, the formal discrimination complaint process began. To determine the merit of your complaint, it was necessary to identify whether different treatment was afforded another similarly situated faculty member engaged in the tenure and promotion process. Your six page complaint outlines 7-8 points of grievance. Consequently, as you and I discussed each claim, commonality was cited, and you agreed to establish three (3) priority items for illumination. You identified the following priority items with your requested resolution:

Complaint 1: You indicated that on April 6, 2010 you were involved in an intimidating, coercive and demanding meeting with Dean Scoufos. You state Dr. Scoufos demanded you withdraw your application for Tenure and Promotion (hereinafter referred to as T&P), and if you did not, you would not be allowed to reapply for reappointment during the 2010-2011 academic year. The T & P policy states tenure-track faculty has six years to apply for tenure. In April 2010, you were in the sixth year of affiliation with the University.

You further allege Dr. Scoufos stated, "You may think you are safe because the date for non-renewal of your contract without cause has passed; but you may still be non-renewed with cause if you don't withdraw your application." You asked her if she was speaking on her own authority or on behalf of the Vice President of Academic Affairs, Dr. Douglas McMillan (hereinafter referred to as McMillan). You allege Dean Scoufos said that she was speaking on behalf of Dr. McMillan and President Minks and that Dean Scoufos, said, "They (McMillan and Minks) met and decided to demand that I (Rachel Tudor) withdraw my application, and to inform me of the consequences of refusing to comply with their demands."

The resolution you requested: 1) An acknowledgement of the maltreatment by the administration, and 2) Improvement of the review process e.g.

OFFICE OF INSTITUTIONAL DIVERSITY AND AFFIRMATIVE ACTION
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

OAG/DLC/USA v. SOSU - CIV-15-324/001796

review process; the documentation should allow the applicant to correct and/or clarify any misunderstood or erroneous information that may have caused the non-recommendation.

Complaint 2: You reported that differential access/treatment was extended by Drs. McMillan and Jesse Snowden (then Interim President) to Dr. Mark Spencer, a white male. You allege that Dr. Spencer was given informal processes that were not afforded to you which you believe to be based on your status as a Native American female. Specifically you assert that Dr. Spencer was given additional time to add to his portfolio and that you were not given additional time. In your amended complaint you further alleged that Dr. Cotter-Lynch and Dr. Parrish were similarly situated but that you were treated differently. Your requested resolution was that all candidates receive equal information, access and opportunity for modification of the process without the appearance of double standards.

Complaint 3: You indicate senior administration failed to provide a satisfactory explanation of their reasons for not recommending tenure and promotion until the process was complete and that when you petitioned for a hearing you were not informed of the results in a timely manner. Named members of the administration include: Drs. Larry Minks, S.E. president; Doug McMillan, acting executive vice-president for Academic Affairs; Lucretia Scoufos, Dean of Arts and Sciences; and Charles Weiner, assistant vice-president for Student Learning and Institutional Research. Your requested resolution was for the university to provide clearly articulated and consistent criteria for T & P, and to adhere to it.

Complaint 4: On October 13th alleged that McMillan's decision to not allow your T & P application to progress was "not based on fact but prejudice and that his memo to you [Rachel Tudor] lacks knowledge, thought and reason.-vital against bigotry." You state McMillan's sister and counseling center director, Jane McMillan, disclosed that McMillan considers transgender individuals as a grave offense to his "Baptist sensibilities" thus preventing him from tolerating, much less accepting or welcoming, transgender people to Southeastern.

Findings

I have reviewed all the materials you have provided to me. You and I have had several conversations and I have had conversations with Drs. Prus, Scoufos, Cotter-Lynch, Parrish, Mischo, Spencer, Weiner, Snowden and McMillan regarding the allegations contained in your grievance. I have also viewed the portfolios of Drs. Cotter-Lynch and Parrish. After this review, and in accordance with policy, my findings are as follows:

Findings for Complaint 1: Dean Scoufos denied speaking or treating you with any disrespect. She believed she was merely relaying what she considered a generous "gift" of time to strengthen your portfolio. However, since you were in your final year in your probationary period, only two options were identified: proceed with the

material you submitted or withdraw your portfolio and accept the offer of an additional year to supplement or improve areas of deficiency. Scholarship as demonstrated by publication was not the only area of deficiency. You were asked for your decision and you declined the offer of additional time.

You indicated Dr. John Mischo, prior chair of English, Languages and Humanities, was present when you and Dr. Scoufos met, and that he could substantiate your claim the Scoufos meeting was intimidating, coercive and demanding. Dr. Mischo, explicitly said, "It appeared to be a serious discussion but matter of fact and not personal...I cannot determine how someone feels but I would not use any of those terms to describe the meeting."

Your requested resolution, "An acknowledgement of the maltreatment by the administration", I do not find is warranted based on these characterizations of the meeting by Drs. Scoufos and Mischo.

Your second suggested resolution, "Improvement of the review process: provide written reasons/feedback for non-recommendation at each level of the review process; the documentation should allow the applicant to correct and/or clarify any misunderstood or erroneous information that may have caused the non-recommendation", is acknowledged, however, neither the RUSO policy nor the Southeastern policy require this resolution. There is a process whereby suggested amendments to these policies may be presented for consideration; however, the Southeastern grievance process is not the proper method. If you are interested in pursuing these policy changes, contact the Faculty Senate Chair for assistance.

Findings for Complaint 2: You have cited Dr. Mark Spencer, a white male, as being similarly situated but treated differently. Dr. Spencer states he was aware that the scholarship component of his portfolio might be border-line so he approached Dr. Snowden, then Interim President. Dr. Spencer informed Dr. Snowden that he, Dr. Spencer, believed that his scholarship was border-line and inquired whether it was possible to be granted additional time to add to his portfolio a decision for publication of, at the least, one refereed journal article which decision was pending at the time of the request. The additional time would allow for notification to the T&P committee if a submitted article was accepted for publication to a refereed journal before a non recommendation letter was given. The holidays and a heavy workload were factors in considering the request. Dr. Snowden would not be inconvenienced by a late addition.

Dr. Snowden requested Dr. Spencer send the particulars of the articles and proceed in a timely fashion. A two month period was extended to Dr. Spencer; however, Dr. Spencer provided the information in approximately one month.

Dr. Snowden, Emeritus Interim President and retired VPAA, provided his recollection surrounding the tenure and promotion of Dr. Spencer. Dr. Snowden's

recollection corroborates the fact that Dr. Spencer submitted a paper for publication after his portfolio was tendered and that he had one or two additional manuscripts completed and ready to submit for publication. Against this backdrop and since it was still relatively early in the T & P process, Dr. Snowden agreed to give Dr. Spencer some additional time to get the additional manuscripts submitted, and to learn of the fate of the one he had submitted.

On February 4, 2010, you informed Dr. Mischo, your department chair, that you received notification that an article to a refereed journal had been accepted for publication. You asked that he, Dr. Mischo, assist with having the article inserted into the previously submitted portfolio. Dr. Mischo contacted Dean Scoufos and the dean contacted Dr. McMillan. Dr. McMillan agreed and on February 11, the article was inserted. This addition was three months after the official deadline for complete portfolio submission. Thus, your assertion that Dr. Spencer received preferential treatment is unfounded.

With regard to Dr. Cotter-Lynch, it is my opinion that you were not treated differently than her in that her portfolio was stronger in all the areas of consideration in the T&P process. The same is true regarding Dr. Parrish. In my opinion Dr. Parrish met the standard for scholarship and exceeded the standard in service and classroom teaching. Your community service was episodic and without long term commitment. Thus, your portfolio was substandard when compared to the two similarly situated female faculty members.

Dr. Randy Prus, current chair of English, Languages and Humanities and former member on your departmental T & P was privy to the portfolios of Drs. Cotter-Lynch, Parrish and Spencer. Dr. Prus indicated that, in his opinion, a comparison of your portfolio with that of the tenured faculty members mentioned resulted in your portfolio falling "short." This was the reason for the non recommendation.

Based on the above reasons I do not find that race or gender were factors in the consideration of your application for Tenure and Promotion. Nor do I find that you were treated differently on the basis of race or gender. I find that the reason given for the non-recommendation is that your portfolio did not meet expectations.

Findings for Complaint 3: A review of RUSO policy 3.3.5 and Southeastern policy 4.6.3 provides detail of the procedure of review in the tenure process and the criteria which an application is to be evaluated. The review of the application and portfolio is to be made first by the T&P committee of each department; next by the department head; then by the dean of the respective school; next by the vice president of academic affairs and finally the president of the university makes a review.

At each level of review the applicant's application and portfolio are reviewed on several criteria including: (1) effective classroom teaching, (2) scholarly or creative achievement, (3) contribution to the university or profession and (4) performance of

non-teaching and administrative duties. Following the review at each level a recommendation is made to the next level of approval or disapproval for advancement in Tenure and/or Promotion. If the president recommends tenure then that recommendation goes to the Board of Regents for the Regional University System of Oklahoma for final action. If the president recommends promotion or recommends denial of tenure and/or promotion, that decision is final.

Your request for written reasons/feedback for non-recommendation at each level is not provided for or required within RUSO and Southeastern policies. There is no provision for notification to the candidate of each recommendation, non-recommendation or rationale for non-recommendation at each round of evaluation. As indicated in response to Complaint number 1 above, there is a process to amend the Southeastern and/or RUSO policies.

During the spring, following the non-recommendation by Dr McMillan, you petitioned for a hearing alleging a violation of due process in the T&P process. Dr. Charles Weiner convened the Faculty Appellate Committee, which responds to grievances which are unresolved through administrative or informal procedures. You contend that the committee rendered a judgment on March 22 and that Dr. Weiner did not send the written response within ten days, as policy dictates. Instead you received the decision of the committee on April 29, 2010. You feel that the reporting was not timely and points to evidence of collaboration between parties and hinder your rights of due process. Dr. Weiner concurs that your dates are accurate. However, I do not find that you were harmed by the delay. Further I do not find that the delay was based on gender or race.

Findings for Complaint 4: On October 18, Jane McMillan issued this written statement, "If anything in our conversations left her [Dr. Tudor] with the conclusion, then it is incorrect. I regret it if she had that impression." I also discussed these allegations with McMillan and he denied having such a conversation with Jane McMillan or anyone else. The April 30, 2010 letter from McMillan lists the deficiencies of your portfolio. Based on the above reasons, I find that the alleged retaliation was unfounded and neither race nor gender was a factor.

The university takes all claims of alleged sexually harassing behaviors as serious. Your description of the alleged comments regarding transgender individuals is unsubstantiated. Therefore, the sexual harassment policy has not been violated.

Conclusion

After considering all the evidence, it is my decision as the Affirmative Action Officer for Southeastern Oklahoma State University that neither discrimination nor retaliation is evident and your claim is denied. You have the right to appeal this determination. The appeal is made by a written request to the President of Southeastern for review of the decision and must be made within 10 workdays of the date of the final decision. If no appeal is delivered to the President within the 10 workday period, the case is considered closed. The decision of the President shall

be delivered to you within 10 workdays and the President's decision shall be considered **final and binding**. This decision concluded the university's due diligence.

OAG/DLC/USA v. SOSU - CIV-15-324/001801

Lucretia Scoufos

From: Charles Weiner
Sent: Thursday, April 01, 2010 9:38 AM
To: Doug McMillan; Larry Minks; Lucretia Scoufos
Cc: 'Babb, Charlie'
Subject: FW: Rachel Tudor

Importance: High
Sensitivity: Confidential

Let me put an addendum on to my previous email. Records indicate that she started at SE in 2004 so this is not her terminal year. Next year will be her terminal year. The two options are still viable. Dismiss her without cause or let her reapply. In either instance she will need to be notified by March 1st that she is not being reappointed or if she doesn't get tenure, than she will not be rehired.

Chip

Charles "Chip" Weiner, Ed.D.

Assistant Vice President for Academic Affairs
Director of Student Learning and Institutional Research
Coordinator, HLC/NCA Accreditation
Southeastern Oklahoma State University
1405 N. 4th Ave., PMB 4145
Durant, Oklahoma 74701-0609
580.745.2202
580.435.1327 x2202
580.745.7504 (fax)
cweiner@se.edu

Southeastern Oklahoma State University

From: Charles Weiner
Sent: Thursday, April 01, 2010 9:28 AM
To: Doug McMillan; Larry Minks; Lucretia Scoufos
Cc: 'Babb, Charlie'
Subject: Rachel Tudor
Importance: High
Sensitivity: Confidential

Good Morning All:

I had the most interesting conversation with Charlie Babb yesterday in regard to the Tudor appeal. I will try and enumerate everything that we talked about but there are places my handwriting is hard to read. First I will start off with the Fridley appeal. Charlie said everything there was fine, no problem. The Tudor appeal however has many different angles to it. First of all he concurred that the policies in question were conflicting. In this appeal there are four different policies at play. They are:

- 1.7.3 – Role of the President
- 3.7.4 – Role of the Faculty
- 4.4.6 – Faculty Grievance Policy

4.6.3 – Procedure for Granting Promotion and Tenure

Each one of these policies played a role in this appeal. She filed her grievance under section 3.7.4 focusing on the part about reasons having to be provided if there was an adverse action taken. She requested that Drs. McMillan and Scoufos provide her with reasons as to why their recommendation was to deny granting tenure and promotion. The fallacy here is that the faculty member is provided an opportunity to request a due process hearing before any adverse action has been taken. According to Charlie this really isn't a due process issue but an administrative policy issue; however, it is stated that way in our Policies and Procedures Manual. She requested a due process hearing and based upon her complaint, the Faculty Appellate Committee met on March 22, 2010, and agreed with her grievance that reasons must be provided. I will admit that I had difficulty writing the letter and was very appreciate of Charlie's comments in regard to it. Here are the things that Charlie and I talked about in regard to this appeal:

- The policy does not require the dean or the VP to provide reasons
- The authority is vested in President and if he chooses to do so, he may provide reasons as to why
- Since this was her terminal year in the process Charlie wanted to know if we gave her that information in writing before March 1st
- If we did not provide her with written notice by March 1st than we are in violation of that policy (our policy is pulled directly from the RUSO policy)
- Our options are twofold – at this point we can give her written notice that next year will be her last year at SE. If we give it to her now than we meet the March 1, 2011, deadline and we don't have to provide her any reason at all for anything. She is just being dismissed without cause. The second option would be to let her reapply for tenure and promotion next year, provide her with the reasons as to why she was denied this year, and inform her that if she does get tenure next year than she will not be reappointed. In this way we also meet the March 1st deadline.

If I understood Charlie correctly it would be in our best interest, and RUSO's best interest, to provide her with another year at Southeastern based upon the options presented above.

Charlie – I hope I have stated everything correctly. I am sure that President Minks and Drs. McMillan and Scoufos will have questions for you. If I have misspoke in anyway please correct me by providing them with the correct information.

Chip

Charles "Chip" Weiner, Ed.D.

Assistant Vice President for Academic Affairs
Director of Student Learning and Institutional Research
Coordinator, HLC/NCA Accreditation
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weiner@se.edu



Jesse O. Snowden, Ph.D.
President

April 18, 2007

Dr. Mark Spencer
Department of English, Humanities and Languages
PMB 4121
Southeastern Oklahoma State University
Durant, OK 74701-0609

Dear Dr. Spencer:

Based upon the recommendation of Dr. Doug McMillan, Interim Vice President for Academic Affairs, I have approved the recommendation that you be promoted in academic rank from Assistant Professor to **Associate Professor** and be granted **tenure** in the Department of Accounting and Finance at Southeastern Oklahoma State University effective with the 2007-2008 academic year.

Congratulations on your most recent academic achievement and best wishes for your continued success.

Sincerely,

Jesse O. Snowden
President

cc: Dr. Doug McMillan
Dr. C.W. Mangrum
Dr. John Mischo
Ms. Cathy Conway

Bryon Clark

From: Bryon Clark
Sent: Monday, January 31, 2011 2:37 PM
To: Rachel Tudor; Doug McMillan
Cc: Ross Walkup; Charla Hall; James Knapp; Larry Prather
Subject: Tudor Grievance dated 11 October 2010
Attachments: Grievance Policy Section 4.4.6 APPM.docx; Addition to Grievance Policy 24 Jan 2011.docx

Dr. Tudor and Vice President McMillan:

As both of you already have been informed, the President's Designee and the Hearing Committee have met but could not reach a final/joint decision regarding the grievance dated 11 October 2010. Because the Grievance Policy (Section 4.4.6) of the Academic Policies and Procedures Manual does not address this contingency (see attachment titled "Grievance Policy"), the attached procedures/protocols were drafted to allow the grievance to proceed (see attachment titled "Addition to Grievance Policy"). These procedures/protocols were reviewed and approved by legal counsel for RUSO.

I wish to provide both of you time to review these new procedures/protocols before starting the timeline. Therefore, please peruse the procedures/protocols and contact me by no later than **5:00 p.m. on Wednesday, 2 February 2011** if you have questions.

If I do not receive any questions by the deadline listed above, both of you will have **15 working days** to prepare and submit a written appeal to respond to any statements in the written decisions rendered by the Hearing Committee and/or the President's Designee—I must receive your written appeal by **23 February 2011**. The grievance process will proceed regardless of whether or not you submit an appeal.

I will then submit the following written materials to the President within 5 working days of receiving both appeals or at the conclusion of the 15 workday period (2 March 2011): (1) grievance, (2) letter from respondent, (3) recommendation by the Hearing Committee, (4) decision by the President's Designee, (5) appeal by grievant [if one is submitted], and (6) appeal by respondent [if one is submitted]. The President of the University has 10 working days from receipt of these documents to review and render the final decision regarding the grievance. Please note that this step represents your opportunity to appeal the decision rendered by the Hearing Committee and/or the President's Designee. The President's decision shall be considered final and binding; the case shall then be closed and the President's decision shall be put into effect.

Please contact me if you have any questions.

Cordially,

Bryon

PS—Please note that the attachment "Addition to Grievance Policy" is written for inclusion in the APPM; there is only a single respondent (and letter) in the grievance being addressed.

The Faculty Grievance Policy (4.4.6) of the Academic Policies and Procedures Manual does not address the following situation:

- Vice President for Academic Affairs (or President's designee) does not concur with the Hearing Committee.
- The VPAA (or President's designee) meets with the Hearing Committee to reach a final/joint decision.
- The VPAA (or President's designee) and the Hearing Committee cannot reach a final/joint decision.

Therefore, given the scenario above, the protocols and procedures by which the final decision regarding a grievance will be as listed below. Once the pending grievance has been resolved, the following (except italicized red text) also will be submitted for consideration for addition to Section 4.4.6 of the Academic Policies and Procedures Manual after the paragraph starting with "If the Vice President for Academic Affairs (or President's designee) does not concur in the recommendation..."

- The VPAA (President's designee) will notify in writing the Administrative Liaison for the grievance that a final/joint decision could not be reached within 5 working days of the last meeting of the VPAA (President's designee) and Hearing Committee.
- The Administrative Liaison for the grievance will inform the grievant and respondent(s) in writing within 5 working days of this notification that the VPAA (President's designee) and Hearing Committee did not reach a final/joint decision. *(Please note that for the Dr. Rachel Tudor grievance dated 11 October 2010, this 5-working day timeline does not apply. The protocols and procedures listed below had to be drafted and edited, and then the final version reviewed/approved by legal counsel. Once the Administrative Liaison has notified the grievant and respondent, the timeline listed below shall be in effect.)*
- The grievant and respondent(s) will then have 15 working days from this notification to submit in writing to the Administrative Liaison for the grievance an appeal to respond to any statements in the written decisions rendered by the Hearing Committee and/or VPAA (or President's designee). The responses submitted by the grievant and respondent(s) will serve as the appeal stage for this aspect of the grievance.
- The Administrative Liaison for the grievance will submit the following written materials to the President within 5 working days after receiving both appeals or at the conclusion of the 15 workday period listed above: (1) grievance; (2) letter(s) from respondent(s); (3) recommendation by Hearing Committee; (4) decision by VPAA (or President's designee) regarding recommendation(s) by Hearing Committee; (5) appeal by grievant; and (6) appeal(s) by respondent(s).
- The President of the University has 10 working days from receipt of the documents listed above to review and render the final decision regarding the grievance. The decision of the President shall be delivered in writing to the grievant, respondent(s), Hearing Committee, VPAA (or President's designee), and Administrative Liaison for the grievance within the 10 workday period. The President may request additional information from any party involved in the grievance process. Because the grievant and respondent(s) were provided an opportunity to appeal the decision of the Hearing Committee and/or VPAA (or President's designee) to the President, the decision rendered by the President shall be considered final and binding; the case will then be closed and the President's decision shall be put into effect.

SOUTHEASTERN
A CENTURY OF BUILDING FUTURES

To: Dr. Scoufos

From: Dr. Tudor

Re: Offer

Date: 6 April 2010

Dr. Tudor fails to mention in this letter that at Dr. McMillan's request that I do so, she was made the offer to not only withdraw this application, as she states here, but the offer also extended to her applying again on or by October 15, 2011 for reconsideration of promotion and tenure - being given 18 months more to meet the criteria for advancement. RDT 04/07/10

This letter is in reference to the offer that was made this afternoon to withdraw my application for tenure and promotion. I composed and posted this letter today, April 6th, in response to your request for an immediate reply. I have decided to stand by the decision of my colleagues on the Tenure and Promotion Committee. I hope the administration will respect the fact that my colleagues, as noted in Southeastern's Policy and Procedures Manual (3.7.4 Role of the Faculty), are competent and bear the primary responsibility for awarding tenure and promotion. Please note that I have yet to be informed of any "rare or compelling reason" (see 3.7.4) for you or Dean McMillan to dissent from the faculty's judgment. If you or Dean McMillan would care to provide a written explanation for your disagreement with the judgment of the faculty in my case, I would be happy to reconsider the offer to withdraw my application for tenure and promotion. I hope my decision to affirm my colleagues' judgment and the spirit of shared governance will not be construed as being uncooperative with the administration and that no extreme punitive measures, such as not allowing me to apply next year in case my application this year is eventually denied, are enacted.

Rachel Tudor

Cc: Dr. Minks, Dr. McMillan, Dr. Mischo

COPY

RECEIVED

APR 07 2010

Dean's Office
School of Arts & Sciences

DEPARTMENT OF ENGLISH, HUMANITIES & LANGUAGES
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

1405 N. FOURTH AVE., PMB 4127 • DURANT, OK 74701-0600 • 580-745-2066 • FAX 580-745-7406 • WWW.OSU.EDU

EEOC000914

Rachel Tudor

From: John Mischo
Sent: Tuesday, December 01, 2009 12:14 PM
To: Rachel Tudor
Subject: Tenure and Promotion

Dr. Tudor:

I have recommended to Dean Scoufos that you be awarded tenure and promotion in rank to Associate Professor.

Dr. John Brett Mischo
Professor & Chair
English, Humanities, & Languages
Morrison Hall 326
1405 N. Fourth Ave, PMB 4060
Durant, Oklahoma 74701-0609

Phone (580) 745-2590
Fax (580)745-7406



OFFICE OF THE DEAN

SCHOOL OF ARTS AND SCIENCES
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
1405 N. FOURTH AVE., PMB 4107
DURANT, OK 74701-0609

580-745-2634
FAX 580-745-7476
WWW.SE.EDU

To: Rachel J. Tudor, Assistant Professor
Department of English, Humanities and Languages

From: Lucretia C. Scoufos
Dean, School of Arts and Sciences

Date: January 12, 2010

Subject: Recommendation to deny tenure and to give **Rachel J. Tudor, Ph.D.**, a one-year terminal appointment at the rank of Assistant Professor in the Department of English, Humanities and Languages for the 2010-2011 Academic Year

Based on the available documentation, I am unable to recommend Dr. Rachel J. Tudor for promotion to Associate Professor or for tenure. My recommendation is that she be given a one-year, terminal appointment for the 2010-2011 academic year.

Cc: Dr. John Mischo

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY



SOUTHEASTERN
A CENTURY OF BUILDING FUTURES

Confidential

Rachel Tudor, PhD
Dept of English, Humanities & Languages
1405 N. 4th Ave., PMB 4036
Durant, Ok. 74701

Dear Dr. Rachel Tudor,

I am contacting you to acknowledge receipt of your complaint of discrimination dated 31 August, 2010. To assure that I fully understand the specific nature of your concerns, a pre-investigative session on **Thursday, September 9 at 2:00 pm.** is scheduled. The meeting will take place in Adm303 (old political science classroom). Your complaint is lengthy and is replete with information so brevity and preciseness are necessary.

My role in this process is to conduct a thorough investigation of the charges and issue a finding of fact. However, other roles such as mediator, ombudsmen, etc. are available. If this date and time are not convenient, please contact me at (580) 745-3090 as soon as possible so a mutually convenient time can be scheduled.

No individual has a right to take retaliatory action because you have sought assistance in this matter. If you feel that you are the subject of retaliatory behavior, please contact me immediately to address any such concerns.

It is expected that you will keep the investigation and the complaint confidential. This means you should not talk about the investigation or the statements you make during the interview ^{with} your coworkers or other employees. This does not, however, include your personal representative. I will also maintain confidentiality of the investigation to the extent possible. If you are aware of any breach of confidentiality, please contact me immediately.

Sincerely,

Dr. Claire Stubblefield, Affirmative Action Officer

OFFICE OF INSTITUTIONAL DIVERSITY AND AFFIRMATIVE ACTION
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

1405 N. FOURTH AVE., PMB 2750 • DURANT, OK 74701-0600 • 580 745 3000 • FAX 580 745 3110

OAG/DLC/USA v. SOSU - CIV-15-324/005396

Amended Complaint

To: Dr. Claire Stubblefield, Special Assistant to the President/Director of Institutional Diversity & Affirmative Action Officer

From: Dr. Rachel Tudor, Department of English Languages & Humanities

Re: Discrimination in Promotion and Tenure & Retaliation

Date: 28 October 2010

According to the Regional University System of Oklahoma (RUSO) 5.2 (a) all persons should be given "equal opportunity for employment and advancement in employment regardless of race, religion, disability, color, ethnicity, national origin, sex, age, political affiliation, or status as a veteran." It is the responsibility of the Affirmative Action Officer of each university to ensure compliance with the policy and to ensure that each institution meets its (b) "responsibilities under the Civil Rights Act of 1964; commitments as a federal contractor under Executive Order 11246 and Executive Order 11375; and Oklahoma State Regents for Higher Education policies." It is my duty to inform you, as Southeastern's Affirmative Action Officer, of egregious breaches of policy and law in reference to discrimination in promotion and tenure. Following is a brief synopsis of the pertinent dates, events, and personnel involved in violating my rights under policy and law:

I was recommended for tenure and promotion by my department's Faculty Tenure and Promotion Committee in the Fall of 2009. Subsequently, Dean Scoufos and Interim Vice President for Academic Affairs McMillan denied my application for tenure and promotion. Dean Scoufos steadfastly refused to disclose her reasons for not supporting the recommendation of EHL's Tenure and Promotion Committee (Exhibit A). Dr. McMillan not only refused to disclose his reasons, he also refused to even meet with me (Exhibit B). I appealed to the Faculty Appellate Committee to review their behavior as inconsistent with Southeastern's policy and practice (Exhibit C). The Faculty Appellate Committee supported my point of view and issued a recommendation that Dean Scoufos and Dr. McMillan explain the rationales for their decisions. However, instead of respecting the common sense approach recommended by the Faculty Appellate Committee and honoring their wisdom, they contacted legal counsel and requested a legalistic legerdemain to avoid extending to me the same spirit of cooperation and collegiality that was recently freely extended to a white male candidate for tenure and promotion in my department (Exhibit D, para 3). At this point, I need to call your attention to Dr. Charles Weiner's (Assistant Vice President for Academic Affairs) role in events. The Faculty Appellate Committee met and rendered a judgment in my favor on March 22nd, however Dr. Weiner did not inform me of the Committee's decision until April 29th (Exhibit D, see date). Policy states unequivocally that I have the right to be informed of the Committee's decision within ten days of the rendering of a verdict. It is not only inexcusable that Dr. Weiner waited five weeks to inform me of the Committee's decision, but his deliberate delay in violation of policy is evidence of collaboration between parties in the administration to delay and hinder my rights to due process and equal treatment. As a matter of fact, before I was informed of the Committee's decision the most egregious breach of my right to due process and equal opportunity for advancement in employment occurred. On April 6th I was summoned to Dean Scoufos' office. Dean Scoufos demanded that I immediately withdraw my application for tenure and promotion. When I asked for some time to think about it, she said that if I did not immediately withdraw my application, I would not be allowed to reapply in academic year 2010-2011. I mentioned that policy states tenure-track faculty have six years to apply for tenure, and I was only in my fifth year. She responded that the policy simply says tenure-track

faculty "may" apply, it does not say that tenure-track faculty "must" be allowed to apply. When I did not immediately fold, she said, "You may think you are safe because the date for non-renewal of your contract without cause has passed, but you may still be non-renewed with cause if you don't withdraw your application." I asked her if she was speaking on her own authority or on behalf of Dr. McMillan. Dean Scoufos said that she was speaking on behalf of Dr. McMillan and President Minks. She said that they had met and decided to demand that I withdraw my application and to inform me of the consequences of refusing to comply with their demand. Although I was taken aback by the threats, I placed my faith in my colleagues' judgment, both the Faculty Tenure and Promotion Committee and the Faculty Appellate Committee, and refused to withdraw my application. To me, withdrawing my application would indicate that I was rejecting the good judgment of my colleagues in my department and did not have faith in the sound judgment of my colleagues in the Faculty Senate as well as surrendering to odious bullying. These events seem incredible, but Dr. John Mischo (Chair of English, Humanities, & Languages) was a witness to the meeting with Dean Scoufos and her attempts to coerce me into withdrawing my application. On April 21st President Minks denied my application for tenure and promotion. On April 29th Dr. Weiner informed me of the Faculty Appellate Committee's recommendation and of the administration's decision not to respect its judgment (Exhibit D). On April 30th Dr. McMillan composed a letter (in response to the Faculty Appellate Committee's recommendation) stating President Minks' reasons for denying my application (Exhibit E). And, here is where another egregious violation of my rights to due process and equal rights occurs, Dr. McMillan fails to mail the letter to me until June 9th (Exhibit F), almost six weeks later. Taken individually, any one of these events evidence a hostile attitude arising from discrimination; taken collectively, they demonstrate a pattern of calculated adversarial behavior intended to thwart my equal opportunity to advancement in employment—an opportunity protected by policy and law. As a matter of fact, the actions documented are in contradistinction to RUSO Affirmative Action policy 5.2 (c) "to reach out to all persons, including women and racial minority members, in recruitment, placement, development and advancement." Instead of reaching out to me, I was stonewalled, threatened, and denied timely access to vital information at every step of the process. Finally, note should be made of the purported reasons for President Minks denying my application (Exhibit E). President Minks' letter does not indicate any "compelling reason or exceptional case" for overruling the Faculty Tenure and Promotion Committee's judgment as required by policy. Policy states explicitly that faculty are the best judges of what constitutes substantive and meritorious contributions in their area of expertise—policy specifically eschews the type of second guessing and micromanaging described in the letter (*Policy and Procedures* 3.7.4 Role of the Faculty). As indicated by the minutia cited in his letter, President Minks clearly usurped the rights and responsibilities of the Faculty Tenure and Promotion Committee as well as undermined the principles of shared governance defined in the *Policy and Procedures Manual*. Omitted from mention in his letter are many significant contributions I have made to the university, such as designing and co-teaching a course on Native American history, literature, and law under the auspices of OSLEP (Oklahoma Scholar Leadership Enrichment Program). Most telling is his attitude toward any activities and contributions with respect to Native Americans. For example, President Minks minimizes not only my contributions to the Native American Symposium but demeans the Symposium itself. In his letter, he slights contributions that are culturally specific and valuable to Native Americans, such as preserving the oral tradition of Native American poetry. It must be noted that the Faculty Tenure and Review Committee was able to evaluate the chapbooks containing my poetry—assessment of the quality of literature is an area of expertise President Minks and Dr. McMillan lack the background and education to perform—nevertheless, President Minks and Dr. McMillan dismiss the texts and the expert judgment of the English faculty without even reading the texts or consulting the faculty as to the merits of the work. Likewise, President Minks summarily dismisses my presentation at the Native American Symposium, without so much as reading the text of my presentation in order to assess its merits, as

being neither "noteworthy nor excellent" simply because it was presented at the Symposium instead of another, presumably more respectable, venue. In addition, President Minks likewise dismisses the *Proceedings* of the Native American Symposium. Astonishingly, President Minks apparently has never so much as viewed a copy of the *Proceedings* since he repeatedly affirms in his letter that he was unable to verify that I was an editor of two editions of the journal. If he had glanced at the cover of the *Proceedings*, he would have seen my name prominently displayed in bold print on the cover, along with Dr. Spencer, as an editor (Exhibit G). Copies of the *Proceedings* are readily available in Southeastern's Native American reading room. Of course, if President Minks (or any of the administrators who were unable to verify that I was an editor of two editions of the *Proceedings*) truly valued the Native American Symposium, then surely copies of the *Proceedings* of the Symposium would be readily accessible in his personal library. It was distressing to discover in President Minks' letter how little regard the administration has for the dedicated effort and sacrifice of all those at Southeastern who make the Native American Symposium possible as well as the low regard the administration has for the contributions of the participants—many of whom travel great distances at their own expense simply because they consider the Native American Symposium a "noteworthy and excellent" event. In re-reading President Minks' letter, I continue to be startled by the callousness with which he dismisses all things Native American. The lack of cultural appreciation is made more troubling by the fact that the letter was composed by another administrator, Dr. McMillan, who is clearly as dismissive of the value of Native American contributions to Southeastern as President Minks.

In conclusion, please note how different the experience of applying for tenure was for a white man in my department, Dr. Mark Spencer. The university president (who was Dr. Jesse Snowden) and Interim Vice President for Academic Affairs Doug McMillan repeatedly met with Dr. Spencer, went over his tenure portfolio, instructed him how to revise it, invited him to provide supplemental material which included articles that he had submitted or planned to submit for publication, and allowed him to fully explain and discuss his contributions to the university as well as providing him ample opportunity to proffer any "verification" required. Dr. Spencer received not only cooperation but a welcoming hand, guidance, and support to shepherd him through, what in the best of times is, a path wrought with anxiety. I do not resent Dr. Spencer's treatment, but affirm his experience as exemplary of the type of cooperation and collegiality between administration and faculty that characterizes a healthy university. With Dr. Spencer's experience as an exemplar, the question must be asked: why did the administration cooperate with and facilitate the tenure and promotion of a white man while adopting an adversarial and hostile demeanor toward a Native American woman? I deserve an answer to that question; but, more importantly, law and justice demands it.

Additional Information

After filing my initial complaint, I discovered that two candidates (Dr. Virginia Parrish and Dr. Margaret Cotter-Lynch), in addition to Dr. Spencer, were also awarded tenure and promotion by the administration even though their applications were not significantly different from mine. First, I want to state that Dr. Parrish and Dr. Cotter-Lynch are both deserving of tenure and promotion, and I have the utmost respect for them. The fact that an objective evaluation of their records demonstrates that my scholarship and service record is equivalent to theirs in no way demeans their accomplishments or value. Because our records are equivalent, it is entirely disingenuous for the administration to allege deficiencies in scholarship and service in denying my application last year. And, it is particularly onerous for Dr. Doug McMillan to presently deny me the opportunity to reapply for tenure this year because of alleged deficiencies in my scholarship when it is an indisputable fact that I presently have more articles accepted for publication in peer-reviewed scholarly journals than the **combined** record of the last three candidates at the time that he recommended them for tenure and promotion. Dr. McMillan's decision

to not allow my application for tenure and promotion to proceed is clearly not based on facts, but on his own prejudices. A candid analysis of his memorandum halting my tenure and promotion application demonstrates that the memorandum lacks knowledge, thought, and reasons—vital safeguards against bigotry.

It is most important to note that the awarding of tenure and promotion to two cis' women in my department does not in any way diminish the fact that the administration has discriminated against me as a trans woman. As a matter of fact, the disparate treatment of cis women and a trans woman demonstrates a profound disregard for fair and equal treatment by the administration as required by policy and law. For example, if an employer discriminated against women who have children by denying them promotion while promoting women without children; then discrimination has occurred. There are many categories of women and it is not necessary that a party discriminate against all categories of women to be guilty of discriminating against women. It is also pertinent to bear in mind that Southeastern Oklahoma State University, and the other universities in Oklahoma, allowed some minorities to enroll and graduate while specifically discriminating against Ada Sipuel (*Sipuel v. Board of Regents of Oklahoma*) and later placed unequal obstacles in the way of the education of George McLaurin (*McLaurin v. Oklahoma State Regents*). It is simply beyond doubt that different policies, practices, and standards are being applied to me than to other candidates, white men (Dr. Mark Spencer) and white cis women (Drs. Cotter-Lynch and Parrish), for tenure and promotion.

Finally, I would like to call your attention to Dr. Doug McMillan in particular. Dr. Doug McMillan's own sister, Dr. Jane McMillan, disclosed to me that Dr. Doug McMillan considers transgender people a grave offense to his "Baptist sensibilities." Dr. Doug MacMillan's "Baptist sensibilities," as he expressed them to his sister, Dr. Jane McMillan, prevents him from tolerating, much less accepting or welcoming, transgender people to Southeastern. Quite simply, my presence at Southeastern is intolerable to him. The evidence demonstrates, quite unequivocally, that Dr. Doug McMillan has abused the power of his office to deprive me of my rights; rights protected by policy and the law.

I would also like to document the fact that Dr. Scoufos repeatedly uses inappropriate pronouns when speaking to and about me. Although Dr. Scoufos' use of inappropriate pronouns is intermittent, it has occurred too often to be attributable to mere carelessness.

Finally, please do not misconstrue the focus of this additional information to diminish in any way my conviction that racial discrimination is also a factor in the disparate treatment accorded me in reference to tenure and promotion. Indeed, intolerant people often hold multiple and overlapping prejudices.

Retaliation Complaint

On October 7th Dean Scoufos informed me that Dr. Doug McMillan has decided to refuse to allow me to apply for tenure and promotion. Dr. McMillan's unprecedented action is not supported by policy, procedure, or practice. Dr. McMillan's order is in violation of RUSO policy. RUSO specifically prohibits retaliation for filing a grievance or complaint (RUSO 5.6; 5.7).

Dr. McMillan claims in his letter delivered to me October 7, 2010 that his unprecedented decision is based on his BELIEF that (1) alleged deficiencies in scholarship and service in my 2009-2010 application have not been remedied, (2) allowing my application to proceed would be a waste of the time of faculty and administration, and (3) that there would be an "inflammation" of relations between the administration and faculty. However, he offers no evidence except his unwarranted opinion to support his belief.

In reference to the claim of alleged deficiencies in scholarship and service, I offer the following evidence. In Dr. McMillan's letter dated April 30, 2010, Dr. McMillan claims that the administration was unable to verify that I was a co-editor of two editions of the Native American Symposium *Proceedings*. My 2010-2011 application provides unequivocal testimony from the other editor, Dr. Mark Spencer, that I did indeed co-edit two editions of the *Proceedings*. In fact, I presently have eight articles accepted by peer-reviewed scholarly journals, three conference papers, edited two editions of the Native American Symposium *Proceedings*, and one chapter in an anthology of postcolonial literature to my credit. It is an empirical and uncontestable fact that my scholarly record significantly exceeds the scholarly record of other candidates who were granted tenure and promotion. In reference to service, of course I have another year of service to the university since my 2009-2010 application, but more importantly I have letters of reference from the Tenure and Promotion Committee that recommended me for tenure and promotion in 2009-2010 specifying in detail my service and value to the university. In addition, I revised my 2010-2011 application to specifically detail my service. My additional service and the revision of my application should address any perceived or alleged deficiencies in regard to service.

In reference to Dr. McMillan's second rationale for prohibiting my 2010-2011 application moving forward, (2) allowing my application would be a waste of the time of faculty and administration. My initial reaction is that this is an example of an *argumentum ad ignorantiam*. One simply may not make a claim about something without looking at the evidence or consulting someone who is familiar with the evidence. Dr. McMillan has not viewed my 2010-2011 application or talked with anyone who has. This brings up another important point. In our department the Chair reviews applications and advises candidates on whether or not, in their reasoned judgment, the application merits submitting to the Tenure and Promotion Committee. Our Chair, Dr. Prus, has already reviewed my 2010-2011 application and granted permission to proceed. Dr. Prus was as surprised as I was to discover Dr. McMillan's halting of the process, especially in view of the fact that Dr. McMillan made the decision without consulting him. As a matter of fact, a significant amount of time has already been invested in my 2010-2011 application by the faculty—as evidenced by the letters of recommendation for tenure and promotion by Drs. Allen, Coleman, Parrish, and Spencer, as well as the review of my portfolio by the Chair of my department, Dr. Prus. Furthermore, reviewing applications for tenure and promotion is one of the responsibilities of the faculty and administration. Policy and procedure does not allow administrators to shun duties and responsibilities simply because they BELIEVE it may be a waste of time.

