



#657
July 6, 2021

Report to the Mississippi Legislature

Mississippi IHL Universities' Tenure Policies and Practices

PEER: The Mississippi Legislature's Oversight Agency

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July 6, 2021

Honorable Tate Reeves, Governor
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Members of the Mississippi State Legislature

On July 6, 2021, the PEER Committee authorized release of the report titled *Mississippi IHL Universities' Tenure Policies and Practices*.

A handwritten signature in black ink, appearing to read "Timmy Ladner".

Representative Timmy Ladner, Chair

This report does not recommend increased funding or additional staff.

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Mississippi IHL Universities' Tenure Policies and Practices

CONCLUSION: The IHL Board is the constitutionally authorized entity responsible for employing and granting tenure to university faculty. IHL universities establish and follow the same general process for tenure-track faculty to apply for tenure after serving a probationary period. IHL universities employ more non-tenure-track faculty than tenured or tenure-track faculty, but tenured and tenure-track faculty earn higher salaries on average. Universities state that tenure provides certain benefits to students, including the teaching and research experience tenured faculty gain over years of teaching, and the research funding and opportunities that tenured faculty bring to university students. Finally, universities maintain evaluative processes to ensure tenured faculty members remain effective in their teaching, research, and service to the universities.

Background:

Tenure traces its roots in American higher education to the 1940 *Statement of Principles on Academic Freedom and Tenure*. The *Mississippi Constitution of 1890* authorizes the IHL Board and defines its authority to employ university faculty, as well as the reasons that tenured faculty members may be dismissed. The IHL Board also sets minimum tenure standards in their policies, but permits IHL universities to set additional tenure standards and requirements.

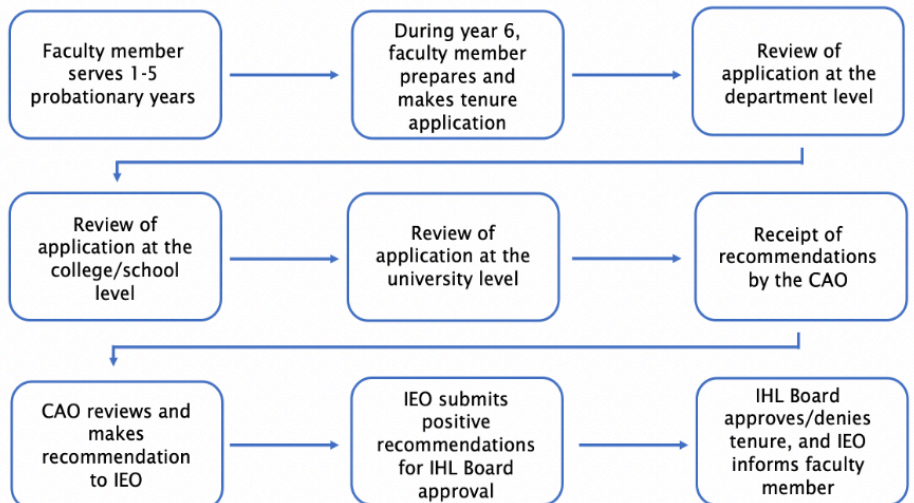
Surrounding States:

Mississippi's IHL universities follow the same general tenure process as surrounding states, but Mississippi's higher education governance structure is unique. In surrounding states, a coordinating board oversees issues across all university systems while a governing board oversees the day-to-day activities for each system. The IHL Board functions as both a coordinating board and a governing board.

In a comparison of 16 states in the southeast, for typical tenured positions—professors and associate professors—average salaries ranked 13th and 11th respectively. For the typical tenure-track faculty ranking—assistant professors—average salaries ranked 12th. For typical non-tenure track positions—lecturers and instructors—average salaries ranked 11th and 16th respectively.

Tenure Process:

When applying for tenure, tenure-track faculty follow the same general process at each university.



After being granted tenure, tenured faculty members receive a four year contract that continually renews, as opposed to the one-year contract that tenure-track and non-tenure-track faculty receive.

Faculty Numbers and Average Salaries:

Between FY 2019 and FY 2021, tenured faculty comprised 34% of IHL university faculty members.

Tenured Faculty	Tenure-Track Faculty	Non-Tenure-Track Faculty	Total Faculty
1,613	865	2,204	4,682

During that same period, the average salary of a tenured faculty member was 29% higher on average than that of a tenure-track faculty and 113% higher than that of a non-tenure-track faculty member.

Tenured Faculty	Tenure-Track Faculty	Non-Tenure-Track Faculty
\$118,647	\$91,695	\$55,730

Student Benefits

1

Tenure benefits students by providing faculty members with years of teaching and research experience. For example, at JSU, tenured faculty received higher evaluations than tenure-track and non-tenure-track faculty teaching the same course (college algebra).

2

Students also benefit, for example, from increased access to research opportunities and funding that tenured and tenure-track professors provide. At UM, tenured and tenure-track faculty brought roughly \$75 million in research and grant funding to the university between FY 2018 and FY 2020. This type of funding supports graduate assistantships and provides undergraduate and graduate students with introductions to scholarly research.

Ensuring Faculty Effectiveness

1

The post-tenure review process happens after tenured faculty receive multiple negative evaluations (or, for some universities, is triggered after the sixth year of tenured employment). Three faculty members have been separated from employment for unsuccessfully completing the post-tenure review process between FY 2019 and FY 2020.

2

Annual evaluations are used not only to evaluate tenured faculty, but also tenure-track and non-tenure-track faculty. Annual evaluations judge faculty based on goals they set with the department chair or dean on a faculty member's teaching, research, and service performance.

Dismissing Tenured Faculty

1

Tenured faculty can be dismissed for four reasons specified in IHL polices: malfeasance (wrongdoing), inefficiency, contumacious conduct (willful disobedience to authority), or financial exigency (imminent financial crisis) as declared by the IHL Board. For all reasons but financial exigency, faculty can appeal the decision at the university level, and if unsuccessful, to the IHL Board.

2

Universities have dismissed two faculty members between FY 2019 and FY 2021: one at MSU for contumacious conduct, and one at DSU for inefficiency resulting from unsuccessfully completing the post-tenure review process. However, four tenured faculty resigned at UM during that period as a result of the university opening investigations into their conduct or effectiveness.