In reference to the third point in Dr. McMillan's letter, (3) that allowing my application to proceed would result in an "inflammation" of relations between the administration and faculty. This claim contradicts Dr. McMillan's second (2) claim inasmuch as he assumes that the faculty Tenure and Promotion Committee will recommend me for tenure and promotion on my merits and that the administration will reject their recommendation. Dr. McMillan's assertion is troubling on many levels. For example, it demonstrates a conscious disingenuousness in reference to claims (1) and (2). The fact is, relations will be "inflamed" by Dr. McMillan's unprecedented act of arbitrarily and unilaterally suspending the rightⁱⁱ of tenure-track faculty to address any alleged deficiencies in an application in a subsequent application for tenure and promotion within the time limits provided by RUSO 3.3.4. In addition, Dr. McMillan's newfound assertion of the power of the office of Interim Vice President of Academic Affairs to refuse to allow candidates to address alleged deficiencies effectively removes the purpose of the explanatory letter from the president, required by policy (*Policy and Procedures Manual* 3.7.4). Dr. McMillan's exercise of a new power by the office of Interim Vice President of Academic Affairs not only renders the president's explanatory letter meaningless, but arguably makes it an act of cruelty if it contains easily remedied technical deficiencies; such as letters from the Tenure and

Promotion Committee justifying their decision to recommend a candidate for tenure and promotion, or readily obtainable documentation of accomplishments, while the same candidate is prohibited from offering a subsequent application that addresses the president's concerns. Furthermore, it is unjustifiably punitive to begin forbidding ensuing applications for tenure and promotion because the process has recently become adversarial instead of cooperative.

Finally, since the alleged rationales for deciding to halt my application are demonstrably spurious, it is unassailable that Dr. McMillan's decision is simply an act of retaliation for my exercising rights afforded to faculty and citizens. This semester I have exercised my rights as provided by the policy and law to file a grievance and complaint against Dr. McMillan. RUSSO (5.6; 5.7) specifically prohibits retaliation for exercising my clearly delineated rights under policy and law.

Unfortunately, Dr. McMillan also introduces a claim that is extraneous to the purpose of his letter—which is to prohibit the advancement of my application and provide the rationale for his action. I am referring to his assertion that an offer was made to me in April 2010 to renew my contract for the 2010-2011 year and to allow me to reapply for tenure and promotion in 2011-2012. I am uncertain why he would introduce this extraneous assertion into his letter except as an attempt to misrepresent me as being uncooperative and to present himself in a favorable light. However, there are significant factual errors in respect to his account of the purported offer. The offer he is referring to was proffered by Dean Scoufos under most peculiar circumstances. Dr. Mischo, who was the Chair of our department in 2009-2010, and I were called to Dean Scoufos' office in April 2010. Dean Scoufos said I may be allowed to reapply for tenure only (not promotion) in the 2010-2011 academic year if I withdrew my 2009-2010 application. She demanded an immediate decision. I asked for the offer in writing, and she refused. I asked what would be the requirements for the administration to approve a tenure only application, and she refused to discuss the specific requirements with me. When I asked for more time to consider the offer, she threatened to not renew my contract "for cause" for the 2010-2011 academic year (the date set by policy for non-renewal without cause had already passed). The offer, as described in the letter delivered to me October 7, 2010, purports to be one in which I am not allowed to apply for either tenure or promotion in the 2010-2011 academic year, but may apply for tenure and promotion in 2011-2012. This is patently false. (I welcome you to contact Dr. John Mischo in reference to the offer and the circumstances surrounding the offer to verify which account is accurate.) The offer, as described by Dr. McMillan, could not have been legitimately made because only the Board of Regents may approve the renewal of a tenure-track faculty member after seven years (RUSSO 3.3.4; *Policy and Procedures Manual* 4.6.4). The 2011-2012 academic year would be my eighth year. Dr. McMillan did not have the authority to make such an offer. Dr. McMillan's introduction of this spurious and extraneous claim is simply further incontrovertible evidence of his impassioned and unreasonable hostility toward me because of my membership in groups that have suffered egregious violations of our civil and human rights.

¹ *Cisgender* can be used in place of less accurate terms such as *biological* or *genetic* male or female since transgender people are also "biologically" (and not made from some non-biological material), while the "genetically"-argument fails when one considers the genetic variations present in *intersex* people. *Born* male or female is equally inaccurate, since transgender and transsexual people feel that they are born with a male or female gender identity irrespective of their physiological sex. The use of the term *real* male or female is both inaccurate, because each and every point that is usually attributed to "real" (=cisgender) women either does not apply to all cisgender women either, or to transwomen and/or many intersex women as well, or to transmen as well, who are usually not counted as "real women". (The same of

course applies to "real men".) When used comparatively these expressions are often seen as disrespectful to and by transgender and transsexual people. (From *WordIQ.com*)

" A "right" in a democratic society may be defined as a practice which is routine and expected. Indeed civil society depends upon members of society interacting with one another in predictable and equitable ways.

Rachel Tudor

From: John Mischo
Sent: Wednesday, September 15, 2010 10:30 AM
To: Rachel Tudor
Subject: RE: Scoufos letter

Rachel,

Any apparent backdating of letters is a serious concern. Randy would be the one to consult about that.

What also concerns me here is the issue of expecting faculty "recommendations" in a portfolio. (Certainly, peer-evaluation teaching visits are appropriate, but I believe something different is at issue here.) And I've raised this general concern with Randy. To me it makes no sense to have members of the T/P committees writing letters of recommendation for tenure/promotion for the portfolio—if that is indeed what is being referred to as lacking in your portfolio. How can faculty recommend tenure/promotion *before* having seen the portfolio? If faculty write letters of recommendation *before* the portfolio is submitted, why even have a committee? It makes no sense.

John

Dr. John Brett Mischo
Professor
English, Humanities, & Languages
Morrison Hall 316
1405 N. Fourth Ave, PMB 4060
Durant, Oklahoma 74701-0609

Phone (580) 745-2590
Fax (580)745-7406

From: Rachel Tudor
Sent: Tuesday, September 14, 2010 3:12 PM
To: John Mischo
Subject: Scoufos letter

John,

I was going through my portfolio and found that Scoufos placed a new letter in the place of the one she mailed to you and me. The letter is dated January 12, 2010, the date of the letter we received that failed to indicate any reason for her action. As you know, her refusal to let us know the reason for her decision led to the Faculty Senate Appellate Committee "recommending" that she do so and the administration's refusal to follow their recommendation. If you note the third paragraph, highlighted, it appears she is placing the responsibility on the faculty. She claims the file was "**incomplete**" because of lack of justification from the committee and lack of letters of recommendation from the tenured members of the department. It appears the administration has decided to throw you and the committee under the bus. I just thought you should know what's coming.

Best,

Rachel Tudor, PhD
Dept of English, Humanities & Languages
Southeastern Oklahoma State University

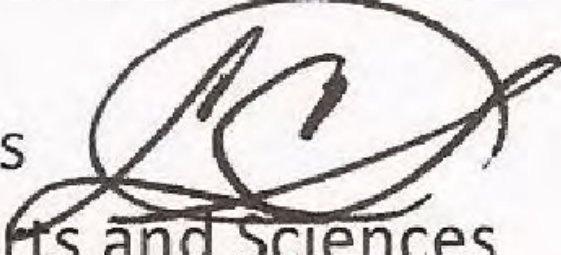


OFFICE OF THE DEAN

SCHOOL OF ARTS AND SCIENCES
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
1405 N. FOURTH AVE., PMB 4107
DURANT, OK 74701-0609

580-745-2634
FAX 580-745-7476
WWW.SE.EDU

To: Douglas McMillan
Interim Vice President for Academic Affairs

From: Lucretia C. Scoufos 
Dean, School of Arts and Sciences

Date: January 12, 2010

Subject: Recommendation to deny tenure and to give **Rachel J. Tudor, Ph.D.**, a one-year terminal appointment at the rank of Assistant Professor in the Department of English, Humanities and Languages for the 2010-2011 Academic Year

Although there is evidence that Dr. Tudor is a generally effective classroom teacher, her record of scholarship, in my view, falls well short of the noteworthy achievement required for promotion to Associate Professor with tenure. Since coming to Southeastern, there appears to be only one peer-reviewed paper submitted for publication, which has been accepted, but not yet published.

Likewise, there is little documentation of service activity in Dr. Tudor's portfolio, other than routine departmental assignments. She was elected to the Faculty Senate in 2009, and has served one semester.

Dr. Tudor's portfolio appears to be incomplete. In addition to lack of documentation of service activity, there are no letters of recommendation from tenured faculty members in her department. The single sentence recommendations for promotion and tenure from the departmental committee and the chair fail to give any justification for the recommendation for promotion and tenure.

Therefore, based on the available documentation, I am unable to recommend Dr. Rachel J. Tudor for promotion to Associate Professor or for tenure. My recommendation is that she be given a one-year, terminal appointment for the 2010-2011 academic year.

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY




OFFICE OF THE DEAN

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SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

OAG/DLC/USA v. SOSU - CIV-15-324/005424

MEMORANDUM

TO: Dr. Rachel Tudor

FROM: Douglas N. McMillan, Ph.D.
Interim Vice President of Academic Affairs

RE: Denial of Application for Tenure and Promotion

DATE: April 30, 2010

It is my understanding that you have been informed by President Minks of his decision to deny your request for tenure and promotion to associate professor. This authority to communicate the reasons for denial of tenure and promotion rests with the president as suggested in the Academic Policy and Procedures Manual Section 3.7.4. However, the President may delegate this authority under the RUSO Board Policy if he so desires. Dr. Minks has delegated the authority to me, as acting chief academic officer, to communicate the reasons for the denial of your application for tenure and promotion.

After careful review of your portfolio, it was determined that you do not currently meet the policy requirements for tenure and promotion in the areas of research/scholarship and contributions to the institution and/or profession. The Academic Policy and Procedures Manual stipulates that in order to be granted tenure and promotion your body of work in these areas should be both excellent and noteworthy.

An examination of the research/scholarship portion of your portfolio listed eight activities during your employment at Southeastern. These eight activities include two publications, one presentation at a regional symposium, one presentation at a local symposium, two editorships of the proceedings papers at a local symposium, and two "open-mic Chapbooks". The first three activities (the two publications and the presentation at the regional symposium) do appear to be examples of work which meet the excellent and noteworthy standard. However, the remaining activities fail to meet these standards. For example, the two Open-mic Chapbooks appear to be self-collected unpublished works which certainly do not reach the noteworthy and excellent standard. Finally, in trying to verify your contribution as editor to the proceedings of the 2006 and the 2008 Native American Symposium, some confusing information was found. In fact, the link you provided to the 2006 symposium did not identify you as an editor and the link you provided for the 2008 symposium did not lead to any proceedings. Just as an aside, editing the proceedings at a local symposium does not meet an excellent and noteworthy accomplishment for a university faculty member. In summary, your efforts in scholarship and research appear to have yielded some appropriate work; however, the body of your work, since being employed at Southeastern, is either unverifiable or falls below the policy requirement for tenure and promotion.

The Academic Policy and Procedures Manual also requires that your service reach the noteworthy and excellent standard. A review of your university service reveals that since your employment at Southeastern began, until 2009 your service has primarily been limited to serving on Internal

COPY

departmental committees, such as, a program review committee, an assessment committee and a hiring committee, that clearly do not reach the policy requirement for tenure or promotion. In fact, out of eight activities you listed on your vita, four were internal departmental committees. Two of the remaining examples of service were not begun until 2009. This does not establish a record of service that is either noteworthy or excellent.

Subsequently, the reasons delineated in this memorandum formed the basis for the denial of your application for tenure and promotion.

Claire Stubblefield

From: Rachel Tudor
Sent: Thursday, October 07, 2010 8:31 AM
To: Claire Stubblefield
Subject: retaliation

Dear Dr. Stubblefield,

Are you aware that the administration has decided to not allow me to apply for tenure? This is in contradiction to a message sent to me earlier in which she indicated I would be allowed to—a message sent before the administration was aware that I had filed a complaint. This is an example of retaliation—retaliation is not only prohibited by policy, but by law. Please contact me about this new development as soon as possible. Thanks.

Rachel Tudor, PhD
Dept of English, Humanities & Languages
Southeastern Oklahoma State University
1405 North 4th Ave.
Durant, OK 74701
580.745.2588
rtudor@se.edu

Claire Stubblefield

From: Rachel Tudor
Sent: Thursday, October 07, 2010 10:00 AM
To: Claire Stubblefield
Subject: letter
Attachments: letter oct 9 1010.tif

Dr Stubblefield,

I'm sending you a copy of the letter that was given to me this morning. Just to be clear, it is factually incorrect in reference to the offer that was made last year. I would also like to point out that I have more publications than the admin has ever required to grant tenure and promotion. I'd be happy to go over the facts with you anytime.

Cordially,

Rachel Tudor, PhD
Dept of English, Humanities & Languages
Southeastern Oklahoma State University
1405 North 4th Ave.
Durant, OK 74701
580.745.2588
rtudor@se.edu



OFFICE OF ACADEMIC AFFAIRS

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
1405 N. FOURTH AVE., PMB 4137
DURANT, OK 74701-0609

MEMORANDUM

580-745-2220
FAX 580-745-7474
WWW.SE.EDU

TO: Rachel Tudor
FROM: Douglas N. McMillan, 
Interim Vice President for Academic Affairs
RE: Application for Tenure and Promotion during the 2010-2011 Academic Year
DATE: October 5, 2010

I have been informed by the Dean of the School of Arts and Sciences that you plan to submit a portfolio for tenure and promotion again for this academic year of 2010-2011. You will recall that during the review of your 2009-2010 academic year application you were extended an offer which would have allowed you an additional year to strengthen your portfolio and hopefully obtain tenure and promotion. Pursuant to policy, academic year 2010-2011 is your seventh year of tenure probation and therefore your terminal year at Southeastern. In my letter of April 30, 2010 I outlined certain deficiencies in scholarly activity and service which needed correcting in your portfolio. You were offered the opportunity to teach at Southeastern during the 2010-2011 and 2011-2012 academic years and then reapply for tenure and promotion during the 2011-2012 academic year if you would withdraw your 2009-2010 application. This offer, in effect, would have given you two years to correct the deficiencies in scholarly activity and service, which were outlined in my letter to you on April 30, 2010. To my astonishment, you declined this offer. At the time the offer was made it was my opinion that one year was insufficient for correcting the deficiencies in your portfolio. This is still my opinion.

After reviewing the Academic Policy and Procedure Manual, I find no policy that allows for an application for tenure in a subsequent year after being denied tenure and promotion in the previous year. The policy states that an application for tenure may occur in the fifth, sixth or seventh year. I recognize that the policy does not proscribe a subsequent application, however, since there is no specific policy, which addresses this issue, I believe the administration is charged with the responsibility of making a decision which is in the best interests of the university. I believe that allowing you to reapply for tenure and promotion so soon after your most recent denial is not in the best interests of the university. This is especially true given the nature and extent of needed improvement and the short amount of time which has passed since the portfolio deficiencies were enumerated. It is my opinion that allowing you to reapply will be disruptive to the School of Arts and Sciences, create unnecessary work for both your department and the administration, and will potentially inflame the relationship between faculty and administration. It is my decision as acting chief academic officer that your application/request and portfolio will not be accepted for review for the 2010-2011 academic year.

FILE COPY

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

From: Dr. Rachel Tudor

To: Dr. Claire Stubblefield

Re: Additional information

October 13, 2010

Dear Dr. Stubblefield,

I am putting the information I discovered and shared with you last Friday into writing. After filing my initial complaint, I discovered that two candidates (Dr. Virginia Parrish and Dr. Margaret Cotter-Lynch), in addition to Dr. Spencer, were also awarded tenure and promotion by the administration even though their applications were not significantly different from mine. First, I want to state that Dr. Parrish and Dr. Cotter-Lynch are both deserving of tenure and promotion, and I have the utmost respect for them. The fact that an objective evaluation of their records demonstrates that my scholarship and service record is equivalent to theirs in no way demeans their accomplishments or value. Because our records are equivalent, it is entirely disingenuous for the administration to allege deficiencies in scholarship and service in denying my application last year. And, it is particularly onerous for Dr. Doug McMillan to presently deny me the opportunity to reapply for tenure this year because of alleged deficiencies in my scholarship when it is an indisputable fact that I presently have more articles accepted for publication in peer-reviewed scholarly journals than the **combined** record of the last **three** candidates at the time that he recommended them for tenure and promotion. Dr. McMillan's decision to not allow my application for tenure and promotion to proceed is clearly not based on facts, but on his own prejudices. A candid analysis of his memorandum (see Grievance) halting my tenure and promotion application demonstrates that the memorandum lacks knowledge, thought, and reasons—vital safeguards against bigotry.

It is most important to note that the awarding of tenure and promotion to two cis¹ women in my department does not in any way diminish the fact that the administration has discriminated against me as a trans woman. As a matter of fact, the disparate treatment of cis women and a trans woman demonstrates a profound disregard for fair and equal treatment by the administration. For example, if an employer discriminated against women who have children by denying them promotion while promoting women without children; then discrimination has occurred. There are many categories of women and it is not necessary that a party discriminate against all categories of women to be guilty of discriminating against women. It is also pertinent to bear in mind that Southeastern Oklahoma State University, and the other universities in Oklahoma, allowed some minorities to enroll and graduate while specifically discriminating against Ada Sipuel (*Sipuel v. Board of Regents of Oklahoma*) and later placed unequal obstacles in the way of the education of George McLaurin (*McLaurin v. Oklahoma State Regents*). It is simply beyond doubt that different policies, practices, and standards are being applied to me than to other candidates, white men (Dr. Mark Spencer) and white cis women (Drs. Cotter-Lynch and Parrish), for tenure and promotion.

Finally, I would like to call your attention to Dr. Doug McMillan in particular. Dr. Doug McMillan's own sister, Dr. Jane McMillan, disclosed to me that Dr. Doug McMillan considers transgender people a grave offense to his "Baptist sensibilities." Dr. Doug MacMillan's "Baptist sensibilities," as he expressed them to his sister, Dr. Jane McMillan, prevents him from tolerating, much less accepting or welcoming, transgender people to Southeastern. Quite simply, my presence at Southeastern is intolerable to him. The evidence demonstrates, quite unequivocally, that Dr. Doug McMillan has abused the power of his office to deprive me of my rights; rights protected by policy and the law.

I would also like to document the fact that Dr. Scoufos repeatedly uses inappropriate pronouns when speaking to and about me. Although Dr. Scoufos' use of inappropriate pronouns is intermittent, it has occurred too often to be attributable to mere carelessness.

Finally, please do not misconstrue the focus of this letter to diminish in any way my conviction that racial discrimination is also a factor in the disparate treatment accorded me in reference to tenure and promotion. Indeed, intolerant people often hold multiple and overlapping prejudices.

¹ *Cisgender* can be used in place of less accurate terms such as *biological* or *genetic* male or female since transgender people are also "biologically" (and not made from some non-biological material), while the "genetically"-argument fails when one considers the genetic variations present in ~~people~~ people. *Born* male or female is equally inaccurate, since transgender and transsexual people feel that they are born with a male or female gender identity irrespective of their physiological sex. The use of the term *real* male or female is both inaccurate, because each and every point that is usually attributed to "real" (=cisgender) women either does not apply to all cisgender women either, or to transwomen and/or many intersex women as well, or to transmen as well, who are usually not counted as "real women". (The same of course applies to "real men".) When used comparatively these expressions are often seen as disrespectful to and by transgender and transsexual people. (From *WordIQ.com*)

Claire Stubblefield

From: Doug McMillan
Sent: Thursday, October 14, 2010 2:55 PM
To: Claire Stubblefield
Subject: RE: Tudor Retailiation

Claire,

The Faculty Appellate Committee is going to hear the grievance. I am not sure whether or not you need to respond to this or not.

Doug

From: Claire Stubblefield
Sent: Thursday, October 14, 2010 10:37 AM
To: Doug McMillan
Subject: Tudor Retailiation

Have you had opportunity to discuss case with C. Babb? If not, please ask him if I need to write a formal letter to her with my findings. I spoke with her the day she filed the complaint. How is your daughter feeling?

Claire Stubblefield

From: Legako, Jana K. <jlegako@rose.edu>
Sent: Sunday, January 09, 2011 1:48 AM
To: Claire Stubblefield
Subject: FW: Tudor-Discrimination Case
Attachments: Tudor(timeline).docx; TudorConfidential (2).docx; Discrimination complaint-Tudor.docx; Tudor129.docx

Claire,

Please accept my apology for the delay in getting to you my conclusions. My mother who had total knee replacement on October 8, 2010, broke her hip. It has been a very hectic and stressful December and January.

The documents provided above have been reviewed. In addition, the policies and procedure relevant to this issue have been studied.

The policies and procedures support that a written statement of the action taken be submitted to the previous decision makers and faculty member by each decision maker (i.e. department chair, dean, vice president and president) after the Promotion and Tenure Review Committee's secret ballot. The policy is silent as to the content of the statement and one could reasonably assume a general statement such as "I do not concur with the decision of the Promotion and Tenure Review Committee and Department Chair" would suffice.

The policy only requires the President to state in detail the reasons he/she does not concur with the Promotion and Tenure Review Committee's decision. And, provide this written explanation to the Vice President for AA, the department chair, the Promotion and Tenure Review Committee, and the faculty member.

From our conversation, it is my understanding the Professor was provided this written notification by the President or his designee. In addition, since the Professor did request a hearing before the Faculty Appellate Committee, it is assumed the Professor received written notification from the Vice President for Academic Affairs. You may want to substantiate that the Dean and Department Chair forwarded their statements to the listed parties – if they omitted this step in the policy, confirm that they omitted this step for all tenure applicants. This consistent omission will show that at this step in the process all were treated the same.

Normally with a race discrimination claim I run this query. In addition, with a little tweaking, this query will work with sex discrimination claims.

- (1) Does the claimant belong to the racial minority; (2) She/he applied for tenure and was qualified for tenure; (3) Despite qualifications she was rejected; and, (4) Similar qualifications got tenure.

Your request to have a qualified, unbiased, and objective third party review the portfolios of all tenure applicants was "textbook perfect." The third party's comments as to how the Professor's portfolio lacked in the required areas as outlined in the President's letter should assist in showing how the Professor does not meet #2 and #4 of her prima facie case. Focus on the legitimate nondiscriminatory reason for the Professor's rejection listed in the President's letter and bolstered the reasons by the third party review of the portfolios.

In addition, being transgender is not a protected status. However, harassment due to a person's sexual orientation would be a violation of the sexual harassment policy. You may want to take into consideration drafting a paragraph that states, "The University takes all claims of alleged sexually harassing behaviors as serious. And, after a thorough investigation you found the Professor's description of the alleged comments regarding transgender individuals to be unsubstantiated. Therefore, the sexual harassment policy has not been violated."

Please remember that in most sexual harassment claims and race/sex discrimination claims the claimant may have additional internal processes to request if he/she does not agree with your findings. For example, at the College that I am employed, the claimant may request a hearing in front of a panel of her peers. I always include this right in the letter that is mailed to them of my findings.

Furthermore, you may want to address that retaliation from any of the parties involved will not be tolerated.

Please do not hesitate to call. It was a pleasure reviewing your documents and discussing this case with you.

Best regards,

Jana Legako, J.D., PHR

Office: (405) 733-7933

Fax: (405) 733-7443

NOTICE: The information contained in this transmission is or may be protected by the attorney-client privilege and is confidential. It is intended only for the use of the individual or entity identified above. If the reader of this message is not the intended recipient you are hereby notified that any dissemination or distribution of the accompanying communication is prohibited. No applicable privilege is waived by the party sending this communication. If you have received this communication in error, please notify us immediately by reply and delete the original message from your system. Thank you and we apologize for the inconvenience.

From: Claire Stubblefield [mailto:CStubblefield@se.edu]

Sent: Wednesday, December 15, 2010 11:25 AM

To: Legako, Jana K.

Subject: Tudor-Discrimination Case

Thank you so much for agreeing to lend a legal eye to a very interesting case. My mobile number is 580-504-0050. I will take the case and documentation home for the holiday. Please give me a call at your earliest convenience. Thanks again.

Dr. Rachel Tudor

Timeline

2/12/10	Letter from Dr. Scoufos to Dr. McMillan recommending the denial of tenure and to give Dr. Tudor a one-year terminal appointment for the 2010-2011 academic year. The letter states, "Dr. Tudor's portfolio appears to be incomplete. In addition to lack of documentation of service activity, there are no letters of recommendation from tenured faculty members in her department. The single sentence recommendations for promotion and tenure from the department committee and the chair fail to give any justification for the recommendation for promotion and tenure."
2/23/10	Letter from Dr. McMillan to President Minks in response to Faculty Senate letter dated 1/25/10. The letter clarifies a possible disconnect between what is considered a discipline specific definition for tenure and promotion and the RUSO Board Policy and our Academic Policy and Procedure Manual requirements.
2/26/10	Letter from Dr. Rachel Tudor to President Minks. Dr. Tudor requested hearing before the Faculty Appellate Committee to review her application for promotion and tenure.
3/21/10	Email from James Knapp to Larry Prather and Jon Reid regarding a formal statement of the Faculty Appellate Committee conclusion on Dr. Tudor. The conclusion stated, "Dr. Tudor's appeal is valid in that Section 3.7.4 of the SE Policy and Procedures Manual indicates, "The governing board and president should, on questions of faculty status as in other matters where the faculty has a primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail."
3/25/10	Official meeting with Dr. Knapp, Dr Prather, Dr. Reid, and Dr. Weiner to concur with the letter submitted in the record.
3/25/10	Letter from Dr. Knapp, Dr, Prather, Dr. Reid to Dr. Weiner. See copy.
4/21/10	Letter from RUSO attorney Charlie Babb to Dr. McMillan indicating, "The Regents of RUSO have delegated to the respective presidents or their designees all (emphases added) Personnel decisions regarding the hiring, promotion, rank and salaries of faculty but have not delegated the granting of tenure. Only the Regents grant tenure and then if the president determines to recommend the granting of tenure to the Regents. See, RUSO policy 1.25.1 and 3.3.5 The letter concludes stating, "I do not find anything in the RUSO policy which suggests that anyone should provide a rationale for not following the recommendation of a department committee. I do not find anything in the Southeastern policy which suggests that anyone other than the President or the Board should provide rationale for not following a department recommendation. I also note that the Southeastern policy is merely suggestive as to whether the president states a rationale for his decision. Finally, it should be obvious that the RUSO policy would control over the Southeastern policy and that the

Southeastern policy cannot direct the Regents to perform a particular act."

4/29/10 Letter signed by Rachel Tudor acknowledge receipt of the decision of the Faculty Appellate Committee.

4/29/10 Letter from Dr. Weiner to Dr. Tudor. See letter.

4/30/10 Letter from Dr. McMillan to Dr. Rachel Tudor indicating he has been delegated to communicate the reason for denial of her application for tenure and promotion. Paragraph 3, states, "An examination of the research/scholarship portion of your portfolio listed eight activities...The first three activities (two publications and one presentation at a regional symposium) do the remaining activities fail to meet these standards." "In summary, your efforts in scholarship and research appear to have yielded some appropriate work; however, the body of work, since being employed at Southeastern, is either unverifiable or falls below the policy requirements for tenure and promotions."

8/30/10 Letter from Dr. Tudor to Dr. Stubblefield Cc: Dr. Prus regarding a change of discrimination in promotion and tenure.

8/31/10 Email from Rachel Tudor to Dr. Stubblefield correcting an error of fact. Dr. Tudor indicated Dr. Snowden was president during the tenure and promotion of Dr. Mark Spencer not Dr. Minks.

9/6/10 Dr. Stubblefield conferred with legal counsel regarding the discrimination charges.

9/8/10 Letter from Emeritus Interim President and retired VPAA Jesse Snowden to Dr. McMillan providing a recollection of the events surrounding the tenure and promotion of Dr. Mark Spencer. The letter is as follows:

- When I reviewed Dr. Spencer's portfolio in December, it was my opinion that his record in scholarship was borderline, but not sufficient to meet the minimum standard for promotion and tenure.
 - I also recall that his record in both teaching and service was very good.
 - I met with Dr. Spencer, probably in January, to discuss my reasons for not recommending his promotion and tenure.
 - Dr. Spencer indicated that he had submitted a paper for publication since his portfolio was submitted and that he had one or two additional manuscripts completed and ready to submit for publication.
 - In view of this, and since it was still relatively early in the process, I agreed to give Dr. Spencer some additional time, I believe two months, to get the additional manuscripts submitted and to learn of the fate of the one he had submitted.
 - Dr. Spencer followed through, and submitted the additional manuscripts, and received word that at least one of them (it could have been more) was accepted for peer-reviewed publication. This would have been around March 1st.
 - This additional work, in my view, brought Dr. Spencer's record of scholarship up to the minimum standard required for promotion and tenure.
 - By this time I was Interim President, and I met with Interim Vice President McMillan to let him know what had transpired in Dr. Spencer's case. My
-

9/13/10

Met with Dr. Mark Spencer to discuss the accusation from Dr. Tudor that he was treated differently in t & P process. Dr. Spencer explains his tenure process as a split decision. Receives tenure but was denied promotion. The department chair and Dean concurred with the decision. Collegiality was a cited as the issue. Dr. Spencer says an offer of additional time was requested to include a notification of acceptance to a refereed journal article. Dr. Spencer said Dr. Snowden indicated that due to holidays and a heavy workload, he probably would not start the portfolios for several months. Snowden indicated he would speak with Dr. McMillan about the situation. After speaking with Dr. McMillan, Snowden made a proposal to Spencer to send to him particulars of the articles and to agree to hurry. A two month period was extended to him. Dr. Spencer was emphatic when he said Dr. Snowden did not "promise" me anything but he said he thought it was implied. Dr. Spencer said he submitted three articles and all were accepted. He also said, "you can have too little but never too much research and scholarship."

AAO asked Dr. Spencer if he thought the process was typical or atypical. He responded that he wasn't really sure but he thought it was. He knew he had completed the articles since the submission of the portfolio and knew if he was borderline in scholarship (stream of thought from Dr. Spencer-"he wasn't sure what was really considered exemplary and noteworthy. Number of refereed journal articles, or national vs. state/regional presentation).

AAO stated the RUSO policy 1.25.1 and 3.3.5 that only the Regents can grant tenure. Charlie Babb, general counsel, on April 21, 2010 states, "I do not find anything in the RUSO policy which suggests that anyone should provide a rationale for not following a department recommendation." AAO then asked Dr. Spencer if he believed Dr. Tudor, was treated unjustly or in a discriminatory manner? AAO indicated that a legal interpretation or stance was not requested, merely the impression from a colleague and associate. Dr. Spencer states, "Now that I understand the process better, maybe I would not have advised Dr. Tudor that my request for time was atypical but maybe a gift." "I guess, I'll have to recant my prior recommendations to her." Meeting ended at 2:15

Amended complaint received from Dr. Tudor indicating disparate treatment exist between T and P. She states Drs. Cotter-Lynch, Parrish and Spencer received T & P. having similar portfolios.

9/17/10

10:30-Meeting with Dean Scoufos. She indicated that she did not say anything of an intimidating nature to Dr. Tudor. In fact, Dr. Scoufos was aware that she (Dr. Tudor) was running out of time to extend her options for T & P. In Dr. Scoufos' characteristic, low, slow southern dialect, imparted what she felt was a possible solution to address the deficiencies.

1:00-Meeting with former department chair, Dr. John Mischo regarding meeting between Drs. Scoufos, Tudor. Dr. Mischo indicates he was present at the meeting discussed earlier with Dr. Tudor. AAO specifically asked if he would described the meeting as "intimidating, coercive and demanding?" He responded, "It did not appear to be a serious discussion but matter of fact and not personal." "I cannot determine how someone feels but I would not use any of those terms to describe the meeting."

2:45-Discussion with Native American Symposium webmaster, Dennis Miles. Miles pulled up the website for the 7th symposium dated May, 2008. Discrepancy regarding cover and index. Cover listed Dr. Tudor but table of contents lists only Mark Spencer as editor. After searching history of communications with webmaster for proceeding, Mr. Miles found request from Mark Spencer to add the name of Rachel Tudor. This change was made. Mr. Miles indicated that a period of time existed where Dr.

Tudor's names was not on the website.



INSTITUTIONAL DIVERSITY AND AFFIRMATIVE ACTION


SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
1405 N. FOURTH AVE., PMB 2750
DURANT, OK 74701-0609

580-745-3090
FAX 580-745-7448
WWW.SE.EDU

MEMORANDUM

Date: August 3, 2011

To: Dr. Lucretia Scoufos

From: Dr. Claire Stubblefield (Gilmore), Affirmative Action Officer 

Subject: Important Information Regarding an EEOC Charge

This is to notify you that an EEOC Charge has been filed against Southeastern Oklahoma State University. In reviewing the Charge, it has been determined that you may have records related to this matter. Therefore, you are hereby directed to comply with the attached requirements pertaining to document retention.

The Charge in question has been filed by Dr. Rachel Tudor. You are reminded that employees have a right to bring forward concerns. As such, your cooperation with complying with the enclosed directions regarding Non-Retaliation Requirements is appreciated and required.

Additionally, as this is a personnel matter, you are expected to treat this information in a confidential manner.

Please contact me should you have any questions pertaining to this letter or the attachments.

Attachments: Document Retention Notice Pursuant to Charge of Discrimination
Information on Charges of Discrimination

FILE COPY

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY



U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
Oklahoma Area Office

215 Dean A McGee Avenue, Suite 524
Oklahoma City, OK 73102
(405) 231-4911
TTY (405) 231-5745
FAX (405) 231-4140

Document Retention Notice Pursuant to Charge Of Discrimination

You are hereby given notice not to destroy, conceal or alter any paper documents or electronic data including data generated by or stored on any computer or computer storage media (E.G., hard disks, floppy disks, backup tapes, video tapes), that relate to the claims and defenses in the accompanying charge of discrimination. Failure to comply with this notice, either through intentional acts or negligence, can result in sanctions for spoliation of evidence. Sanctions could include monetary penalties and other court-imposed action.

A. **Paper Documents to be Preserved:** Hard-copy information which should be preserved includes, but is not limited to:

1. Personnel files;
2. Employee data;
3. Payroll information;
4. Personnel policies, procedures, and regulations;
5. Letters, memoranda and notes;
6. All complaints of discrimination or unfair treatment;
7. All documents related to internal investigations; and
8. All other documents containing information relevant to the subject matter of the charge of discrimination.
9. All Interview Notes.

Note that even where hard-copy documents exist, the Commission may still seek the same information in an electronic format simultaneously.

B. **Electronic Data to be Preserved:** Electronic information which should be preserved includes but is not limited to:

1. Electronic mail (e-mail) and information about e-mail (including message contents, header information and logs of e-mail system usage) sent or received which is relevant to the subject matter of the charge of discrimination;
2. Databases (including all records and fields and structural information in such databases), containing any reference to or information about the human resources or personnel information of your employees;
3. Word processing files, including prior drafts, "deleted" files and file fragments, containing information about or relevant to the subject matter of the charge of discrimination;
4. Electronic data files and file fragments created or used by electronic spreadsheet programs, where such data files contain information relevant to the subject matter of the charge of discrimination; and

5. All other electronic data containing information relevant to the subject matter of the charge of discrimination.
- C. **Additional Procedures:** The following procedures should be observed or undertaken to further maintain potentially relevant electronic data:
1. **Online Data Storage on Mainframes and Minicomputers:** With regard to online storage or direct access storage devices attached to your mainframe computers or minicomputers: you should not modify or delete any electronic data files, "deleted" files, or file fragments existing at the time of the filing of this charge, unless a true and correct copy of each such electronic data file has been made and steps have been taken to assure that such a copy will be preserved and accessible.
 2. **Offline Data Storage, Backups and Archives, Floppy Diskettes, Tapes and Other Removable Electronic Media:** With regard to all electronic media used for offline storage, including magnetic tapes and cartridges and other media that, at the time of the filing of the charge, contained any electronic data meeting the criteria listed in paragraph 1 above. You should stop any activity that may result in the loss of such electronic data, including rotation, destruction, overwriting or erasure of such media in whole or in part. This request is intended to cover all removable electronic media used for data storage in connection with your computer systems, including magnetic tapes and cartridges, magneto-optical disks, floppy diskettes and all other media, whether used with personal computers, minicomputers or mainframes or other computers, and whether containing backup or archive data sets and other electronic data, for all of your computer systems.
 3. **Retention of Data Storage Devices:** You should not dispose of any electronic data storage devices or media that may contain electronic data meeting the criteria listed in paragraph 1 above.
 4. **Fixed Drives on Stand-Alone Personal Computers and Network Workstations:** With regard to electronic data meeting the criteria listed in paragraph 1 above, which existed on fixed drives attached to stand-alone microcomputers or network workstations at the time of the filing of the charge. You should not alter or erase such electronic data, and should not perform other procedures (such as data compression and disk de-fragmentation or optimization routines) that may impact such data, unless a true and correct copy has been made of such active files and of completely restored versions of such deleted electronic files and file fragments, copies have been made of all directory listings (including hidden files) for all directories and subdirectories containing such files, and arrangements have been made to preserve copies.
 5. **Programs and Utilities:** You should preserve copies of all application programs and utilities, which may be used to process electronic data described herein.
 6. **Evidence Created Subsequent to This Notice:** With regard to electronic data created subsequent to the date of delivery of this letter, relevant evidence is not to be destroyed and you should take whatever steps are appropriate to avoid destruction of evidence.

INFORMATION ON CHARGES OF DISCRIMINATION

EEOC RULES AND REGULATIONS

Section 1601.15 of EEOC's regulations provides that persons or organizations charged with employment discrimination may submit a statement of position or evidence regarding the issues covered by this charge.

EEOC's recordkeeping and reporting requirements are found at Title 29, Code of Federal Regulations (29 CFR): 29 CFR Part 1602 (see particularly Sec. 1602.14 below) for Title VII and the ADA; 29 CFR Part 1620 for the EPA; and 29 CFR Part 1627, for the ADEA. These regulations generally require respondents to preserve payroll and personnel records relevant to a charge of discrimination until disposition of the charge or litigation relating to the charge. (For ADEA charges, this notice is the written requirement described in Part 1627, Sec. 1627.3(b)(3), .4(a)(2) or .5(c), for respondents to preserve records relevant to the charge – the records to be retained, and for how long, are as described in Sec. 1602.14, as set out below). Parts 1602, 1620 and 1627 also prescribe record retention periods – generally, three years for basic payroll records and one year for personnel records. Questions about retention periods and the types of records to be retained should be resolved by referring to the regulations.

Section 1602.14 Preservation of records made or kept. Where a charge ... has been filed, or an action brought by the Commission or the Attorney General, against an employer under Title VII or the ADA, the respondent ... shall preserve all personnel records relevant to the charge or the action until final disposition of the charge or action. The term *personnel records relevant to the charge*, for example, would include personnel or employment records relating to the aggrieved person and to all other aggrieved employees holding positions similar to that held or sought by the aggrieved person and application forms or test papers completed by an unsuccessful applicant and by all other candidates or the same position as that for which the aggrieved person applied and was rejected. The date of *final disposition of the charge or the action* means the date of expiration of the statutory period within which the aggrieved person may bring [a lawsuit] or, where an action is brought against an employer either by the aggrieved person, the Commission, or the Attorney General, the date on which such litigation is terminated.

NOTICE OF NON-RETALIATION REQUIREMENTS

Section 704(a) of Title VII, Section 207(f) of GINA, Section 4(d) of the ADEA, and Section 503(a) of the ADA provide that it is an unlawful employment practice for an employer to discriminate against present or former employees or job applicants, for an employment agency to discriminate against any individual, or for a union to discriminate against its members or applicants for membership, because they have opposed any practice made an unlawful employment practice by the statutes, or because they have made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing under the statutes. The Equal Pay Act contains similar provisions. Additionally, Section 503(b) of the ADA prohibits coercion, intimidation, threats, or interference with anyone because they have exercised or enjoyed, or aided or encouraged others in their exercise or enjoyment, of rights under the Act.

Persons filing charges of discrimination are advised of these Non-Retaliation Requirements and are instructed to notify EEOC if any attempt at retaliation is made. Please note that the Civil Rights Act of 1991 provides substantial additional monetary provisions to remedy instances of retaliation or other discrimination, including, for example, to remedy the emotional harm caused by on-the-job harassment.

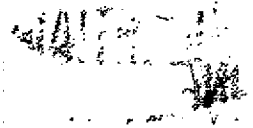
NOTICE REGARDING REPRESENTATION BY ATTORNEYS

Although you do not have to be represented by an attorney while we handle this charge, you have a right, and you wish to retain an attorney to represent you. If you do retain an attorney, please give us your attorney's name, address and phone number, and ask your attorney to write us confirming such representation.



INSTITUTIONAL DIVERSITY
AND AFFIRMATIVE ACTION

1405 N. FOURTH AVE., PMB 2750
DURANT, OK 74701-0609



RECEIVED
AUG 05 2011
School of Arts & Sciences

Dr. Lucretia Scoufos
Box 4226

CONFIDENTIAL

EEOC000829

**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
FACULTY DEVELOPMENT AND EVALUATION SUMMARY**

Name Rachel Tisdor Department EHL Date 11/25/09
 Rank Asst Tenure No Date of Appointment 8/1/2004 Evaluation Period 2008-09
 Last Promotion Date NA Yrs. of Service at SOSU through Current Year 5 from 8/1/04 through 12/2009
 Highest Degree Held PhD Yrs. of College Experience Prior to SOSU 4 Other Relevant Experience _____

* Unique responsibilities other than teaching:

<i>PERFORMANCE EVALUATION</i>					
Category	Critical	Needs Improvement	Proficient	Commendable	Outstanding
1. Effective Classroom Teaching					
Comments: <u>Dedicated to developing online courses</u>				✓	
2. Scholarship					
Comments: <u>Published article (in press)</u>					✓
3. Service to Institution, Profession and Public					
Comments:				✓	
4. Performance of Non-Teaching/ Administrative Duties/Assignments					
Comments: <u>NA</u>					
Overall Performance (See Back)				✓	

*Only activities which result in reduced teaching load qualify for "unique responsibilities" and Category 4.

Faculty Member's Name: _____

Justification for overall evaluation if other than proficient: _____

Specific areas needing attention: _____

Plans for improvement: _____

This evaluation was discussed by: _____

John T. [Signature] and *Rachel Tider* on 11/20/09
Department Chair's Signature Faculty Member's Signature Date

Faculty Member's comments: _____

This acknowledge of receipt of this document; however
Dean's comments: _____

[Signature] _____ 04/06/10
Signature of Dean of School Date

RECEIVED

APR 06 2010

Dean's Office
School of Arts & Sciences

MEMORANDUM

TO: Dr. Doug McMillan
Interim Vice President for Academic Affairs
Southeastern Oklahoma State University

FROM: Charlie Babb, General Counsel
Regional University System of Oklahoma

SUBJECT: Southeastern's Promotion and Tenure policy

DATE: April 21, 2010

The Regents of the Regional University System of Oklahoma (RUSO) has delegated to the respective presidents or their designees all personnel decisions regarding the hiring, promotion, rank and salaries of faculty but have not delegated the granting of tenure. Only the Regents grant tenure and then if the president determines to recommend the granting of tenure to the Regents. See, RUSO policy 1.25.1 and 3.3.5.

Unless the awarding of tenure is a protected property interest, the courts have held that there is no due process due when tenure is not granted.

"Tenure" in the academic community commonly refers to status granted, usually after a probationary period, which protects instructors from dismissal except for serious misconduct, incompetence, financial exigency, or change in institutional program. Price v. Oklahoma College of Osteopathic Medicine and Surgery, 733 P.2d 1357, note 1 (Okla. App. 1986). Tenure typically involves a "long-term academic and financial commitment by a university to an individual, providing faculty with unusually secure positions tantamount to life contracts." Beitzell v. Jeffrey, 643 F.2d 870, 875 (1st Cir. 1981). The decision to grant tenure, like other academic matters, typically calls for the exercise of subjective judgment, confidential deliberation, and personal knowledge of both the candidate and the university community. Beitzell, at 875; Staheli v. University of Mississippi, 854 F.2d 121 (5th Cir. 1988). For these reasons, it is unreasonable for nontenured instructors to rely upon an award of tenure.

By specifying in writing the usual criteria for promotion - teaching, scholarship, service - a university does not thereby set objective criteria, constricting its traditional discretion or transforming a largely judgmental decisional process into an automatic right to, or property interest in, tenure.

Stern v. University of Oklahoma Board of Regents, 1992 OK CIV APP 138, ¶¶ 6-7, 841 P.2d 1168 (There is no protected property interest in receiving tenure where nothing in the university handbook suggested that tenure was meant to be granted routinely or that it would be withheld only "for cause".) In addition, where the school has a written formal tenure policy, a university professor cannot have a legitimate claim to tenure pursuant to an informal, unwritten tenure policy. Jones v. University of Central Oklahoma, 1995 OK 138, ¶15, 910 P.2d 987.

The seminal case in this area is Board of Regents of State Colleges v. Roth, 408 U.S. 564 (1972). David Roth was an assistant professor of political science at Wisconsin State University-Oshkosh whose contract was non-renewed after his first academic year of teaching. Roth had no tenure rights and under Wisconsin state law was entitled to nothing beyond the one year appointment. No reason was given for the decision and Roth had no opportunity to challenge it at any type of hearing.

He brought suit alleging that his rights under the First Amendment had been infringed. He alleged that the true reason for the decision was to punish him for certain statements critical of the University administration and that the failure to give notice and hearing violated his right to procedural due process. Roth had publicly criticized the administration for suspending an entire group of 94 African American students without determining individual guilt including using his classroom to discuss what was being done. *Id.* at 579-80.

The U.S. Supreme Court held that Roth did not have a property right in continued employment and therefore he did not have a constitutional right to a statement of the reasons and a hearing on the decision not to rehire him for another year. *Id.* at 569.

The Court noted that there might be occasions where a person's good name, reputation, honor, or integrity may be at stake because of the actions of the government that would require due process. For example, if the government based the non-renewal on a charge of dishonesty or immorality then he would have been entitled to a due process hearing.

I do not find anything in the RUSO policy which suggests that anyone should provide a rationale for not following the recommendation of a department committee. I do

Memo to Vice President McMillan
April 21, 2010
Page 3 of 3

not find anything in the Southeastern policy which suggests that anyone other than the President or the Board should provide a rationale for not following a department recommendation. I also note that the Southeastern policy is merely suggestive as to whether the president states a rationale for his decision. Finally, it should be obvious that the RUSO policy would control over the Southeastern policy and that the Southeastern policy cannot direct the Regents to perform a particular act.

Should you have any questions or need additional information feel free to contact me.



To: Dr. Rachel Tudor, Department of English, Languages & Humanities
Dr. Douglas McMillan, Interim Vice President for Academic Affairs
Mr. Ross Walkup, Vice President for Business Affairs (President's Designee)

From: Dr. Charla Hall, Chair, Faculty Appellate Committee, Hearing Committee
Dr. James Knapp, Member, Faculty Appellate Committee, Hearing Committee
Dr. Larry Prather, Member, Faculty Appellate Committee, Hearing Committee

RE: Grievance dated 10-11-10

Date: 12-3-10

After multiple meetings, members of the Faculty Appellate Committee's Hearing Committee, unanimously agree that Dr. Rachel Tudor should be allowed to apply for tenure and promotion during the 2010-11 academic year. The committee based their decision solely on the written documentation submitted and did not deem it necessary to call witnesses. Consequently, no recording was made.

If deadlines have been missed due to the grievance process, the committee recommends that appropriate adjustments to the timeline be made.

Please note that this recommendation is from the Faculty Appellate Committee's Hearing Committee. Since the Interim Vice President for Academic Affairs is the respondent in this case, Mr. Ross Walkup has been identified as the President's designee. According to Southeastern Oklahoma State University's Academic Policies and Procedures Manual, 4.4.6, "If the Vice President for Academic Affairs (or President's designee) concurs in the recommendation of the Hearing Committee, that recommendation shall be put into effect. The Vice President for Academic Affairs (or President's designee) must report to the grievant, respondent, and the Hearing Committee his/her decision within 10 workdays of receipt of the Hearing Committee's recommendation. If the Vice President for Academic Affairs (or President's designee) does not concur in the recommendation, he/she must meet with the committee to reach a final decision. The work of the Hearing Committee is finished when the Vice President for Academic Affairs (or President's designee) communicates this joint decision in writing to the grievant and respondent, the Hearing Committee, and necessary University officials."



COPY

OFFICE OF THE PRESIDENT

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
1405 N. FOURTH AVE., PMB 4236
DURANT, OK 74701-0605

580-745-2500
FAX 580-745-2515
WWW.SE.EDU

February 21, 2011

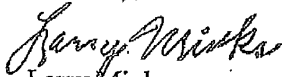
Dr. Rachel Tudor
1124 North 10th
Durant, Oklahoma 74701

RE: Appeal of the Findings and Conclusions on Gender Discrimination Complaint

Dear Dr. Tudor:

I am in receipt of the documents filed by you regarding alleged gender discrimination as well as Dr. Stubblefield's January 19, 2011 document. After a thorough review, I concur with Dr. Stubblefield's findings and conclusions that neither discrimination nor retaliation has been shown in this matter.

Sincerely,


Larry Minks,
President

cc: Dr. Claire Stubblefield

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

10/15/10 = 11:00 AM

Chada, Larry, Jamie, Bryon

Dr. Tudor has submitted a new tenure promotion application. Dr. McMullan has sent a letter of Oct 5, 2010 expressing that it is not in the best interest of the university to allow this so soon after the previous application was denied. Dr. Tudor has appealed this decision. The FAC ~~has~~ supports Dr. Tudor's appeal and concurs that she should be allowed to re-apply for T&P submit a new application for T&P

- Specific policy does not exist that supports Dr. McMullan's decision

Lucretia Scoufos

From: Lucretia Scoufos
Sent: Tuesday, August 25, 2009 3:00 PM
To: Rachel Tudor
Subject: RE: Tenure

Great. If you will please contact Mindy at 2634, she will coordinate an appointment time with you. I look forward to meeting with you.

LS

From: Rachel Tudor
Sent: Monday, August 24, 2009 3:21 PM
To: Lucretia Scoufos
Subject: Tenure

Meeting set for August 31, 2009 @ 2:30. - The guidelines and content of this packet were explained and discussed in detail. All of Mr. Tudor's questions and concerns were addressed in full. (See attachment.) **FILE COPY** 08/31/09

Dear Dean Scoufos:

I plan to apply for tenure this year. Please let me know when will be a convenient time to meet with me to discuss the process. My teaching duties conclude at 12:15 on TT and 1:00 on MWF.

Very sincerely yours,

Dr. Rachel Tudor
Assistant Professor
English, Languages, & Humanities
Southeastern Oklahoma State University
580-745-2588

Mr. Tudor and I met for approximately an hour as planned on 08/31/2009, to discuss the format and content of her portfolio because she is applying for promotion and tenure. After explaining the process in keeping with the P & T Manual and giving her a packet (as I do with all candidates who choose to meet with me), she expressed a concern that she did not want Mr. Coleman to chair or serve on her promotion and tenure committee. When I ask why, Mr. Tudor disclosed that Mr. Lisa Coloma had discriminated against Mr. Tudor since Mr. Tudor's "change". perplexed by her statement of "change" because I did not know what Mr. Tudor was referring to, I asked her to explain. Evidently, Mr. Tudor sensed my confusion and (over)

EEOC000734

She told me she had a gender transition. Until then, I was not aware of this. I went on to assure her that I had worked with Mr. Coleman for 8 years and had no reason to believe Mr. Coleman would be at all prejudicial toward Mr. Judas, as Mr. Coleman is open minded and non-judgmental. I also reiterated that Mr. Coleman is a highly respected full professor with tenure, and she along with Dr. Randy Price, another highly respected full professor with tenure would undoubtedly serve as Chair of the Committee.

When I asked her what the basis of her accusation was, she stated that Mr. Coleman had always ask Dr. Judas to go with her and other faculty when they took the honor students to Dallas for various events prior to Mr. Judas's "transition to a female".

Because this ~~was~~ extremely troublesome to me, I suggested that Mr. Judas discuss it with the department chair, Dr. Boba Krecha, who appoints the Committee and Chair for promotion and tenure with the dean's approval as stipulated in the P & P Manual.



Lucretia Scoufos

From: John Mischo
Sent: Wednesday, October 28, 2009 8:52 AM
To: Lucretia Scoufos
Subject: FW: Tenure Promotion Committee

Lucretia,

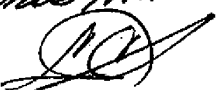
I'm puzzled by this email from Dr. Tudor, considering that you approved the tenure/promotion committees I sent to you yesterday.

?

John

Dr. John Brett Mischo
Professor & Chair
English, Humanities, & Languages
Morrison Hall 326
1405 N. Fourth Ave, PMB 4060
Durant, Oklahoma 74701-0509

Phone (580) 745-2590
Fax (580) 745-7405

*Called John for clarification that I did
approve and the conversation below
did not take place!!
He (Mrs. Mischo + Tudor) will meet
with me regarding this matter.*


From: Rachel Tudor
Sent: Tuesday, October 27, 2009 12:34 PM
To: John Mischo
Subject: RE: Tenure Promotion Committee


COPY

John,

I already discussed this issue with the Dean, and we agreed that Dr. Spencer would chair my committee. I also discussed the issue with Dr. Spencer, and he also agreed. As a matter of fact, the one person the Dean agreed should not be on the committee is Dr. Coleman. Dr. Scoufos suggested that Dr. Althoff serve instead of Dr. Coleman.

Please get back to me ASAP on this issue.

Thanks.

*This absolutely fabricated from beginning
to end! This was never discussed
met with Mr. Mischo + Mr. Tudor
immediately!!*


From: John Mischo
Sent: Tuesday, October 27, 2009 10:58 AM
To: Rachel Tudor
Subject: Tenure Promotion Committee

Rachel,

I have appointed your tenure and promotion committee, pending the dean's approval, which is as follows:

- Dr. Coleman, Committee Chair
- Dr. Prus
- Dr. Allen
- Dr. Spencer

Lucretia Scoufos

From: Randy Prus
Sent: Friday, April 30, 2010 11:54 AM
To: Lucretia Scoufos
Subject: RE: RE:

Lucretia,

I don't know of an "Open Mic" publisher. I take the term to mean "unpublished" or "self-collected." Poetry generally circulates in communities of mostly small journals and presses. Often the journals/presses are ephemeral, but the important aspects of poetry are the communities in which they circulate. "Open Mic" is somewhat dubious, to me.

Randy Prus
English, Humanities and Languages
Southeastern Oklahoma State University
580-745-2582

From: Lucretia Scoufos
Sent: Friday, April 30, 2010 11:49 AM
To: Randy Prus
Subject: Fwd: RE:

Because you you are the expert, could you tell me if these are usually published, unpublished, refereed? Please educate me, Randy.

Lucretia

Sent from my iPhone

Begin forwarded message:

From: Lisa Coleman <LColeman@se.edu>
Date: April 30, 2010 11:25:09 AM CDT
To: Lucretia Scoufos <LScoufos@se.edu>, John Mischo <JMischo@se.edu>, Randy Prus <RPrus@se.edu>
Subject: RE:

These terms relate to poetry presentations. Randy is the expert on this.

Lisa

-----Original Message-----

From: Lucretia Scoufos
Sent: Friday, April 30, 2010 11:24 AM
To: John Mischo; Randy Prus; Lisa Coleman
Subject:

What is an "open mic chapbook"? I am not familiar with this and believe it to be in the English discipline.

Lucretia

Sent from my iPhone

From: Charles Weiner CWeiner@se.edu
Subject: FW: Rachel Tudor
Date: April 01, 2010 at 10:37 AM
To: "Doug McMillan" DMcMillan@se.edu

Let me put an addendum on to my previous email. Records indicate that she started at SE in 2004 so this is not her terminal year. Next year will be her terminal year. The two options are still viable. Dismiss her without cause or let her reapply. In either instance she will need to be notified by March 1st that she is not being reappointed or if she doesn't get tenure, than she will not be rehired.

Chip

Charles "Chip" Weiner, Ed.D.
Assistant Vice President for Academic Affairs
Director of Student Learning and Institutional Research
Coordinator, HLC/NCA Accreditation
Southeastern Oklahoma State University
1405 N. 4th Ave., PMB 4145
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cweiner@se.edu

Southeastern Oklahoma State University

From: Charles Weiner
Sent: Thursday, April 01, 2010 9:28 AM
To: Doug McMillan; Larry Minks; Lucretia Scoufos
Cc: 'Babb, Charlie'
Subject: Rachel Tudor
Importance: High
Sensitivity: Confidential

Good Morning All:

I had the most interesting conversation with Charlie Babb yesterday in regard to the Tudor appeal. I will try and enumerate everything that we talked about but there are places my handwriting is hard to read. First I will start off with the Fridley appeal. Charlie said everything there was fine, no problem. The Tudor appeal however has many different angles to it. First of all he concurred that the policies in question were conflicting. In this appeal there are four different policies at play. They are:

- 3.7.3 – Role of the President
- 3.7.4 – Role of the Faculty
- 4.4.6 – Faculty Grievance Policy
- 4.6.3 – Procedure for Granting Promotion and Tenure

Each one of these policies played a role in this appeal. She filed her grievance under section 3.7.4 focusing on the part about reasons having to be provided if there was an adverse action taken. She requested that Drs. McMillan and Scoufos provide her with reasons as to why their recommendation was to deny granting tenure and promotion. The fallacy here is that the faculty member is provided an opportunity to request a due process hearing before any adverse action has been taken. According to Charlie this really isn't a due process issue but an administrative policy issue; however, it is stated that way in our Policies and Procedures Manual. She requested a due process hearing and based upon her complaint, the Faculty Appellate Committee met on March 22, 2010, and agreed with her grievance that reasons must be provided. I will admit that I had difficulty writing the letter and was very appreciate of Charlie's comments in regard to it. Here are the things that Charlie and I talked about in regard to this appeal:

- The policy does not require the dean or the VP to provide reasons
- The authority is vested in President and if he chooses to do so, he may provide reasons as to why
- Since this was her terminal year in the process Charlie wanted to know if we gave her that information in writing before March 1st
- If we did not provide her with written notice by March 1st than we are in violation of that policy (our policy is pulled directly from the RUSO policy)
- Our options are twofold – at this point we can give her written notice that next year will be her last year at SE. If we give it to her now than we meet the March 1, 2011, deadline and we don't have to provide her any reason at all for anything. She is just being dismissed without cause. The second option would be to let her reapply for tenure and promotion next year, provide her with the reasons as to why she was denied this year, and inform her that if she does get tenure next year than she will not be reappointed. In this way we also meet the March 1st deadline.

If I understood Charlie correctly it would be in our best interest, and RUSO's best interest, to provide her with another year at Southeastern based upon the options presented above.

Charlie – I hope I have stated everything correctly. I am sure that President Minks and Drs. McMillan and Scoufos will have questions for you. If I have misspoke in anyway please correct me by providing them with the correct information.

Chip

Charles "Chip" Weiner, Ed.D.

**Assistant Vice President for Academic Affairs
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Southeastern Oklahoma State University

Expert Report of Robert Dale Parker, Ph.D.

U.S. et al. v. Southeastern Okla. St. Univ. et al., 5:15-cv-00324-C (W.D. Okla.)

This report compares the qualifications for promotion and tenure of Professor Rachel Tudor of Southeastern Oklahoma State University (which I will refer to as “Southeastern”) to the qualifications of other faculty in Professor Tudor’s department who were granted tenure and promotion. The comparison is based on the materials in the list attached to this report. They include the promotion portfolios of Professor Tudor and of four other faculty in the Department of English, Humanities, and Languages at Southeastern: Professors Janet Leigh Barker, Margaret Cotter-Lynch, Virginia A. Parrish, and Mark Spencer. (Professor Tudor’s complete 2009 portfolio was not available. I reviewed those portions of her 2009 portfolio that were available, and I also reviewed her 2010 portfolio.)

I recognize and respect that Professors Barker, Cotter-Lynch, Parrish, and Spencer each earned promotion and tenure at Southeastern. In no way do I question their qualifications or Southeastern’s decision to recognize their qualifications. Rather, I take it as self-evident that Southeastern’s decision to award Professors Barker, Cotter-Lynch, Parrish, and Spencer promotion and tenure defines a level of qualifications that Southeastern, by its own standards, has decided merits promotion and tenure. My charge in this report is to address whether, in my carefully considered professional judgment, Professor Tudor met Southeastern’s standards for promotion and tenure, based on a comparison between her qualifications and the qualifications of her colleagues. Therefore, my assignment was not to question the qualifications of any of Professor Tudor’s colleagues. Instead, my assignment was to apply Southeastern’s official written policies for promotion and tenure to a comparison between the qualifications of Professor Tudor and the qualifications of her colleagues whose achievements were recognized as meriting promotion and tenure. In the end, I believe Tudor’s portfolios indicate that she was more qualified for promotion and tenure than some of her colleagues who received promotion and tenure, but that opinion should not be interpreted to mean that any of her colleagues whose portfolios I have reviewed here should not have received promotion and tenure.

Credentials of the Reviewer

I have been asked to begin this report by summarizing my credentials. I am a professor of English at the University of Illinois, where I have taught since 1984. After completing a PhD in English in 1980 at Yale University, I taught at Yale and then at the University of Michigan. A widely published scholar and a recipient of the University of Illinois’s highest awards for both undergraduate and graduate teaching, I have also received our Department of English’s award for distinguished service, been named as a University Scholar, and been awarded a named appointment (a recognition for the university’s most distinguished faculty). My teaching and scholarship have focused on the study of American literature, including Native American literature, the specialty of Professor Tudor, and on the overall study of how we can best teach about literature, interpret it, and research about it. I have participated in the deliberations for over a hundred promotions at my own university and served a two-year term on the appeals committee for promotions in the College of Liberal Arts and Sciences (serving as acting chair for part of the first year and as chair in the second year). Several times the Dean of the College or

the Provost (who oversees the entire university's faculty) have asked me to serve on special appeals committees to advise them regarding rejected cases for promotion. Colleges and universities across the United States routinely ask me to review the records and publications of faculty under consideration for promotion. I have also been elected to five-year terms on the Executive Committee of the Division on Twentieth-Century American Literature and the Division on American Indian Literatures of the Modern Language Association, and have served as chair of each of those committees. I have served as well on the faculty board of the University of Illinois Press, the scholarly book publisher housed at my university, and on the editorial or advisory boards of 5 different scholarly journals, including such distinguished journals as *American Literary History*, *Modern Fiction Studies*, and *Studies in American Fiction*. Editors working for scholarly book publishers and for scholarly journals routinely ask me to review the work of scholars whose manuscripts they are considering for possible publication. I therefore have a wide acquaintance with the expectations for college and university faculty in departments of English, with the protocols for faculty promotions, and with the evaluation of scholarship in English. (For more information about my experience and background, please see the copy of my curriculum vitae attached to this report as Exhibit 1.¹)

Faculty Ranks, Tenure, and the Criteria for Faculty Promotions

According to Southeastern's Academic Policy and Procedures Manual, "The academic ranks of the University are professor, associate professor, assistant professor, and instructor" (section 4.5.1 Academic Rank). While some colleges and universities have more than just the "instructor" rank for non-professorial faculty, Southeastern's distribution of faculty ranks conforms to national standards. Professorial faculty at Southeastern (assistant professors, associate professors, and professors) are on what is called the tenure track (4.6 Tenure), meaning that they either have tenure or may eventually become eligible for tenure (4.6.2 Periods of Appointment and Tenure). Nationally, promotion from assistant professor to associate professor ordinarily includes the awarding of tenure. While Southeastern does not require promotion to associate professor to accompany the award of tenure, its policies make it likely that promotion to associate professor and tenure would come together. The policies stipulate that faculty members must serve for 5 years before receiving tenure, and they normally serve those 5 years in a professorial rank (4.6.2 and 4.6.5), which for beginning professors means the rank of assistant professor. The criteria for promotion (4.5.2 Promotion in Rank) and for achieving tenure (4.6.1 Academic Tenure) are similar (although the "noteworthy achievement" standards in 4.6.5 and 4.5.2.1 differ), and the same "Promotion and Tenure Review Committee" considers candidates for promotion and for tenure (4.6.3). In each of the cases under review in this report, a decision to promote an assistant professor to associate professor has accompanied a decision to award tenure, and the same portfolio was submitted for both purposes.

According to Southeastern's Policy and Procedures Manual, "Tenure is defined as continuous reappointment which may be granted to a faculty member in a tenure-track position" (4.6.1 Academic Tenure). At Southeastern, therefore, as at other colleges and universities in the United States, when faculty earn tenure, that means that they cannot be dismissed except in the

¹ For information about my hourly rate for services in connection with this case, please see Exhibit 2.

rare case of extreme circumstances (4.6.7 Causes for Dismissal or Suspension of Tenured Faculty). Tenure provides job security, but job security is not the ultimate purpose of tenure. Instead, in the American university system, tenure provides job security so that faculty will feel free to experiment and take risks in their teaching and scholarship without fearing that their experiments will put their employment at risk. For that reason, tenure lies at the foundation of the bold, innovative teaching and ambitious academic standards that have made American colleges and universities the envy of the world.

College and university professors work in three areas: teaching, research/scholarship, and service. This standard national practice matches the stated policy of Southeastern, which says that “Teaching, research, and service are the triad of professional responsibilities at the University” and that “Evaluation of faculty performance considers these three areas” (4.4.1). In that vein, Southeastern’s policies base promotions on “the faculty member’s performance in the categories of (1) effective classroom teaching, (2) scholarship, (3) service to institution, profession, and public, and (4) performance of non-teaching/administrative duties/assignments” (4.4.2 Faculty Evaluation System). Similarly, “all evaluations for tenure shall address at a minimum whether each candidate has achieved excellence in (1) teaching, (2) research or creative achievement, (3) professional service, and (4) University service” (4.6.1 Academic Tenure). As at any other school, therefore, when Southeastern considers a candidate for promotion from assistant professor to associate professor with tenure, or from associate professor to full professor, it reviews the candidate’s record in teaching, research/scholarship, and service.

Some schools define themselves as teaching schools. In teaching schools, the faculty usually teach more classes and have more modest expectations for research. Teaching schools focus decisions about promotion and tenure primarily on teaching and secondarily on research and service.

Southeastern’s “Faculty Development and Evaluation Policies” define it as “primarily a teaching University” (4.4.1 Introduction), which is the norm for regional universities. Except for faculty who are assigned non-teaching administrative duties, Southeastern faculty are supposed to be evaluated primarily on teaching. The written policies say that 15-25% of the evaluation should be based on scholarship and 15-25% on service, with the exact percentages to be negotiated, and with the remaining 50-70% of the evaluation based on teaching (4.4.2.1 Procedures). Southeastern’s policy statement consistently and repeatedly lists teaching as the first criterion for decisions about promotion and tenure. For example, it says that faculty appointed to associate professor must show “Demonstrated effective classroom teaching, research/scholarship, contributions to the institution and profession, and, in appropriate instances, successful performance of non-teaching or administrative duties” (4.5.2.1 General Guidelines). The same policy statement includes a review of the principles of “Effective Classroom Teaching” (4.5.2.2) before its parallel sections reviewing the principles of “Research/Scholarship” (4.5.2.3) and service, which it describes under the two categories of “Contributions to the Institution and Profession” (4.5.2.4) and “Performance of Non-Teaching or Administrative Duties” (4.5.2.5). The Guidelines for Achieving Tenure also list teaching first, naming “Demonstrated effective classroom teaching” before “research/scholarship, contributions to the institution and profession, and, in appropriate instances, successful performance of non-teaching or administrative duties” (4.6.5). Indeed, the same section of the Guidelines (4.6.5)

requires “Noteworthy achievement in classroom teaching,” while only requiring “at least one” of “research/scholarship, contributions to the institution and profession, or, in appropriate instances, performance of non-teaching or administrative duties.” By making noteworthy achievement in teaching a requirement without requiring noteworthy achievement in each of the other categories, Southeastern’s policies underline the central role of teaching over every other category of faculty work.

The central focus on teaching is repeated many times across the Academic Policy and Procedures Manual, with teaching always listed first, as it is in every document that I have seen from Southeastern and relating to this process. For example, the “Southeastern Oklahoma State University Faculty Promotion and Tenure Evaluation Summary Confidential Analysis Worksheet” form begins with a section for teaching before it provides sections for scholarship and service. Southeastern’s central focus on teaching more than on scholarship and service is standard for a regional university.

Comparing the Portfolios: An Overview

How then does the picture of Tudor’s teaching, scholarship, and service, as represented by her 2009 and 2010 portfolios, compare to the picture of teaching, scholarship, and service in the promotion portfolios of the other candidates? To make that comparison, we must take into account the results of the promotion process for each candidate.

Overall, Cotter-Lynch’s portfolio indicates the strongest case for promotion and tenure among all the portfolios. After that, with Tudor’s 2009 portfolio as a gauge for comparison, I rank Professor Spencer’s and Tudor’s portfolios tied for second strongest, followed closely by Professor Barker’s portfolio. Spencer’s portfolio indicates the strongest service record, with a record equal to Tudor on teaching and below Tudor on scholarship.

As I will indicate below, Barker’s portfolio presents a slightly less convincing case for the strength of her teaching than we see in the portfolios of Tudor or Spencer. It also presents a scholarly profile stronger than Spencer’s, roughly equivalent to or slightly stronger than Tudor’s in 2009, while not nearly as strong as Tudor’s in 2010.

Next, I rank Parrish’s portfolio fifth out of the five portfolios (or sixth out of six, when we include Tudor’s 2010-2011 portfolio). Parrish ranks roughly in the same range as Barker, Spencer, and Tudor in the factual information provided about teaching, lower than Spencer in service, and lower than all the others in scholarship. As noted above, I do not question Parrish’s qualifications for promotion and tenure. Quite the contrary. I trust Southeastern’s decision to award her the promotion and tenure that she earned. But the portfolios show an even stronger record for Tudor than they show for Parrish. Given that Parrish’s record was recognized as worthy of promotion and tenure, it follows logically that a reasonable observer of the portfolios would conclude that Tudor’s even stronger record would also win recognition as worthy of promotion and tenure.

The comparisons change when Tudor’s 2010 portfolio, with its additional publications and testimonials from colleagues, is considered in place of her 2009 portfolio. While Cotter-

Lynch still ranks first, I see Tudor as a strong second, well above Spencer, Barker, and Parrish. I see no reasonable grounds for ranking Tudor’s 2010 portfolio anywhere below second. The comparisons below will explain the observations and logic behind these conclusions.

Summary of rankings				
	Overall	Teaching	Scholarship	Service
1	Cotter-Lynch	Cotter-Lynch	Cotter-Lynch	Cotter-Lynch
2	Tudor 2010-2011	Tudor 2010-2011	Tudor 2010-2011	Spencer
3	Spencer, Tudor 2009-2010	Parrish, Spencer, Tudor 2009-2010	Barker, Tudor 2009-2010	Everyone else, roughly
4	(tie, as noted in row 3 above)	(tie, as noted in row 3 above)	(tie, as noted in row 3 above)	(tie, as noted in row 3 above)
5	Barker	(tie, as noted in row 3 above)	Spencer	(tie, as noted in row 3 above)
6	Parrish	Barker	Parrish	(tie, as noted in row 3 above)

Teaching

None of the documents anywhere in the array of documents I have been provided questions the high quality of Tudor’s teaching. In Tudor’s 2010 promotion portfolio, there is extensive documentation of her effective teaching from before the date of the 2009 portfolio, including two very favorable letters reporting classroom observations of her teaching by her department chair, Professor John Brett Mischo, one from February 2007 and one from March 2009. The 2010 portfolio also includes very favorable reports of classroom visits by Professor Randy Prus from April 2006 and February 2009 as well as an unsigned 2008 department chair’s summary of student evaluations, presumably written by Mischo. The summary is very favorable. For example, it twice reports that “Responses were overwhelmingly positive.”

The 2010 portfolio also provides yet more testimony in praise of Tudor’s teaching in a very favorable letter reporting a May 2010 classroom observation from Professor F. Daniel Althoff, as well as extremely favorable letters from September 2010 reporting on Tudor’s

teaching (and on her scholarship and service) from Professors Paula Smith Allen, Parrish, and Spencer and from the director of the Honors Program, Professor Lisa L. Coleman. Collectively, these letters and evaluations, along with nominations for a teaching award in both 2008 and 2009, present an extremely strong picture of Professor Tudor's excellence in teaching at Southeastern.

The question arises, then, how the record of Tudor's teaching, as represented by her 2009 and 2010 portfolios, compares to the record of teaching in the portfolios of the other candidates for promotion, namely, Professors Barker, Cotter-Lynch, Parrish, and Spencer. While I have done my best to compare the different portfolios' records of teaching, the evidence in their portfolios does not point to large differences between most of the candidates. All the candidates show strong teaching records.

Cotter-Lynch

I rank Cotter-Lynch's teaching more highly than Tudor's primarily because Cotter-Lynch was nominated for a teaching award each year she has taught at Southeastern, and in 2007 she also won the teaching award. The nominations and the award seem like a strong sign of excellent teaching. Other evidence also testifies to a strong record of teaching for Cotter-Lynch. The letters from senior colleagues who have observed her teaching are strong, as they are for Tudor. Like many of the other candidates' portfolios, Cotter-Lynch's portfolio includes sample syllabi. (Syllabi are course plans distributed to the students. They typically describe course goals, procedures, assignments, schedules, and other information about the course.) Cotter-Lynch's sample syllabi, representing 3 of the 9 different courses she has taught, are excellent. They are professionally composed and clearly, practically organized. They show a convincing sense of how to address her students at the point where the students begin and then bring them into the goals of her courses. The printouts of her computerized course evaluations show consistently high ratings, above institutional averages. While printouts are provided for only a small number of her courses, and only from one semester (Spring 2007), leaving open the question of how representative they may be, the printouts nevertheless show that she has attracted extremely high student evaluations for at least some of her courses. I attach little significance to the individual student evaluation forms selected from many different courses, because submitting only selected evaluation forms allows the instructor to pick and choose evaluations, whether they are representative or not. Similarly, I attach little significance to testimonies from a small number of individual students, because with so many students taught over a number of years, individual student testimonies could easily be unrepresentative.

Tudor

Similarly, we have ample evidence that Tudor is an excellent teacher. Unlike Cotter-Lynch's portfolio, Tudor's 2009 portfolio provides considerable information about her teaching for each course, in the form of substantial paragraphs of description. These impressively written paragraphs reveal a carefully reasoned teaching imagination and an impressive depth and breadth of thought and knowledge about teaching and about the humanities. They also show an admirable adaptability, both in general and regarding the needs of the particular students who enroll in her courses and at Southeastern in general. Her courses look extremely well adapted to

the specific population of students who take each different course. Tudor's portfolio documents an unusually extensive pattern of seeking out training in the use of technology for teaching, and the descriptions of her courses, both from her and from her colleagues, back up her extensive use of teaching technologies. The commitment to seek out additional training shows an impressive dedication to teaching. Tudor says that she "welcomed any interested colleagues to observe my classrooms." She also says that reports from those observations are included in her portfolio, but they are not included in the version of the 2009 portfolio that I was provided, which I understand is incomplete. They do appear in the 2010 portfolio, and—as noted above—they are very favorable and convincing. Like Cotter-Lynch, Tudor includes selected individual student evaluations, but again, I attach little significance to selected individual evaluations, as compared to a complete set of evaluations from every student in a course, or still better, from every student in every course. But none of the portfolios under review provides complete sets of evaluations. Tudor explains that she asked to have her classes evaluated by "statistical data analysis" but was told by Professor Mischo "that the department could not afford it." She acknowledges that "statistical data . . . is available from" her "first year of teaching at Southeastern," but says that it "does not accurately present my present skills or abilities and will not be included in my application." That seems reasonable, because statistical data reporting student evaluations from a teacher's first year of teaching at a new institution do not provide a reliable picture of that teacher's effectiveness in future years. None of the other candidates' portfolios provide statistical data reporting student evaluations from their first year at Southeastern. Barker and Cotter-Lynch include such data from a later year, but only for one semester, which (as noted above) puts in question whether the data they provide is representative. Tudor's 2009 portfolio includes no syllabi, perhaps because she includes an extensive description of each course, as noted above, or perhaps because the version of the portfolio that I have is incomplete. Her 2010 portfolio includes 2 syllabi. While the font of the syllabi is too small, they are extraordinary syllabi, among the best I have ever seen and certainly the best I have seen from Southeastern (with no disrespect to the others). They do not include the reading schedule, which she provides online, but they are extremely well-pointed to the particular body of students, to their level of experience, to what will help them learn procedurally and intellectually, and to what will help them learn to understand the value of what they study.

Spencer

Like Tudor, Spencer has an excellent teaching record. He provides helpful descriptions of each course, as Tudor does in her 2009 portfolio. While the descriptions do not show the depth of thought and imagination visible in Tudor's descriptions, they indicate a responsible, successful, hard-working teacher. He also provides a letter reporting a favorable classroom observation by Assistant Professor Caryn M. Witten. It seems unusual to rely on an evaluation from another professor of the same rank. The letter may be sincere, but one assistant professor evaluating another assistant professor could find that their shared circumstances make it difficult to provide a frank evaluation. Spencer also submits several selected individual student evaluation forms. As noted above for the other portfolios, selected individual evaluations are nice, but they are not very meaningful, because there is no way to tell whether they accurately represent other students' experience. Nevertheless, Spencer also lists two teaching award nominations and provides strong summaries from the department chair of the course evaluations for two different courses. Spencer's portfolio includes excellent sample syllabi. They are well-thought-through

and clear. In the courses that focus on novels, however, he may assign too much reading for students to complete and absorb in one course. He also gives a large proportion of class time to student presentations and to essays that the students write while in class. The student presentations and essays written during class may leave too little time for class discussion of the large number of books that Spencer requires the students to read. If I were evaluating his teaching, I would ask him to make sure that he had thought through the advantages and disadvantages of assigning so much reading and using so much class time for student presentations and writing, but I would also defer to his judgment about how to design a course that best matches his teaching style with the material for the course. Overall, both Tudor and Spencer have strong teaching records, without sufficient information in their portfolios to rank either above the other.

Parrish

Like Tudor and Spencer's portfolios, Parrish's portfolio shows a strong teaching record. Parrish was nominated once for a teaching award. She fills out her list of courses with itemized, bulleted, brief descriptions. Later in the portfolio, she also provides extremely detailed, professional descriptions of each course. In the realm of supporting documents, she provides a selection of seemingly unsolicited emails testifying to her good teaching, including 4 from students and one from a teacher of her past students. As indicated above, I do not put much weight on such documents, because with so many students taught over a number of years, individual student testimonies could easily be unrepresentative. They are like the selected individual student evaluation forms that I also put little weight on. Parrish provides several of those as well. Perhaps a poor teacher would not have such documents to submit, but I would expect that any decent teacher would have many documents like that to choose from. You can have one appreciative student in an otherwise unsuccessful class, so a letter or evaluation from one student does not prove much. Nevertheless, Parrish also submits reports of teaching evaluations by Professor Allen and Professor Witten (who by the time of her report is an associate professor). Both reports are confidently favorable and indicate high competence in Parrish's teaching. Parrish provides a large selection of extremely thorough syllabi. Her syllabi are well-designed to speak to the population of business-oriented students who typically take her classes in technical and professional writing. She also shows an appealing range as a teacher, for she skillfully adapts her thorough organization and sense of her students' needs to the very different needs of the students who take her screen-writing classes.

Barker

Barker's portfolio includes concrete, favorable reports about her teaching from Professors Allen, Mischo, Parrish, and Witten. Like her colleagues, she provides individual student evaluations and complimentary emails from students. But as described above, such documents cannot reliably testify to an overall record of good teaching. Barker has taught only 3 different courses during her years at Southeastern, far fewer than her colleagues. Tudor has taught 13 different courses, Cotter-Lynch 9 different courses, and Parrish and Spencer have each taught 7 different courses. Barker's portfolio includes syllabi and accompanying materials for 2 of her 3 courses. The materials for her course in Technical and Professional Writing are clear and practical. Her syllabus seems to think through every concern and issue without getting heavy-

handed about its foresight and advice. The materials for her Children's Literature course are imaginative, rigorous, and demanding. They skillfully address an audience of students who may not be experienced with as much reading as she assigns and may have difficulty fitting it into their schedules. She gives them precise directions while still leaving them space to use their imagination to work within those directions. The sample assignments look helpful for inexperienced students, and Barker even provides a handout of advice from previous students about how to do the work. The range and quantity of assigned reading are impressive. I wonder what would happen with a looser structure, but I much respect the careful thought that went into the design of this course. Students should learn a great deal from Barker's classes.