Report Recommendations

1. In order to further ensure that tenured faculty are formally evaluated, the IHL Board should consider adopting a policy that requires an automatic trigger for post-tenure reviews of tenured faculty after the sixth year of tenured employment, as is in place at MSU and MVSU.
2. In order to ensure that IHL universities can adequately demonstrate to the IHL Board, the State Legislature, and the public the benefits that students receive as a result of the tenure system, the IHL Board should require that IHL universities develop a system to track and periodically report to the IHL Board the benefits that tenure provides to each university and its students, including:
 - the amount of research or grant funding that tenure-track and tenured faculty are awarded; and,
 - the benefit of tenure to students demonstrated through academic metrics and outcomes.
3. Although awarding tenure to new hires is rare and only utilized for faculty with exceptional qualifications, IHL universities should nevertheless amend faculty handbooks and tenure policies to include criteria that reflects the types of exceptional qualifications that new hires should possess to be hired with tenure.

Mississippi IHL Universities' Tenure Policies and Practices

Introduction

Authority, Scope, and Purpose

The PEER Committee, under its authority found in MISS. CODE ANN. § 5-3-51 et seq. (1972), reviewed the tenure policies and practices in place at Mississippi Institutions of Higher Learning (IHL) to inform the Legislature on the policies and practices in place that lead to the granting of tenure, as well as compare Mississippi IHL universities' processes to those in place in surrounding states.

PEER examined Mississippi IHL universities' tenure policies and practices in order to:

- provide an overview of the history of tenure in academia;
- describe the authority and processes for granting tenure at Mississippi IHL universities;
- describe the number of faculty members and personal services expenditures;
- compare tenure policies and practices in surrounding states;
- describe the benefits granting tenure to university faculty can provide to students; and,
- determine the methods for ensuring tenured faculty remain effective after being granted tenure.

Method

To conduct this assessment, PEER:

- reviewed IHL university tenure policies;
- reviewed IHL Board minutes;
- reviewed the number of and salary information for tenured, tenure-track, and non-tenure-track faculty;
- reviewed post-tenure review policies and performance metrics, including a random selection of completed faculty evaluations;
- reviewed the tenure policies in a selection of university systems from surrounding states; and,
- reviewed the history of the practice of granting tenure in institutions of higher learning.

Scope Limitation

Tenure and promotion are closely related. When a faculty member receives tenure, a faculty member is also usually promoted. However, faculty can be promoted in professorial rank after being granted tenure. Faculty can also gain promotions prior to being granted tenure in some cases. Given the nature of the report's focus on tenure, PEER does not review promotion policies at IHL universities. While some discussion of promotion in academic ranks occurs, the focus of the report is on the policies and processes that establish tenure, the granting of tenure, and the continued effectiveness of tenured faculty.

This report does not include an analysis of tenure practices or policies at community or junior colleges. Rather, the report focuses solely on tenure policies and practices at Mississippi's IHL universities.

The University of Mississippi Medical Center (UMMC) is excluded from the comparison of analyses of faculty members and salary information of other IHL universities. Although UMMC is part of the University of Mississippi (UM), IHL categorizes it as its own entity for purposes of tracking faculty.

Additionally, UM and UMMC submitted separate information to PEER. Upon analyzing the information UMMC submitted, PEER discovered that including UMMC in comparisons would skew the data by portraying non-tenure-track faculty personal services expenditures and average salaries as being higher than those of both tenured and tenure-track faculty. As a teaching and research hospital, UMMC employs many non-tenure-track faculty members and pays those faculty members much more than non-tenure-track faculty members are paid at other IHL universities. For this reason, UMMC's information is not included in the comparisons performed in the report.

For more information on the tenure practices and personal services expenditures at UMMC, see Appendix A on page 43.

Background

The Mississippi Board of Trustees of the Institutions of Higher Learning (IHL Board) is the constitutionally authorized governing body supervising the operations of Mississippi's nine IHL universities.

Like other higher education governing boards, the IHL Board has the authority to grant tenure to faculty members at each IHL university after an appropriate probationary period that provides evidence of a faculty member's excellence in the three pillars of university missions: teaching, research, and service to the university and community.

Brief History of Tenure in American Higher Education

Although granting tenure to university faculty in American higher education traces its beginnings to a 1915 *Declaration of Principles* by the American Association of University Professors, present-day tenure policies are based on a second statement of principles, the *1940 Statement of Principles on Academic Freedom and Tenure*, jointly published by the American Association of University Professors and the Association of American Colleges and Universities.

Tenure in American higher education traces its initial roots to a 1915 *Declaration of Principles* that highlighted the need for the "security of tenure," without providing specificity as to what the policies for tenured appointments of faculty should include.¹ Following the 1915 *Declaration of Principles*, the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU) published a new, codified set of principles set forth in the *1940 Statement of Principles on Academic Freedom and Tenure* (referred to hereafter as the *Statement of Principles*).

The *Statement of Principles*

While the AAUP and AACU have made clarifying statements on tenure and academic freedom that accompany the *Statement of Principles*, the statement remains largely unchanged and intact as the guiding document for universities in their general policies on academic freedom and tenure.

The *Statement of Principles* defines the critical elements of a tenure policy as follows:

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary

¹ Rosenthal, Caitlin. "Fundamental Freedom or Fringe Benefit? Rice University and the Administrative History of Tenure, 1935-1963." *AAUP Journal of Academic Freedom*, vol. 2 (2011).

circumstances because of financial exigencies [i.e., an urgent need or demand].

In the interpretation of this principle, it is understood that the following represents acceptable academic practice:

- 1. The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.*
- 2. Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.*
- 3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.*
- 4. Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence, the testimony should include that of teachers and other scholars, either from the teacher's own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their*

salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

5. *Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.*

Although PEER will discuss the processes and intricacies of each IHL university's tenure policy in the following chapter, each tenet of the *Statement of Principles* is reflected in the IHL Board's policies and IHL universities' tenure policies. While the *Statement of Principles* serves as a guide, ultimately the authority to govern each IHL university is vested in the IHL Board by the *Mississippi Constitution of 1890*. However, Mississippi's IHL universities successfully incorporate the *Statement of Principles* into their tenure policies, which reflects the general consensus among the over 250 scholarly and education groups that endorse the *Statement of Principles*. For further analysis of how each tenet of the *Statement of Principles* aligns with IHL Board policies, see Appendix B on page 46.

Authority of the IHL Board to Grant Tenure

The *Mississippi Constitution of 1890* establishes the IHL Board and provides it the authority to hire and dismiss university employees. MISS. CODE ANN. § 37-1-1-15 (f) (1972) delegates the authority to hire subordinate employees to the Institutional Executive Officer. It also grants the authority to continue employing faculty and staff for satisfactory service and ability to make adjustments between departments of IHL universities to the IHL Board.

According to the *Mississippi Constitution of 1890*, Article 8, Section 213-A, the IHL Board is established as a 12-member board, appointed by the Governor for nine-year terms. Four members of the IHL Board shall be appointed from each of the three Mississippi Supreme Court districts.

The powers of the IHL Board described in the *Mississippi Constitution of 1890* include:

...the power and authority to elect the heads of the various institutions of higher learning, and contract with all deans, professors and other members of the teaching staff, and all administrative employees of the institutions for a term not exceeding four (4) years.

The *Mississippi Constitution of 1890* further notes that the IHL Board may terminate any such contract at any time for malfeasance, inefficiency or contumacious conduct, but never for political reasons.²

MISS. CODE ANN. § 37-101-15 (f) (1972) reaffirms the hiring and dismissal procedures for all university employees found in the *Mississippi Constitution of 1890*. The principal differences between

² According to the Oxford English Dictionary, *malfeasance* refers to wrongdoing, especially by a public official. *Inefficiency* refers to the failure to make the best use of time and resources. *Contumacious conduct* includes stubbornness or willful disobedience of authority.

the CODE section and the *Mississippi Constitution of 1890* are the delegation of authority for nominating subordinate employees and the ability for the IHL Board to make adjustments to programs and departments between IHL universities.

It shall be the policy of the board to permit the executive head of each institution to nominate for election by the board all subordinate employees of the institution over which he presides. It shall be the policy of the board to elect all officials for a definite tenure of service and to reelect during the period of satisfactory service. The board shall have the power to make any adjustments it thinks necessary between the various departments and schools of any institution or between the different institutions.

IHL Board Minimum Standards and Definitions of Tenure

The IHL Board establishes policies, procedures, and minimum standards with which each IHL university must comply. IHL universities are authorized to adopt more specific and stringent standards, and each IHL university does build upon the minimum standards set by the IHL Board.

Tenure Defined

IHL Board policy 403.01 defines tenure as:

...continuing employment that may be granted to a faculty member after a probationary period upon nomination by the Institutional Executive Officer for election by the Board. Tenured faculty are protected from dismissal except for those reasons set forth...Faculty are tenured to a department unless otherwise designated by the Board.

IHL Board Minimum Standards for Tenure

The IHL Board adopts minimum standards for tenured employment. Each faculty contract falls into one of three categories: tenured (faculty granted tenure by the IHL Board), tenure-track (faculty serving in a probationary capacity, seeking tenure), or non-tenure track (faculty serving in roles that are ineligible for tenure). IHL Board policy 403.0101 defines the minimum standards for tenured employment, summarized as follows:

- all faculty contracts must specify if an appointment is tenured, tenure-track, or non-tenure track;
- faculty appointed to a tenure-track position must be reviewed (using, at minimum the criteria set for in IHL Board policy 402.03, listed on page 7) for tenure in the sixth academic year following the appointment;
- up to five years of credit towards the probationary period may be granted for previous service at an institution of higher education, but such must be specified at the time of the initial appointment;

- after the probationary period, a tenure-track professor must either be granted tenure or a one-year terminal contract;
- tenure may be granted on initial employment for a faculty member whose preceding employment included a faculty rank of assistant professor, associate professor, or professor, if such is recommended by the institutional executive officer (IEO) (i.e., the President or Chancellor of each IHL university) and approved by the IHL Board; and,
- IHL universities must maintain appropriate tenure and grievance committees.

The minimum criteria for reviewing a tenure-track faculty member to determine whether to recommend that faculty member be granted tenure is set forth in IHL Board policy 402.03, and is as follows:

Heads of institutions in making decisions regarding ranks and promotions in rank shall take into consideration evidence of professional achievement and academic growth to include but not necessarily be limited to the following:

- *professional training and experience;*
- *effectiveness of teaching;*
- *effectiveness in interpersonal relationships, including professional ethics, cooperativeness, resourcefulness and responsibility;*
- *professional growth, such as research, publications and creative activities; and,*
- *service and other non-teaching activities which reflect favorably upon the institution.*

IHL universities are permitted to create more stringent and detailed policies for tenure (see “Tenure Processes and Practice at IHL Universities” on page 9), but the IHL Board policies are the minimum standards with which IHL universities must comply.

Finally, IHL Board policy 401.0102 provides that IEOs may make all appointments of faculty, with the exception of upper-level administrators (i.e., vice presidents) and upper-level faculty (e.g., deans, provosts). The resulting system is one in which the IHL Board delegates much of the authority for hiring faculty to the IHL universities. Although each IHL university performs the evaluation of faculty and recommends whether or not to grant tenure, the ultimate authority to grant tenure to university faculty is constitutionally established with the IHL Board.

IHL Board Definitions of Professorial Rank

The IHL Board adopts minimum qualifications for faculty ranks through IHL Board policy 402.02 as follows:

- *Professor* [a greater number of years of teaching and research experience than associate professors]:

- *Doctoral/terminal degree;*
- *Successful teaching experience; and,*
- *Successful research and/or creative work.*
- *Associate Professor:*
 - *Doctoral/terminal degree;*
 - *Successful teaching experience; and,*
 - *Successful research and/or creative work.*
- *Assistant Professor:*
 - *Master's degree or the equivalent; and,*
 - *One year of additional graduate work.*
- *Instructor:*
 - *Master's degree or the equivalent.*

While these are the minimum standards, the IHL Board policies encourage IHL universities to establish other criteria unique to their mission. Each IHL university does more stringently define the assistant professor role. Every IHL university, except Alcorn State University (ASU) and Mississippi Valley State University (MVSU) requires that an assistant professor have a doctoral or terminal degree in his or her area of study. However, ASU prefers assistant professors to have doctoral or terminal degrees, and only grants an assistant professorship to someone without a doctoral or terminal degree when that person has made “significant teaching, research, or service contributions,” and typically requires that person to have served at least four years as an instructor. MVSU permits that faculty teaching graduate-level courses may substitute “experience and/or scholarly activities” for the terminal degree, but such allowances are the decision of the full faculty of the department in which the faculty member teaches.

Professors, associate professors, and assistant professors comprise the tenured and tenure-track faculty cohort. At times, IHL universities can promote assistant professors to the associate professor rank without tenure, but, based on IHL Board meeting minutes, assistant professors are normally promoted to the associate professor rank and receive tenure at the same time.