Like Cotter-Lynch, Barker provides statistical printouts of teaching evaluations, but also like Cotter-Lynch, she provides such statistics for only a small selection of courses. In a letter recommending Barker for promotion with tenure, Lucretia C. Scoufos, Dean of the School of Arts and Sciences, writes that Barker's "student ratings are consistently excellent, well above the university and national norms." The data in the portfolio are not consistent with this claim. The portfolio provides two sets of evaluation statistics, each following a different set of questions and a different pattern of reporting the results. For one course from 2010, the printouts report responses to two key questions. Specifically, for the "overall evaluation of this class," they report a mean (an average) of 4.56 on a scale of 1 to 5. For "Overall, I would rate the teaching ability of the instructor," they report a mean of 4.88. These are extremely high numbers, though no information is provided to indicate how they compare to university or national norms. For 3 courses in 2007, a different system of printouts reports responses to one key question, "Overall, I rate this instructor a good teacher." On that question, Barker's 3 courses had a mean of 4.50. Course by course, they received a 4.53, 4.33, and 4.55. (The printouts also report a unit mean (presumably referring to Barker's department) for that question of 4.62, higher than Barker's mean, and they report an institutional mean (presumably referring to Southeastern) of 4.46, just under Barker's mean. All these numbers are remarkably high for Barker as well as for the unit and the institution, which raises a question about whether enough faculty members' courses were surveyed to produce a reliable sample for comparison. Regardless, these numbers do not match Scoufos's claim that Barker's "ratings are consistently . . . well above the university and national norms." 4.50 is not "well above" 4.46, and it is lower than the mean for Barker's own departmental colleagues.

Scoufos also repeats a claim that appears in a letter recommending promotion and tenure from department chair Randy Prus, who writes that "In the department's recent Assessment Report for Distance Learning, Dr. Barker's on-line classes have the highest rate of retention." As in the case of isolated course evaluations that may not represent a consistent pattern, the information provided here is too selective for us to determine its value. When we have information about only one candidate, from only one short period (in this case, one isolated detail from a "recent" report), we cannot tell whether the information carries weight, or whether unrepresentative information has been cherry-picked so that, intentionally or not, it misrepresents the larger picture.

Amid the uncertainty caused by the inconsistent statistics, I do not feel confident about ranking Barker's teaching compared to the other candidates. There is no doubt that Barker's portfolio presents a strong teaching record. Even so, I would cautiously rank her teaching below

the teaching of most of her colleagues, so far as one can see from the limited evidence of the portfolios. Specifically, the comparative statistics indicate that Barker's courses attracted evaluations slightly below the unit mean. And unlike Cotter-Lynch, Parrish, Spencer, and Tudor, Barker was not nominated for a teaching award. I am therefore inclined to rate Barker's teaching highly, but not as highly as the teaching of the other faculty in this pool of portfolios.

Scholarship

For research/scholarship (which I will refer to as scholarship), I will review the portfolios of Professors Cotter-Lynch, Barker, Spencer, and Parrish and then compare them to the portfolio of Professor Tudor.

It may help to review the standards for judging scholarship before looking at the scholarly records of the individual candidates. When a college or university considers a candidate for promotion and tenure, it judges the record of scholarship on the basis of what the candidate has done since arriving at that college or university. Earlier work may serve as a potential predictor of future work and, in that light, may help an institution decide to hire someone. But when it comes to deciding whether to award a professor promotion or tenure, an institution considers what the candidate has done since arriving at that institution.

In contemporary college and university English departments, scholarship is an umbrella term that includes publishing critical discussions about literature, publishing research about literature or related topics, or publishing creative writing. It also includes presenting such work at professional conferences. These standard procedures for characterizing scholarship match Southeastern's written policies, which describe faculty scholarship as "research or creative achievement" (4.6.1 Academic Tenure; see also 4.5.2.3 Research/Scholarship). We can judge scholarship by considering one or more of five different markers of scholarly accomplishment:

1) Number and length of publications and presentations.

- Books. A book counts far more than an article, not only because it includes more writing but also because it requires more research and a larger scale of thinking.
- Articles. A substantial article counts more than a brief, minor article.
- Conference presentations. A conference presentation counts far less than an article, because conference presentations are unpublished, so that they are not available for other scholars to consult. They are presented orally and heard only by whoever happens to show up for the presentation, sometimes a very small number of people. They are also typically shorter than articles and not as fully backed up with cited evidence, because cited evidence is difficult to provide orally. While they are usually peer-reviewed (see #2 below), peer reviewers for conference presentations typically review only a short summary of the presentation, in part because at the time of peer review the full presentation has often not yet been written.

- Book reviews. A book review that simply reports on a book may prove useful for readers but carries almost no value as a scholarly accomplishment and as a credential for promotion and tenure. A book review that includes a serious scholarly discussion may count for a little more but does not usually represent original scholarship.

- 2) Peer-review. Peer-reviewed publication is the gold standard of scholarly achievement. When scholars complete a manuscript of their writing, they submit it to a scholarly journal or a scholarly book publisher. If the editors at a journal or publisher that uses peer review believe that the manuscript is promising, then they will send it to scholarly experts to review. Often, to ensure the experts' objectivity, they include no indication of who wrote the manuscript. The scholarly experts, known as peer reviewers, review the manuscript to determine if it meets the standards of the journal or publisher, and then to recommend that the journal or publisher publish the manuscript or decide not to publish it. Typically, at least two experts must agree that the manuscript deserves publication before the editors will decide to accept it for publication. Publications that are not peer-reviewed usually receive little or no credit for a promotion unless they are invited (as in number 3 below) or actually read (as in number 4 below) and seriously responded to by other scholars (as in number 5 below). More prestigious journals and book publishers tend to set higher standards and conduct more intense peer review. Most peer-reviewed manuscripts are not accepted for publication, because they do not survive the process of peer review successfully. Proposals for conference presentations also go through peer review, except, sometimes, when they are invited. By contrast, book reviews are not peer-reviewed.

In this report, I provide documented evidence, whenever it is available, to indicate whether a journal or other publication uses peer review, taking such evidence from the *Modern Language Association Directory of Periodicals* (as described below) or from a journal's own website. All such documents (including websites) are itemized in the list of accompanying documents attached to this report.

- 3) Invitations to contribute to a scholarly journal, to a book that includes chapters or articles by different scholars, or to a scholarly conference. For well-established scholars, that is to say, scholars who have published extensively and whose publications have attracted widespread respect from other scholars, invitations can replace peer review.
- 4) Actually reading the work and judging its quality and importance.
- 5) Published responses by other scholars.

Numbers 3 and 5 do not apply to the portfolios under consideration for this report, as none of them provides any evidence of invitations to contribute or of published responses to the work under examination. I will therefore compare the candidates' scholarship by focusing on categories 1, 2, and 4.

Cotter-Lynch

At the time she submitted her portfolio in 2009, Professor Cotter-Lynch's scholarship seemed to be on an upward trajectory, though it had not yet led to much publication. She had published one article about teaching, published without peer review by an online education company that I was not familiar with, a company that nevertheless gave the article an award. She provides a web address for the article, but the link is dead, and the article no longer appears elsewhere on that website. I found it, nevertheless, on the Wayback Machine (<https://web.archive.org/web/20080509122634/http://ablemedia.com/ctcweb/consortium/cotterlynchancientbiography.html>), an online archive of websites removed from their original locations and otherwise no longer available. This article reports Cotter-Lynch's day-by-day teaching strategy, including lesson plans and lecture notes, for part of one course, a part that focuses on the ancient historians Plutarch and Suetonius. While it makes no original scholarly contribution, it is an exceptional report and model of teaching, as good as any report of a professor's teaching strategy that I have seen. It speaks in sympathetic and practical terms to Southeastern freshman at the skill and knowledge level they bring to her class, and it also stretches them to develop skills of reading, interpretation, and reflection on writing and on civics that they can take with them to other courses and to the remainder of their lives. I learned several teaching strategies about how to get beginning students to expand their curiosity and their skill at interpretation. While it is unfortunate that this article is not easier to find, a publication of this kind suits a teaching-centered university such as Southeastern especially well. When Southeastern's policies describing faculty scholarship list what counts as scholarship at Southeastern, they begin with "adaptations of knowledge to the learning environment" (4.5.2.3 Research/Scholarship). Cotter-Lynch's article does not provide original scholarship, but it skillfully adapts already existing knowledge to the learning environment.

In 2009, when Cotter-Lynch submitted her portfolio, she was also the coeditor of a nearly complete book that collects scholarly essays from ten different scholars, a book that had a contract with Palgrave-Macmillan, a very respected publisher. When her promotion was under consideration, the book manuscript was scheduled to go through peer review soon. The contract reflects the publisher's expectation that the manuscript would pass successfully through peer review, but that process had not yet taken place when Cotter-Lynch was under consideration for promotion. She lists her own article in the book as peer-reviewed, but says the book had not yet gone through peer review, so it is not clear whether the peer review for the article was completed or anticipated. Most schools would not count an article in a book edited by the candidate as a credential toward that candidate's own promotion, but if the article successfully passes through peer review, then it seems to me worth crediting. Cotter-Lynch had another article manuscript undergoing peer review at the time she submitted her portfolio. She also reports that a Palgrave-Macmillan editor had expressed interest in the book manuscript she was working on. Such interest is a good thing, but the project had not yet reached the concrete stage of a finished book manuscript, let alone a manuscript that had gone through peer review and been accepted for publication. Therefore, it was far too early for that manuscript to count as a publication. Cotter-Lynch had also published one additional article and one book review, but they were published before she arrived at Southeastern. Her only publication since arriving at Southeastern was thus the article about teaching Plutarch and Suetonius.

Without any published work included in the portfolio for me to read and evaluate, I read the series of unpublished manuscripts included in the portfolio. They are excellent work. They offer a concrete, imaginative, and professional contribution to active discussions in current scholarship. As specialized studies of the history of early medieval women, early medieval women's writings, and the interpretation of early medieval accounts of dreams, they would require a specialist in those areas to provide a full evaluation of exactly how they fit into recent scholarship. But even someone such as myself, a non-specialist in those areas who has a more general acquaintance with medieval studies and a broad acquaintance with the history of literary criticism and with contemporary literary criticism, can see that these are very promising works. They consist of 3 conference presentations, somewhat repeating each other and not in the final forms they might eventually take in published work, plus the manuscript of the article to be included in the book that Cotter-Lynch was co-editing, and the other article manuscript then under consideration at a journal. Here and there they have a minor rough passage, especially (as one might expect) in the conference papers. For example, the article for the co-edited book confuses the theoretical concept of interpellation with another term, interpolation, which has a completely different meaning. (A peer reviewer should catch such things.) Nevertheless, Cotter-Lynch understands the concept well and uses it rigorously, and all her work seems imaginatively and constructively keyed to advancing active interests in the contemporary scholarly study of medieval women, their writings, and other writings about them, key areas in contemporary medieval studies.

Through the South Central Modern Language Association, Cotter-Lynch received a grant for a one-month residency at the Newberry Library, a major research library. Such a grant is an indicator of serious scholarship in progress. Since her arrival at Southeastern, she presented her work at 7 different conferences (her statement says she gave 4 presentations, but 7 appear on her list of presentations), including such major conferences as the International Medieval Congress, which is the major conference for medieval studies, and the conferences of the American Comparative Literature Association and the Modern Language Association. She also took a leadership role by organizing sessions at the Medieval Congress and leading a seminar at the Comparative Literature Conference. No one else in this set of portfolios has nearly so strong a record of presenting work at conferences. That record of strong conference presentations contributes to the impression that Cotter-Lynch's work was on an upward trajectory, with publications perhaps about to appear, even though, during her years at Southeastern, and by the time of this promotion, she had only one publication.

Barker

During her time at Southeastern, Professor Barker presented 4 papers at the major conference for the study of children's literature and volunteered to chair a session at that same conference. She does not provide her actual conference papers, but she does provide summaries of them. Her paper on the popular novel *Holes* is clever, smart, and well-informed. Her paper on three historical novels by Christopher Paul Curtis shows a keen understanding of the novels' racialized contexts. And her paper on Curtis's novel *The Watsons Go to Birmingham—1963*, which she expanded into an article, shows an excellent sense of the novel's tone and its changes in tone. The earliest of these conference papers, on girls in nineteenth-century fiction, seems less

original and rather forced into the theme of the conference, but otherwise relatively soundly conceived.

During her time at Southeastern, Barker also published a deeply researched, deeply thought-through article, “Racial Identification and Audience in *Roll of Thunder, Hear My Cry* and *The Watsons Go to Birmingham—1963*.” This article appeared in *Children’s Literature in Education*, an established education journal and a good venue for a scholar from a teaching-focused university such as Southeastern. Barker’s article is slow-moving and too long, but it is thorough and useful. Drawing on a wide range of surprisingly detailed research, Barker builds well-observed interpretations of the two novels she discusses. Noting that African American readers have received more attention in discussions of these novels, she also attends to white and, more broadly, non-black readers, and she compares the different contexts of response for differently positioned readers. Unlike many other critics who write about racially-inflected topics, Barker genuinely has read and understood the body of scholarship known as “critical race theory,” and she imaginatively brings it to bear on strategies for interpreting children’s literature. She concludes with a thoughtful, practical discussion of strategies for teaching racially conscious children’s literature to readers who may believe that we live, or should live, in an age of race-blind teaching. This article will serve as a valuable reference for teachers from middle school through high school, and for university teachers of future teachers.

Barker’s portfolio includes a letter testifying to the strength of her scholarship from Professor Lynne Vallone, a distinguished scholar of children’s literature at Rutgers University—Camden. Dean Scoufos’s letter recommending promotion and tenure for Barker makes much of the letter from Vallone, and the Faculty Promotion and Tenure Evaluation worksheet names the letter from Vallone, along with Barker’s published article, as the two facts testifying to Barker’s outstanding scholarship. But Vallone’s letter notes frankly that Barker was Vallone’s student, and that Vallone directed Barker’s dissertation, which disqualifies the letter as a reliable indicator of Barker’s credentials. Relying on that letter is the academic equivalent of relying on a parent testifying to the wonders of her own child. Vallone has a conflict of interest, because Barker’s success in winning promotion and tenure would provide a credential testifying to Vallone’s own success.

Spencer

Professor Spencer published a 326-page scholarly book and a 20-page scholarly article before arriving at Southeastern, but publications from before his arrival at Southeastern are not relevant to his consideration for promotion and tenure at Southeastern. When he applied for promotion and tenure, he had published only one book review during his time working at Southeastern. His portfolio provides a link for the review. The link no longer works, but I found it at another address (<https://scholarworks.iu.edu/journals/index.php/tmr/article/view/16706/22824>). It is professional and thoughtful work, but as a brief and modest book review, it does not represent a substantial contribution to original scholarship.

He also had 2 articles accepted for publication and scheduled to appear. His portfolio does not provide copies of the articles, but I acquired them through my university library. They

appeared in peer-reviewed journals, *The Explicator* and *Eureka Studies in Teaching Short Fiction*. According to the *Modern Language Association Directory of Periodicals*, *Eureka Studies* accepts a high percentage (60%) of the manuscripts submitted for its consideration, making it a comparatively easier journal to publish in, and thus making an article in *Eureka Studies* a less impressive credential than an article in most other journals. (For more about the *Modern Language Association Directory*, see below.) *The Explicator* had a certain vogue in the 1940s and 1950s, when it was new and represented a new trend sometimes known as “explication,” but for many decades now it has had a reputation for publishing undistinguished work. Department chair Mischo writes, in his December 1, 2006 letter to Dean Mangrum about Spencer: “there is a question as to the research significance of a venue such as *Explicator* and its standards of scholarly depth.” I believe that most informed scholars share that skepticism. It is difficult for a journal that publishes extremely short articles, as *The Explicator* does, to publish scholarship with ambition and depth.

Spencer’s article in *The Explicator*, a short, thoughtful reading of a famous poem by Emily Dickinson, argues skillfully for a new interpretation of the poem’s understanding of the Christian afterlife. The article is only one page long, however, and it does not address any other critics’ interpretations of the poem, even though a great many previous critics have written about the poem, as Spencer acknowledges. My own view is that Spencer’s plausible interpretation needlessly narrows the poem to one model of the Christian afterlife, but I would like to see the advantages and disadvantages of Spencer’s interpretation played out, in relation to other critics’ interpretations, at greater length.

The other article works on a larger scale both in length (10 pages) and in research. It offers a point-by-point comparison of William Faulkner’s most famous short story, “A Rose for Emily,” Robert Bloch’s novel *Psycho*, and Alfred Hitchcock’s film made from the novel. Spencer notes that others have mentioned similarities among these works, but he sets out to describe the similarities more extensively. He suggests that Hitchcock’s film makes few changes to the novel, but that those few changes heighten the film’s similarity to Faulkner’s story. Spencer grounds the article in his own experience teaching the 3 works together and implies that others might try the same in their own teaching, an approach that makes the article speak to the teaching-centered focus of Southeastern. As a Faulkner scholar myself, I would like to see a little more engagement with other critics’ interpretations of the story, but this is a reasonably well-researched article, proficiently executed with modest but interesting and plausible claims.

As I will indicate in the next paragraph, Spencer had a third article accepted while he was under consideration for promotion and tenure, an article about George Garrett’s novel *Death of the Fox*. In this article, Spencer draws on wide knowledge and research but has nothing new to say about his topic. Most of the article summarizes the novel’s plot. We teach our students not to summarize plot, because if people want plot, they can just read the novel. The task of the critic is not to describe the novel, but to interpret it. When Spencer is not describing plot, he mostly just describes the novel’s approach to its topic or focuses on recounting what Garrett himself or others have said about the novel, sometimes noting whether he agrees, but not providing any fresh or extended interpretation. Spencer shows a vast knowledge of materials and issues in and around *Death of the Fox* and a vast knowledge of other novels to compare it to. While this article shows more knowledge than Spencer’s other articles, it is nevertheless weaker work.

According to a May 18, 2016 letter from the Department of Justice to the writer of this report, “In the Spring of 2007, Dr. Spencer sent out four articles for publication and supplemented his portfolio with that information.” These 4 article manuscripts “were all ultimately published.” After Spencer submitted the article manuscripts, Southeastern President “Snowden, based on Dr. Spencer’s supplemented portfolio, recommended that Dr. Spencer receive tenure and promotion.” Only one of the 4 articles was accepted before Snowden’s decision, the article on *Death of a Fox*, though Spencer “is not sure whether he informed President Snowden” of that acceptance before Snowden’s decision. One of the articles was published by a journal that Spencer submitted to after Snowden’s decision.

After this precedent was set, providing decisive credit to Spencer’s submission of 4 article manuscripts, Tudor’s 2009 portfolio listed 11 submitted article manuscripts. It looks extremely peculiar that Spencer would be given so much credit for 4 submitted manuscripts, reported late in the process, that the mere report of submitting those manuscripts would reverse a recommendation against promotion and turn it into a recommendation for promotion, and yet Tudor was not given the same credit for nearly 3 times as many submitted manuscripts, reported 4-6 months earlier in the promotion-and-tenure-review process.

One could understand if Tudor were not credited for submitting article manuscripts, so long as the same standard had applied to Spencer. But it appears that Spencer was given a great deal of credit for a category of scholarly production when Tudor was not given the same credit for a great deal more production in the same category. That glaring contradiction stands out even when we consider only Tudor’s 2009 portfolio, without even taking into account her far more extensive 2010 portfolio.

Parrish

During her time as an assistant professor at Southeastern, Professor Parrish produced nothing that can count for a record of scholarly publication within Southeastern’s definition of “Scholarship/Research” (4.5.2.3). Like many of her colleagues, she published a number of items before she arrived at Southeastern, but after she began working at Southeastern she did not publish work that would count as scholarship. She did write 2 government reports, together totaling 4 pages. They are not peer reviewed, and they are not items I would consider scholarship or publications. They are work done on the side, not as part of her job as a professor. She also reviewed a textbook manuscript and a textbook proposal for commercial publishers. Being asked to do those reviews is not a sign of scholarly distinction. Textbook publishers do not ordinarily ask professors to review such things based on the distinction of the professors. Rather, they look for people who teach courses that might assign the published textbooks, trying to find professors at all different types of schools in different regions of the country. They hope to get useful suggestions for the manuscripts from a variety of different markets, but they also hope that the manuscript reviewers will themselves assign the books if they are published. In that context, Parrish’s completion of those manuscript reviews may indicate good citizenship, but it does not count as scholarship. Parrish lists 10 presentations at conferences or other events before she arrived at Southeastern, but only one since arriving at Southeastern, and that one is a local presentation at Southeastern itself, which usually disqualifies a presentation from counting as

scholarship in a promotion portfolio. A presentation of that kind counts as service, not as scholarship.

Parrish's sole publication from her time at Southeastern that comes even close to being scholarship consists of one three-page, non-peer-reviewed book review that merely summarizes the book. As noted earlier, in line with standard procedures, a book review that simply reports on a book does not count as scholarship. That standard procedure for judging book reviews matches Southeastern's written definition of scholarship, which describes scholarship as "the pursuit of new knowledge," and which provides a list of the different kinds of faculty scholarship, a list that does not include book reviews. It does include "articles in refereed [meaning peer-reviewed] or editor-evaluated publications" (section 4.5.2.3 Research/Scholarship). But book reviews are not articles, are not refereed or peer-reviewed, and are rarely editor-evaluated. Parrish's book review, which simply describes the book she reviews without providing any notable research or thinking of her own, does not advance the pursuit of new knowledge. Because Parrish's record shows no scholarship produced during her time at Southeastern, I see no reasonable cause for rating her record of scholarship above the record of scholarship for Professor Tudor, whose record as a scholar is far stronger both in quantity and in quality.

As noted earlier, I am not suggesting that Parrish did not deserve to receive promotion to associate professor with tenure. I have described her record of scholarship here merely so that I could compare her record to the record of Tudor and the other professors whose portfolios I have reviewed.

Tudor

In comparing Professor Tudor's record of scholarship to the scholarly records of her colleagues, I will first consider her 2009 portfolio and then her 2010 portfolio. In her 2009 portfolio, Tudor reports one presentation at a regional conference and one at Southeastern. The presentation at Southeastern would count toward service rather than scholarship. She also reports one article accepted for publication by *The Texas Review*, "Romantic Voyeurism and the Idea of the Savage." *The Texas Review* is not well-known outside its region, but it is a peer-reviewed journal. It is also a selective journal, meaning that it accepts a low percentage of submissions. I was not provided a copy of that article for the 2009 portfolio. (I was provided a copy for the 2010 portfolio, which I will address below.) As noted above, she also lists an unusually large number of articles submitted but not yet accepted. I was provided a copy of one of those articles, "Historical and Experiential Postmodernism: Native American and Euro-American," published in a peer-reviewed journal, the *Journal of Contemporary Thought* in 2009 (and added to Tudor's 2009 portfolio in February, 2010, according to emails from Southeastern provided by the Department of Justice). Just as a matter of counting, let us put these two peer-reviewed articles from the 2009 portfolio into comparative perspective. Aside from Tudor, only Barker had a published, peer-reviewed article. Cotter-Lynch had one accepted and published article, not peer-reviewed. Spencer had 2 accepted and not yet published articles (or 3, if we count the supplementary information that, as noted above, Spencer cannot recall whether he provided), each of them peer-reviewed, one of them extremely short, and none of them in highly selective journals. Spencer also had a book review. Parrish, with only a book review that merely

summarizes the book under review, had no publications that count as scholarly publication within Southeastern's definition of "Scholarship/Research" (4.5.2.3).

In that context, it is hard to see any good reason why the worksheets from the Dean of the School of Arts and Sciences, Lucretia Scoufos, and the Interim Executive Vice President for Academic Affairs, Douglas N. McMillan, assign Tudor's scholarship the possibly fatal rating of "needs improvement" (3 on a scale of 1 to 5). Granted, Scoufos dated her worksheet on January 14, 2010, before the news of Tudor's second accepted article in February, 2010. Scoufos writes in her January 12, 2010 letter that "there appears to be only one peer-reviewed paper . . . accepted, but not yet published." (In an English department, it could sound demeaning to refer to an article as a "paper," as if it were only a conference paper, but that is not the case in all fields, and I do not know Scoufos's field.) As noted above, Cotter-Lynch had no peer-reviewed articles. Barker had only one. And Spencer, at the same point in the process, had two accepted but not yet published peer-reviewed articles, short enough so that together they total less production than Tudor's one article, even without taking into account Tudor's report of many submitted articles. Less than a year earlier, on February 12, 2009, Scoufos recommended Parrish for promotion and tenure, even though Parrish had no articles. In those comparative contexts, I find Scoufos's evaluation of Tudor puzzling.

McMillan's evaluation of Tudor stands out as even more puzzling. McMillan signed the transmittal form for Tudor's 2009 portfolio on February 10, 2010. The next day, February 11, an email from Scoufos indicates that McMillan approved the decision to add to Tudor's portfolio the new information that she had a second accepted article. Indeed, McMillan's April 30, 2010 letter purporting to explain the reasons for the decision to deny Tudor's application for promotion and tenure acknowledges that Tudor has "two publications" that "do appear to be examples of work which meet[s] the excellent and noteworthy standard" required for promotion and tenure. As noted above, McMillan's worksheet, which is undated, assigns Tudor's scholarship the same possibly fatal rating assigned by Scoufos. Either McMillan completed the worksheet before learning of Tudor's additional publication, in which case the comparatively low rating on the worksheet should not have been relevant to McMillan's decision reached after learning the new information, or he completed the worksheet later and yet gave Tudor's scholarship the same rating that Scoufos gave it even though by that point Tudor had doubled her production of accepted, peer-reviewed articles. Either way, the rating and the decision are strikingly inconsistent with the decisions reached about the other candidates.

I have also seen one worksheet for Barker (undated and unsigned, so that I cannot tell whose ratings it records). Barker published less than Tudor, but this worksheet gives Barker an "outstanding" for scholarship (5 on a scale of 1 to 5). I have not seen worksheets for the other candidates, and reasonable people could debate the comparison between Tudor's 2009 and Barker's, and possibly Spencer's, records of published scholarship or scholarship accepted for publication. But even though different evaluators could reasonably rank Barker's, Spencer's, and Tudor's 2009 records of scholarship in different sequences, they could not reasonably put them in entirely different categories. And by no reasonable measure can Tudor's scholarship in 2009 rate lower than Parrish's scholarship, let alone so much lower that it lands in an entirely different category. And all that applies only if we simply *count* the publications.

If we take the more responsible path of actually reading Tudor's publications, then her scholarship stands out still more for its serious substance. The article about "Historical and Experiential Postmodernism" does not break major new ground, and it was published in a journal published in India that does not appear to be very selective and is not widely distributed in the United States. But it provides a sophisticated and well-informed synthesis, very valuable for teachers, and a more convincing sign of Tudor's own preparation for teaching than the usual pattern of articles that say something more original but not very meaningful. I appreciate the way that this article provides a genuinely critical yet still sympathetic distance on what other scholars and critics of Native American writing have said before Tudor. It has a substance equaled in these portfolios only in the article by Barker and in Cotter-Lynch's excellent work in progress, which at the time of her portfolio was not yet completed or accepted for publication. It is exactly the kind of scholarship that best serves a faculty member at a teaching-centered university.

While Tudor's 2009 portfolio already places her scholarly record second (roughly tied with Barker) among the 5 candidates' portfolios, her 2010 portfolio shows an even much stronger scholarly profile, stronger than Cotter-Lynch's in terms of actual accomplished publication, and far stronger than Parrish's and Spencer's portfolios, if still not as strong as Cotter-Lynch's, in terms of my own judgment of the actual written work. In addition to the 2 articles mentioned above, the 2010 portfolio includes another 6 articles published or accepted for publication, making a total of 8 articles. (It also includes a ninth article that editors asked her to revise for additional consideration, a standard practice that most accepted article manuscripts go through before they are accepted for publication.) Nothing in the pool of portfolios compares to this burst of publication from Tudor. The articles are relatively rather than completely up-to-date with current scholarship. Nevertheless, she did the work and had the skill and talent to do it well, both according to my own judgment and according to the judgment of objective peer reviewers. The journals (and in one case, edited book of essays) where these articles were slated to appear vary, and none of them is a top-flight journal. It is difficult for a scholar with the limited scholarly resources of a teaching-centered university like Southeastern to publish with a top-flight publisher or journal. The only publisher or journal in the entire set of portfolios that is even in the realm of a distinguished place to publish would be Palgrave-Macmillan, where Cotter-Lynch has a contract for her not yet peer-reviewed co-edited book manuscript. At the same time, 7 of the 8 places where Tudor has published articles or had articles accepted for publication rely on peer review (*ASEBL Journal*, *The Atrium*, *Diesis*, *Journal of Contemporary Thought*, *Research and Criticism*, *Teaching American Literature*, and *The Texas Review*). The remaining article was published in a book called *Diasporic Consciousness*, published by a German publisher, VDM Verlag, which does not use peer review, though the editor of the book would still have done her own review before deciding whether to accept the article. The peer review that Tudor's publications went through provides an objective standard of outside judgment unparalleled across the pool of portfolios under consideration. And it provides that objective standard of outside judgment for a total of 7 different publications. Perhaps someone could get lucky once or maybe even twice and slip an unworthy manuscript through the process of peer review. But that could not happen repeatedly. It could not happen 7 times.

I am extremely familiar with the process of peer review. I regularly peer review scholarly manuscripts for distinguished academic journals and book publishers. My own scholarly writing has gone through peer review numerous times, and I have coached and advised numerous less

experienced colleagues and former graduate students through the process. But I do not ask you merely to rely on my professional judgment. Instead, to illustrate the process of peer review in objective terms that do not rely on my own professional judgment, I have consulted the Modern Language Association Directory of Periodicals, the largest and most authoritative database of information about scholarly journals of literature and language. The Modern Language Association is the premier professional organization for the study of languages and literatures, and I have access to their database through EBSCO (a collection of electronic databases) at our library at the University of Illinois. EBSCO is also available at Southeastern, as I know because Tudor's syllabi indicate that she requires her students to use it through the Southeastern Library. Of Tudor's 8 articles, one appears in a book collection, which would not be listed in a directory of periodicals. The other 7 articles were published or accepted for publication in journals. Five of those journals appear in the directory. Of the remaining 2 articles, one appears in *Research and Criticism*, which is not listed in the directory, but which says on its website (<http://www.pencraftinternational.com/bookclub.htm>) that it conducts blind peer review (meaning that the reviewers do not see the names of the scholars whose work they review, the most objective form of peer review). The other appears in *Diesis*, which says on its website that it conducts blind peer review (<http://www.diesisjournal.org/submissions>). The Modern Language Association Directory of Periodicals also includes the 3 journals where Spencer had work accepted for publication and the one journal where Barker published.

The charts below show the directory's information about peer review for the 5 listed journals where Tudor has published, followed by the journals where Spencer and Barker have published. As neither Cotter-Lynch nor Parrish published in any journals between the time they arrived at Southeastern and the time they submitted their applications for promotion and tenure, the charts below are complete. I have calculated the acceptance rate based on the number of articles published per year divided by the number of article manuscripts submitted per year. Attached to this report, you will find copies of the printouts from the directory, the source of the information in the charts below, as well as copies of the websites listed above for *Research and Criticism* and *Diesis*.

Journals for Tudor's published articles	Article manuscripts submitted per year	Articles published per year	Acceptance rate	Number of peer readers
ASEBL Journal	13	3	23%	2
The Atrium	100	24	24%	4
Journal of Contemporary Thought	30-40	25	63-83%	2
Teaching American Literature	100	20-25	20-25%	2
The Texas Review	250	6	2%	5

Journals for Spencer's published articles	Article manuscripts submitted per year	Articles published per year	Acceptance rate	Number of peer readers
Eureka Studies in Teaching Short Fiction	50	30	60%	3 minimum
Explicator	300	100	33%	2-3
Lamar Journal of the Humanities*	50	10	20%	4

*As described earlier, Spencer had an article accepted in *Lamar Journal of the Humanities* late in the process of his consideration for promotion and tenure, and he does not remember whether he notified administrators of the acceptance. Therefore, it is not clear whether this journal is relevant for the chart above, but it is included, nevertheless, in the interest of considering the full range of possibly relevant data.

Journal for Barker's published article	Article manuscripts submitted per year	Articles published per year	Acceptance rate	Number of peer readers
Children's Literature in Education	"Varies"	20	Not calculable without information about the number of manuscripts submitted per year.	2

The information in these charts is far more reliable as an objective measure of Tudor's scholarship than the hunch of an administrator at Southeastern, who may not know the field and who may bring non-objective considerations into the decision-making process.

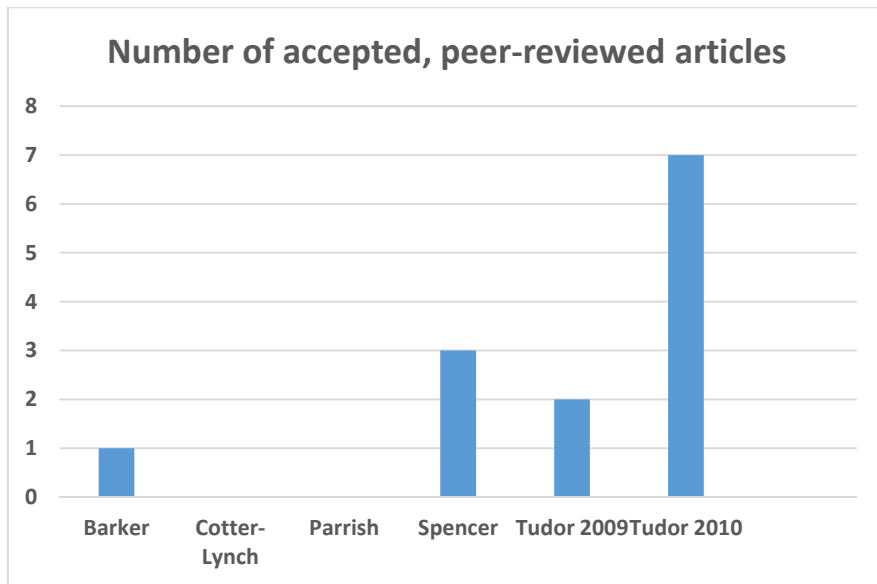
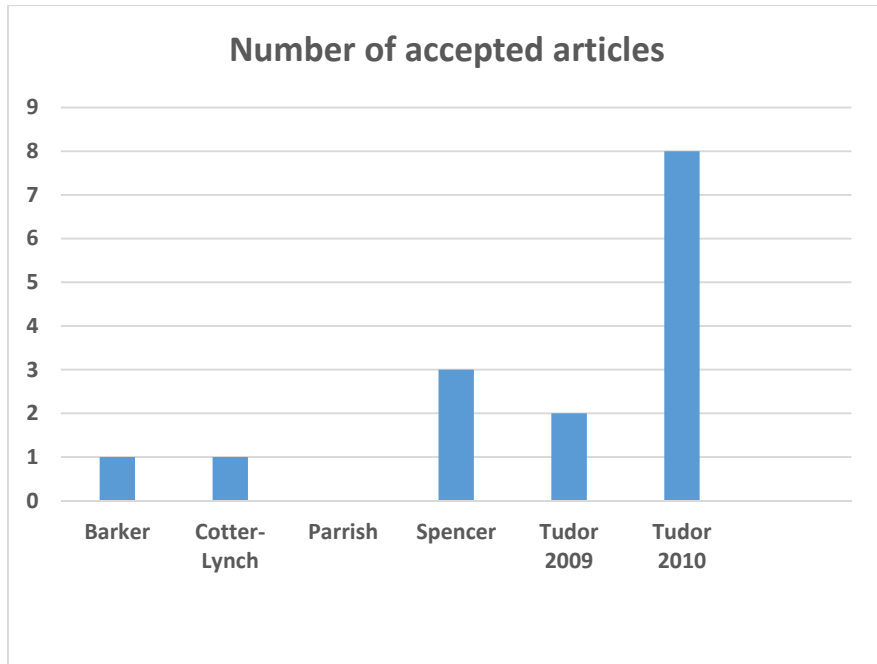
As an experienced scholar in the field, I will also provide brief evaluations of the 5 additional publications included in Tudor's 2010 portfolio and not in her 2009 portfolio, as well as brief evaluations of her other 2 new articles listed in the 2010 portfolio but not provided in that portfolio.)

- "Latin American Magical Realism and the Native American Novel." This article is knowledgeable, intelligent, and wise. It has a narrow focus, zeroing in on a critique of one particular scholarly book that may not need such a careful consideration, but the consideration is very well done.
- "*Pearl*: A Study in Memoir and First Person Narrative Poetry." This is an intelligent and proficient article, well researched through 2000. Some individual comments in the article could use revision to point them better at a scholarly audience, but the work overall shows genuine promise for a young scholar.
- "Romantic Voyeurism and the Modern Idea of the Savage." This article is intelligent, knowledgeable, and wide-ranging, more useful for teachers than we might find in the tight focus of a typical scholarly article. A few individual points could use revision, but again, the wisdom and ability stand out.
- In "The Ethics and Ethos of Eighteenth-Century British Literature" Tudor compares two eighteenth-century novels, *Pamela* and *Evelina*, to a postcolonial twentieth-century novel, *Wide Sargasso Sea*, which itself revises the nineteenth-century novel *Jane Eyre*. Tudor discusses how differences in social power shape these novels, focusing on gender, class, and race, a fairly predictable approach in contemporary criticism. The distinctiveness of the article comes in the comparison across centuries, including the argument that ideas made explicit in the later novel also play a large role in the earlier novels, even though the earlier novels show less awareness of those ideas.

- “A Reading of Jonathan Swift’s ‘A Modest Proposal’ Using Roman Jakobson’s Poetic Function” offers a skillful, intelligent, and sophisticated reading of Swift’s rhetoric and style. The grafting of Jakobson’s famous essay with Swift’s most famous essay comes across like a teaching exercise by a smart and ambitious beginner, though in that sense it helpfully addresses strategies for teaching Swift to undergraduates. I would like to see the impressively detailed reading of Swift’s language complemented by more dialogue with what other critics have said about it, but this is smart and imaginative work.
- “The Memoir as Quest: Sara Suleri’s *Meatless Days*.” A very solid article that can prove useful to people who teach or write about Suleri’s popular memoir. While this article is published in a South Asian journal that few readers in the United States will find, it makes sense to publish there about Suleri’s memoir of growing up in South Asia.
- “*The Ancient Child and House Made of Dawn: A New Interpretation*.” This article about N. Scott Momaday, a Pulitzer-Prize-winning, widely taught Native American novelist, is Tudor’s best work. It provides a strong interpretation deeply engaged with other critical responses. With updating, a more specific title, and perhaps an occasional cut of more personal reflections, this article definitely has the potential to appear in a distinguished journal of literary criticism.

Overall, Tudor’s articles move across a wide range of materials, with a focus on Native American studies and fiction. They also address related topics such as colonial and postcolonial writers, including Suleri and the Irish writer Jonathan Swift, in line with the common tendency of scholars to interpret Native American writing together with other postcolonial writing.

The charts below illustrate the number of accepted articles and the number of accepted, peer-reviewed articles for each candidate. (These charts include Spencer’s third article even though the administrators at Southeastern may not have known of its acceptance when they decided to recommend him for promotion and tenure.)