Instructors, lecturers, and senior lecturers comprise part of the non-tenure-track faculty. Additionally, IHL universities employ visiting professors, lecturers, artists, writers-in-residence, and other temporary faculty appointments. These temporary appointments are not eligible for tenure, and as such, comprise part of the non-tenure-track faculty. Finally, clinical and research professors (e.g., Clinical Assistant Professor of Nursing, Research Professor of Physics) are non-tenure-track positions.

Tenure Processes and Practices at IHL Universities

Although the IHL Board maintains the authority to grant tenure to university faculty, the majority of the tenure granting process occurs at the university. Tenure-track faculty members apply for tenure, and those faculty undergo various levels of review before an IEO ultimately makes a positive recommendation to grant tenure to the IHL Board. While the previous chapter discussed the history of tenure and the IHL Board's tenure policies, this chapter describes the general process in place at each IHL university, as well as any differences that exist between IHL universities.

The Tenure Process at IHL Universities

IHL universities all follow the same general timeline for the tenure evaluation process. Tenure-track faculty typically serve five probationary years, and apply for tenure during the sixth year. Upon applying for tenure, the application is evaluated by similar entities and administrators at each IHL university before a final recommendation to the IHL Board is made by the Institutional Executive Officer.

Probationary Period

During the probationary period, tenure-track faculty members work to effectively teach, publish original research, and perform university and/or community service. Tenure-track faculty make records of such achievements in order to apply for tenure during the sixth year of the probationary period.

The tenure process begins with a faculty member being hired into a position with a contract that specifies whether the appointment will be tenure-track or non-tenure track. If the position is tenure-track, the faculty member begins his or her probationary period. One caveat that each university adds to its tenure policies is that faculty members may be granted credit towards the typical six probationary years for previous service at a different university, but that credit must be specified in the contract at the time of the hire.

Once a university member is hired into a tenure-track position and begins the probationary period, that faculty member receives year-to-year contracts contingent upon satisfactory performance of his or her duties. During this time, faculty members seek to complete activities that improve the quality and quantity of his or her teaching, research, and service activities.

Each university defines effectiveness in teaching, research, and service to varying extents in their policies and procedures, but each university states that faculty members must be effective in their teaching activities (as evidenced through student evaluations, peer classroom observations, grade point averages, etc.), scholarship (as demonstrated through publications or creative activities), and service (i.e., membership on university committees or service in the surrounding community that reflects the concern of the university's social and moral standards).

During the probationary years, tenure-track faculty members continuously update and compile records of their teaching, research, and service. Additionally, tenure-track faculty have their performance reviewed annually in preparation for eventually applying for tenure.

Levels of Tenure Application Review

A tenure-track faculty member's tenure application is reviewed at the department level, the school or college level, the university level, and by the Chief Academic Officer, and the Institutional Executive Officer.

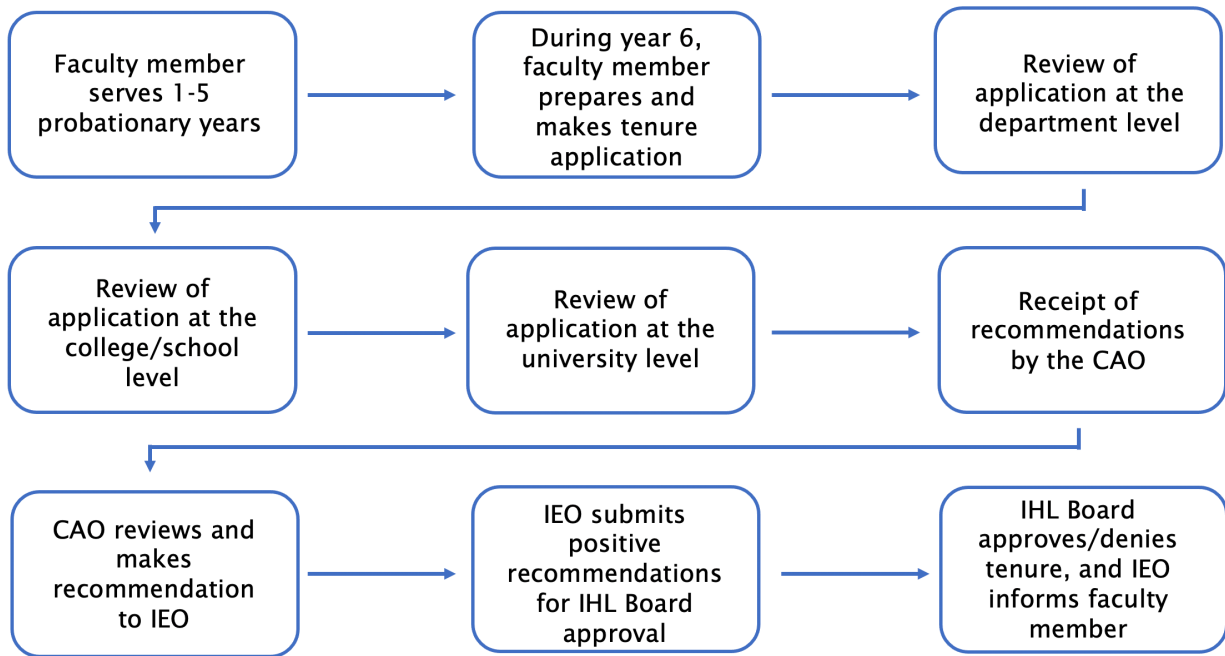
When a tenure-track faculty member finishes the probationary period and prepares to apply for tenure, that process begins at the department level. IHL university tenure policies provide flexibility for the establishment of policies and procedures at the department level. Following a recommendation by the faculty member's department chair, the next step in the process is for the faculty member's tenure evaluation to be reviewed at the school or college level (e.g., School of Law, College of Liberal Arts).

Following a review at the school or college level, the next step in the tenure application process is a review of the faculty member's application at the university level. The university level includes the University Tenure and Promotion Committee, as well as the Chief Academic Officer (CAO) (also known as the provost). The University Tenure and Promotion Committees review tenure applications and make a recommendation to the CAO, who makes the final recommendation to the IEO (i.e., President or Chancellor). The final decision to recommend a faculty member be granted tenure is made by the IEO to the IHL Board of Trustees, and is defined in IHL Board policy 403.0101 as follows:

For tenure to be awarded, the Institutional Executive Officer must make a recommendation to the Board in writing. Only faculty members of professorial rank can be awarded tenure. The award of tenure is not vested until notice of the award is given in writing by the Institutional Executive Officer, after approval by the Board, and the written notice is actually received by the faculty member.

Exhibit 1 on page 11 provides an overview of the general process that a tenure application takes from initiation to final approval or denial. Tenure-track faculty members' applications move to the next step in the process (i.e., from the department level to the college/school level), even if the previous level of review resulted in a recommendation to deny the faculty member tenure. Further, if an IEO does not recommend a faculty member be granted tenure at the end of the process, the faculty member can appeal that decision to a university-wide appellate committee.

Exhibit 1: General Tenure Application Course



SOURCE: PEER analysis of IHL university tenure policies and procedures.

The IHL Board typically approves universities' requests to grant tenure to faculty as part of the consent agenda during board meetings, meaning that the tenure applicants are taken up in block and approved with one vote after undergoing the university-centric process described in Exhibit 1. According to IHL Board minutes, only one time during fiscal years (FY) 2019, 2020, or 2021 did the IHL Board remove a tenure applicant from the consent agenda for further discussion.³

Department Tenure Policies

As previously stated, IHL universities allow for departments to establish specific policies and procedures that define tenure requirements at the lowest academic unit in the hierarchy of tenure application reviews.

Departments (i.e., history department, civil engineering department) are composed of faculty that are most familiar with the types of scholarly activities that members of their discipline undertake. IHL universities allow for the implementation of department-specific policies, approved by a majority of tenured and tenure-track faculty members from that department, that

³ During the June 2019 IHL Board meeting, IHL Trustee Tom Duff moved the consideration of tenure and promotion to associate professor for John Michael Thomas at UM from the consent agenda to the regular personnel agenda. The board entered executive session to discuss the matter, consider the faculty member's social media presence, take into account the university's positive tenure recommendations at each level, the importance of protecting academic freedom at each IHL university, and ultimately voted to grant Thomas tenure, citing the university's recommendation as carrying the greatest weight in the decision.

specify the types of research activities expected of tenure-track faculty aiming to apply for tenure. PEER reviewed a selection of departmental tenure policies in order to compare between the tenure requirements of different departments.

For example, Mississippi State University's (MSU) history department expects that a candidate for tenure will have produced a book-length, peer-reviewed product published by a "reputable publisher," as well as three other "significant" publications, one of which should be an article in "a leading journal" in the faculty member's field. MSU's Civil and Environmental Engineering department allows for the inclusion of five peer-reviewed publications in a tenure candidate's dossier. As demonstrated in these examples, when different departments have different expectations or opportunities to create research, it allows nuanced expertise to play a role in evaluating a tenure candidate's application. Unique department tenure policies allow departments to control their individual tenure application review process.

However, some departments are not large enough to sustain departmental policies. Mississippi Valley State University (MVSU) operates with a smaller faculty in comparison to MSU. As such, the MVSU Social Sciences department (of which History is a part) and the Engineering Technology department (two similar departments as the examples used from MSU) have department policies that follow the MVSU tenure policies. However, according to the MVSU administration, some departments elect to follow the university's tenure policies, rather than codifying their own, due to the focus of MVSU being a teaching-focused institution, rather than a research-heavy institution, like MSU. As such, not every department at every university needs a departmental tenure policy, but those departments that do have such policies can tailor them to fit the activities and focuses of each academic discipline.

Exceptions to the Tenure Application Process

While the majority of faculty granted tenure have a probationary period, IHL policies permit persons with exceptional qualifications to be granted tenure by the IHL Board if recommended by the IEO and the department to which the new hire would belong.

The practice of hiring faculty members with tenure is possible based on IHL Board policy 403.0101:

At the time of initial employment by the Board, a faculty member or an administrative employee whose preceding employment included faculty rank at the level of assistant professor, associate professor or professor and tenure may be granted tenure only if so recommended by the President/Chancellor and approved by the Board.

IHL universities do not frequently hire faculty members or administrators directly with tenure. Between FY 2019 and FY 2021, 8% of tenure awards were direct-tenure hires (26 of 342 tenure awards).

However, such hires are primarily used to hire faculty members that serve in administrative roles. For example, five of the six direct-tenure hires from Jackson State University (JSU) served as deans, associate deans, or department chairs (positions that can teach some courses, but are largely administrative). MVSU's only direct-tenure hire in the past five fiscal years served as an Assistant Vice-President and Dean. Of the direct-tenure hires at MSU, 12 of the 15 were hired as department heads, endowed chairs, or other academic positions. The three non-administrative hires (i.e., normal teaching- and research-focused faculty) brought research projects that MSU administrators described as large in scope, or positions as editors of leading journals.

However, not all colleges or schools within IHL universities function the same. At MSU, the Colleges of Engineering, Education, and Arts and Sciences allow direct-tenure hires. However, MSU's College of Agriculture and Life Sciences does not permit direct-tenure hires. As such, the MSU President (who is a tenured member of the College of Agriculture and Life Sciences) was required to serve one probationary year at the time of his hire prior to being granted tenure by the IHL Board in his academic department.

Further, UMMC does not permit direct-tenure hires in practice. Faculty hires that previously had tenure at another institution can receive five years of credit towards the probationary period, but must serve a probationary year of service prior to being recommended for tenure. UMMC hired the two most recent Deans (Nursing and Dentistry) in this fashion.

Variations in Tenure Policies Among IHL Universities

While universities follow the same path in the probationary and tenure application review process, some exceptions do exist.

Very few differences exist in the tenure policies between IHL universities. However, the differences that do exist are worth describing, as is done in Exhibit 2 on page 13.

Exhibit 2: Variations in IHL University Tenure Policies

University	Variations in Tenure Policies
Delta State University (DSU)	Formal pre-tenure review after the second and fourth years of the probationary period for tenure-track faculty; No school/college level of review of tenure applications
Jackson State University (JSU)	Formal pre-tenure review after three years of probationary service for tenure-track faculty
Mississippi State University (MSU)	Specifies the requirement to use external evaluators of tenure applications at the department level
Mississippi University for Women (MUW)	The department chair and the college promotion, tenure, and post-tenure review committee make independent, concurrent recommendations to the dean of the college
Mississippi Valley State University (MVSU)	Specifies the requirement for external evaluators in tenure application process; does not include a school/college level committee review of the tenure application

University of Mississippi (UM)	Specifies the requirement for outside evaluators at the department-level review of a tenure application; following the school/college dean's review, the Dean of the Graduate School reviews the tenure application
University of Southern Mississippi (USM)	Formal pre-tenure review process; specifies the need for external evaluators at the department level

NOTE: Information on UMMC is not included, because it is an outlier compared to other IHL universities. See Appendix A on page 43 for information on UMMC.

SOURCE: PEER analysis of IHL university tenure policies and procedures.