Service

Based on the portfolios available for consideration, it is difficult to draw meaningful distinctions among the service records of the 5 different candidates for promotion. The only meaningful differences I can readily identify come from Cotter-Lynch’s nomination for an award for excellent service, and her service beyond Southeastern in organizing conference panels and leading a seminar of other scholars. I do not know how difficult it is to receive a nomination for excellent service, but the other candidates have not listed such a nomination or provided leadership in national settings beyond campus. Much of Barker’s service seems to follow from

her classroom role as a teacher of future teachers of English, but I do not have enough information to judge how much such work goes routinely with the courses she taught or indicates an extra contribution on her own initiative, except to say that she also volunteered at the community elementary schools. Apart from those considerations, all the candidates seem to have similar records of service. Except for Barker, they all played roles on their department's Assessment, Planning, and Development Committee, which both Spencer and Tudor have chaired. Barker and Tudor also served on the Five-Year program Review committee, while Spencer and Tudor played key roles in organizing Southeastern's biannual Native American Symposium. Tudor's 2010 portfolio also indicates that she began working to organize a Gay Straight Alliance on campus and to provide other support and resources for LGBT students at Southeastern. Tudor and Cotter-Lynch both served on committees that hire new faculty, a crucial and extremely time-consuming task. All the candidates pitched in to help with the Honors program or other more or less routine tasks here and there. Spencer served as faculty advisor for the local chapter of Sigma Tau Delta, the international English Honor Society. Parrish and Tudor each served on the Faculty Senate, elected by their colleagues from across the University.

Given the difficulty of making meaningful distinctions among the service records of the various candidates, it seems perplexing that all the candidates except Tudor were considered by the administrators beyond their department to have served the University with distinction. Probably no one was better qualified to judge Tudor's service than those colleagues who worked with her most closely. Here is what they say.

- Professor Paula Smith Allen's 2010 letter says that "As a colleague, Dr. Tudor endeavors to carry (at least) her share of the workload within the department. I recall that, while still a relative newcomer . . . , Dr. Tudor led an assessment effort by the department with alacrity and foresight over a several-year period. She participates on committees and participates actively in planning and assessment. She works effectively with both faculty and staff members, and her demeanor is always professional regardless of the circumstances."
- Professor Lisa L. Coleman's 2010 letter praises Tudor's contribution to designing new courses, working on the Native American Symposium, serving the community, serving as a Faculty Senator, and working on department committees.
- Parrish's 2010 letter says that "Dr. Tudor has been instrumental in the preparation of assessment documents," praises her work on department committees, and says that "She is a vital member of the department through her service, astute thinking, contributions, and collegiality." She also praises Tudor for service "beyond the department as she currently serves on the Faculty Senate, has served and participated in the Oklahoma Scholar Leadership Enrichment Program . . . , and has been a tireless supporter, worker, and committee member for the Native American Symposium."
- Spencer's letter joins the chorus of praise for Tudor's service. "She is in her second year," he writes, "as a member of the Southeastern Faculty Senate, and before that she served for three years as chair of our Assessment, Planning, and

Development Committee, compiling and writing the annual assessment report. This is by far the most important departmental committee, as it oversees all aspects of curriculum development and assessment, potentially charting the course for years to come.” Spencer calls Tudor “one of the key members of the Native American Symposium Committee,” which he chairs. He praises her for “helping to plan and stage the event every other year. For the 2005 and 2007 symposia,” he adds, Tudor “served as co-editor with me of the published proceedings, reading and commenting on all the papers submitted, and joining in the selection of those to include.”

Surely it means a great deal that these colleagues who have worked so closely with Tudor think so highly of her contributions to service. The evidence in the portfolios indicates that Tudor and her colleagues work together to distribute the service more or less equally among themselves. Indeed, the similarity among the different candidates’ service records throws into doubt the very possibility of seeing Tudor’s service as less than the service of her colleagues. To judge her service as deficient would require a similar conclusion for at least 3 of the 4 other candidates who were deemed qualified for promotion and tenure. Therefore, I see no reasonable grounds for ranking Tudor’s service in such a way that it would contribute to denying her the promotion and tenure that her colleagues were granted for the same level of work for the University that they all served.

Once we put all this information and all these comparisons together across the 5 candidates’ records of teaching, scholarship, and service, the facts speak for themselves. The facts show no reasonable, objective, or fair grounds for denying Professor Tudor the same promotion that was granted to her colleagues.



Robert Dale Parker
Professor of English
University of Illinois

June 6, 2016

List of Documents Considered for This Report

This report was based on the following documents.

- Article by R. J. Tudor, “Historical and Experiential Postmodernism: Native American and Euro-American.” OAG/DLC/USA v. SOSU – CIV-15-324/004931-50.
- Faculty Promotion and Tenure Evaluation Summary Confidential Analysis Worksheet, evaluating Rachael J. Tudor, submitted by Lucretia C. Scoufos, 1/14/10. OAG/DLC/USA v. SOSU – CIV-15-324/001137-38.
- Faculty Promotion and Tenure Evaluation Summary Confidential Analysis Worksheet, evaluating Rachel J. Tudor, submitted by John Brett Mischo, 11/29/09. OAG/DLC/USA v. SOSU – CIV-15-324/001133-34.
- Memorandum on the subject of promotion and tenure recommendation (regarding Virginia A. Parrish), submitted by Lucretia C. Scoufos, 2/12/09. OAG/DLC/USA v. SOSU – CIV-15-324/007384.
- Memorandum of notification of promotion and tenure status (regarding Virginia A. Parrish), submitted by Larry Minks, 2/16/09. OAG/DLC/USA v. SOSU – CIV-15-324/007383.
- Letter approving promotion of Virginia Parrish, from Michael D. Turner, 4/20/09. OAG/DLC/USA v. SOSU – CIV-15-324/007381.
- Letter recommending Margaret W. Cotter-Lynch for promotion and tenure, from Lucretia C. Scoufos, 1/14/10. PI001960.
- Memorandum of notification of promotion status (regarding Margaret Cotter-Lynch), submitted by Douglas N. McMillan, 2/15/10. OAG/DLC/USA v. SOSU – CIV-15-324/007437.
- Faculty Promotion and Tenure Evaluation Summary Confidential Analysis Worksheet, evaluating Virginia Parrish, submitted by John Brett Mischo, 11/30/08. OAG/DLC/USA v. SOSU – CIV-15-324/007389-90.
- Letter recommending tenure and promotion for Virginia Parrish, from John Brett Mischo, 11/26/08. OAG/DLC/USA v. SOSU – CIV-15-324/007386-87.
- Letter recommending tenure and not promotion for Mark Spencer, from John Brett Mischo, 12/1/06. OAG/DLC/USA v. SOSU – CIV-15-324/007506-07.
- Letter recommending tenure and promotion for Mark Spencer, from C. W. Mangrum, 1/11/07. OAG/DLC/USA v. SOSU – CIV-15-324/007505.

- Letter recommending tenure and not promotion for Mark Spencer, from Douglas McMillan, 2/12/07. OAG/DLC/USA v. SOSU – CIV-15-324/007504.
- Faculty Promotion and Tenure Evaluation Summary Confidential Analysis Worksheet, evaluating Rachel J. Tudor, submitted by Douglas N. McMillan, not dated. OAG/DLC/USA v. SOSU – CIV-15-324/007703-04.
- Letter not recommending tenure and promotion for Rachel J. Tudor, from Lucretia C. Scoufos, 1/12/10. EEOC000855.
- Faculty Promotion and Tenure Evaluation Summary Confidential Analysis Worksheet, evaluating Janet Barker, not attributed or dated. OAG/DLC/USA v. SOSU – CIV-15-324/007470-71.
- Letter notifying Janet Barker of the decision to approve her promotion to associate professor with tenure, from Larry Minks, May 1, 2011. DOJ000156-57.
- Excerpt from Southeastern Academic Policies and Procedures Manual regarding the “Role of the Faculty” and “Faculty Participation.” EEOC000300-01.
- Letter recommending tenure and not promotion for Mark Spencer, from Douglas McMillan, 2/12/07. A different version of the other letter on the same topic from the same day. OAG/DLC/USA v. SOSU – CIV-15-324/012992.
- Excerpt from Southeastern Academic Policies and Procedures Manual regarding “Rank and Promotion” and “Tenure.” EEOC000327-35.
- Memorandum to Rachel Tudor from Douglas N. McMillan regarding denial of application for tenure and promotion, 4/30/10. EEOC000892-93.
- Promotion and Tenure Portfolio of Virginia A. Parrish. EEOC001676-2238.
- Promotion and Tenure Portfolio of Margaret Cotter-Lynch. EEOC002239-2474.
- Promotion and Tenure Portfolio of Rachel Tudor, 2010. EEOC003086-3271.
- Promotion and Tenure Portfolio of Mark Spencer. EEOC003521-3576.
- Portions of Promotion and Tenure Portfolio of Rachel Tudor, 2009. PI001308-35.
- Promotion and Tenure Portfolio of Janet L. Barker, 2010. DOJ000158-330.
- Letter recommending tenure and promotion for Margaret Cotter-Lynch, from John Brett Mischo, 11/29/09. PI001959.

- Letter recommending tenure and promotion for Margaret Cotter-Lynch, from Douglas McMillan, 1/14/10. OAG/DLC/USA v. SOSU – CIV-15-324/007437.
- Excerpt from Southeastern Academic Policy and Procedures Manual regarding “Faculty Development and Evaluation Policies.” EEOC000317-21.
- Letter approving tenure and promotion of Mark Spencer, from Jesse O. Snowden, 4/18/07. OAG/DLC/USA v. SOSU – CIV-15-324/007503.
- Letter to Robert Dale Parker from the Department of Justice, 5/18/16.
- Copies of emails from Prafulla Kar, Rachel Tudor, John Mischo, and Lucretia Scoufos documenting a new publication by Tudor, February 4 and February 11, 2010, and November 30, 2010. EEOC000063-64.
- Letter to Robert Dale Parker from the Department of Justice, 6/2/16.
- Southeastern’s “Faculty Senate Awards Policy,” Southeastern PDF provided by the Department of Justice.
- Article by Mark B. Spencer, “Dickinson’s Because I Could Not Stop for Death.”
- Article by Mark B. Spencer, “William Faulkner’s ‘A Rose for Emily’ and *Psycho*.”
- Article by Mark B. Spencer, “Recreating the Early Modern in the Postmodern: George Garrett’s *Death of the Fox*.”
- Article by Rachel Tudor, “A Reading of Jonathan Swift’s ‘A Modest Proposal’ Using Roman Jakobson’s Poetic Function.”
- *The Atrium* (journal) Fall 2010.
- Article by Rachel Tudor, “The Ethics and Ethos of Eighteenth-Century British Literature.”
- Article by Margaret Cotter-Lynch, “Teaching Ancient Biography.”
- Article by Jani L. Barker, “Racial Identification and Audience in *Roll of Thunder, Here My Cry* and *The Watsons Go to Birmingham—1963*.”
- Entries from the *Modern Language Association Directory of Periodicals* for the following journals: *ASEBL Journal*, *The Atrium*, *Journal of Contemporary Thought*, *Teaching American Literature*, *The Texas Review*, *Explicator*, and *Eureka Studies in Teaching Short Fiction*, accessed March 2, 2016

- Entry from the *Modern Language Association Directory of Periodicals for Children's Literature in Education*, May 4, 2016
- Entry from the *Modern Language Association Directory of Periodicals for Lamar Journal of the Humanities*, accessed May 18, 2016
- Website of journal *Research and Criticism*, <http://www.pencraftinternational.com/bookclub.htm>, accessed May 10, 2016
- Website of journal *Diesis*, <http://www.diesisjournal.org/submissions>, accessed May 10, 2016
- *The Atrium* (journal) website from 2013, accessed June 4, 2016.
- *Diesis* (journal) website from 2010, accessed June 4, 2016.
- *Teaching American Literature* website (journal) from fall 2009, accessed June 4, 2016.

TRIAL EXHIBIT OMITTED

DUE TO AN UNWORKABLY LARGE FILE SIZE

Professional Portfolio

Dr. Mark Spencer

**Application for Tenure and Promotion
to Associate Professor**

**Dr. Mark B. Spencer
Assistant Professor of English and Humanities
Southeastern Oklahoma State University**

October 1, 2006

Tenure Application Vita

Mark B. Spencer

Assistant Professor
Department of English, Humanities, and Languages
Box 4121
Southeastern Oklahoma State University
Durant, Ok 74701-0609
[mspencer@sosu.edu](mailto:m Spencer@sosu.edu)

Education

- 2001 Ph.D. Comparative Literature, University of Arkansas
Dissertation: "In Our Own Image: Modern Historical Novels of the Middle Ages and Renaissance"
- 1998 A.M. Latin, University of Illinois at Urbana-Champaign
- 1995 Ph.D. Medieval History, University of Kentucky
Dissertation: "The *Historia Caroli VII et Ludovici XI* by Thomas Basin (1412-1490)"
- 1988 M.A. English, The Ohio State University
- 1984 M.A. European History, University of North Texas
Thesis: "Louis XI and the Feudality of France, 1461-83"
- 1981 B.A. History, University of North Texas

Academic Teaching Experience

- 2001-Present Assistant Professor of English and Humanities, Southeastern Oklahoma State University
- 1998-2001 Graduate Instructor of English, University of Arkansas
- 1996-1997 Graduate Teaching Assistant in Classics, University of Illinois at Urbana-Champaign
- 1996 Visiting Professor of History, University of Kentucky
- 1991-1995 Graduate Instructor of History, University of Kentucky
- 1989-1991 Instructor of Liberal Arts, Warren County Community College, Washington, New Jersey
- 1989 Adjunct Instructor of English, Collin County Community College Spring Creek, Plano, Texas

1988-1989 Adjunct Instructor of English, Brookhaven Community College,
Dallas, Texas
1986-1988 Graduate Instructor of English, The Ohio State University
1984-1986 Graduate Teaching Assistant in History, The Ohio State University
1981-1984 Graduate Instructor of History, University of North Texas

Professional Interests

Historical Novels set in Antiquity through the Renaissance
Historical Writing from Antiquity through the Renaissance
Humanistic Tradition from Antiquity through the Enlightenment

Selected Committees and Special Assignments

2004-Present Co-Chair, Native American Symposium Committee
Primary organizer of the panel sessions for both the 5th symposium in
November 2003 and the 6th symposium in November 2005,
<http://www.sosu.edu/nas/>

- Wrote and issued the call for papers
- Accepted proposals and corresponded with submitters
- Organized the paper panels and determined the schedule
- Wrote the schedule brochures and symposium programs
- Arranged provision of computer equipment and other audio-visual aids
in the conference rooms
- Designed and posted advertisement posters around campus
- Edited the 5th and 6th symposium proceedings

2003-Present Chair, Assessment, Planning, and Development Committee,
Department of English, Humanities, and Languages

- Wrote the yearly assessment report for 2002-03, 2004-05, and 2005-06
- Introduced a new three-year assessment plan for 2005-08
- Organized division of new NCATE assessment measures among
faculty teaching upper-division English classes
- Led effort to update the department listings in the undergraduate catalog
- Directed compilation and distribution of course portfolios for upper-
level English courses as part of assessment for 2003-04
- Organized election of new chair to replace Glenda Zumwalt in 2004

2004-Present Member, University Honors Committee

- Directed the grading of essays by program candidates on Honors Day in February 2005 and 2006
- Graded essays by program candidates on Honors Day in 2002 and 2004, and graded additional essays for late applicants in 2005 and 2006
- Interviewed program candidates on Honors Day in 2003, and held additional interviews for later applicants in 2003, 2004, and 2005
- Attended committee meetings and other Honors events

2003-Present Coordinator, English Curriculum Contest

- Administered and scored the Freshman English I exam each year from March 2003 to 2006

2002-Present Advisor, Sigma Tau Delta, English Honor Society

- Attended meetings and participated in Sigma Tau Delta events, such as the annual awards ceremony and the garage and bake sales to raise money

2002-Present Library Acquisition Liaison, Department of English, Humanities, and Languages

- Submitted orders for books placed by faculty members
- Reviewed library holdings of books on topics in the Western humanities to 1700 and aggressively sought to improve the collection, spending thousands of dollars left unspent by other faculty members and departments

2001-04 Member, Composition and Humanities Committees, Department of English, Humanities, and Languages

- Helped design new standard syllabus for English Composition 1112 and 1213, as well as Humanities 2113

Awards and Honors

- 2006 Nomination, Outstanding Service Award, Southeastern Oklahoma State University
- 2005 Nominations, Outstanding Teaching and Outstanding Service Awards, SOSU
- 2004 Nomination, Outstanding Service Award, SOSU
- 2003 Nomination, Outstanding Teaching Award, SOSU

English 3653: British Literature Since 1800

This course was inherited from Robert Henderson. I first taught it in Spring 2004, using the standard Norton anthology, which he had ordered for the class. I used this anthology again in Spring 2005, but I have subsequently switched to compiling my own collection of English poetry, supplemented by a selection of novels and plays such as Jane Austen's *Pride and Prejudice*, George Bernard Shaw's *Heartbreak House*, and Salman Rushdie's *Shame*. A summary of the teaching evaluations from Spring 2005 is provided below.

Other Courses Taught at Southeastern

Humanities 2113: Antiquity to the Renaissance

I have taught at least two sections of this class every semester since I came to SOSU in Fall 2001. I strive above all to incorporate a comprehensive and multidisciplinary approach, drawing upon history, literature, philosophy, religion, and art. The historical background is supplied in class lectures, and the students then read and analyze selections from a variety of primary sources such as Homer's *Iliad*, the Koran, and the *Lais* of Marie de France. For the art and architecture portion of the course, I have collected over 2,000 images from art books and websites, which I show to the class via the computer projector in our multimedia classroom. Naturally, covering such a wide range of topics in short compass presents a challenge, but I particularly stress those elements of our cultural heritage which most actively continue to shape our world today. Summaries of the teaching evaluations from Fall and Spring 2005 can be found below.

English 1113: Composition I

In the first semester of freshman composition, which I taught each semester from Fall 2001 through Fall 2003, I had the students read, summarize, and critique short articles on current controversial issues for their major papers, rather than employing the more traditional personal experience and expository argument essay sequence. This enables students to improve their reading comprehension and powers of critical analysis along with their composition skills, as well as providing an immediate immersion into the special requirements of academic writing, such as proper quoting, paraphrasing, and documentary citation. Each paper is written in three drafts. The first two are marked by me with suggested revisions, while a final corrected copy is submitted in a composition portfolio at the end of the semester. I plan on using an expanded version this approach in the second semester of English composition, which I will begin teaching again in Spring 2006.

English 1213: Composition II

Thus far I have taught the second semester of English composition only once here at SOSU in Spring 2002, and I used a literature and film model in which the students read easily accessible novels that have been made into films, such as Larry McMurty's *The Last Picture Show* and F. Scott Fitzgerald's *The Great Gatsby*, to serve as the basis for their analytical and research papers.

English 2313/Humanities 2313: Introduction to Literature

I taught this course once in Spring 2003, using a standard Introduction to Literature text for short stories, poems, and drama.

Other Courses Taught

English Composition I & II, University of Arkansas, Warren County Community College, Ohio State University
World Literature I & II, University of Arkansas
American Literature I, Warren County Community College
Western Civilization I & II, University of Kentucky, Warren County Community College
American History I & II, University of North Texas
History of Science I, University of Kentucky

Publications

Books and Monographs

Spencer, M. (1997). *Thomas Basin (1412-1490): The History of Charles VII and Louis XI*. Nieuwkoop, Netherlands: De Graaf.

This book is an analytical study of the French bishop Thomas Basin and his two Latin histories of King Charles VII and King Louis XI of France. Basin spent several years in Italy during his early ecclesiastical career, where he met the famous Italian humanists Leonardo Bruni and Poggio Bracciolini. Writing his histories many years later in exile from France due to his conflict with Louis XI, Basin incorporated both the new historical techniques of the Italian humanists in imitation of classical authors and the traditional methods of the 15th-century French vernacular chroniclers such as Jean Froissart. His work thus offers a unique perspective on the full dynamic complexity of the transition from medieval to modern historical writing. The book was very well-received by academic reviewers in Europe and America, and sample reviews in English and German are provided below in the section on publications.

Refereed Journal Articles

Spencer, M. (2007) "Emily Dickinson's 'Because I Could Not Stop for Death,'" *The Explicator* (forthcoming Winter 2007)

Most of the various interpretations of Dickinson's much-discussed poem seem to assume one significant feature of supposed Christian belief in the afterlife, namely, that the soul at death immediately attains its eternal state. This is indeed the popular view of the question, but it is not the most theologically accurate one. The Revelation of John presents a quite different scenario, in which the Last Judgment will not take place until the Second Coming of Christ at some undetermined point in the future, when the saved shall be restored to life and the damned shall perish utterly. My brief article demonstrates how several puzzling features of the poem actually make perfect sense if read from this perspective of a delayed final reconciliation of the soul with God. The acceptance notice from the journal editor is included in the publications section below.

Spencer, M. (2006). "William Faulkner's "A Rose for Emily and *Psycho*," *Eureka Studies in Teaching Short Fiction* (forthcoming Fall 2006)

Alfred Hitchcock's *Psycho* was a seminal piece of film-making in many ways, not least as a classic analysis of the psychological motivation behind such horrific crimes as those committed by the lead character Norman Bates. It is well known that the film was closely based on a novel of the same name by Robert Bloch, which was in turn partly inspired by sensational real-life murders in late 1950s Wisconsin. The pathological incestuous triangle at the heart of the story, however, in many respects is highly similar to that in "A Rose for Emily," albeit with the genders reversed. This article explores these and other key similarities between the novel and the short story, demonstrating how there can be little doubt that Bloch drew consciously or unconsciously upon Faulkner's work. Interestingly enough, several of the small changes made in the movie from the book actually bring it even closer to the original source. The acceptance notice from the journal editor can be found below.

Spencer, M. (1994). "Dating the Baptism of Clovis, 1886-1993" *Early Medieval Europe* 3.2, 97-116.

This article reviews the long-standing controversy over the baptismal date of Clovis, King of the Franks, who conquered most of Roman Gaul by his death in 511, thereby becoming in some measure the first King of France. Formerly a pagan, his conversion to orthodox Catholic Christianity, rather than the heretical Arian faith of most of the other Germanic invaders of the western Roman Empire, was a momentous event that helped reconcile the conquered

Romans in Gaul to Germanic rule. The story is told by Gregory of Tours, the most crucial source for the history of France in the early Dark Ages, and the dating question goes to the heart of his historical veracity and accuracy. The paper ultimately argues in favor of the traditional date supplied by Gregory.

Published Abstracts and Other Publications

Spencer, M. (July 2003). Review of Mary-Rose McLaren, *The London Chronicles of the Fifteenth Century: A Revolution in English Writing*, *The Medieval Review*

Invited review of a book on chronicle writing in late medieval England for this online journal. The review is available at <http://www.hti.umich.edu/t/tmr/>.

Edited Conference Proceedings

Spencer, M. and Robert Tudor (2006). *Native Women in the Arts, Education, and Leadership: Proceedings of the Sixth Native American Symposium*

I served as the lead editor of the latest symposium proceedings, while Robert Tudor offered assistance with the initial editing of half the articles and participated in the selection process. The rest of the work was done by me, including the final editing and formatting of the papers, as well as preparing the camera-ready manuscript. The volume is currently at the print shop, and copies will be sent to colleges and universities with Native American Studies programs. The papers are also available online in the publications section of the Native American Symposium website (<http://www.sosu.edu/nas/>), and the proceedings from the other symposia will be posted there soon. Sample pages can be found in the service section below.

Spencer, M. and L. Scoufos (2005). *Native Being ↔ Being Native: Proceedings of the Fifth Native American Symposium*

Virtually all of the work on these proceedings from the November 2003 symposium was done by me, including the selection of the articles, the editing of the texts, and preparing the camera-ready manuscript. I also applied for ISBN numbers for this and all future proceedings, and distributed copies to colleges and universities with Native American Studies programs.

Scoufos, L., M. Spencer, and C. Litton (2003/2004). *Stealing/Steeling the Spirit: American Identities & Smoke Screens/Smoke Signals: Looking Through Two Worlds: Proceedings of the Third and Fourth Native American Symposiums*

Lucretia Scoufos did most the editorial work on these proceedings drawn from papers left over from the 2001 and 1999 symposia. I reviewed several of articles and participated in the selection process.

Other Professional Activities

Textbook Chapter Reviewing

Upon invitation from Thomson Higher Education in March 2006, I reviewed two chapters on the Middle Ages and Renaissance for a proposed new humanities textbook entitled *Living Heritage: An Introduction to Humanities*. I gave the chapters a qualified endorsement, pointing out several inadequacies and the general unsuitability of the text to the way I teach the course. The volume has not yet appeared in print.

Non-Published Presentations

10/14/2006 "Chaucer's *Troilus and Criseyde* as a Novel," Fourth Annual Conference of the Louisiana Consortium of Medieval and Renaissance Scholars

This presentation evaluated Chaucer's *Troilus and Criseyde* according to the ten defining characteristics of the novel as established by J. Paul Hunter. Hunter's definition of the novel is by no means unique, but rather builds upon the generally accepted interpretation of Ian Watt, which associated the new literary genre with the social and ideological changes introduced by the growth of the middle class in 18th-century England. As a long narrative poem composed in Middle English rhyming verse, *Troilus and Criseyde* is obviously not a novel in the literal sense, but it does admirably fulfill most of Hunter's criteria, such as credibility and probability, familiarity, individualism and subjectivity, empathy and vicariousness, coherence and unity of design, and self-consciousness about innovation and novelty, which allegedly distinguish the modern novel from the romance. An analysis of *Troilus and Criseyde* from this perspective raises a number of intriguing questions regarding both the possible antecedents of the novel in the later Middle Ages and Renaissance, as well as the history of medieval and early modern *mentalités*.

10/22/2006 "Getting Used to A Leaky Roof: Alfred Duggan's *Conscience of the King* and Arthurian Britain," Third Annual Louisiana Consortium of Medieval and Renaissance Scholars, Northwestern State University, Natchitoches, Louisiana

Alfred Duggan was a prolific historical novelist of Ancient Rome and the Middle Ages during the 1950s and 1960s. His *Conscience of the King* purports to be the autobiography of Cerdic, king of Wessex, about whom little is known beyond the fact that he established the first Saxon kingdom in Roman Britain around 519. Written very much in the manner of Robert Graves' *I, Claudius* and *Claudius the God*, Duggan presents Cerdic as bearing mixed Roman, Celtic, and German blood, thereby explaining both his classical education and his oddly Romano-Celtic name. Cerdic is also depicted as a thoroughly amoral character, achieving his ultimate eminence through repeated acts of treachery and a sure survivor's instinct. The result is a wryly ironic take on a period that has been much romanticized, both during the Middle Ages and in more recent times. The paper first presents a brief general introduction to the life and work of Alfred Duggan, and then explores *Conscience of the King* as a historical interpretation of the Arthurian age.

3/26/2005 "Sex and Politics: Representing Romans in Robert Graves' *I, Claudius* and *Claudius the God*," From Plato to Potter: Conference of the Classical, Medieval, and Renaissance Studies Center, University of Texas at Tyler

The broad popular appeal of the two novels on the life of the Roman emperor Claudius by Robert Graves and the multi-episode BBC production based on them undoubtedly lies in part with the generous helping of lurid sexual intrigue and abandon that is served up with the political history in a manner worthy of the most salacious modern soap opera. Graves' novels, however, were built upon meticulous classical scholarship, and the events depicted therein are fully attested by our chief primary sources, the Roman historians Suetonius and Tacitus. Modern scholars have mixed views on how far to credit the more sensational stories, tending to pick and choose among them in a rather arbitrary fashion. This paper takes a different tack, examining first the ways in which Roman politicians and historians used sexual slander as a rhetorical strategy, and secondly exploring the sexual and political affinities that may partly explain why the excesses of Rome's first imperial family hold such fascination and resonance for a modern American audience.

2/26/2005 “*Knight Crusader and The Gauntlet: The Historical Fiction of Ronald Oliver Felton*,” Mid-America Medieval Association, University of Missouri-Kansas City

During the 1950s and 1960s, Ronald Oliver Felton composed a series of historical novels for young people under the pseudonym Ronald Welch. Several are set during the Middle Ages including *Knight Crusader* and *The Gauntlet*, which are two of his most successful. *Knight Crusader* recounts the adventures of Phillip D’Aubigny in the Third Crusade, where he is captured by the Muslims at the battle of Hattin and held prisoner by Saladin, but later escapes and fights under Richard the Lionheart. *The Gauntlet* tells the story of Peter Staunton, an English schoolboy who is transported back to the 14th century. Although ostensibly written for younger readers, both works compare favorably with recent adult bestsellers such as Michael Crichton’s *Timeline* and Connie Willis’ *The Doomsday Book*. This paper analyzes and evaluates *Knight Crusader* and *The Gauntlet* as fictive representations of the Middle Ages, situating them within the context of modern popular medievalism.

9/18/2004 “Writing Medieval Women: The Recent Critical Reception of Sigrid Undset’s *Kristin Lavransdatter*,” Texas Medieval Association, University of Dallas

Sigrid Undset received the Nobel Prize for Literature in 1928 for her masterly historical novel *Kristin Lavransdatter* (1922). Set in medieval Norway during the fourteenth century, the story recounts the life of its namesake protagonist from early childhood until her death. Long considered a classic of modern Norwegian literature, and widely read and cherished in translation by millions around the world, the novel has received scant critical analysis outside of Scandinavia. Scholarly attention has always been more than generous at home, but in recent years much of it has taken a surprisingly negative turn. Charges of historical anachronism, middlebrow bourgeois psychologizing, excessive narrative and interpretive closure, insufficient concern with feminism, patriarchy, social injustice, and class conflict strike the dominant critical key. This paper examines these charges and assesses their validity. Perhaps the principal problem is the insistence that Undset’s novel be judged by the literary standards of modernism and postmodernism, rather than recognizing its true status as one of the last great examples of nineteenth-century realism. Far from being dated in any way, *Kristin Lavransdatter* may never be surpassed as a modern imaginative construction of a medieval woman’s interior life.

9/25/2003 "A Medievalizing We Will Go: Time-Travel Narratives to the Middle Ages," Texas Medieval Association, Baylor University

Time travel to the Middle Ages is a flourishing literary sub-genre. Mark Twain initiated it in 1889 with *A Connecticut Yankee in King Arthur's Court*, which was ostensibly set in the traditional Arthurian era, but clearly depicted the material conditions of a later period. Ford Madox Ford published *Ladies Whose Bright Eyes* as a rejoinder to Twain's effort in 1911, choosing a more accurately rendered fourteenth century as the quintessential medieval age. This set something of a precedent, and subsequent medieval time-travel narratives have generally returned to the same period. The examples addressed in this paper include Ronald Welch's *The Gauntlet* from 1951, *The Doomsday Book* by Connie Willis from 1992, and Michael Crichton's *Timeline* published in 1999. Their temporal proximity makes the novels readily comparable and furnishes an opportunity both to investigate how the medieval time-travel theme has developed over the last century, and to appraise whether it offers modern readers a serious and substantial basis to understand and appreciate authentic medieval experience.

10/5/2003 "In Our Own Image? Historical Representation in Ford Madox Ford's *Ladies Whose Bright Eyes*," International Ford Madox Ford Conference, University of Wisconsin-Madison

This paper delivered to the Ford Madox Ford Society sought to place *Ladies Whose Bright Eyes* in the larger context of the evolution of historical fiction. Virtually all those assembled were considerably more learned in Ford scholarship than myself, but the paper was very well-received. I first traced the development of the historical novel since Sir Walter Scott, critiquing the views of the leading theorist Georg Lukács. I then situated *Ladies Whose Bright Eyes* as a transitional work between the nineteenth-century historical romance tradition of established by Scott and the new historical realism of the early twentieth-century, most brilliantly exemplified by Robert Graves' Claudius novels. Ford himself characterized his historical novels as "romances," and the time-travel theme certainly demands such a categorization in this case. The paper concludes by demonstrating how *Ladies* compares very favorably with the more recent time-travel novels to the fourteenth century by Michael Crichton and Connie Willis mentioned above.

9/20/2003 "Beyond Brother Cadfael and *The Name of the Rose*: Historical Novels of the Middle Ages," Texas Medieval Association, University of St. Thomas, Houston, Texas

4/10/2003 "Recapturing the Past: Historical Novels since Sir Walter Scott," Southeastern School of Arts and Sciences Lecture Series

2/24/2001 "In Our Own Image: Modern Historical Novels of the Middle Ages," Mid-America Medieval Association, University of Missouri-Kansas City

These three papers largely draw from the research for my second dissertation. Georg Lukács claimed that Sir Walter Scott gave birth to modern historical realism in the novel, inspiring such giants of the nineteenth century as Dickens, Balzac, and Tolstoy, while the twentieth century witnessed a decline into decadent antiquarianism. It is far more correct to say that Scott established a dramatic fork in the road between the historical novel and the novel in general. The masters of nineteenth-century realism were deeply impressed by his descriptive technique and unrivaled power to evoke a vivid and convincing fictional world, and they applied his methods to the depiction of contemporary life. Historical novels followed Scott's example in another direction and retained their traditional romance plots. Gustave Flaubert's *Madame Bovary* and *Salambo* nicely illustrate the divide that emerged between the two genres. As Peter Green has demonstrated, not until the early twentieth century did the historical novel adopt plots and characters that were as historically authentic as their period detail. Realism came to the historical novel quite late, well after the contemporary novel was moving into modernist experimentation. The historical novel ultimately followed here as well, but at a similar remove. All three papers review this general background and then discuss selected texts set during the Middle Ages to illustrate the various stages of the historical novel's development.

4/6/2002 "Psycho-Killer: Evolution of a Pop-Culture Construct," EGAD Symposium, Texas A&M University Commerce, Commerce Texas

This was the first version of what later became "William Faulkner's 'A Rose for Emily' and *Psycho*" as described above.

9/10/1994 "Chronicle and History in the *Historia Caroli VII and Historia Ludovici XI* by Thomas Basin (1412-1490), Texas Medieval Association, Our Lady of the Lake University, San Antonio, Texas

A trial balloon for my first dissertation and published book.

11/6/1992 "The Dating of Clovis' Baptism," Midwest Medieval History Conference, Purdue University

Original version of the article published in *Early Modern Europe* as described above.

Teaching Evaluations

To Whom It May Concern:

On April 11, 2006 I was invited to observe Dr. Mark Spencer's English 2413 Critical Approaches to Literature class. The class was very interesting, enlightening, and enjoyable. The class began at 9:30 a.m. Dr. Spencer passed out assignments for the remainder of the semester and then put on the final segment of the 1935 film version of Frankenstein. Following the viewing, students were asked to write a short reaction essay comparing this movie version to the original book by Mary Shelley, which they read for the class. This was a good teaching technique because it led students to focus their thoughts on the upcoming discussion topic for the class. After about five minutes dedicated to the writing assignment, the discussion began.

The discussion lasted for the remainder of the class. Dr. Spencer led and managed the discussion but got the students very involved. Many students volunteered their opinions regarding the book and movie versions and the differing portrayals of various characters in the story. Once volunteers dwindled, Dr. Spencer politely asked other students for their opinions. It was impressive that all of these quieter students were on task when called on and offered opinions. The professor definitely provided a non-threatening environment for offering and discussing opinions. By the end of the class, it seemed that every student had contributed something to the class discussion.

Following a thorough discussion of the more literal features of the two versions of Frankenstein, Dr. Spencer initiated a more metaphorical analysis of the issues implicated in the story. The discussion touched on issues of ethics, morality, religion, and other philosophical matters. Dr. Spencer was always careful to let students know when he was giving them his personal opinions or the opinions of other scholars. He made it very clear that he was open to and respectful of other opinions, interpretations, and world views. This respect that he showed for the students' contributions no doubt facilitated the broad participation in the class discussion.

Dr. Spencer also put Frankenstein in its historical context and cited other intellectuals and writers of Shelley's time that might have had an influence on her views. These references included Milton's Paradise Lost and the philosophies of Locke and Rousseau among others. I found this section of the class to be very interesting and informative. It helped students to put this particular piece of literature into a broader context, which will serve them well as they develop as English majors.

This was a Tuesday/Thursday class that lasted for an hour and fifteen minutes. The class lasted for the entire designated period, and by the end of class the topic seemed to have been thoroughly covered. Students seemed to enjoy the class because they took notes, contributed freely, and left class slowly at the end. A few students remained after class to speak with Dr. Spencer regarding various issues.

Dr. Mark Spencer's teaching style was very effective. He was interesting, informative, creative, and adept at getting the students to participate in their learning process. I thoroughly enjoyed the class and believe Dr. Spencer's students did as well.

Dr. Caryn M. Witten, Assistant Professor,
EHL Dept. Southeastern OSU

Caryn M. Witten

HUM 2113.1; 2113.2
Summary of Course Evaluations
Spring 2005
Instructor: Spencer
Number of Student Evaluations: 52

1 What did you like best about this course and why?

Evaluations point to student interest in the historical dimension of Western humanities, in particular to learning about religion and viewing visual material in class.

2 What did you like least about this course and why?

Evaluations express a dislike for testing and writing essays. Some expressed a desire for more discussion/group work.

3 Did you find the feedback the instructor gave you on your work to be helpful?
Why or why not?

A small percentage responded negatively; however, the great majority felt that the instructor provides very effective explanations of essay objectives and helpful feedback on student writing. Typically, one evaluation stated that the instructor "helped me become a better writer."

4 What is the most important thing you learned in this course?

No single trend emerges here, although several evaluations refer to learning about the ancient Greek and Roman civilizations and to learning about ancient religions.

5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?

The overwhelming response here was "yes," to advise others to take the course with this instructor. The instructor is a "good teacher" who "cares," is "accessible" and "fair and understanding."

Overall Summary

The evaluations are very positive for a required General Education course. Students express feeling that they learned significant aspects of the subject in an enjoyable way. Many evaluations point to the instructor's exemplary knowledgeability.

Mark B. Spencer

9-3-05

Faculty Member

Date

John B. [Signature]

11/4/05

Department Chair

Date

ENG 2413.1
Summary of Course Evaluations
Spring 2005
Instructor: Spencer
Number of Student Evaluations: 9

1 What did you like best about this course and why?

A number of evaluations state that the poetry section was particularly enjoyable. Also noted is an appreciation for the challenging "college-level" nature of the course.

2 What did you like least about this course and why?

No single trend emerges here, although three evaluations express dislike for *Romeo and Juliet*.

3 Did you find the feedback the instructor gave you on your work to be helpful?
Why or why not?

Every single evaluation responds with a "yes." The quality and quantity of instructor comments on essays is appreciated.

4 What is the most important thing you learned in this course?

A significant number of evaluations mention MLA style; several refer to developing analytic and writing skills necessary to the study of English as an academic discipline.

5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?

The evaluations are unanimously positive here. The course is challenging and beneficial.

Overall Summary

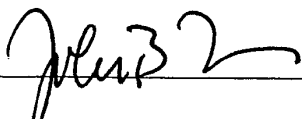
The evaluations indicate a high level of student satisfaction with the course and with the instructor's evidenced ability to prepare students for their continuing development as English majors/minors, which is the major objective of the course itself.



9-13-05

Faculty Member

Date



11/4/05

Department Chair

Date

ENG 3653.1
Summary of Course Evaluations
Spring 2005
Instructor: Spencer
Number of Student Evaluations: 10

1 What did you like best about this course and why?

Evaluations in particular repeatedly express appreciation for the instructor's "teaching style" and its emphasis on class discussion. Some evaluations point to an enjoyment of the presentation.

2 What did you like least about this course and why?

Several evaluations express a dislike for reading poetry.

3 Did you find the feedback the instructor gave you on your work to be helpful?
Why or why not?

Eight of ten evaluations give an unqualified "yes" and refer to the helpful nature of instructor comments in improving student writing.

4 What is the most important thing you learned in this course?

No single trend emerges here, although several evaluations refer to gaining a more sophisticated grasp of British literature and also to mastering points of grammar and mechanics.

5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?

The responses are overwhelmingly positive here and specifically point to the instructor's knowledgeability regarding the subject matter.

Overall Summary

Typically, student majors are not enthusiastic about the history of British literature. Nonetheless, the instructor obviously has met that challenge and clearly demonstrates via the evaluations that the objectives of the course are being fulfilled.

Mark B. Spencer

9-13-05

Faculty Member

Date

John B. 2

11/4/05

Department Chair

Date

English, Humanities, & Languages

Department Chair Summary of Student Course Evaluations
Fall 2005

HUM 2113 Ancient and Medieval Humanities

Number of Evaluations: 47 (two sections)

- 1 What did you like best about this course and why?

Students point to a general interest in learning about the various cultural eras, and in particular to the emphasis on the course's visual aspects (art slides, etc.). Also mentioned is a satisfaction with testing procedures.

- 2 What did you like least about this course and why?

Some students expressed being "overwhelmed" by the demanding amount of course material to master.

- 3 Did you find the feedback the instructor gave you on your work to be helpful? Why or why not?

Of forty-seven evaluations, only two or three responded ambiguously; all others responding unequivocally state that the instructor's feedback was helpful.

- 4 What is the most important thing you learned from this course?