Although in practice, IHL universities may require the use of external evaluators, not every IHL university explicitly requires such in their tenure policies. Ensuring that external evaluations occur during the tenure application process permits an outside look at a faculty member's standing in their discipline and prevents the tenure process from being insularly focused.

Faculty Expenditures and Tenure Applications

The chapter presents:

- the number of faculty by tenure cohort;
- personal services and salary information; and,
- the number of successful and unsuccessful tenure applications at IHL universities.

Faculty Cohorts at IHL Universities

In FY 2019, FY 2020, and FY 2021, IHL universities employed 4,682 total faculty on average. Of those faculty, 1,613 were tenured faculty, 865 were tenure-track faculty, and 2,204 were non-tenure-track faculty.

During FY 2019, FY 2020, and FY 2021, Mississippi's IHL universities employed an average of 4,682 faculty members. During that same period, Mississippi's IHL universities employed 1,613 tenured faculty members, 865 tenure-track faculty members, and 2,204 non-tenure-track faculty members. Exhibit 3 on page 15 provides an overview of the average number of faculty members employed by tenure cohort.

Exhibit 3: Annual Average Number of Faculty Employed by Tenure Cohort, FY 2019 through 2021

Tenured Faculty ¹	Tenure-Track Faculty ²	Non-Tenure-Track Faculty ³	Total Faculty
1,613	865	2,204	4,682

¹ Tenured faculty are typically associate or full professors. These faculty members have duties teaching, researching, and serving (i.e., editing journals, serving as officers in professional societies) for the university.

² Tenure-track faculty are those faculty with less experience, typically an assistant professor that is serving in a probationary period. Tenure-track faculty have duties teaching, researching, and serving, but have not yet accrued the years of service and professional qualifications to be granted tenure.

³ Non-tenure-track faculty are those hired into positions with a single or primary focus (i.e., only teaching, only researching). These faculty members may be instructors or lecturers who focus primarily on teaching and possess a master's degree, or they may have terminal degrees and be in research-focused roles. Further, these faculty members may be in temporary assignments, such as a visiting professor role. No matter the position, these faculty members do not serve in probationary positions and cannot be granted tenure.

SOURCE: PEER analysis of information submitted by IHL universities.

IHL universities employ almost double the amount of tenured faculty as tenure-track faculty. Non-tenure-track faculty comprised the largest faculty cohort on average between FY 2019 and FY 2021.

Personal Services Expenditures by Faculty Cohort

Between FY 2019 and FY 2021, IHL universities expended more than \$393 million on average on faculty salaries. The highest total expenditures and the highest average salaries pertain to the tenured faculty cohort, which contains faculty that possess the highest qualifications and longest average years of service to IHL universities.

Between FY 2019 and FY 2021, Mississippi's IHL universities expended more than \$393 million on average on faculty salaries. Tenured faculty receive the greatest share of the personal services expenditures, with an average of more than \$191 million. Exhibit 4 on page 16 provides the three-year average of total personal services expenditures across the eight IHL universities.

Exhibit 4: Three-Year Average Personal Services Expenditures by Tenure Cohort, FY 2019 through FY 2021

Tenured Faculty	Tenure-Track Faculty	Non-Tenure-Track Faculty	Total Faculty
\$191,377,969	\$79,316,406	\$122,829,561	\$393,523,936

NOTE: Information on UMMC is not included, because it is an outlier compared to other IHL universities. See Appendix A on page 43 for information on UMMC.

SOURCE: PEER analysis of information submitted by IHL universities.

Additionally, tenured faculty received the highest salaries, on average in FY 2019 through FY 2021. Exhibit 5 on page 16 demonstrates the three-year average annual salary for each faculty cohort between FY 2019 and FY 2021.

Exhibit 5: Three-Year Average Salary by Tenure Cohort, FY 2019 through FY 2021

Tenured Faculty	Tenure-Track Faculty	Non-Tenure-Track Faculty
\$118,647	\$91,695	\$55,730

NOTE: Information on UMMC is not included, because it is an outlier compared to other IHL universities. See Appendix A on page 43 for information on UMMC.

SOURCE: PEER analysis of information submitted by IHL universities.

On average, tenured faculty earn 29% more than tenure-track faculty and 113% more than non-tenure-track faculty. Despite representing the largest number of faculty employed on average, non-tenure-track faculty received a significantly lower salary on average than tenure-track and tenured faculty. However, IHL universities state that tenured and tenure-track faculty teach

higher-level courses, bring in more supplementary grant funding (see Student Benefits from Granting Faculty Tenure on page 29), and are required to have the highest academic credentials in their discipline.

Tenure Applications

Although variation exists between the number of faculty IHL universities recommend be awarded tenure, the IHL Board granted tenure to an average of 114 faculty members per year from FY 2019 to FY 2021, while an average of six tenure-track faculty per year unsuccessfully applied for tenure during the same period.

Exhibit 6 on page 17 demonstrates the number of successful and unsuccessful tenure applications by IHL university from FY 2019 to FY 2021. “Successful” applications are approved by the IHL Board, while “Unsuccessful” applications are those tenure applications that IHL universities do not submit to the IHL Board for approval, meaning the application was insufficient at some point during the process at the IHL university. MSU had the most faculty members granted tenure in FY 2019 and FY 2021, while the IHL Board granted UM faculty tenure more during FY 2020.

Exhibit 6: Tenure Applications, FY 2019 through FY 2021

University	Application Success	2019	2020	2021
ASU	Successful	1	3	2
	Unsuccessful	0	1	2
DSU	Successful	11	3	7
	Unsuccessful	0	1	0
JSU	Successful	11	9	7
	Unsuccessful	2	2	0
MSU	Successful	48	36	31
	Unsuccessful	2	1	2
MUW	Successful	7	3	5
	Unsuccessful	0	0	0
MVSU	Successful	5	1	1
	Unsuccessful	0	1	0
UM	Successful	29	37	20
	Unsuccessful	0	3	0
USM	Successful	23	26	16
	Unsuccessful	1	1	0
Total	Successful	135	118	89
	Unsuccessful	5	10	4

NOTE: Information on UMMC is not included, because it is an outlier compared to other IHL universities. See Appendix A on page 43 for information on UMMC.

SOURCE: PEER analysis of information submitted by IHL universities.

On average, and across all IHL universities, most faculty that apply for tenure have a high rate of success in being granted tenure by the IHL Board. Faculty applying for tenure had success rates of 96%, 92%, and 96% in FY 2019, FY 2020, and FY 2021 respectively. However, it is not uncommon for faculty who receive poor annual evaluations during the probationary period to choose to leave when it becomes evident that the tenure-track faculty will not meet the standards to be granted tenure at the end of the probationary period (see Reasons for Termination of Tenured Faculty on page 40 for further discussion). Thus, faculty that reach the end of the probationary period and apply for tenure have demonstrated that they are meeting university expectations through the probationary period. For a full breakdown of each university's information, see Appendix C on page 51.

A Comparison of Tenure Policies, Salaries, Accreditation, and Tenure-Related Legislation

While this chapter seeks to compare Mississippi's IHL universities' tenure policies to those tenure policies in place in surrounding states, it is difficult to do so without discussing the unique higher education governance structure in place in Mississippi. As such, this chapter opens with a comparison of higher education governance structures and follows with a comparison between tenure policies. The chapter continues to compare faculty salaries, discuss the effect of tenure policies on university accreditation, and provide an overview of legislative efforts that affect tenure.

Differences in Higher Education Governance

Mississippi operates a unique higher education governance structure. As opposed to surrounding states, Mississippi operates its public higher education system essentially as one university system, where the state's higher education coordinating board and the institutional governance is one and the same, rather than separating higher education coordination at the state level and allowing institutions to operate their own governing boards.

While it is common for states to authorize governing commissions or boards of regents to oversee and coordinate higher education in a state, Mississippi operates a unique system in which the IHL Board functions as an institutional governing board and a coordinating entity across all IHL universities.

Overall, the IHL Board exists as a hybrid higher education governing body, unlike any surrounding state's higher education governing structure. The IHL Board exists as a board of trustees for every university in the state, while also serving as a coordinating board that ensures the necessity of new degree programs, the financial stability of the higher education system as a whole, and as a go-between for the Legislature and the individual IHL universities. No other surrounding state operates within the same higher education system utilized in Mississippi. It is unusual for the state's higher education coordinating body to take a direct role in overseeing and approving personnel decisions. However, the IHL Board is not simply a coordinating body, but also functions as the governing body of all of Mississippi's public universities.

Exhibit 7 on page 20 demonstrates the differences between Mississippi's IHL Board and the higher education governing structures in Mississippi's surrounding states.

Exhibit 7: Comparison of Surrounding State Higher Education Coordinating Boards

State	Coordinating Board
Alabama Commission on Higher Education	Oversees new program creation, review of current programs, fiscal management, teacher development; no role in developing tenure policies.
Arkansas Higher Education Coordinating Board	Coordinates funding formulae, financial aid programs, workforce development, and other assigned topics by the Arkansas General Assembly; university systems are required to make reports on faculty performance reviews, but there is no formal role in establishing policies for tenure, nor in granting tenure.
Louisiana Board of Regents	Responsible for fiscal and capital planning, approving and coordinating programs between university systems; does set minimum standards for tenured employment, but the actual granting of tenure and personnel actions are handled by the university system governing boards, not the Board of Regents.
Mississippi Institutions of Higher Learning	Coordinates programs, oversees financial stability, manages real estate decisions, establishes admission standards; does establish minimum standards for granting faculty tenure, approves personnel decisions, including granting tenure, approving sabbatical leave, and promotions.
Tennessee Higher Education Commission	Administers the funding formula, approves new degree programs, oversees state master plan, functions as a research hub; does not have a role in personnel decisions or tenure policies.

SOURCE: PEER analysis of surrounding state higher education websites, policies, and by-laws.

Tenure Policies in Surrounding State University Systems

Although surrounding state university systems follow the same path in the tenure application and evaluation process, differences do exist, such as the entity or person vested with the authority to ultimately approve granting tenure to a faculty member.

Mississippi's higher education structure is unique among neighboring states. Tenure policies and procedures follow the same path in each state, although some differences do exist as a result of the higher education governance structure. The IHL Board is the single higher education board that governs day-to-day personnel operations and coordinates between institutions in Mississippi. As a result of this governance structure, the final steps in the tenure-granting process differ in other states with multiple university systems (resulting in multiple governing boards), and a single distinct statewide coordinating entity.

For the purposes of comparison, PEER treats the IHL Board as the academic governing board for all Mississippi IHL universities, in the same way that the University of Tennessee System or University of Arkansas System Boards of Trustees, that oversee the academic affairs and day-to-day operations of each university (i.e., University of Arkansas at Fayetteville, University of Arkansas at Little Rock—both institutions under the governance of the University of Arkansas System Board of Trustees).

In order to facilitate the comparison between tenure policies in place in Mississippi's surrounding states, PEER selected one university system from each surrounding state as a point of comparison for Mississippi's IHL universities' tenure policies. As a reminder, each of Mississippi's IHL universities set their own tenure policies, as long as they comply with, and are at least as stringent as, the policies set by the IHL Board. Mississippi's IHL universities' tenure policies all follow the same path, with only minor differences between each institution (see Exhibit 1 on page 11).

Although each university system selected from surrounding states follows the same tenure path, some minor differences exist, such as the final tenure granting authority (e.g., institutional president in Alabama versus IHL Board in Mississippi).

University of Alabama System

The University of Alabama system delegates all procedural authority to the various institutions within the system as long as institutional policies are approved by the system chancellor and board for approval.

The University of Alabama system requires that criteria for awarding tenure be laid out in the policies, and that policies contain procedures for non-reappointment of non-tenured faculty, procedures for terminating tenured faculty, and appeal processes. Other than these processes, the system's board allows each institution to set its own tenure policies.

The system's board retains ultimate authority in matters of discipline or termination, but each institution reserves the ability to grant tenure based on university-specific policies that exist in compliance with the system board's policies.

A review of the University of Alabama at Tuscaloosa's tenure policies demonstrates that the university's specific tenure policies follow the same probationary process for tenure-track faculty, and the same department, school/college, university-wide level, provost, and president evaluations of the tenure application.

Alabama's tenure system differs from Mississippi's due to the president of each university having the final decision on granting tenure. Rather than reporting each tenure recommendation to the system's board for final approval, the main reporting requirement for each institution is to report changes to institutional tenure policies, periodic reporting of tenure percentages and retirement patterns, and an annual report of individuals awarded tenure and any academic units composed of more than 60% tenured faculty.

University of Arkansas System

The University of Arkansas system establishes tenure policies that provide minimum procedural expectations and criteria for awarding tenure and a probationary period for tenure-track faculty not to exceed seven years. In the same way other surrounding state university systems do, the University of Arkansas system permits

that more detailed and stringent criteria may be adopted by individual institutions and their departments, as long as those policies are approved by the system president.