Evaluations typically refer to a heightened sense of cultural history, with a few specifically referring to ancient Greece and to the "Middle East."

- 5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?

Only two or three respond negatively, citing the demanding nature of the course. The overwhelming majority, however, respond positively, with several students stating that they had already recommended the course to other students.

Overall Summary. Professor Spencer's students again and again express their admiration for the course itself as well as for the instructor's knowledgeability in ancient and medieval history and humanities. Evaluations indicate that Professor Spencer is doing an exemplary job in a very important Gen Ed course.

English, Humanities, & Languages

**Department Chair Summary of Student Course Evaluations
Fall 2005**

ENG 2413 Critical Approaches to Literature

Number of Evaluations: 11

- 1 What did you like best about this course and why?

Various features of the course are referred to, although no trends emerge.

- 2 What did you like least about this course and why?

See item number 1 above.

- 3 Did you find the feedback the instructor gave you on your work to be helpful?
Why or why not?

Only one evaluation is negative. The overwhelming majority (11/12) replies positively and enthusiastically.

- 4 What is the most important thing you learned from this course?

Evaluations typically refer to learning how to effectively research literary topics and to a heightened awareness of the various approaches to academically approaching literature.

- 5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?

Students consistently respond positively to this question.

Overall Summary. This is a "gateway" course and prerequisite for all upper-division English courses, and it is clear that students feel that they have learned to become more consciously rigorous in their approach to studying literature as an academic discipline.

English, Humanities, & Languages

**Department Chair Summary of Student Course Evaluations
Fall 2005**

ENG 4133 History of the Novel

Number of Evaluations: 12

- 1 What did you like best about this course and why?

Evaluations consistently express the benefits of and enjoying the class discussions. Some refer to the historical variety of the novels studied.

- 2 What did you like least about this course and why?

The selection of texts (novels) is referred to by several evaluations.

- 3 Did you find the feedback the instructor gave you on your work to be helpful? Why or why not?

Eleven of twelve evaluations unambiguously state that the instructor's feedback was relevant and helpful.

- 4 What is the most important thing you learned from this course?

Typically, evaluations point to learning the historical aspect of the development of the novel

- 5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?

Students consistently and unambiguously would recommend the course to others, frequently advising potential students to be prepared for a demanding (time-intensive) learning experience.

Overall Summary. Student satisfaction is quite high in this course. Professor Spencer clearly challenges students to master a crucial genre of their development in academic, literary studies.

English Department Standard Course Evaluation Form

Semester Sp 06 Course Number HUM 2113 Section Number ? M. Spencer 8:00am

Please answer the following questions as honestly and concretely as possible. If you need more space please use the back of this sheet.

1 What did you like best about this course and why?

Art presentations. The essay tests. The term paper. This class emphasizes some of the literary parts of the humanities, which I enjoy, but the paintings + sculptural powerpoints were good, too.

2 What did you like least about this course and why?

That it was at 8:00 am.

Maybe go more in depth.

Maybe a test about the art (paintings + sculptures) would be nice.

3 Did you find the feedback the instructor gave you on your work to be helpful? Why or why not?

Yes. As an English Professor, Dr. Spencer is very adept at improving his students writing.

4 What is the most important thing you learned in this course?

The rise of science in the west was not simply a result of several revolutionaries in the early modern era, but was a culmination of events began in the middle ages.

5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?

Best humanities section at SOSU, even better than online versions (so I hear). Tests are just the right difficulty for a Gen-Ed course.

English Department Standard Course Evaluation Form

Semester Spring '06 Course Number 2413 Section Number _____

Please answer the following questions as honestly and concretely as possible. If you need more space please use the back of this sheet.

1 What did you like best about this course and why?

It taught me a new way of writing & a whole new perspective on literature.

2 What did you like least about this course and why?

Sometimes I felt a little overloaded with the reading assignments, but it might have been necessary.

3 Did you find the feedback the instructor gave you on your work to be helpful? Why or why not?

Yes. The best way to improve my writing is to receive feedback from the instructor and actually be able to correct the paper and turn it in again for further corrections.

4 What is the most important thing you learned in this course?

Exactly what the title says: I learned about the different critical approaches to literature.

5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?

Absolutely. Be prepared to work every other night on homework. If literature is something that interests you then you

English Department Standard Course Evaluation Form

Semester 5'06 Course Number 3653 Section Number 1

Please answer the following questions as honestly and concretely as possible. If you need more space please use the back of this sheet.

- 1 What did you like best about this course and why?
I liked reading Pride + Prejudice + the plays because they were good + humorous + fun to write/talk about.
- 2 What did you like least about this course and why?
I did not like The Portrait of an Artist - I hated reading it because it just didn't interest me.
- 3 Did you find the feedback the instructor gave you on your work to be helpful? Why or why not?
Yes, I felt it improved my other papers and helped me to be more decisive in my arguments.
- 4 What is the most important thing you learned in this course?
I learned I liked alot of early 19th literature + having discussions over our different interpretations of the books.
- 5 If one of your friends asked you whether he or she should take this course from this instructor, what advice would you give?
Yes- if you like to read + analyse what you read

Course Syllabi

**Humanities 2113
Ancient World to the Renaissance
Fall 2005**

Instructor: Dr. Mark B. Spencer

Office Hours: 307 Morrison Hall, MWF 9-10 am, 11 am-12 pm, 1-2 pm,
TT 12:30-2 pm, or by appointment

Telephone: Office (580) 745-2921, Home (580) 920-2456

E-mail: mspencer@sosu.edu

Required Texts

Marvin Perry, *Western Civilization: A Brief History, Volume I: To 1789*, 5th ed.
The Western World, Penguin Custom Editions

David Ferry, *Gilgamesh: A New Rendering in English Verse*
Bible (any translation)

Also helpful is the *Columbia Encyclopedia* at the humanities website
Bartleby.com (<http://www.bartleby.com>) or any Internet encyclopedia
such as *Wikipedia* (<http://en.wikipedia.org>).

Course Description

This course is designed to introduce students to the Western cultural tradition from its roots in the ancient civilizations of the Near East through the Renaissance. The principal emphasis will be on appreciating the richness and diversity of our cultural heritage and understanding how it has shaped our world today. The approach will be interdisciplinary, including art, literature, history, philosophy, science, and religion.

Instructional Objectives

Upon completion of this course, students should be able to:

1. Understand and demonstrate the conception of the humanities and their relation to contemporary life.
2. Demonstrate essential competence in the reading and critical reasoning skills necessary to understand, interpret, and analyze complex written texts both historical and contemporary (Oklahoma General Education Competency 0001, 0002, 0003, 0004).
3. Demonstrate essential competence in the writing skills necessary to express an understanding, analysis, and interpretation of complex written texts or artistic representations in clear and effective English prose (0005, 0006, 0007, 0008).

Assignments and Grading

There will be four examinations including the final exam and one book report of 4-5 pages. The exams will consist of 25 identification questions taken from the lectures and the *Western Civilization* textbook, along with an essay based on the other readings. The essay portion will be prepared at home and submitted on the day of the identification test or the following class period. Further instructions on the paper will be provided later. Each of the exams and the paper will count as 1/6 or 17% of the final grade. An attendance and participation grade will count as the last grade equal in weight to the other five.

The standard grading scale will be applied:

A	90-100	C	70-79	F	0-59
B	80-89	D	60-69		

Paper and Essay Exam Requirements

The essay portion of the exam may be submitted either typed or neatly handwritten. The book report paper must be typed double-spaced with one-inch margins and a font size no larger than 12. Both the essays and the paper should include quotations with page number citations in parentheses. Late essays and papers will be reduced a third of a letter grade for each class day late. No work may be submitted or made up more than two weeks late. Lost paper or essay claims must be corroborated by submitting a second copy to the instructor.

Deadlines to Drop Classes

August 23: Last day to drop without receiving a "W"

October 12: Last day to drop with an automatic "W"

November 11: Final deadline to drop a class. The instructor will assign a "W" or "F", depending upon the student's standing at the time of withdrawal.

Note: All students must withdraw themselves from courses they no longer wish to pursue. If you simply stop attending class and do not formally withdraw, the only grade you can receive at the end of the semester is an "F".

**Humanities 2113
Study Guide
Exam I**

The identification exam will be on **Monday, September 11**. The instructor will present 25 detailed identifications of people or places drawn from the list below, and the student will match each identification with a name. An essay on one of the two topics listed below will be due on **Wednesday, September 13**. It should be at least the equivalent of two double-spaced, typed pages in length, but may be submitted handwritten (neatly). It must also include at least 4-5 quotations from the readings with page number or chapter & verse citations in parentheses.

Identification

Paleolithic	Imhotep	Philistines
animism	Khafre	Saul
shaman	Hatshepsut	David
Lascaux	Akhenaton	Solomon
Neolithic	Tutankhamen	Adam & Eve
Fertile Crescent	Ramses II	Tree of Knowledge
Jericho	hieroglyphics	Tower of Babel
Mesopotamia	papyrus	Noah
Tigris and Euphrates	Rosetta Stone	Abraham
Sumerians	Osiris	Moses
Ur	Book of the Dead	YHWH
cuneiform	Hittites	Torah
ziggurat	Minoans	Ark of the Covenant
Sargon of Akkad	Mycenaeans	Prophets
Enheduanna	Troy	Isaiah
Hammurabi	Heinrich Schliemann	Apocrypha
Ishtar	megaliths	Dead Sea Scrolls
Gilgamesh	Stonehenge	Assyrians
Enkidu	Bronze Age	Nebuchadnezzar
Utnapishtim	Phoenicians	Babylonian Captivity

Essay Questions

1. Discuss the view of Mesopotamian religion presented in *Gilgamesh* by answering the following questions and giving examples for each. What gods do Gilgamesh and Enkidu encounter in their adventures? When and how do these gods intervene in the story? Do the gods respond when called upon? Do they care about human beings? What sort of worship do the gods seem to expect? What picture do we get of the afterlife in the poem? How did Utnapishtim become different from all other mortals? What, if any, degree of immortality does Gilgamesh achieve in his quest? How does Mesopotamian religion compare with modern religious beliefs?

2. Discuss the revolutionary vision of God and Man found in the Old Testament, using the biblical passages indicated after each question below. How does Genesis demonstrate God's omnipotence, transcendence, and sovereignty? (Genesis 1) What is the relationship between God and Man in the Garden of Eden? (Genesis 2-3) How does this relationship change with Noah and Abraham? (Genesis 8:14-9:17, 17) What is the nature of the covenant God establishes with Moses? (Exodus 3) How are the Israelites supposed to worship God according to Moses and the Torah? (Exodus 20-22, 25, Leviticus 1-2, 11-12) What is the relationship between the Israelites and other nations, especially in the Promised Land of Canaan? (Deuteronomy 7) What is the new covenant described by Isaiah? (Isaiah 42:5-10, 45:5-7, 45:19-23, 55:3-5) How do Amos and Isaiah say that God wants to be worshipped? (Amos 5:14-15, 5:21-24, Isaiah 1:11-17) Has the Hebrew conception of God evolved over the course of the Old Testament, or has it remained essentially the same?

Paper Assignment for Humanities 2113

This paper is designed to encourage students to read on their own in the humanities. Each student will be required to find a substantial college-level book on any humanistic topic from the Paleolithic Ice Age through the Scientific Revolution in Europe. Possible fields include history, literature, art, philosophy, science, and religion. The book chosen should be a modern scholarly work (since at least 1850) and not an original primary text such as Homer's *Iliad* or a book from the Bible, although modern critical studies of such primary texts are appropriate. A biography of some important cultural or historical figure studied in class often makes a good choice, but the topic can be either more general or more specialized in scope as well. The book chosen must be approved by the instructor on or before **Monday, November 7**. Failure to submit a book for approval by the stated deadline will result in a lowered grade for the paper.

----- After reading the chosen book, each student will write a substantial review of 4-5 pages. In addition to summarizing the most important points discussed by the author, the paper should seek above all to ascertain and explain the thesis of the book, or the essential point of view the author presents on the topic. Some books will have a stronger thesis than others, and the balance between mere factual reporting and interpretive analysis will often vary considerably, but in almost every case the author is attempting to offer some unique perspective or interpretation radically or subtly different from what everyone else has previously written. Prefaces, introductions, and concluding chapters are especially good places to look for the thesis of a book, but enough of the material in the body of the text must be provided as well in order to characterize the author's argument adequately. The full name of the author, the title (in italics or underlined, not in quotation marks), the date of publication, and a short description of the thesis should be included in the first introductory paragraph. The paper must also contain at least 4-5 quotations of a line or two from the book, in proper quotation form. A page number in parentheses after the quote will serve as sufficient citation.

Finally, the student should then attempt at least one or two paragraphs of critique, assessing how well the author has accomplished his or her appointed task, and indicating possible areas of disagreement. Obviously, most students are not knowledgeable enough to dispute with professional scholars on their chosen turf, but a critique need not be entirely, or even partially, negative. If you enjoyed reading the book and learned something of interest from it, simply indicate this with a few remarks. If the book left out certain aspects that you wanted to know more about, indicate those. Perhaps the book seemed unduly biased either for or against its subject (often the case with biographies). Maps, charts, and illustrations, or the lack thereof, are also appropriate subjects for comment.

Details on the paper format are included in the general course syllabus. A rough draft may be submitted to the instructor for comments and suggestions if desired, but the finished paper must be handed in by **Monday, November 21**. Plagiarized papers taking content from the Internet or some other source in any fashion will receive a grade of zero.

**English 4133/5983
History of the Novel
Fall 2005**

Instructor: Dr. Mark B. Spencer

Office Hours: 307 Morrison Hall, MWF 9-10 am, 10 am-11 am, MW 1-2 pm,
TT 12:30-2 pm, or by appointment

Telephone: Office (580) 745-2921, Home (580) 920-2456

E-mail: mspencer@sosu.edu

Prerequisites

English 2413: Critical Approaches to Literature (English majors and minors)

Required Texts

Apuleius, *The Golden Ass* (ISBN 0374505322)
Daniel Defoe, *Robinson Crusoe* (0375757325)
Madame de Lafayette, *The Princess of Clèves* (0811210707)
Jane Austen, *Persuasion* (0192833618)
Honoré de Balzac, *Colonel Chabert* (0811213595)
Mikhail Lermontov, *A Hero of Our Time* (0140447954)
Fyodor Dostoevsky, *Notes From Underground* (067973452X)
Virginia Woolf, *Mrs. Dalloway* (0156628708)
Hermann Hesse, *Steppenwolf* (0312278675)
Thomas Pynchon, *The Crying of Lot 49* (0060931671)

Recommended Text

Jeremy Hawthorn, *Studying the Novel*, 5th edition (0340887877)

Books on Reserve

Ian Watt, <i>The Rise of the Novel</i> , 1957	809W34r
Michael McKeon, <i>The Origins of the English Novel</i> , 1987	823.009 M19yo
—, ed., <i>Theory of the Novel: A Historical Approach</i> , 2000	809.3 T34m
J. Paul Hunter, <i>Before Novels: The Cultural Context of Eighteenth-Century Fiction</i> , 1960	823.509 H91b
Georg Lukács, <i>The Historical Novel</i> , 1962	809.3081 L96h
Margaret Doody, <i>The True Story of the Novel</i> , 1996	808.3 D72t
Tomas Hägg, <i>The Novel in Antiquity</i> , 1983	883.0109 H12a
John Richetti, ed., <i>The Columbia History of the British Novel</i> , 1994	823.009

Academic Honesty

The usual standards of academic honesty will be scrupulously maintained. Submitting the work of someone else as your own, whether from a friend or the Internet, is pure academic fraud, while copying the exact (or nearly exact) words of a published author or Internet source in any form other than between quotation marks with an explicit reference citation constitutes plagiarism. Both will result in termination from the course and a failing grade.

Attendance and Inclement Weather

The class will be conducted in the manner of a graduate seminar, and active participation in class discussions will be essential to the attendance and participation grade. A set of discussion questions will be provided for each novel read, and students should come to class prepared to respond to these questions, if called upon by the instructor. Obviously, a student cannot participate in the class discussion if he or she is absent. On the rare occasions when the university is closed because of severe weather, all students will be excused.

Assignments and Grading

There will be one short paper (5 pages) and one long paper (10 pages). The papers of graduate students should be substantially longer in each case (7-8 pages and 12-15 pages respectively). Each student will read one additional novel from a list provided and deliver a short presentation on it to the class (20 minutes). There will also be four or five brief in-class essays, counting a possible final exam. The essays will be based on one or more of the discussion questions provided for each novel. The dates for the essays will be unannounced, and every student should be prepared to answer all the discussion questions on the first day the novel is assigned according to the syllabus. The possible final exam will cover material provided in the class lectures and presentations. One in-class essay grade may be dropped. Further specific details on these assignments will be provided later. There will be no additional requirements for graduate students, but their work will be held to a higher standard throughout. The grading weight of each assignment will be as follows:

Short Paper	20%
Long Paper	30%
Presentation	15%
In-Class Essays	15%
Attendance and Participation	20%

The standard grading scale will be applied:

A	90-100	C	70-79	F	0-59
B	80-89	D	60-69		

English 4133
History of the Novel
Student Presentation List

Jonathan Swift, *Gulliver's Travels*
Samuel Richardson, *Pamela*
Henry Fielding, *Tom Jones*
Laurence Sterne, *Tristram Shandy*
Sir Walter Scott, *Waverly* or *Ivanhoe*
Mary Shelley, *Frankenstein*

Charlotte Brontë, *Jane Eyre*
Emily Brontë, *Wuthering Heights*
Charles Dickens, *Great Expectations*
Nathaniel Hawthorn, *The Scarlet Letter*
Herman Melville, *Moby Dick*
Thomas Hardy, *Tess of the D'Urbervilles*

D. H. Lawrence, *Sons and Lovers* or *Women in Love*
James Joyce, *Portrait of the Artist as a Young Man*
Ernest Hemingway, *The Sun Also Rises*
F. Scott Fitzgerald, *The Great Gatsby*
William Faulkner, *As I Lay Dying* or *Absalom, Absalom!*
Vladimir Nabokov, *Lolita*

E. L. Doctorow, *Ragtime*
Thomas Berger, *Little Big Man*
Ishmael Reed, *Flight to Canada* or *Mumbo Jumbo*
Salman Rushdie, *Shame* or *Haroun and the Sea of Stories*
N. Scott Momaday, *House Made of Dawn* or *The Ancient Child*

**English 4133
History of the Novel
Student Presentations**

Presentation Instructions

Each presentation should be at least 15 minutes long, which if typed out would fill about 8-9 double-spaced pages (not required). The presentation should begin with a few details on the author's life and work (2-3 minutes maximum or 1-2 pages), followed by a brief synopsis of the novel (4-5 minutes maximum or 2-3 pages), and then several critical views (at least 3), which should comprise the bulk of the report (4-5 pages). These critical views must be taken from the sources listed below in the reference section of the library. There will be a great deal of material on some of the authors, and students should skim through to find several articles that seem most appropriate. Photocopying the articles is the best way to retain the information for writing up your report, especially as most of them are rather short. The individual critics should be identified by name and date in the presentation. You may also use the critic who writes the introduction to the novel in the particular edition you are reading. The views of the critics should be summarized in your own words and not simply read aloud from the article, although a few choice quotations are always appropriate. The presenter will then conclude by offering his or her own interpretation and evaluation of the novel, either according to the issues raised in the criticism, or on an entirely original basis. Following the presentation, there will be about 5-10 minutes for questions and discussion.

Reference Sources

<i>Literature Criticism from 1400 to 1800</i> (LC)	R 809.03 L71
<i>Nineteenth-Century Literature Criticism</i> (NCLC)	R 809.034 N62
<i>Twentieth-Century Literature Criticism</i> (TCLC)	R 809.04 T91
<i>Contemporary Literature Criticism</i> (CLC)	R 809.046 Ra 45c
<i>World Literature Criticism</i>	R 809 W89d

History of the Novel
English 4133
Final Paper

Pick one of the assigned novels we have read for class and find at least 5 critical articles of at least 7 pages in length each. The articles should address a common theme or themes. No more than 2 of the articles may come from the books on reserve. The rest should be found in the MLA online bibliography and either downloaded full-text from the Internet, photocopied from the journals in our library, or acquired through interlibrary loan. A bibliography listing the articles must be submitted by **Monday, November 28**. Your paper will then summarize and critique these articles in at least 10 pages. Summary and critique should be kept separate throughout the paper, but you may critique the articles either all together at the end (preferred), or one at a time following their respective summaries. The final paragraph or two should consist of your interpretation of the theme or themes discussed. The full MLA citation format must be followed throughout. Articles should be downloaded from the Internet in PDF form, so that the original page numbers can be used in your citations. Copies of the articles must also be turned in along with the paper. The assignment will be due on **Wednesday, December 7**.

Books on Reserve

- S. J. Harrison, *Oxford Readings in the Roman Novel* 873 Ox2h
Heinz Hoffman, *Latin Fiction: The Latin Novel in Context* 873.009 L34h
Frank H. Ellis, *Twentieth Century Interpretations of Robinson Crusoe* 823 D36Ye
Max Byrd, *Daniel Defoe: A Collection of Critical Essays* 823 D36Yb
Harold Bloom, *Daniel Defoe* (Modern Critical Views Series) 823 D36Ybl
John Lyons, *The Princess of Clèves: Contemporary Reactions, Criticisms* (in process)
Faith Evelyn Beasley, *Approaches to Teaching Lafayette's The Princess of Clèves* (in process)
Clarice Swisher, *Readings on Jane Austen* 823 AU7Ysw
Harold Bloom, *Jane Austen* (Modern Critical Views Series) 823 AU7Ybl
Tamara Johnson, *Readings on Fyodor Dostoevsky* 891.73 D74Yj
Robert Reid, *Lermontov: Hero of Our Time* (in process)
Harold Bloom, *Virginia Woolf* (Modern Critical Views Series) 823 W88Yblo
Theodore Ziolkowski, *Hesse: A Collection of Critical Essays* 833 H46Yz
Patrick O'Donnell, *New Essays on The Crying of Lot 49* (in process)
Edward Mendelson, *Pynchon: A Collection of Critical Essays* 813 P991Ym

Publications

Mark Spencer

From: <phaynos@heldref.org>
To: <m Spencer@sosu.edu>
Sent: Tuesday, September 12, 2006 6:02 AM
Subject: The Explicator - Decision on Manuscript ID 08-06-113

12-Sep-2006

Dear Dr. Spencer:

It is a pleasure to accept your manuscript entitled "Emily Dickinson, "Because I Could Not Stop For Death"" in its current form for publication in the The Explicator. The comments of the reviewer(s) who reviewed your manuscript are included at the foot of this letter.

Thank you for your fine contribution. On behalf of the Editors of the The Explicator, we look forward to your continued contributions to the Journal.

Your manuscript will most likely be in the winter 2007 issue. To obtain the copyright form, visit <http://mc.manuscriptcentral.com/exp> and click on "Forms and Instructions." Please fill it in, sign, and return by mail or fax (202 296-5149).

Sincerely,
Mr. Paul Haynos
Managing Editor, The Explicator
phaynos@heldref.org

Reviewer(s)' Comments to Author:

Consulting/Executive Editor: 1
Comments to the Author
Agreed!

Consulting/Executive Editor: 2
Comments to the Author
Very interesting--and theologically sound!

11/1/2006

THE MOMENT OF DISCOVERY



EUREKA

COLLEGE

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Professor Mark Spencer
Department of English and Humanities
Box 4121
Southeastern Oklahoma State University
Durant, OK 74701

July 5, 2006

Dear Professor Spencer:

I am pleased to inform you that my readers are unanimous in recommending that I accept your article "William Faulkner's 'A Rose for Emily' and Psycho" for publication in the Fall 2006 issue of Eureka Studies in Teaching Short Fiction. I agree with their recommendation, and I congratulate you on a fine work.

Your article appeals to us for several reasons. It connects with an article we published on the story in our last issue. Your approach offers a fresh perspective for reading and interpreting Faulkner's story. Your article is based on an awareness of scholarship published on the story. Finally, your article is especially suited to the teaching mission of our journal.

The Fall 2006 issue of ESTSF will be out sometime in November, certainly available for mailing by the end of November. I will send you one copy via media mail and, later, another copy via bulk mail. If you want additional copies, you may purchase them at \$6.00 per copy. Let me know and I will put the copies aside for you.

For your information, our Spring 2007 issue will focus on the short fiction of James Joyce. Please keep our journal in mind as you continue your scholarly efforts.

Very Best Regards,

Loren Logsdon, Editor
Eureka Studies in Teaching Short Fiction

Boydell & Brewer

Understanding the Universe in Seventh-Century Ireland

MARINA SMYTH

Scarcity of scientific data, a real interest in the physical world, and the need to validate the scriptures forced 7th-century Irish scholars towards critical reflection on scientific matters; Marina Smyth studies the Irish contribution to the development of western thought in the early middle ages. £35/\$70

Armagh and the Royal Centres in Early Medieval Ireland Monuments, Cosmology and the Past

NICHOLAS AITCHISON

This investigation of central themes of early medieval Irish history, c.500-1100, focuses on the royal centres (of which the Navan fort is most recently in the news) and examines their importance in the establishment of the early kingdoms and ecclesiastical elites. £39.50/\$79

The Sword in Anglo-Saxon England Its Archaeology and Literature

HILDA ELLIS DAVIDSON

An exploration of the revelations of archaeology, methods of sword-making, and references in Anglo-Saxon poetry and Old Norse sagas to establish the importance of the sword, which in the process restores a vital dimension to Old English literature. *Reissue. Illus.* £29.50/\$53

In the Foreground: *Beowulf*

E.G. STANLEY

A survey of *Beowulf* scholarship, world-wide and up to the present day, presented with comment on the date and transmission of *Beowulf*, consideration of the style of the poem, and comment on the centrality of prayers, praise and thanksgiving in Old English verse. £35/\$63

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Dating the baptism of Clovis,

1886-1993

MARK SPENCER

As if perpetually raised anew by the miraculous power of St Remigius himself, controversy over the date of Clovis's baptism refuses to die. Although the intensity of debate has subsided considerably since the fever pitch of the 1930s, and most contemporary scholars of the early Middle Ages clearly prefer some version of the traditional chronology derived from Gregory of Tours, determined revisionists continue to come forward, most recently Rolf Weiss and Ian Wood.¹ Since neither an adequate introduction to the century-old debate, nor a sustained and vigorous defence of the traditional chronology has ever appeared in English, it seems worthwhile to examine the evidence and arguments at least one more time in the hope of finally laying this question to rest.

Despite Gregory's best efforts, a precisely accurate and thoroughly reliable chronology by modern standards is not a marked feature of the *Historiae*. A large part of the problem stems from the absence in sixth century Gaul of any generally accepted chronological system. When Gregory attempted to date events beyond the regnal years of the various Merovingian kings, he usually resorted either to counting from the Creation, which for practical purposes meant the number of years elapsed since the death of St Martin in 397, or to his meticulous record of episcopal succession in the see of Tours. Unfortunately, due to Gregory's miscalculations and occasional carelessness, both systems are fraught with errors.² Thus, at the end of the second book he tells us that Clovis died in the fifth year after Vouillé (511), in the eleventh year of the episcopate of Licinius at Tours (518), and one hundred and twelve years after the death of St Martin (509).³ Modern scholarship drawing upon a

¹ Rolf Weiss, *Chlodwigs Taufe* [i. Reims 508 (Bern, 1971)]; Ian N. Wood, 'Gregory of Tours [and Clovis]', *Revue belge de philologie et d'histoire* 63 (1985), pp. 249-72.

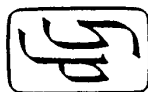
² A thorough study of Gregory's extra-regnal chronology can be found in Luce Pietri, 'La succession [des premiers évêques tourangeaux: essai sur la chronologie de Grégoire de Tours]', *Mélanges de l'École française de Rome. Moyen Age, Temps Modernes* 94(2) (1982), pp. 551-619.

³ Gregory [of Tours], *Libri historiarum* II: 43, ed. B. Krusch and W. Levison, *[Monumenta Germaniae Historica], [Scriptores] [erum] M[erovingiarum]* I:1 (Hanover, 1937-51), pp. 93-4. Pietri has ingeniously deduced just how Gregory may have arrived at the erroneous 509 and 518 calculations. 'La succession', pp. 613-7.

THOMAS BASIN
(1412 - 1490)

THE HISTORY
OF
CHARLES VII AND LOUIS XI

by
MARK SPENCER



NIEUWKOOP
DE GRAAF PUBLISHERS

1997



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HUMANISTICA & REFORMATORICA

VOLUME LVII

closely neighbouring regions, let alone France at large. Professor Bouchard wisely avoids being sucked down into detailed discussion of some of the most contentious current issues such as that most notably concerning social change around the year 1000 (evolution or revolution, the so-called 'mutationist' debate). Her treatment of the literary evidence for the development of 'chivalry' is especially sensitive; echoing the thrust of recent work on 'courtliness', the role of leading ecclesiastics and the debt to Roman social traditions in the formation of this particular strand are highlighted. The result is a nicely balanced discussion, making the reader aware of scholarly disagreements especially over such terms as 'feudalism', 'nobility', 'knighthood', and so on), with shrewd summaries of opposing positions, as well as presenting a distinct viewpoint with impeccable correctness, for example on the role of the family, noble women and notions of courtly love. Naturally in a short account of large subjects which have been so intensively covered of late, some bold statements will raise an eyebrow. Can one really say, for example, that since the publication of Georges Duby's seminal work on the Mâconnais (1953) and other detailed French regional studies, culminating in Dominique Barthélemy's monumental Vendômeis (1993), that 'previous studies of nobility and chivalry have done little more than hint at the rural economy in which lords functioned' (p. xi)? Also, *Pace* Duby, his followers and critics, was the notion of a bipartite society really 'created . . . in the early part of the eleventh century' (pp. 15, 29)? It is certainly not the case generally in France that 'by the twelfth century, it was well understood that a vassal was required to fight for his lord for forty days a year' (p. 44), as any Breton or Provençal knight would have protested. Nor does Professor Riley-Smith's recent work on the first crusaders bear out the contention that 'the *lives* of western Europe provided . . . probably the majority of Crusaders' (p. 80). Insurprisingly, too, Bouchard is also less at ease with technicalities outside her speciality period. In the late fourteenth century, gunpowder artillery was still in its infancy and it is doubtful whether 'sustained cannon fire could take down even a tall castle wall' (p. 17), much before the early decades of the fifteenth century; nor was plate mail (*sic*) 'developed originally to withstand musket fire' (p. 126); while uniforms came into use long before the seventeenth century (p. 127). But these are minor quibbles in an otherwise well-planned, ably written and wide-ranging book that lucidly surveys a wealth of recent work (much of it listed in the eighteen-page bibliography). It will be welcomed by hard-pressed anglophone students and their teachers alike as one of the best introductions now available to some central themes in medieval French social and cultural history.

University of Nottingham

MICHAEL JONES

Thomas Basin, 1412-1490. The History of Charles VII and Louis XI. By Mark Spencer. Nieuwkoop: De Graaf, Bibliotheca Humanistica & Reformatorica, volume lvii. 1997. 326 pp. F120. ISBN 90 6004 442 8.

Arguing that Basin as a historian 'has never received the respect and attention he deserves', Spencer makes a bold attempt to show that 'all previous commentators have failed to recognize' that he 'presents to the reader an explicit historical interpretation that binds the *History of Charles VII and Louis XI* into a single thematic whole in the manner of Leonardo Bruni's *History of the Florentine People*'. The case is an interesting one: because of accidents of transmission, whether in manuscript or printed versions, it was not until the latter half of the nineteenth century that Basin's authorship of the

histories of Charles VII and Louis XI was finally accepted, nor until 1974 that a reliable modern edition of both, together with a French translation, as well as one of his *Apologia* (an account of his misfortunes under Louis XI), became readily accessible. By then the general view propagated by his first modern editor, Jules Quicherat, and largely endorsed by Charles Samaran, Basin's most significant twentieth-century champion, that these lives should be seen as contrasting rather than as part of some larger whole, had been firmly fixed.

Acknowledging the structural weaknesses that earlier critics have noted in the history of Louis XI (notably digressions into Low Countries' history that have little relevance to an account of his reign but rather reflect Basin's experiences in exile), Spencer nevertheless demonstrates persuasively that there is unity evident in the accounts of Charles VII and his son, and that Basin is writing 'history' as understood by early humanist scholars, that is, imposing shape and meaning on his material according to precepts of Bruni and the classical writers who had deeply influenced Basin himself, above all Cicero and Seneca. Basin is thus among the first northern Europeans to write history as opposed to chronicles or annals. His theme is 'the progress of tyranny in France, beginning with the imposition of taxation without consent and the formation of a permanent standing army by Charles VII in the 1440s', and he shows how Louis XI's reign essentially built on that of his father. So whilst there are some redeeming features that moderate Charles's tyranny ('clemency, a love of justice, and a deep respect for the traditional privileges of the nobility and the church'), the Louis XI that emerges from Basin's account is fettered by few such constraints. Capricious, untrustworthy and vengeful as a person, Louis exploited a growing armoury of royal powers forged in Charles VII's time to impose his will mercilessly on his people. Arbitrary taxation, necessitated above all by a massively inflated standing army, oppressed and increasingly crushed them; in practice, by the end of his reign Louis was levying three times what his father had done and his army was likewise almost three times the size of that which had victoriously concluded the Hundred Years War, though France was now little threatened by external enemies.

Much of this is well known, and supported by other contemporary sources, both administrative and chronicle, as Spencer points out, succinctly summarizing much sound modern secondary literature on the king's reign as well as providing a clear outline of Basin's own career and multifarious writings. This evidence is used to offset any 'sour grapes' on Basin's part, arising especially from the maltreatment of himself and his family by Louis XI (whom he had already antagonized as Dauphin), following Basin's espousal of the princes' cause in the War of the Public Weal. Given the chance to redeem himself by undertaking a difficult diplomatic mission in southern France, Basin came to believe that Louis had sent him there hoping that the climate would kill him, so went into voluntary exile in June 1468. This was passed first in Switzerland and then in the Low Countries. There, apart from journeys to Trier (1473) and to Rome (1483-4), he spent the rest of his life, latterly at Utrecht where he died in December 1490, still putting the finishing touches to his *History* (as is clear from both the Göttingen MS, corrected by Basin himself, and used by Samaran as his base text, and a recently discovered (1969), further revised, copy of this manuscript, now Bibliothèque Royale, Brussels MS IV 571, mentioned by Spencer but not apparently consulted by him).

But if Louis's autocratic style of government 'carried the tyranny established by his father to its inevitable and worst possible extremes, reducing the people of France to abject slavery' nothing, Spencer states, could be more false than the notion 'that he wrote the history of Charles's reign merely as an artful mask to conceal his project of

vengeance against Louis'. Among the reasons advanced to explain why this has not been clearly recognized, Spencer points to the difficult genesis of the *History/Histories* and their confusing and fortuitous transmission to later generations. If the history of Charles VII was written in a relatively short period between 1471 and 1473, that concerning Louis XI was stretched out over at least nine years between 1474 and 1483, and by then 'his original interpretive vision seems to have lost some of its force' as events had not provided the satisfying denouement that Basin's case required; although Louis was dead and reformers tried in 1484 to turn back the clock by reducing the army and taxation to the levels of Charles VII's day, it was clear that Basin's hope that the end of Louis's tyranny would bring peace, justice and freedom in France had not been realized. On the other hand, it is also evident now that his judgements on the king's character, conduct of government and achievements are not radically removed from current views, so that Basin can be considered to have gained some posthumous revenge. A few niggles: Humphrey, duke of Gloucester died in 1447 not 1448 (p. 119); whilst the French might consider that Gascony had been 'occupied' by the English for three centuries, it had, of course, come legitimately to Henry II by marriage (p. 134); and the lance units of 1445 each consisted of six not five men (p. 186). But these should not detract from appreciation of a common-sense account that makes a strong case for accepting Basin as a genuinely original and humane historian of late-medieval France, whose critique of tyranny, moreover, chimes with liberal thinking of more modern times.

University of Nottingham

MICHAEL JONES

Disciplined Exuberance: The Parish Church of Saint-Maclou and Late Gothic Architecture in Rouen. By Linda Elaine Neagley. Pennsylvania: Pennsylvania State University Press, 1998. vi + 168 pp. 148 figs. \$43.95. ISBN 0 271 01716 3.

The church of Saint-Maclou in Rouen is a masterpiece, akin to the contemporaneous paintings of Jan van Eyck, and the author goes on to state that 'the design of Saint-Maclou transformed late gothic style by its reinterpretation of the gothic canon and by its dazzling technical proficiency, profoundly influencing architecture in the second half of the fifteenth century'. These are bold claims for a church accredited to the little-known master mason Pierre Robin; he is linked to the church by a single reference to a payment made in 1437 for his drawing of the new church and his work from the beginning of the year. This drawing served as the blueprint for the church's construction, a design which was adhered to through to its completion. As a result the church, which was finally dedicated in 1521, demonstrates a remarkable continuity in style. The design and stylistic context of the Saint-Maclou is fully discussed in the second and third chapters of this book.

However, the author seeks to redefine the traditional medieval architectural 'monograph', so that the church is seen within the sociopolitical, artisanal and cultural context. Therefore the subsequent chapters examine the patrons and craftsmen involved in the construction as well as the career of Pierre Robin himself. Neagley demonstrates that the church was very much a local project: paid for by the wealthy local merchants and drapers of the parish; ecclesiastical patronage was limited and support from official sources insubstantial. The driving force for construction were families such as the Dufours who acted for several generations as treasurers and patrons of the church and, during the century of building, gradually rose through the ranks of Rouennais society.

This is a very detailed account of a significant Gothic church. The book is well referenced, sometimes at great length, with sources being reproduced in the text or the footnotes, often in the original as well as in translation. Then in the Appendix, Neagley reproduces the four surviving fabric accounts from 1436-7, 1443-6, 1476-9 and 1514-17 which are the basis for the history of the construction of Saint-Maclou. The text is also well supported with 147 illustrations and diagrams.

Neagley therefore provides us with a thorough study of the flamboyant architecture and building of a church, which emerged out of the economic uncertainty and political instability of the last decades of the Hundred Years War, and was completed in the early sixteenth century, as architectural fashion had begun to turn away from late Gothic style.

Storzbursst College

ANDREW SPICER

Papauté, confessions, modernité. By Wolfgang Reinhard. Paris: Éditions de l'École des Hautes Études en Sciences Sociales, 1998. 261 pp. Ffr 150. ISBN 2 7132 1256 1.

The author of these essays on religious and particularly papal history, originally published in German at various dates in the 1970s and 1980s, has had a great influence on the study of early modern Europe and of the Christian Churches within that. He is especially known for his collaboration with the Italian historian Paolo Prodi on volumes which bring together the work of Italian and German historians on just such themes. The publication of this selection of essays, from his extensive writings, which are listed at the conclusion of this volume, in French translation represents an important reception by French historical scholarship of his approach. That is more striking, since on one precise issue, concerning the evolution and definition of the position of papal nephew in the sixteenth century, a natural French loyalty has hitherto tended to defend an interpretation put forward years ago by a French scholar, which the author of these essays has shown to the satisfaction of most other specialists to have involved a degree of misinterpretation. The author's range of expertise, on papal history, as demonstrated here, is impressively extended, reaching back to the early and high Middle Ages. This perspective allows him to see papal nepotism as a lucid system of government or at least administration, in no way an 'abuse'. Similarly, his understanding of the general history of early modern Europe enables him to place such aspects of papal rule as the use of vernal office in a comparative framework, supplied by France of course, but also by Spain, with suitable contrasts drawn from the Empire, in both Catholic and Protestant territories. For many scholars, not least in Germany but also now in Italy, his greatest influence has been in spreading the concept of 'confessionalization', to describe the consolidation by Catholic as well as Protestant states in early modern Europe of a social control based on religious commitment and supervision of church life. This concept arguably has its difficulties of application, but treatment of the concept in these essays is sensitive enough. The question of 'modernization', in relation to religious and ecclesiastical change, during both Reformation and Counter-Reformation, is also addressed in some of these essays. Students of French history will find this approach an interesting variation on those of Dupront or Delumeau. On the other hand, one Counter-Reformation pope, Clement VIII, who arguably did bravely 'modernize' papal policy, by his diplomatic approach to France, receives rather negative treatment from

Germania Judaica. Bd. 3: 1350–1519. Teilbd. 2: Ortschaftsartikel Mährisch-Budwitz – Zwolle. Hrsg. v. Arye Maimon (†), Mordechai Breuer u. Yacov Guggenheim. Tübingen, Mohr Siebeck 1995. VI, 984 S., 318.– DM.

Acht Jahre nach Erscheinen des 1. Teilbands liegen mit dem 2. Teilband der Germania Judaica III nunmehr die Stadtartikel vollständig vor. Der 3. Teilband mit den Artikeln der Gebiete, Deutsches Reich usw. sowie Karten und Register wird in absehbarer Zeit folgen.

Der verdienstvolle Herausgeber des 2. Bandes, Arye Maimon (Herbert Fischer) ist bald nach Erscheinen des ersten Teilbandes am 15. Dezember 1988 in Holon verstorben. So wird das Vorwort dieses Teilbandes zugleich zu einem Nachruf auf diesen letzten Großen der deutsch-jüdischen Historikergeneration, die ihre Schulung noch in Deutschland erfuhren. M., der noch im Deutschland der dreißiger Jahre an der Germania Judaica I und nach dem Krieg in Israel an Band II mitgearbeitet hatte, hat mit seinen hervorragenden Kenntnissen, die schon seine noch heute unentbehrliche Dissertation von 1931 über „Die verfassungsrechtliche Stellung der Juden in den deutschen Städten während des 13. Jhs.“ verrät, seiner grundsoliden Arbeitsweise und seiner eisernen Disziplin dem III. Band der Germania Judaica seinen Stempel aufgedrückt.

Der 2. Teilband gliedert den Stoff nach gleichen Prinzipien wie der 1. (vgl. HZ 247, 1988, 402 f.). Der 1. Halbband enthält 555, der 2. 533 Ortsartikel (ohne Verweisartikel), doch schwankt der Umfang der Mitteilungen zwischen wenigen Zeilen und bis zu 52 Seiten (Regensburg), von denen oft mehr als die Hälfte die kleingedruckten Anmerkungen einnehmen. Selbstredend stellt die Fülle der Aussagen mit der Seitenzahl zugleich einen relativen Gradmesser für die Bedeutung des Ortes als Judenansiedlung in der betreffenden Zeitspanne dar, wobei freilich zu berücksichtigen ist, daß die Archive der ehemaligen Ostprovinzen (Ostpreußen, Schlesien) und auch die der ehemaligen DDR nicht oder nicht unbeschränkt zugänglich waren. Die Fülle der Kurzarikel spiegelt bereits die Entwicklung des Spätmittelalters wieder, in dem die Juden aus fast allen größeren Städten ausgewiesen wurden und genötigt waren, sich vielfach nur vereinzelt oder in kleinen Gruppen in Kleinstädten und Dörfern niederzulassen. Immerhin sind es im 2. Teilband etwa 35 Artikel, die über 5, und 10, die über 25 Seiten Umfang hinausgehen und noch die – meist nur noch zeitlich beschränkte – Anwesenheit in größeren und mittleren Städten dieser Epoche widerspiegeln.

Die Fülle der vielfach neu erschlossenen Nachrichten wird fortan eine unentbehrliche Grundlage für die Erforschung der örtlichen Geschichte deutscher Judensiedlungen im Spätmittelalter bilden.

Dazu ist zu bemerken, daß gerade in den umfangreichen Städteartikeln der Abschnitt 13b mit den bedeutenden Personen, durchschnittlich etwa 1/3 des Gesamtumfangs ausmacht. Dabei können die Nennungen einzelner Persönlichkeiten sich zu gedrängten Kurzbiographien von bis zu fünf Seiten Umfang wie etwa bei Jakob Molin von Mainz, gen. Maharil, auswaschen. Insgesamt erfaßt der Teilband in den zehn größeren Judensiedlungen des Deutschen Reiches im Spätmittelalters 476 Namen solcher Persönlichkeiten, die sich jedoch durch Doppelnenennung an verschiedenen Orten erheblich reduzieren. Hier wird jedoch deutlich, wie die sachliche Aufgliederung des Stoffes es ermöglicht, schnell bestimmte Themen wie etwa Gemeindeorganisation, Rechtsordnung, Judenschutz, Vertreibungen, ortsübergreifende Beziehungen, Steuerwesen, Verbreitung des Kreditwesens und sonstiger Tätigkeiten usw. im Rahmen des Reiches abzurufen bzw. zur Grundlage weiterer Forschungen zu machen.

Obwohl die überaus wichtigen umfassenderen Artikel des 3. Teilbandes noch nicht vorliegen, ist doch schon mit diesem Band eine seit langem fühlbare Lücke geschlossen. Germania Judaica III trägt mit dem in Kürze erscheinenden Buch von *Christine Magin* „Wie es um die Juden recht stiet. Der Status der Juden in spätmittelalterlichen deutschen Rechtsbüchern“ und weiteren bereits vorliegenden und angekün- digten Veröffentlichungen zum Spätmittelalter insbesondere der Schriftenreihe der Gesellschaft zur Erforschung der Geschichte der Juden „Forschungen zur Geschichte der Juden“ entscheidend dazu bei, daß sich das Dunkel, das über dem jüdischen Schicksal dieser Epoche bislang lag, allmählich lichtet.

Göttingen/Kassel

Friedrich Löffler

Marc Spencer, Thomas Basin (1412–1490). The History of Charles VII and Louis XI. (Bibliotheca Humanistica & Reformatoria, 57.) Nieuwkoop, de Graaf 1997, 326 S., 120.– hfl.

Durchaus zuzustimmen ist dem Autor, wenn er einleitend feststellt, „that the fifteenth century in France and Burgundy was one of the great eras in history of European historical writing“ (S. 11). Das belegt nicht zuletzt eine entsprechende und gerade in jüngster Zeit sehr intensive

Forschung über Geschichtsschreiber wie etwa Commynes (J. Blanchard, 1996), Chastellain (G. Small, 1997) oder Gaguin (F. Colard, 1996). Zu diesem Kreis gehört auch der vor allem wegen seiner Geschichte der französischen Könige Karl VII. und Ludwig XI. sowie seiner Apologie in eigener Sache bekannte normannische Bischof Thomas Basin (1412–1490), dem vor gut einem Jahrzehnt B. Guenté eine in Gehalt und Form gleichermaßen brillante Studie widmete (Entre l'Église et l'État. Quatre vies de prélats français à la fin du Moyen Âge. Paris 1987, 301–435). Darin verwies er auf die Bedeutung von Leonardo Bruni für Basin, der im Verlauf seiner Studien zu Pavia und Bologna und besonders während eines längeren Aufenthalts 1439 am damaligen Konzilsort Florenz Kontakte zur dortigen Welt humanistischer Gelehrsamkeit knüpfte. Hier setzt nun die – klar gegliederte und gut lesbare – Untersuchung neue und weiterführende Akzente: Obwohl in vielem noch der narrativ-faktenorientierten Chronistik traditionellen Stils seiner Heimat verpflichtet, adaptiert – und kontrastiert – Basin Brunis leitmotivische Gestaltung: Während dessen „Historia Florentini populi“ unter dem Motto republikanischer Freiheit steht, sieht der Bischof Frankreich wegen der Aufstellung eines stehenden Heers, entsprechendem Steuerdrucks und ausufernder Korruption unter Karl VII. auf dem Weg in die Tyrannei, die dann Ludwig XI. so perfektioniert, daß er – der schlechthin Böse – alle Gewaltherrscher der Antike in den Schatten stellt. Haß und Verbitterung ließen den von diesem König aus seinem Sitz Liseux und dem Königreich Vertriebenen („A Wanderer in the Desert“) sicher manches verzeichnen, doch wer das am Ausgang des Hundertjährigen Kriegs unter jenen beiden Monarchen wieder zur Vormacht aufsteigende Frankreich mit zahlreichen modernen Historikern aus der Perspektive der Genese des neuzeitlichen Staats betrachtet, dem scheint die Charakterisierung der „Historia Ludovici XI.“ durch Ph. Contamine als „malveillante, mais clairvoyante“ (vgl. hier S. 137 Anm. 4) durchaus treffend. Bei aller Sensibilität für Basins subjektive Defizite geht der selbstbewußte und um dezidierte Urteile nicht verlegene Vf. mit diesen Historikern des 19./20. Jh.s. sofern sie – wie zuletzt noch P. M. Kendall – zu einer eher positiven Sicht der Regierung Ludwigs XI. neigen, harsch ins Gericht: „It is modern historians who have rehabilitated Louis, and they obviously did not have to live under his regime“ (S. 180). Die gebotene Distanz zur Person und zum Werk Basins scheint nicht immer gewahrt, doch wird man der auf die etwas überspitzte Formel „The Leonardo Bruni of the North“ (S. 73)

gebrachten Grundthese des Buchs nicht zuletzt auf Grund mancher neuer Detailbeobachtung beipflichten, selbst wenn sich Brunis Geschichte des florentinischen Volks nicht unter den Büchern im Besitz Basins nachweisen läßt (S. 80 ff.).

Am Rande, doch für die rheinische Landesgeschichtsschreibung nicht randhaft: Wesentliche Teile von Basins Œuvre entstanden während seines Trierer Exils 1471–1476 („qui in civitate insigni ac libera Treverorum latibulum ac profugium tuum ... inveneramus extra totalem regis predicti dicionem“, Apologia I, 29). Warum er aber gerade dort Zuflucht suchte und fand, bliebe noch zu klären; auch wurde sein Verhältnis zum dortigen Erzbischof Johann von Baden oder seine Tätigkeit an der neuen Universität 1473–1476 m. W. bislang nicht bzw. nur wenig beachtet (beides könnte auf erste in Italien geknüpfte Kontakte zurückgehen; freundlicher Hinweis von Stefanie Irngang/Berlin). Zudem ist in Basins „Historia Ludovici XI.“ natürlich vom Feind seines Feinds, Karl dem Kühnen, und dessen Ausgriff in die Rheinlande die Rede (beim Treffen des Burgunderherzogs mit Kaiser Friedrich III. im Herbst 1473 „eramus tunc in civitate Treverensi, nullius tamen principum comitatum secuti nec cuiquam eorum inservientes aut servare affectantes“; IV, 9). Es bleibt mithin daran zu erinnern, daß die Geschichte Ludwigs XI. von Thomas Basin, ein Standardwerk für die französische Historie und Historiographie, auch für die Erforschung der rheinischen Geschichte der Zeit von Belang ist.

Frankfurt am Main

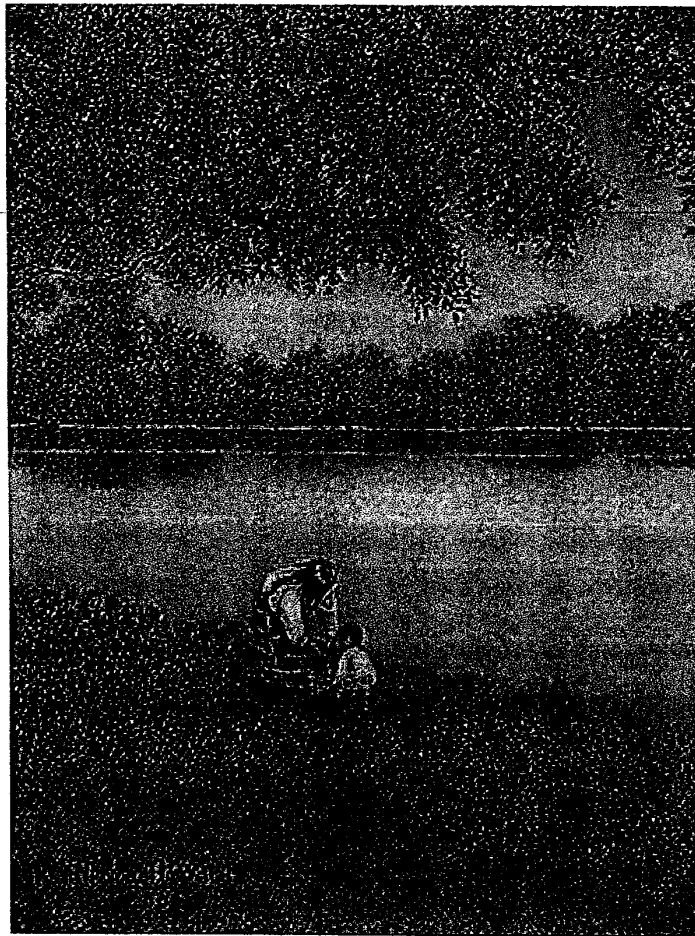
Heribert Müller

Alison Brown (Ed.), Language and Images of Renaissance Italy.

Oxford, Clarendon Press 1995. XV, 338 S., £ 35,–.

Ein exzellent komponierter Sammelband, der aus einer Tagung des Londoner Courtauld-Instituts 1990 zum Thema „Cultural Definition and the Renaissance“ hervorging. Mit hohem Anspruch („It is high time to re-evaluate the Renaissance“, S. 7) nimmt er Jacob Burckhardts multiperspektivisch-synthetischen Ansatz auf, stellt aber dessen Renaissance-Paradigmen, insbesondere dasjenige des Individuums, das sich „mittelalterlichen“ sozialen Gruppenbindungen entzogen habe, auf den Prüfstand von Fragen und Schwerpunkten der jüngsten Forschung: dazu gehören politische Sprache, Bild und Zeremoniell, Stiftungenwesen, die Verknüpfung von Sozial- und Kunstgeschichte, Gender-

Native Women in the Arts, Education, and Leadership



Proceedings of the Sixth Native American Symposium

Edited by Mark B. Spencer and Robert Tudor

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“Make Haste Slowly”: The Experiences of American Indian Women at Hampton Institute, 1878-1923

Jon L. Brudvig, Ph.D.
University of Mary

Hampton Normal and Agricultural Institute was established in 1868 to serve the educational, economic, and spiritual needs of recently emancipated slaves living near Hampton Roads, Virginia. The institution's founder and guiding force was General Samuel Chapman Armstrong, a former Union officer who commanded black troops during the Civil War.¹ On April 13, 1878 General Armstrong welcomed a handful of American Indian students. These former prisoners of war came to Hampton from St. Augustine, Florida, with their warden, Richard Henry Pratt. Their presence at Hampton spawned the development of off-reservation boarding schools designed to transform American Indian pupils into replicas of their more assimilated neighbors. Humanitarians, educators, and government officials also hoped that the boarding schools would make tribal leaders more manageable and cooperative. The Plains wars, it appeared, had been replaced by a new type of battle, a struggle for the hearts, minds, and souls of the next generation of American Indian leaders.²

A short time after the Fort Marion party's arrival, General Armstrong moved to expand the school's Indian program by implementing immediate measures designed to attract female natives to Hampton. According to the principal, "the coeducation of Indian boys and girls with its lessons of mutual respect and helpfulness in the class rooms and work rooms is the hope, and the only hope of permanent Indian civilization."³ The first

¹ Samuel Chapman Armstrong (hereafter abbreviated SCA), "From the Beginning," in *Memories of Old Hampton* (Hampton, VA, 1909), 133-50; Mary Lou Hultgren and Paulette Fairbanks Molin, *To Lead and to Serve: American Indian Education at Hampton Institute, 1878-1923* (Virginia Beach, VA, 1989), 6. For a complete list of students see Jon L. Brudvig, "Hampton Normal & Agricultural Institute: American Indian Students, 1878-1923," at <http://www.twofrog.com/hampton.html>.

² SCA, "From the Beginning," in *Twenty-Two Years' Work of the Hampton Normal and Agricultural Institute* (Hampton, VA, 1893), 9, 326-28; Helen W. Ludlow (hereafter abbreviated HWL), in *Twenty-Two Years' Work*, 312; SCA, "From the Beginning," in *Twenty-Two Years' Work*, 9; HWL, "Twelve Years' Work," in *Twenty-Two Years' Work*, 312; Richard Henry Pratt (hereafter abbreviated RHP), *Battlefield and Classroom*, ed. Robert M. Utley (New Haven, 1964; reprint, Lincoln, NB, 1987), 138-144. For additional information regarding the Fort Marion arrivals consult Frederick J. Stefon, "Richard Henry Pratt and His Indians," *The Journal of Ethnic Studies* 15 (1988), 87-112 and Jon L. Brudvig, "Bridging the Cultural Divide: American Indians at Hampton Institute, 1878-1923" (Ph.D. Dissertation, College of William & Mary, 1996), 48-49. Donal Lindsey noted that Peter Jones (Ute) arrived at Hampton in 1877 with John Wesley Powell. He was not present, however, when the Fort Marion arrivals came in April 1878. See Donal Lindsey, *Indians at Hampton Institute, 1877-1923* (Urbana, IL, 1995), 20-21, 27-29.

³ *Southern Workman* (September 1879), 90 (hereafter abbreviated *SW*); "Our Indian Girls," *SW* 8 (November 1879), 111; Cora Mae Folsom (hereafter abbreviated *CMF*), unpub. mss., 10, HUA; SCA, "Annual Report of the Principal," *SW* 9 (June 1880), 63; *SW* 10 (February 1881), 15; *SW* 7 (October 1878), 73.

Service



November 14, 2005

Dr. Mark Spencer
Department of English, Humanities, and Languages
Southeastern Oklahoma State University Box 4121
Durant, OK 74701

Dear Dr. Spencer:

Let me congratulate you for being an integral part of such a great conference. The Native American Symposium was magnificent. I consider the Native American Symposium to be the premier event that brings nationally renowned scholars to our campus. I appreciate all of the hard work you contributed to ensure such a high quality conference.

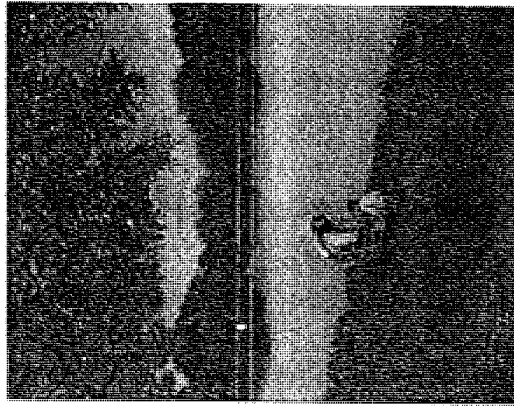
With the help of your efforts, Southeastern is now recognized as a primary contributor to Native American Studies. "Thank you" cannot express my deep gratitude for all of your efforts. Congratulations on a job very well done.

Sincerely,

C. W. Mangrum, Dean
School of Arts and Sciences

Sixth Native American Symposium

Native Women in the Arts, Education, and Leadership



Southeastern Oklahoma State University

November 10-11, 2005

Buffy Sainte-Marie
and
Winona LaDuke

THURSDAY, NOVEMBER 10, 2005

8:00 am – Sidewalk Café – Conference Registration Continental Breakfast

9:00 am – Sidewalk Café – Welcome

• Comments by Dr. Dan Althoff, Native American Symposium Committee Co-Chair

9:30 am – Ballroom – Sideline Sidekicks: Gender, Anti-Indigenous Racism, and the Problem of 'Indian' Female Cheerleaders and Mascots

• D. Anthony Tyeame Clark and Cornel D. Pewewardy

9:30 am – Magnolia Room – Native Education

• Terry Ashby, "Increasing Native American College Attendance"

• Rosalin Hanna, "Attainment of Higher Education for Native American and Alaskan Native Women"

• Oksana Y. Danchevskaya, "Notes on Russian Indianists"

9:30 am – University Center – Native Literature 1

• Iping Liang, "Indian Gothic: The Vanishing Race and the New World Nation"

• Steven B. Sexton, "Louis Owens's Intervention in the World of the Novice Reader"

• Kelley Harrison, "Why Native American Literature?"

11:00 am – Ballroom – Native Socio-Political Issues 1

• Richard Mize, "'Tubbee' and His Nieces: A Colloquy on White Men, Choctaw Women,

Intermarriage and 'Indianness' in *The Choctaw Intelligencer*, 1851"

• David Michael Smith, "*Marxism and Native Americans Reconsidered*"

• Robert Tudor, "The Lynching of Ward Churchill"

11:00 am – Magnolia Room – Native Socio-Political Issues 2

• Michele M. Stephens, "Mexica Women's Power: Warrior Motherhood and Death in Childbirth"

• Thomas D. Watts and Joseph Bohanon, "Social Welfare Policies and Native Americans: Future Challenges"

• Patsy Cooper, "Alcohol & Drugs ... The Plague That Binds Our Native People"

11:00 am – University Center – Native Literature 2

• Monique Ramune Jonaitis, "(E)murgence of Selves in Louise Erdrich's *Books and Islands in Ojibwe Country*"

• Pauline G. Woodward, "Young Women Lead the Way in Erdrich's Fiction"

• Patty Peterson, "*Power*: A Contemporary Myth"

2:00 pm – Ballroom – New Learning Methods

• Joseph Bohanon, *The Talking Circle: A Culturally Appropriate Group Work Perspective with Indigenous Peoples*

• Cynthia L. Marshall and John Gail, "Teaching Students of European Descent How to Lie"

2:00 pm – Magnolia Room – Contemporary Native Performance

• Carsten Schmitzke, "Perceptions of American Indian Female Students in Information Technology"

• Kimberli Lee, "AlterNative Texts: Survivance in the Music and Art of Buffy Sainte-Marie"

• Adrian L. Cook, "Blood Quantum"

2:00 pm – University Center – Native Education 2

• Carole A. Barrett, "We Were a Naturally Spirited People": Christian Boarding Schools and the Lakota Experience"

• Jon L. Brudvig, "Make Haste Slowly: The Education of American Indian Women at Hampton Institute, 1878-1923"

• Marinella Lentis, "Indian Arts and Crafts in the Boarding School Curriculum"

3:30 pm – Ballroom – Native Women 1

• Sarah Eppler Janda, "The Time of the Women": Gendered Activism and Indian Politics"

• H. Henrietta Stockel, "Chiricahua Apache Mildred

Southeastern Oklahoma State
University

Fifth Native American Symposium

Native Being ↔ Being Native:
Identity and Difference

November 13-15, 2003



PURPOSE
Southeastern Oklahoma State University invites the community, the Indian Nations, students, scholars, educators, and all who are interested in studying and sharing the experience of the largest cultural minority in Oklahoma to attend the Fifth Native American Symposium, Native Being ↔ Being Native: Identity and Difference. This event features

presentations about Native American literature, history, medicine, science, sociology, political science, art, and film. Scholars, artists, and members of Indian Nations from around the United States and Canada will come together to discuss topics related to the Native American experience.

KEYNOTE SPEAKER

This year's keynote address will be delivered by N. Scott Momaday. Born a Kiowa in the Oklahoma Dust bowl, and raised on reservations in the Southwest, Momaday has been described by the New York Times as "the dean of American Indian writers." His first novel *House Made of Dawn* was awarded the Pulitzer Prize, and he has won countless other awards for his work as a poet, playwright, artist, essayist, and novelist. Currently the Regents Professor of Humanities at the University of Arizona, Momaday is also the founder and Chair of The Buffalo Trust, a non-profit foundation for the preservation and restoration of Native American culture and heritage.

FEATURED SPEAKERS

William Means, Kim Norris Guerrero, Norma Howard, Donald and Cathy Cole, Hugh Foley

THURSDAY, NOVEMBER 13, 2003

8:00 am: Sidewalk Café - Conference registration
Continental breakfast

9:00 am: Sidewalk Café - Welcome Comments by
Dr. Chad Litton, Chair, Native American
Symposium Committee

9:30 am: Magnolia Room

Panel A: Growing and Cultivating: Indian
Identities in Transition

• LuAnn Marrs, "Living in Two Worlds: The Life
and Times of Nora Kerr, an Oklahoma Choctaw,
1898-1991"

• Dawn Morningstar, "Ethnobotany: Plants, People,
Purpose,"

• Matt Despain, "Tashofa: Ceremony, Society, and
Chickasaw Identity"

• Sterling Fluharty, "Being and Becoming 'New
Indians': Identity and Indian Youth Councils of the
1950s and 1960s"

9:30 am: University Center 215

Panel B: Natives Themes in Music and Dance

• Adrian L. Cook, "Sweet Chaos: The Native
American Renaissance and the Grateful Dead"

• Hugh Foley, "Contemporary Muscogee (Creek)
Music: Traditional, Christian, and Popular"

• John Jaramillo and Adair Landborn, "Dancing on
Multicultural Ground"

12:00 till 1:00 pm: Lunch on your own

1:00 pm: Magnolia Room

Panel C: Geographical Appropriations

• Richard Francaviglia, "Place and Storytelling:
Native and Non-Native Accounts from the
Intermountain West"

• Alex Hunt, "Literary Cartography and
Environmental Justice: Mapping Native American
Novels"

• Bonnie Roos, "Complicity: Infanticide and
Sacrifice in Silko's *Almanac of the Dead*"

3:15 pm: Henry G. Bennett Library, Native
American Collection Room
Norma Howard

4:00 pm: Library, Native American Collection
Room

Hugh Foley, *Savage Country: American Indian
Mascots in Oklahoma High School Football*

7:00 pm: Little Theater

Kim Norris Guerrero, *Standing Cloud*

8:00-9:00 pm: Wesley Center - Dessert Reception



12 March 2004

Dr. Mark Spencer
Southeastern Oklahoma State University
English, Humanities, & Languages

Dear Dr. Spencer:

Your help with activities related to Southeastern Honors Day on 21 February 2004 is greatly appreciated. Whether you graded letters of candidacy, conducted interviews, graded essays, greeted students and parents as they registered, appeared on the program, loaned us your offices, or made general program arrangements--all these activities were an *essential* part of making the 2004 Honors Day events a resounding success. The effort and sincerity that you showed to students and parents alike illustrates our commitment to provide a superior undergraduate experience for talented students seeking educational excellence and enrichment here at Southeastern.

A variety of Honors Program scholarships has now been extended to 52 students, and I hope that we are able to attract each one of them to Southeastern for the Academic Year 2004-2005.

Honors Day is still a work in progress. I would like to take this opportunity to thank you for all your suggestions for improvement so far, and I invite any suggestions that you may have to make Honors Day 2005 even better.

Sincerely,

A handwritten signature in cursive script that reads "Lisa L. Coleman".

Dr. Lisa L. Coleman
Southeastern Honors Program Director
Associate Professor
Department of English, Humanities, and Languages
Southeastern Oklahoma State University



April 19, 2005

Dr. Mark Spencer
Southeastern Oklahoma State University
English, Humanities, & Languages

Dear Dr. Spencer:

Your help with activities related to Honors Orientation and Enrollment is greatly appreciated. I believe that we have a promising group of freshman who will make valuable contributions to our university, as well as to the Honors Program. The effort and sincerity that you showed to students and parents alike illustrate Southeastern's commitment to education by both faculty and current students.

Your assistance helped the entire process go smoothly, and we appreciate your willingness to help and volunteer your time.

On behalf of the Southeastern Honors Program, I would like to thank you for your commitment to our program.

Sincerely,

A handwritten signature in cursive script that reads "Lisa L. Coleman".

Dr. Lisa L. Coleman
Southeastern Honors Program Director

Institutional Assessment Committee
 Assessment Report Evaluation
 2004-2005 Reports
 Summary Page

Program: English with an Emphasis on Writing
 Department: English, Humanities, and Languages
 School: Arts and Sciences

Scores:

	Objectives	Data	Analysis	Action/Response
	8	9	9	10
	9	9	9	9
	9	9	9	10
	9	9	9	9.5
Total:	8.75	9.00	9.00	9.63

Overall Score: 9.09

Comments:

- Very clear all faculty members are involved in assessment.
- Thorough report! Concise descriptions. Like the appendices.
- Need to use other measurement in addition to portfolio, student surveys (not grades).
- Report indicates department will implement series of new assessment instruments to meet revised NCATE standards.
- Faculty input and AP.D committee involved in changes.
- Good description of assessment data, strengths and weaknesses, and modifications to be made.
- Nice job incorporating student input into modifications.
- Candid look at program! Well done.
- Good report.
- Student surveys are not effective assessment tools.
- Student evaluations are not an assessment tool.
- Well organized, easy to follow, focused, full circle faculty input--positive for assessment.
- Effective method used to show strengths and weaknesses.
- Effective appendices.
- When was survey conducted?
- Connected to NCTE standards. Eng. 3773--excellent leveling of expectations from students.

Professional Memberships

Medieval Academy of America
Modern Language Association
Texas Medieval Association
Mid-America Medieval Association

Effective Teaching

New Courses

English 2413: Critical Approaches to Literature

I took over this course from John Mischo in Spring 2003, and I taught it each semester through Spring 2006. I introduced a new emphasis on basic skills, such as the use of proper MLA documentation style in writing English research papers and accessing the MLA online bibliography. I also incorporated the reading of critical articles on selected literary texts to familiarize students with the new theoretical approaches to literary criticism. A summary of the teaching evaluations from Fall and Spring 2005 as compiled by the department chair can be found below.

English 4133: History of the Novel

This new course was taught only once by Mary Carden in Spring 2001 before she left SOSU. I have subsequently taught it four times each fall semester. Drawing upon my research on the history of the novel and the historical novel, I have widened the horizons of the course both chronologically and geographically. It currently begins with the *Metamorphoses* of Apuleius, originally written in Latin during the second century A.D., and ends with *The Crying of Lot 49* by the contemporary American novelist Thomas Pynchon. Modern European authors in translation from Russia, France, and Germany are included along with the pivotal figures in the English novel such as Daniel Defoe. In addition, most of the standard English canonical texts such as *Jane Eyre* and *The Great Gatsby* are incorporated into the course by means of student reports. The emphasis is on the historical development of the novel from its emergence out of medieval and early modern romance to 20th-century modernism and postmodernism. An abbreviated syllabus and a summary of the teaching evaluations from Fall 2005 can be found below.

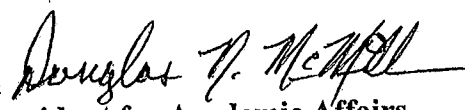
TRIAL EXHIBIT OMITTED

DUE TO AN UNWORKABLY LARGE FILE SIZE



MEMORANDUM

TO: Dr. Rachel Tudor

FROM: Dr. Douglas N. McMillan 
Interim Executive Vice President for Academic Affairs

RE: NOTIFICATION OF PROMOTION STATUS

DATE: February 15, 2010

This is to provide notification of my recommendation to the President that you not be granted promotion to Associate Professor with tenure.

cc: Dr. Lucretia Scoufos, Dean, School of Arts & Sciences
Dr. John Mischo, Department Chair, English, Humanities & Languages
Dr. Lisa Coleman, Chair, Promotion Review Committee

dm



COPY

OFFICE OF THE PRESIDENT

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
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DURANT, OK 74701-0609

580-745-2500
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MEMORANDUM

TO: Rachel Tudor
FROM: President Larry Minks *Larry Minks*
RE: Application for Tenure and Promotion to Associate Professor
Date: April 21, 2010

This memo is to inform you that I have decided to deny your application for tenure and promotion to associate professor. As suggested by The Academic Policy and Procedures Manual 3.7.4 Role of the Faculty, I have delegated the responsibility to Dr. McMillan for providing you with the reasons for my denial. He will be in contact with you as soon as possible to delineate these reasons.

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

Department of English, Humanities,
and Languages
Southeastern Oklahoma State University
November 17, 2010

Faculty Appellate Committee
Southeastern Oklahoma State University

Dear Dr. Hall and Committee Members,

I write to you in support of Dr. Rachel Tudor's appeal of Dr. Douglas McMillan's decision to deny her the opportunity to apply for tenure and promotion. Dr. Tudor is an exemplary teacher, scholar, and colleague, and the allegations from Dr. McMillan are without merit.

According to any objective evaluation, Dr. Tudor's qualifications clearly exceed the expectations for tenure and promotion according to three separate standards: as stated in the Academic Policies and Procedures manual, as established by the Department of English, Humanities, and Languages, and as practiced by precedent. Dr. Tudor's teaching is exemplary, as exhibited by her teaching evaluations, observations of her teaching by colleagues, and her repeated nomination for the Faculty Senate teaching award. This aspect of her work is not cited as problematic by Dr. McMillan; I will therefore refrain from further elaboration, although I will be happy to provide further testimony on this aspect of Dr. Tudor's work upon request. I simply remind the committee that we are, at our heart, a teaching institution; the best interests of our students require that we attract and retain the highest quality classroom teachers, of which Dr. Tudor is a clear example.

In respect to service, an area cited as deficient in Dr. McMillan's decision, Dr. Tudor's work on campus in the past 6 years has been exemplary, and clearly exceeds the activity of many faculty, both tenured and untenured. Since her arrival on campus, Dr. Tudor has been active in organizing the biannual Native American Symposium, one of our campus's major events, which brings regional, national, and international recognition to Southeastern. Dr. Tudor was instrumental in bringing an OSLEP course to our campus in 2007, the only time in recent memory our campus has hosted one of these prestigious courses. Dr. Tudor organized the participation of Dr. Rennard Strickland, Distinguished Professor Emeritus at the University of Oregon Law School, and served as the supervising professor for this course. In addition, Dr. Tudor served as the chair of our department's Assessment, Planning, and Development committee from 2007-2010. As chair of this committee, Dr. Tudor collected and collated all assessment data for our three English programs, and prepared the yearly POAR reports. This, in itself, is an enormous job for a pre-tenure professor to take on. Finally, Dr. Tudor has served as a member of Faculty Senate for the past two years. All of this has been done in addition to standard university and departmental service expectations, including serving on hiring and

review committees, volunteering for Honors Day, and working with student groups. In short, Dr. Tudor not only amply fulfills service expectations for faculty members, but is exemplary in the range, depth, and dedication she has shown in service to our university.

The area of scholarship is often seen as difficult to objectively evaluate, as it ordinarily requires a careful consideration of both quality and quantity of scholarly activity. In Dr. Tudor's case, however, the evaluation is simple and evident, as her scholarly production exceeds standards for both quality and quantity. She currently has five peer-reviewed articles already published; four more accepted articles in press; and several more in the pipeline, including three which have been tentatively accepted pending revisions. Some of these are in the leading journals of her field; others clearly articulate the relevance of her work to a wider non-specialist audience. This shows that she is a respected scholar within Native American Studies, while simultaneously successfully promoting the importance of Native American literature within a wider context. She co-edited two volumes of the conference proceedings of the Native American Symposium, and has published two chapbooks of poetry since her arrival at Southeastern. To be blunt, Dr. Tudor has published more research than any other member of the department, tenured or untenured. Any question regarding her scholarly production must of necessity be based upon either ignorance or misunderstanding of the evidence, since there is really no question that Dr. Tudor has far exceeded any stated or unstated standard for scholarly production at this university.

In short, Dr. Tudor is an outstanding candidate for tenure and promotion. Dr. McMillan's statement that her service and research are insufficient is clearly unfounded and inaccurate. He was clearly mistaken in his opinion that consideration of Dr. Tudor's tenure file would be a waste of time; in addition, he has clearly tried to contradict the established policies for tenure and promotion, by presuming to truncate the process based upon personal opinion and insufficient data. I therefore ask that the Faculty Appellate Committee find in Dr. Tudor's favor, and recommend that she be allowed to pursue the established processes for achieving tenure and promotion.

Sincerely,

Dr. Margaret Cotter-Lynch
Associate Professor of English

Rachel Tudor

From: Rachel Tudor
Sent: Tuesday, October 27, 2009 12:34 PM
To: John Mischo
Subject: RE: Tenure Promotion Committee

John,

I already discussed this issue with the Dean, and we agreed that Dr. Spencer would chair my committee. I also discussed the issue with Dr. Spencer, and he also agreed. As a matter of fact, the one person the Dean agreed should not be on the committee is Dr. Coleman. Dr. Scoufos suggested that Dr. Althoff serve instead of Dr. Coleman.

Please get back to me ASAP on this issue.

Thanks.

From: John Mischo
Sent: Tuesday, October 27, 2009 10:58 AM
To: Rachel Tudor
Subject: Tenure Promotion Committee

Rachel,

I have appointed your tenure and promotion committee, pending the dean's approval, which is as follows:

Dr. Coleman, Committee Chair
Dr. Prus
Dr. Allen
Dr. Spencer
Dr. Parrish

Also, I haven't yet had the chance to look at any submitted portfolios, including yours, as you've requested. I will do so within the next week and get back to you.

If you have any questions regarding the procedures please ask me and/or consult the Policy and Procedures Manual.

Thank you.

Dr. John Brett Mischo
Professor & Chair
English, Humanities, & Languages
Morrison Hall 826
1405 N. Fourth Ave, PMB 4060
Durant, Oklahoma 74701-0609

Phone (580) 745-2590
Fax (580) 745-7405

Dear Colleague.

I hope you will pardon this intrusion, but I am obliged to share some personal information with you. Please allow me to premise my disclosure with an acknowledgement of how much I value being a member of this community of educators and learners. I have labored my entire life to be a contributing member of such a community, and I feel privileged to be here. I want to be clear about this, because my retiring personality may have been misinterpreted by some as unfriendliness. The reason for this letter is that after a lifetime of searching, and with the assistance of professional guidance, I have come to the conclusion that I am also a member of another community—the transgender. Unfortunately, this community is frequently misunderstood, often ridiculed, widely discriminated against, and sometimes subject to violence. Hence, the necessity for this letter. I do not want being a member of the transgender community to cause discomfort or anxiety to members of my academic community. Please allow me to share a few basic facts about transgenderism. It is a part of one's core identity and is present from birth. Some say that it is not a choice, but I believe everything one does is an act of will with purpose. For me, the choice is either to be reclusive and unhappy, or to strive to find a place in life where I may be true to my core identity and create personal and professional relationships based on openness free from fear. Next, it is important to know that a transgender person is not a transvestite or crossdresser—it is not sartorial, it is physiological. I, for instance, have been following a physician prescribed regimen of hormone adjustment therapy for months. Finally, transgenderism has nothing to do with sex or sexual orientation. Perhaps the confusion comes from the unfortunate fact that our language uses “sex” and “gender” as synonyms. In actuality, transgenderism is a human and civil rights issue, and it should not be taboo to discuss it.

I assure you that I will continue to comport myself in a professional manner with attention to my responsibilities. I hope you will look on this occasion, as I do, as an opportunity for education and personal growth.

You probably have questions that I have not addressed. You are welcome to discuss them with me. My most pressing question is how you will respond to my revelation. I will listen to your opinion and value your advice.

Presently, I am planning on transitioning at the beginning of the Fall semester. I have legally changed my name to Rachel. After I transition, please address me by my new name with corresponding pronouns. I am keenly aware the period of transition will be confusing and awkward for everyone. Please let me know if there is anything I can do to put you at ease.

Very best regards,

R. Tudor

From: Claire Stubblefield /O=SOSU/OU=SOSU/CN=RECIPIENTS/CN=CSTUBBLEFIELD
Subject: TudorConclusion Letter
To: Microsoft Exchange

Now Now. It ' s HER personnel file J

From: Cathy Conway
Sent: Thursday, November 18, 2010 3:49 PM
To: Claire Stubblefield
Subject: RE: TudorConclusion Letter
Sensitivity: Confidential

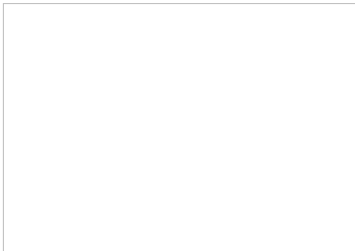
Claire,

Lucretia ' s name is spelled Scoufos. Also, under Findings, Complaint 3, Southeastern needs to be capitalized.

It will be interesting to see Charlie ' s comments. You did a very good job of writing your report. Did Bridgette have any helpful information for you? If Dr. Tudor requests to see T & P info in his personnel file, I will need to send him to Bridgette. . .

Thanks,
Cathy

[Cathy A. Conway](#)
Director, Human Resources
Southeastern Oklahoma State University
1405 N. 4th Avenue
Durant, OK 74701-0609
Pho: 580.745.2162
FAX: 580.745.7484
Email: cconway@se.edu



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From: Claire Stubblefield
Sent: Thursday, November 18, 2010 1:20 PM
To: Cathy Conway
Subject: TudorConclusion Letter

NEED FEEDBACK. Can you help?

Professional Portfolio
Dr. Margaret Cotter-Lynch

Application Portfolio
for
Promotion to Associate Professor Rank
with
Tenure Status

Submitted by
Margaret W. Cotter-Lynch, PhD
Assistant Professor

Department of English, Humanities, and Languages
School of Arts and Sciences
Southeastern Oklahoma State University

Academic Year [2009-10]



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TRANSMITTAL FORM

Portfolio Transmittal Form

Fill out the first five lines and include as the first page of your portfolio. A copy will be sent to you after each signature, so that you can trace the progress of your portfolio.

Faculty member's name Dr. Margaret Cotter-Lynch

Portfolio submission date 10/14/09

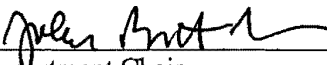
Portfolio submitted for tenure consideration Yes [] No

Portfolio submitted for promotion consideration Yes [] No

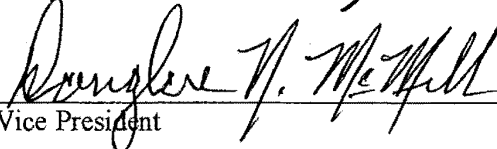
If yes: Portfolio submitted for promotion to: Associate Professor

The portfolio has been reviewed by:

 11/16/09
Review Committee Chair Date

 11/29/09
Department Chair Date

 01/14/10
Dean Date

 2/10/10
Vice President Date

President Date

Rev: 10/06

LETTER OF APPLICATION



SOUTHEASTERN
A CENTURY OF BUILDING FUTURES

October 14, 2009

Department of English, Humanities, and Languages
Southeastern Oklahoma State University
1405 N. 4th Ave.
Durant, OK 74701

Dear Members of the Review Committee and Administration,

I write to you to apply for tenure and promotion to Associate Professor in the Department of English, Humanities, and Languages. In my five years at Southeastern, I have demonstrated excellence in the areas of teaching, scholarship, and service in accordance with the standards for this promotion.

Since arriving at the university, I have designed and taught nine different courses under eight different course numbers; several of these courses have been offered in more than one version, including traditional face-to-face, honors face-to-face, and entirely online. I was the first faculty member in my department to develop a fully online version of HUM 2113: Ancient and Medieval Humanities, first offered in the spring of 2008. In all of my courses, I emphasize critical reading and thinking, effective writing, and independent engagement with primary materials. For example, in my Ancient and Medieval Humanities class, we do not use a traditional textbook; instead, students read primary texts, in their entirety, from the periods and cultures in question. We then use a combination of class discussion, student presentations, and short lectures or presentations by me in order to interrogate the cultural values and priorities revealed in the texts and contextualize these within larger historical and cultural movements. In my composition courses, students are immediately exposed to sophisticated intellectual arguments through reading authors such as Paolo Freire, John Berger, Edward Said, and Adrienne Rich. We work together in class to develop the comprehension and analysis skills necessary to understand and engage with academic prose. Students then learn to express their own informed positions in relation to complex topics through writing. Writing instruction in my classrooms (and online) relies heavily on learning the step-by-step processes of the craft of effective writing, including a heavy emphasis on revision through the intensive use of guided peer review. Students are taught to see their own essays through the eyes of a potential reader, and to judge their effectiveness. I take a similar process-centered approach to classes for our majors, such as ENG 2413, Critical Approaches to Literature. I structure this entire course around the ultimate goal of writing an 8 page literary research paper, in which students demonstrate their abilities to engage critically and productively with current scholarship in the field. Again, student presentations, group work, and discussions are structured to guide students through the process of understanding and interrogating both literature and secondary scholarship in the field, helping them to acquire the tools necessary to engage in professional discussions about writing and literature. In my upper-level course, ENG 4324/5203, we read a range of primary literature concerning women and Christianity in medieval Britain, composed between the 8th and 14th centuries. Each week we read one or more works of literature in conjunction with contemporary critical articles on each text, so that students were constantly challenged to form and articulate their own ideas and opinions within an already-existing critical conversation.

My teaching methods have consistently met with both success in student outcomes and approbation by students and colleagues. My student evaluations demonstrate that students respond positively to challenging, content-rich classes that push them beyond their comfort zones while providing the necessary tools for success. Student comments include the following: "I learned how to think critically and verbally argue my stance;" "excellent professor;" "you have to work hard but you get help from Dr. Cotter-Lynch and your fellow classmates on your work, and you overall become a better writer." In the spring of 2007, I was honored to receive the Faculty Senate Recognition Award for Excellence in Teaching, an award for which I have been nominated every year since my arrival here. After observing a section of my ENG 2313 course on King Arthur in the fall of 2006, Dr. Lisa Coleman, director of the Honors Program, asked me to teach English Composition to Honors students. I began teaching honors composition in the spring of 2008, and have done so every semester since.

As a complement to my teaching activities, I maintain an active program of research and scholarship, participating in the newest developments in my field of study, medieval women's religious literature. I have secured a book contract with Palgrave-MacMillan for the publication of an edited volume of essays entitled *Reading Memory and Identity in the*

DEPARTMENT OF ENGLISH, HUMANITIES & LANGUAGES

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

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Texts of Medieval European Holy Women. This book will include ten essays written by a variety of scholars from the U.S. and Europe, in addition to an introduction by the prominent scholar Cheryl Glenn. I have contributed an essay to this volume analyzing Notker's use of the legend of St. Perpetua in his hymn "For the Festival of Holy Women." My co-editor, Brad Herzog of Saginaw Valley State University in Michigan, and I currently have the texts for all ten articles and are awaiting Cheryl's introduction. The entire volume will be submitted to the publisher for peer review by December 1, 2009, with an expected publication date of spring 2011. Since arriving at Southeastern, I have also presented original research at four conferences. At two of these conferences (the American Comparative Literature Association Annual Conference at Princeton University in 2006 and the International Medieval Congress at Western Michigan University in 2008) I have, in addition, organized and moderated seminars and panels, taking on an additional level of leadership in the exchange of scholarly ideas amongst my colleagues. In my first semester at Southeastern, I contributed an award-winning curriculum unit on ancient biography to the Classics Technology Center, a premier online resource for high school and college level classics teachers. I have published a book review on new translations of Lives of St. Mary of Egypt, and submitted an article on St. Leoba to the Medieval Feminist Forum, the bi-annual peer-reviewed journal of the Society for Medieval Feminist Scholarship.

This past summer, I was honored to receive an outside grant from the South Central Modern Language Association and the Newberry Library, Chicago, which allowed me to spend one month in a research residency at the Newberry. This intensive research time at one of the country's premier research libraries for medieval studies allowed me to make significant progress on my next book project, and independently authored monograph entitled *Mother, Gladiator, Saint: the Transformations of St. Perpetua Across the Middle Ages*. This book follows the iterations and translations of the story of St. Perpetua from her 3rd-century self-authored prison diary through the vernacular translations and first printed editions of Jacob of Voragine's *Legenda Aurea* in the late 15th century. I contend that the ways in which Perpetua's story is reframed, edited, and altered in various times and places allow us to track evolving ideals of Christian femininity and sanctity across the Western European Middle Ages. I will present portions of this research at the Modern Language Association Annual Convention in Philadelphia this December. I also have a verbal statement of interest from my editor at Palgrave stating that she would be interested in publishing this book upon completion.

In addition to my teaching and scholarly activities, I actively participate in the campus community at Southeastern. Last year, I was a member of the Presidential Investiture Committee, and composed much of the copy for the event's program. I was recently appointed to the University Council for Engagement and Service, which has been charged with assessing this new category for the Higher Learning Commission accreditation visit in 2013. I have been a member of the Honors Committee since 2006. I have been a member of the department's Assessment, Planning, and Development committee since my arrival at Southeastern in 2005; I also served on the departmental search committee in the 2005-2006 school year. When our department underwent program review two years ago, I wrote the portion of the report comparing our program to others at peer institutions; as a result of the recommendations made in that review, I am now taking charge of efforts to further involve our students in the decision-making processes of our department. I interview teacher education candidates every semester, and volunteer for Honors Day every year. In September of 2009, I also attended the McKinney High School college fair to help recruit students to Southeastern. In the spring of 2009, I secured two grants and organized a poetry reading on campus by internationally acclaimed Romanian poet Liliana Ursu. Outside of Southeastern, I am also active in a number of professional associations, including the Society for Medieval Feminist Scholarship and the Dallas Area Medieval Association. In conjunction with the latter, I periodically attend medieval lectures and events at metroplex-area universities, and participate in the Southern Methodist University medieval reading group.

In sum, my activities in the areas of teaching, scholarship, and service demonstrate the strong contribution I make to the faculty at Southeastern, and clearly qualify me for promotion to the rank of Associate Professor with tenure.

Sincerely,



Dr. Margaret Cotter-Lynch
Assistant Professor

Department of English, Humanities, and Languages

LETTERS OF APPROVAL



OFFICE OF ACADEMIC AFFAIRS

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
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MEMORANDUM

TO: Dr. Margaret Cotter-Lynch

FROM: Dr. Douglas N. McMillan *Douglas N. McMillan*
Interim Executive Vice President for Academic Affairs

RE: NOTIFICATION OF PROMOTION STATUS

DATE: February 15, 2010

This is to provide notification of my recommendation to the President in support of your promotion to Associate Professor with tenure.

cc: Dr. Lucretia Scoufos, Dean, School of Arts & Sciences

Dr. John Mischo, Department Chair
Department of English, Humanities & Languages

Dr. Randy Prus, Chair, Promotion Review Committee

dm




OFFICE OF THE DEAN

SCHOOL OF ARTS AND SCIENCES
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
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DURANT, OK 74701-0609

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WWW.SE.EDU

To: Douglas McMillan
Interim Vice President for Academic Affairs

From: Lucretia C. Scoufos 
Dean, School of Arts and Sciences

Date: January 14, 2010

Subject: Recommendation of **Margaret W. Cotter-Lynch, Ph.D.**, for Promotion from
Assistant Professor of English to Associate Professor of English with **Tenure** in
the Department of English, Humanities and Languages

I am pleased to recommend Dr. Margaret Cotter-Lynch for promotion from Assistant Professor of English to **Associate Professor of English with tenure** in the Department of English, Humanities and Languages, effective with the beginning of the 2010-2011 academic year.

Dr. Cotter-Lynch has demonstrated outstanding effectiveness in classroom teaching. In 2007, she was presented the Faculty Senate Award for Excellence in Teaching in the School of Arts and Sciences. In 2006, she received the Gold Chalice Award for best online content contributed to the AbleOne Education Network. Her SUMMA evaluations are consistently well above both the institutional and national norms. Her peer review class visit statements are uniformly highly complementary, as are statements from current and former students.

Dr. Cotter-Lynch shows much promise as a scholar. Her published work, though not extensive, is of high quality. The upcoming publication of a significant book chapter and her editorship of same is evidence of her considerable scholarly capability. Her professional presentations are likewise of high quality and are numerous.

Dr. Cotter-Lynch has performed admirable service to her department and to the university. In addition, she has significant professional service to her discipline, as an editor, reviewer, session organizer, and seminar leader. This indicates an excellent balance of service activities.

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY



SOUTHEASTERN
A CENTURY OF BUILDING FUTURES

November 29, 2009

Dean Scoufos:

After having reviewed Dr. Cotter-Lynch's portfolio I recommend that she be tenured and promoted to the rank of Associate Professor.

In 2007, Dr. Cotter-Lynch was presented with the Faculty Senate Award for Excellence in Teaching in the School of Arts and Sciences. That she was so recognized and honored by our students and by her colleagues testifies to her unwavering skills and dedication as an instructor. Her SUMMA evaluations show her scores to be above both the institutional and national norms. Her departmental student evaluations, similarly, are consistently noteworthy, as are the statements from her peer review class visits. Owing to her teaching abilities, she is regularly scheduled to teach freshman composition in the University Honors Program. All of these and many other factors lead me to state unequivocally that in my estimation Dr. Cotter-Lynch is one of Southeastern's truly exceptional instructors.

Dr. Cotter-Lynch has documented her service to the department and the profession in her portfolio, so I will not comment specifically on that. However, I can attest that she has always performed every assignment I have given her with energy and intelligence. Her work on our recent Program Review, for example, was exemplary.

Her research accomplishments have been impressive. She has given several papers at national and international conferences. In her term at Southeastern she has published a book review and an online piece on teaching Plutarch and Suetonius. Most importantly, she is also co-editor of a book under contract to Palgrave-MacMillan, *Reading memory and identity in the texts of medieval European holy women*. When this book is published both Dr. Cotter-Lynch and Southeastern will attain national and international academic prominence. A chapter by Dr. Cotter-Lynch herself will appear in this volume. In addition, she has been working on a book-length study of St. Perpetua.

I recommend tenure and promotion for Dr. Cotter-Lynch with no hesitation whatsoever.

Sincerely,



Dr. John Brett Mischo, Chair

DEPARTMENT OF ENGLISH, HUMANITIES & LANGUAGES
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

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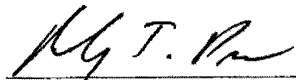


SOUTHEASTERN
A CENTURY OF BUILDING FUTURES

November 16, 2009

Dr. Mischo,

The Tenure and Promotion Committee (Drs. Allen, Coleman, Spencer, Parrish, and Prus) met on November 16, 2009 and agreed to recommend tenure and promotion to Dr. Margaret Cotter-Lynch.



Randy T. Prus
Professor

DEPARTMENT OF ENGLISH, HUMANITIES & LANGUAGES
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

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Section One

CREDENTIALS

**Curriculum Vita
Letters of Recommendation
Letters of Support**

CURRICULUM VITAE

CURRICULUM VITAE

Margaret W. Cotter-Lynch
Assistant Professor of English
Southeastern Oklahoma State University
Department of English, Humanities, and Languages
1405 N. 4th Ave., PMB 4052
Durant, OK 74701-0609
Office: 580-745-2986
Cell: 214-769-7086
mcotter@se.edu

EDUCATION:

2004	Ph.D.	Comparative Literature	University of Michigan
1999	M.A.	Comparative Literature	University of Michigan
1997		Summer Study Abroad	Università per Stranieri, Siena, Italy
1996	B.A.	Comparative Literature and Classics (double major), with honors	Brown University
1994-95		Study Abroad	Université de Paris IV (la Sorbonne)

ACADEMIC AND RELATED NON- ACADEMIC EXPERIENCE:

2005-present	Assistant Professor of English, Southeastern Oklahoma State University, Durant, OK
2004-2005	Lecturer, School of Arts and Humanities, University of Texas at Dallas
2004	Graduate Coordinator, "Preparing Future Faculty" seminar, funded by the Mellon Foundation and administered through the Center for Research on Learning and Teaching at the University of Michigan
1998-2003	Graduate Student Instructor for six semesters in the Comparative Literature, Classics, Italian, and English Departments and working with the Sweetland Writing Center Writing in the Disciplines Program, University of Michigan
2001	Instructor, "Writing the Expository Essay," in summer program sponsored by the Johns Hopkins Center for Talented Youth at Moravian College, Bethlehem, PA
1999-2000	Instructor, English Department, Université de Lausanne, Switzerland
1999	Teaching Assistant, "Heroes and Villains," in summer program sponsored by the Johns Hopkins Center for Talented Youth at Loyola Marymount University, Los Angeles, CA
1996-1997	English as a Foreign Language Teacher and Dorm Parent, Collège du

Léman International School, Versoix, Switzerland

PROFESSIONAL INTERESTS:

Medieval Hagiography
Gender Theory
History of Western Christianity
Comparative Western European Medieval Literatures and Traditions

AWARDS AND HONORS:

- 2009 Nominated for Faculty Senate Recognition Award for Excellence in Service, School of Arts and Sciences, Southeastern Oklahoma State University
- 2009 Nominated for Faculty Senate Recognition Award for Excellence in Research, School of Arts and Sciences, Southeastern Oklahoma State University
- 2006-2009 Nominated for Faculty Senate Recognition Award for Excellence in Teaching every year since my arrival at Southeastern
- 2007 Received Faculty Senate Recognition Award for Excellence in Teaching, School of Arts and Sciences, Southeastern Oklahoma State University
- 2006 Gold Chalice Award for best online content contributed to AbleOne Education Network in 2005, for the website "Teaching Ancient Biography: Plutarch and Suetonius in the interdisciplinary classroom"

PROFESSIONAL MEMBERSHIPS:

Modern Language Association
Medieval Academy of America
South Central Modern Language Association
Society for Medieval Feminist Scholarship
Dallas Area Medieval Association

EFFECTIVE TEACHING:

All courses below were completely designed, in the versions listed, by me, within established departmental and university guidelines:

Courses Taught in face-to-face format:

- ENG 1113: Composition I, "Ways of Seeing"
- ENG 1213: Composition II, "The Aims of Education"
- ENG 1213: Composition II, "Citizenship and Community"
- ENG 1213: Composition II, "Writing Yourself in the World"
- ENG 2313: Introduction to Literature, "King Arthur"
- ENG 2413: Critical Approaches to Literature
- ENG 4323/5203: Selected British Authors, "Women and Christianity in Medieval Britain"
- HUM 2113: Ancient and Medieval Humanities, "Heroes and Villains"

Courses Taught in Fully Online Format:

ENG 1113: Composition I, "Ways of Seeing"

ENG 1213: Composition II, "Writing Yourself in the World"

ENG 3893: World Literature in Translation, "The Human Story"

HUM 2113: Ancient and Medieval Humanities, "Heroes and Villains"

Honors Program:

ENG 1113: Composition I, "Ways of Seeing"

ENG 1213: Composition II, "Citizenship and Community"

ENG 1213: Composition II, "Writing Yourself in the World"

Other Teaching Activities:

Captstone Advisor: Melissa Scott, "The Importance of Veiling," fall 2008

Master's exam participation: Amber Ludrick, 2007 and Alicia Farley, 2008

PUBLICATIONS:***Books and Monographs:***

Cotter-Lynch, M. W. *Mother, gladiator, saint: The transformations of St. Perpetua across the middle ages*. Current book project.

Cotter-Lynch, M. W., & Herzog, B. (Eds.). (2011). *Reading memory and identity in the texts of medieval European holy women*. New York: Palgrave-MacMillan. Under Contract.

Peer-Reviewed Articles:

Cotter-Lynch, M. W. (2011). Mnemonic sanctity and the ladder of reading: Notker's 'In natale sanctarum feminarum'. In M. W. Cotter-Lynch & B. Herzog (Eds.), *Reading memory and identity in the texts of medieval European holy women*. New York: Palgrave-MacMillan.

Cotter-Lynch, M. W. Rereading Leoba, or hagiography as compromise. Under review.

Lynch, M. W. (2001). Corporalité et signifiante dans le Purgatorio de Dante. *Etudes de Lettres*, 2001(4), 133-144.

Other Publications:

Cotter-Lynch, M. W. (2007). [Review of the book *Saint Mary of Egypt: Three Medieval Lives in Verse*]. *The Medieval Review*, 07.12.03, <http://hdl.handle.net/2027/spo.baj9928.0712.003>.

Cotter-Lynch, M. W. (2005, September 5). *Teaching ancient biography: Plutarch and*

Suetonius in the interdisciplinary classroom. Retrieved October 5, 2009, from <http://ablemedia.com/ctcweb/consortium/cotterlynchancientbiography.html>

OTHER PROFESSIONAL ACTIVITIES:

Invited Non-Published Presentations:

- January 2003 Dead Bodies and Dreams: Saints' Relics and Oneiric Authority in Early Medieval Europe Program in Comparative Literature Brown Bag Lecture Series, University of Michigan.
- March 2000 Dante's Bodily Knowledge: Eating, Sleeping, and Knowing in Purgatory. English Department 3e Cycle: "Body Politics," Université de Lausanne, Switzerland

Other Non-Published Presentations:

- December 2009 Perpetua Goes to Europe: Hagiographic Transformation across the Mediterranean. Modern Language Association Annual Convention, Philadelphia.
- May 2008 Mnemonic Sanctity and the Ladder of Reading: Notker's 'In Natale Sanctarum Feminarum' International Medieval Congress, Kalamazoo, Michigan.
- March 2008 How to Read a Story, How to Read a Dream: Oneiric Hermeneutics in the *Vita Rusticula* Theorizing the Early Middle Ages Conference, Forest Grove, Oregon.
- October 2006 Taming the Body: Male Revisions of Vibia Perpetua's *Passio* South Central Modern Language Association Annual Conference, Dallas.
- March 2006 Directional Dreams: Prophecy as Context in the *Vita Rusticula* American Comparative Literature Association Annual Conference, Princeton, New Jersey.
- July 2005 Rudolf Writing Leoba: Ideal and Practice in Literary Form International Medieval Congress, Leeds, England.
- May 2005 The Oneiric Hagiography of St. Samson of Dol International Medieval Congress, Kalamazoo, Michigan.
- May 2004 The Dreams of a Miraculous Woman: St. Leoba's Oneiric Authority and the Construction of Feminine Sanctity International Medieval Congress, Kalamazoo, Michigan.
- April 2004 Whose Nation, World, and God? William of Rubruck's Subjective Christianity American Comparative Literature Association Annual Conference, Ann Arbor, Michigan.
- May 2003 Community, Death, and Dreams: Oneiric Conversations between this World and the Next International Medieval Congress, Kalamazoo, Michigan.

- December 2002 Arthur's Prophetic Choice: Interpretive Agency in *La Mort le Roi Artu* Modern Language Association Annual Convention, New York.
- April 2002 Dreaming of the Self: The Narrative Construction of Authority and Identity in Guillaume de Lorris' *Le Roman de la Rose* American Comparative Literature Association Annual Conference, San Juan, Puerto Rico.
- October 2001 Dante's Poetics of Dreaming: Oneiric Representation in *Purgatorio* Rocky Mountain Modern Language Association Annual Conference, Vancouver, Canada.
- April 2001 Out of Space, Out of Time, and Yet... The Roles of Body and Time in Allegorical Dreams and their Interpretations American Comparative Literature Association Annual Conference, Boulder, Colorado.
- April 2000 Dreaming and Reading the *Rose*: Interpretation and the Quest for Knowledge in Jean de Meun Arts and Media Conference: *Dreaming*. Buckinghamshire Chilterns University College, England.
- February 1999 Reading up the Ladder to God: Notker's Path to Piety Eighth Annual Symposium in Medieval, Renaissance, and Baroque Studies: *Memoria*. University of Miami.
- February 1999 "Pray for the Power to Interpret": Jerome and the Role of the Christian Translator. Translation and Transgression, University of Western Ontario, Canada.
- April 1998 Engendering Ambivalence: St. Jerome's Problems in Imagining a Feminine Sanctity Comparative Literature Intra-Student and Faculty Forum, University of Michigan.

GRANTS and FELLOWSHIPS:

- 2009 Faculty Research Grant, Southeastern Oklahoma State University, \$1275
- 2009 South Central Modern Language Association/Newberry Library Short Term Fellowship: "Legenda Aurea and After: Perpetua in the Later Middle Ages" \$2000
- 2009 Cultural and Scholastic Lectureship Fee Committee, Southeastern Oklahoma State University, to fund campus visit and reading by poet Liliana Ursu, \$500
- 2009 Red River Arts Council, to fund campus visit and reading by poet Liliana Ursu, \$138
- 2008 Faculty Research Grant, Southeastern Oklahoma State University, \$1031
- 2006 Faculty Research Grant, Southeastern Oklahoma State University, \$812
- 2004 Dissertation Fellowship, Rackham Graduate School, University of Michigan, \$7000 plus health insurance and tuition waver
- 2003 Michigan Teaching Fellow, Center for Research on Learning and Teaching, University of Michigan. Award included participation in month-long

- “Preparing Future Faculty” seminar. Non-stipendiary.
- 2003 Humanities Research Fellowship, Rackham Graduate School, University of Michigan, \$13,000 plus health insurance and tuition waver
- 2002 Fellowship for Research on Gender-Based Censorship, University of Michigan Institute for Research on Women and Gender, \$1000
- 1997-2003 Regents Fellowship, University of Michigan College of Literature, Science, and the Arts, \$60,000 plus health insurance and tuition waver

PROFESSIONAL SERVICE:

Service on Departmental/School/University Committees

- 2009- University Council for Engagement and Service
- 2008 Presidential Investiture Committee
- 2006- Honors Committee
- 2005- Departmental Assessment, Planning, and Development Committee
- 2005-6 English Department Search Committee

Service as Reviewer for Publisher

- 2007 Bedford/ St. Martins, reviewer for Andrea Lunsford, *The Everyday Writer*, 4th edition.

Service to a Professional Society or Organization

- 2008 Session organizer for three sessions at the International Medieval Congress in Kalamazoo, MI, on the topic of “Inventing Identities: Re-examining the Use of Imitation, Imagination, and Memory in the Texts of Medieval Religious Women.”
- 2006 Seminar leader, American Comparative Literature Association Annual Conference, Princeton, NJ: led 3-day seminar on the topic of “Other Dreams”

Other Professional Service

- September 2009 Recruited potential students at McKinney High School College Fair with Liz Aguilar in cooperation with the Southeastern recruitment office
- March 2009 Liliana Ursu Poetry Reading, Southeastern Oklahoma State University: organized reading and obtained funding to bring Romanian poet to campus
- 2008-present Participant in Southern Methodist University’s medieval reading Group
- 2008-present Departmental leadership in enhancing undergraduate participation in departmental policies and governance, in follow-up to program review
- March 2008 “Times Talk” discussion facilitator, Southeastern Oklahoma

2007-2008	State University Participated in Department of English, Humanities, and Languages Program Review, including writing the portion of report comparing our program to comparable programs at peer universities
2006-2009	Honors Day volunteer
2005-present	Teacher Education program interviewer
November 2005	Moderator at Native American Symposium, Southeastern Oklahoma State University



SOUTHEASTERN
A CENTURY OF BUILDING FUTURES

12 October 2009

Dear Tenure and Promotion Committee:

I am honored to write a letter on behalf of Dr. Margaret Cotter-Lynch and her request to be granted tenure and promotion to the position of Associate Professor of English. In addition to an impeccable education at some of the foremost national and international institutions, Dr. Cotter-Lynch is a published scholar, an excellent teacher, and a generous provider of service to the university and the greater Southeastern and north Texas community.

Dr. Cotter-Lynch has contributed to the scholarly community through a number of publications and conference presentations. Her first publication while teaching at Southeastern was, "Teaching Ancient Bibliography: Plutarch and Suetonius in the Interdisciplinary Classroom." Published in *Classics Technology Center* by AbleMedia, in September 2005, it won the publisher's 2006 Gold Chalice Award in recognition of the best 2005 online content. Since that time she has also published a review, sent an article out for publication consideration, and secured a book contract. The book, *Memory and Identity in the Texts of Medieval European Holy Women*, which she will co-edit, will be a part of the series, *The New Middle Ages*, and is due to be published by Palgrave-MacMillan in spring 2011. The collection will also house her own article, "Mnemonic Sanctity and the Ladder of Reading: Notker's 'In Natale Sanctarum Feminarum.'" In addition to a number of conference presentations at regional and international forums, this December she will present "Perpetua Goes to Europe" at the prestigious Modern Language Association conference.

Due to the nature of Dr. Cotter-Lynch's research, it is important for her to have access to libraries with very specialized holdings. To that end she has written in-house and outside grants and been awarded monies for research and travel. This past summer, 2009, she was awarded the South Central Modern Language Association/Newberry Library Short-term Fellowship to do research for her book project entitled, *Mother, Gladiator, Saint: the Transformation of St. Perpetua across the Middle Ages*. She spent a month at the Newberry Library in Chicago doing research for what will be the last chapter of this project.

A serious research ethic coupled with a thoughtfully developed teaching sensibility has enabled Dr. Cotter-Lynch to create engaging courses suited to the undergraduate and graduate student population at Southeastern. In 2005 and 2006 she taught English 2313: The Arthurian Tradition, and in spring 2007 taught English 4324/5203: Women and Christianity in Medieval Britain. Inspired by the latter course, senior English major, Melissa Scott, chose to work with Dr. Cotter-Lynch on her English capstone, "The Importance of Veiling," a paper that compared the representation of the significance of women wearing veils in Margaret Atwood's "A Handmaid's Tale" and "Ancrene Wisse." Since teaching the course on women and Christianity, Dr. Cotter-Lynch has written master's exam questions for two of the graduate students who attended.

I have had the opportunity to sit in on two of Dr. Cotter-Lynch's classes, so I have seen first-hand why she was awarded the 2006 Faculty Senate Excellence in Teaching Award for the School of Arts and Sciences. I have also been fortunate to work with her on the Honors

OFFICE OF THE HONORS PROGRAM

SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

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Committee and on the First Year Honors Composition courses, ENG 1113 and ENG 1213, which we both teach.

I attended one of the English 2313 courses based on Arthurian tradition early in her teaching career here and just this past week attended her Honors English 1113 course. In both classes I was struck by the teacher-directed yet student-centered nature of her courses. This past week, the honors class was reading John Berger's, "Ways of Seeing," a text and topic that thematically informs Dr. Cotter-Lynch's writing class as a whole. The students were working in pairs to locate dictionary definitions of terms in his essay that suited the essay's context. As Dr. Cotter-Lynch made clear, the class was devoted to finding out first what Berger said. The next class period would be spent determining whether or not the students agreed with his observations. Thus, the definition exercise was an opportunity to engage with the text at the level of analysis prior to forming an opinion or judgment. The exercise also tied in with the importance of "seeing" and how one's culture and one's background determines or shapes how one sees. The professor will also be taking the students to the university art gallery to give them an opportunity to try out Berger's sense of seeing for themselves.

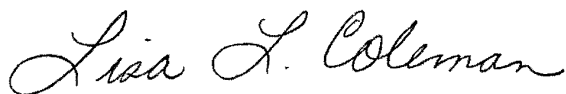
I have been excited about Dr. Cotter-Lynch and the contribution she could make to our department since I read her application letter for the position for which she was hired. It was clear to me early on that we had found a scholar who was also committed to the value and importance of teaching. In my estimation, this is exactly the sort of professor that Southeastern needs. Impeccably high standards of scholarship, teaching, and service must be maintained to fully provide our students with the kind of experience in education that a comprehensive four-year institution with masters programs must uphold. Dr. Cotter Lynch more than satisfies those criteria.

After visiting her class, I was eager for Dr. Cotter-Lynch to teach in honors when the time was right, and I have been gratified that she has not only chosen to teach our honors students, who are among the most prepared and capable that attend our university, but she has also chosen to serve on the Honors Committee. Recently she also volunteered to help recruit honors students in north Texas by assisting our recruitment officers in handing out honors brochures during a two-hour college fair for three area McKinney High Schools. Her service to the university and to honors was further augmented last year when she wrote a grant to the Red River Arts Council and the Cultural and Scholastic Lectureship Fee Committee to bring the renowned Romanian poet, Liliana Ursu, for a poetry reading on April 09, 2009.

I am grateful to work with and be inspired by such a highly esteemed colleague. Her world view, shaped by international study and a finely honed respect for the past as it impacts the present and the future, provides rich resources for our students to which they would not otherwise be exposed. It is with great appreciation, respect, and sincere admiration that I recommend Dr. Cotter-Lynch to you as a person most deserving of tenure and promotion.

Please let me know if you have further questions.

Sincerely,



Lisa L. Coleman

Memorandum

To: Dr. Margaret ("Meg") Cotter-Lynch
From: Dr. Virginia A. Parrish
Date: September 10, 2009
Re: Report on Faculty Visit, Online Teaching

On September 3, 2009, I observed Dr. Margaret ("Meg") Cotter-Lynch's *current* online teaching for English 1113, "Composition 1," and English 3893, "World Literature in Translation," for the fall 2009 semester as well as examples of her *past* online teaching for two previous courses (English 1213, "Composition 2," and English 2113, "Ancient and Medieval Humanities") from the spring 2009 semester. As I teach online courses, I was quite interested to observe Dr. Cotter-Lynch's methodologies and pedagogy and how she manages to keep online students engaged in reading, thinking, and writing.

Dr. Cotter-Lynch takes full advantage of the tools available through Blackboard to provide students interesting and equitable means of learning. Of especial interest to me was her use of the "Learning Unit" feature of the "Assignments" tool to "walk" the composition students through the progressive steps of the writing process. In addition, she made good use of the "Discussion Board Forums" so that students could discuss the readings and conduct peer workshops. In order for the peer workshop to be truly effective in the online classroom, Dr. Cotter-Lynch challenges the students to post their papers to the designated discussion forum and to use the "insert comment" and "track changes" features of Microsoft Word to edit and revise each others' papers.

I believe her use of the discussion forum and the editing tools available via Microsoft Word to be extremely apt and absolutely essential to prepare students for future course work and future academic writing. In addition, she is very present to the students in the course (and to the other online courses she teaches) by contributing to discussion, answering students' questions, posing questions to the students, by monitoring students' work in the peer workshop situations, and, by providing helpful comments when she evaluates their work.

Another example of Dr. Cotter-Lynch's effective online teaching involves Humanities 1213, "Ancient and Medieval Humanities," which she taught during the spring 2009 semester. In this course she assigns each student a designated week to post his/her PowerPoint presentation on that week's reading and to offer discussion questions to the class. Through her use of this approach she challenges the students to stay engaged in the course, to interact with each other, and to interact with her. In this way, she encourages students to take ownership of the material, to reflect on the material, and to analyze and to interpret the material within the "safety zone" of class discussion. In addition, this approach encourages students to *arrive* at answers rather than relying on the teacher to supply the answers.

I found that Dr. Cotter-Lynch is thoroughly engaged in her presentation of the courses assigned to her and that she thoroughly "mines" Blackboard for the best tools available to use in the presentation of material and for her students' understanding of that material. After my observation of Dr. Cotter-Lynch's online teaching I returned to my office and resolved to implement some of her outstanding methods into my own online teaching. I quickly realized that I was also challenged to bring my best to teaching in cyberspace.

cc: Dr. John Mischo, Chair
Department of English, Humanities, and Languages



SOUTHEASTERN
A CENTURY OF BUILDING FUTURES

To: Tenure Review Committee
From: Gordon Eggleton
Date: October 7, 2009
Subject: Margaret Cotter-Lynch

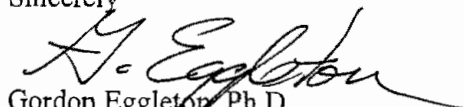
I am pleased to write this letter in support of the review for tenure of Dr. Margaret Cotter-Lynch. I have known Dr. Cotter-Lynch since she joined the faculty four years ago. I have followed her teaching in the Honors Composition for the Department of English, Humanities and Languages and her service on the Honors Committee.

It is exciting to have Margaret at Southeastern. She brings a rich experience and background that has much to offer the students at Southeastern. She also demonstrates an ability to communicate that broader perspective to the students. Those attributes are certainly important criteria as a member of the faculty who teaches in the Honors Program. I am pleased to have her as a part of the Honors Composition instruction. Her continued professional activity adds to the value she brings to the university. I sense that she makes an important contribution to the balance and stability of the English program.

As chair of the Honors Committee I appreciate her willingness to accept an appointment to serve on the committee. She brings both the strong academic and cultural background needed for the enriching experience the Honors Program intends for the students. She has contributed to the committee work and to promoting the long-range goals of the program.

While professional qualifications may be the primary standard for evaluation of academic rank there is a personal commitment that is significant to the decision of academic tenure. For me that commitment is reflected in the interest Margaret has shown in faculty and students at Southeastern. I am pleased to support Dr. Margaret Cotter-Lynch for the committee's consideration in the process of tenure review.

Sincerely



Gordon Eggleton, Ph.D.
Professor of Chemistry

DEPARTMENT OF CHEMISTRY, COMPUTER & PHYSICAL SCIENCES
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

1405 N. FOURTH AVE., PMB 4123 • DURANT, OK 74701-0609 • 580-745-2314 • FAX 580-745-7494 • WWW.SE.EDU

October 12, 2009

Tenure and Promotion Committee
Department of English, Humanities, and Languages
PMB 4052 Southeastern Oklahoma State University
1405 N 4TH AVE
Durant, OK 74701

Dear Tenure and Promotion Committee:

In the spring of 2007 I had the opportunity taking an English class with Dr. Margaret Cotter-Lynch. When I arrived, she was at the door greeting the students and making us feel welcome. She then discussed the syllabus and outlined the course in achievable increments. I especially appreciated the assignments sequence; the assignments were broken down not only by date and description but also by difficulty.

As an example of using achievable increments, our final research paper was divided into three sections. The fifth week of class our paper topics were due. In the next class she handed back the topics with suggestions and comments. Three weeks later the annotated bibliography was due; this was also returned in the next class with comments. The final paper was due during the last class and we were given five to ten minutes to discuss it with the class. As Dr. Cotter-Lynch had prepared and developed an environment conducive to class discussion throughout the semester, the class presentations were an extension of this student-centered atmosphere.

Dr. Cotter-Lynch fostered "round-table" class discussions that were academically challenging and required extensive critical thinking. She was readily available to assist with clarification of subject content and assignments during her office hours and by appointment when necessary. Dr. Cotter-Lynch's commitment to scholarship and excellence provided us an example to follow. Not only did I grow as a writer, but the research skills that I acquired in her class I have used extensively in my doctoral studies. Incidentally, my applying to a Ph.D. program was mainly due to her encouragement and she continues to update me on conferences and publication opportunities.

I have had the privilege of taking several classes at Southeastern and I attribute much of my success as a doctoral student to the caliber of instruction that I received at Southeastern. I believe that Dr. Cotter-Lynch embodies our university's commitment to help students succeed through excellence in teaching and exemplary character. Dr. Cotter-Lynch is the type of professor who inspires her students to go beyond what they believe they can achieve and achieve more than they thought possible.

Sincerely,

d'Andra White
Teaching Assistant and Ph.D. Student
Texas A & M University-Commerce
Department of Literature and Languages
Commerce, TX 75429

hey professor Cotter

David Roark [david_11_roark@hotmail.com]

Sent: Monday, July 03, 2006 9:44 AM

To: Margaret W. Cotter-Lynch

Hello Professor Cotter, It is me David Roark from your comp. 1 fall class. I am not sure if you remember me so much but i just wanted to tell you that your class really encouraged me to definitely be an English Major. I am transferring to a Christian college in Waxahachie, TX called Southwestern Assemblies of God. They have a really good English program there so i am excited. I just wanted to tell you, because out of my two semesters at SOSU, your class was by far the most beneficial. I really loved the essays we read and the papers we wrote as well, the small group discussions were so helpful too. Thank you again.

David Roark

Dr. Cotter - Lynch:

I was going to reply to your e-mail but, I was over here to submit my poem. YES! I DID IT! I am proud of myself for that. I do fear that the students might not understand the jist of it though. I guess I will wait and see hopefully I will have a positive ending to tell you.

I hope your pregnancy is going well. I actually miss your class. This semester doesn't involve deep thinking so it's been boring. My husband came in & we had a wonderful two-weeks together. He had to finish up his last four months. Now it seems like it's smooth sailing.

Thank you for the push,
it was much needed.

Swabona Kemp

P.S. I will let you know what happens.

Brandi Garcia (Hum2113)

Brandy Garcia [brandigarcia04@yahoo.com]

Sent: Tuesday, October 14, 2008 2:09 PM

To: Margaret W. Cotter-Lynch

Hi Dr.Cotter-Lynch! Could you give me an example of what you mean by the theme of loyalty between two books we have read this semester. Would it be like discussing the loyalty among the characters from two books,and comparing them,and then give examples when they were loyal and when they were not? When you say argumentative does that mean to tell which one I think showed the most loyalty? I plan on stopping by your office,I have stopped by several times just to say hi and share something exciting with you,but I think I always come at the wrong time.You know how I get when I have to write,I doubt myself at first and then I realize I can do it! I had to write a summary of an article for one of my classes,and there were no red marks on it,and the instructor said that I did an excellent job! I told her I give you all the credit,because when I first came to college, I couldn't write a complete sentence I don't think. I told her how you helped me so much in comp one and two.How you were very patient in working with me! Greatly appreciated! You always told me that I could do it, when I thought I couldn't,and that has made a difference in all of my college years! Anyway...I wanted to share that with you,and I hope you have a blessed day!

Brandi Garcia

CERTIFICATE OF COMPLIANCE

This document was scanned for viruses using Symantec Endpoint Protection version 14.2. Any required paper copies to be submitted to the court are exact copies of the version submitted electronically. Additionally, all required privacy redactions have been made in accordance with Fed. R. App. P. 25(a)(5) and 10th Cir. 25.5.

CERTIFICATE OF SERVICE

I certify that on January 9, 2019, I caused the foregoing to be filed with this Court and served on all parties via the Court's CM/ECF filing system. A single hard copy of the foregoing, which is an exact copy of the document filed electronically, will be dispatched via commercial carrier to the Clerk of the Court for receipt within 2 business days.

s/ Zach West

ZACH WEST

Assistant Solicitor General

ANDY N. FERGUSON

Staff Attorney

OFFICE OF ATTORNEY GENERAL

STATE OF OKLAHOMA

313 N.E. 21st Street

Oklahoma City, OK 73105

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zach.west@oag.ok.gov

andy.ferguson@oag.ok.gov

Attorneys for the State of Oklahoma