Tenure is awarded by the system president, based on the recommendations from the department, school/college, university-wide level, provost, and each institution's chancellor. The president presents the system board with the faculty members awarded tenure, and the recommended promotion in rank. The promotion is approved by the system board, while tenure is approved by the system president.

As such, the University of Arkansas system differs from Mississippi's IHL due to differences in approval. In Mississippi, the IHL Board offers the final approval in granting tenure, while in Arkansas, the system president issues final approval and presents those faculty granted tenure to the system board.

Louisiana State University System

The Louisiana State University (LSU) system publishes a tenure policy that defines the school/college level and university-level procedures, committees for reviewing tenure applications, and the criteria by which faculty are evaluated. The LSU Board of Supervisors' tenure policies permit that each institution may publish tenure policies subject to approval of the LSU Board of Supervisors, and that departments may adopt their own policies to begin the tenure application process, in the same way that academic departments at IHL universities establish their own tenure policies. The system further defines the probationary period and states that tenure-track faculty are to apply for tenure in the sixth year of their tenure-track appointment. These policies follow the typical path of tenure recommendations at the department level and school/college level.

Prior to discussion of the next steps in the LSU system's tenure process, it is necessary to define the executive leadership of the campus leaders and the leadership reporting directly to the LSU Board of Supervisors.

In the LSU system, the president of LSU serves as the president of the LSU campus in Baton Rouge, and serves over the chancellors of each LSU institution (e.g., LSU Shreveport, LSU Eunice, LSU Health Science Center Shreveport), fulfilling both the role of an institutional executive and a role similar to Mississippi's Commissioner of Higher Education.

As such, the final steps in granting tenure, after recommendations at the school level, is an evaluation and recommendation by each institution's chancellor, followed by a recommendation made by the provost of the Baton Rouge, LA, campus of LSU, and a recommendation by the president of the LSU Baton Rouge campus (also serving as the system president). The final decision in granting tenure is the responsibility of the LSU Board of Supervisors.

While the LSU system is technically different from Mississippi's IHL system, based on the existence of other university systems within Louisiana, the role of LSU's president functioning in a similar role as the IHL Commissioner of Higher Education demonstrates more similarities to Mississippi's tenure-granting system than other surrounding states.

University of Tennessee System

The Board of Trustees of the University of Tennessee system has complete authority over the granting of tenure to members of the faculty. The board makes the decision to grant tenure based upon the recommendation of the system president in specified cases:

- University officers;
- Any faculty member granted tenure upon initial appointment; and,
- Any faculty member to be tenured after serving less than a six-year probationary period.

In granting tenure to faculty in more typical tenure-track positions (i.e., tenure-track faculty having served the six-year probationary period), the president makes the decision whether to grant tenure based upon the recommendation of each institution's chancellor. The board provides each institution the ability to adopt more stringent policies for tenure, and these policies are subject to approval by the board.

The board does set minimum standards, including the six-year probationary period, excellence and the likelihood of continued excellence in a faculty member's teaching, research, and service. The tenure process in the University of Tennessee system follows the same general path from the department level, to the school/college level, to the university-wide and provost level, to each institutional chancellor, and ultimately to the system president. The main difference between Tennessee and Mississippi's tenure granting procedures is the authority of the system president (similar in function to the IHL Commissioner of Higher Education) to grant tenure without the board's approval in the case of tenure-track faculty that have served the six-year probationary period.

While tenure policies and procedures follow the same path in each state, most differences exist as a result of the higher education governance structure. In Mississippi, with a single higher education board that governs day-to-day personnel operations and coordinates between institutions, the final steps in the tenure granting process differ from other states where multiple university systems exist, and system governing boards exist separately from statewide coordinating entities.

Comparison of Ranked Salaries

According to the Southern Regional Education Board, during FY 2020, Mississippi's professor salaries ranked 13th, associate professor salaries ranked 11th, assistant professor

salaries ranked 12th, instructor salaries ranked 11th, and lecturer salaries ranked 16th in the greater southeastern U.S. Given the similarities between tenure policies and the average level of tenured and non-tenure-track salaries in Mississippi, modifying tenure policies could increase the difficulty in attracting quality faculty.

The Southern Regional Education Board (SREB) publishes average salaries for full-time instructional faculty by state and institution type. In order to provide the most accurate comparison, PEER presents the data as calculated by the SREB. However, it is worth noting that, while not always, tenure cohorts often correspond with professorial rankings in the following ways:

- Professor and Associate Professor as equivalent to tenured;
- Assistant Professor as equivalent to tenure-track; and,
- Instructor, Lecturer, and Non-Ranked instructional faculty as equivalent to non-tenure track.

Exhibit 8: Southeastern U.S. Average Salary by Faculty Rank, FY 2020

	Professor		Associate Professor		Assistant Professor		Instructor		Lecturer	
	Average	Rank	Average	Rank	Average	Rank	Average	Rank	Average	Rank
Alabama	\$120,353	6	\$86,497	6	\$72,297	8	\$54,307	7	\$54,676	9
Arkansas	\$99,568	15	\$75,262	15	\$65,227	16	\$49,233	10	\$54,452	10
Delaware	\$152,059	1	\$105,517	1	\$91,712	1	\$75,995	1	\$57,268	4
Florida	\$135,531	2	\$95,559	2	\$82,608	2	\$60,200	3	\$66,441	2
Georgia	\$107,617	10	\$77,198	14	\$67,899	13	\$47,609	12	\$51,642	13
Kentucky	\$102,802	12	\$77,804	12	\$68,391	11	\$46,352	14	\$55,822	7
Louisiana	\$99,702	14	\$74,105	16	\$67,681	14	\$47,162	13	\$67,000	1
Maryland	\$130,895	5	\$92,856	4	\$79,327	5	\$61,324	2	\$57,571	3
Mississippi	\$100,606	13	\$78,681	11	\$68,185	12	\$48,673	11	\$40,960	16
North Carolina	\$118,533	7	\$85,694	7	\$76,286	6	\$55,176	6	\$53,236	11
Oklahoma	\$104,913	11	\$79,905	10	\$70,450	10	\$45,675	15	\$43,130	15
South Carolina	\$114,482	8	\$84,909	8	\$75,250	7	\$53,794	8	\$55,155	8
Tennessee	\$109,854	9	\$82,179	9	\$71,787	9	\$50,386	9	\$51,884	12
Texas	\$133,468	4	\$90,824	5	\$79,810	4	\$58,976	4	\$57,029	5
Virginia	\$134,091	3	\$95,163	3	\$80,432	3	\$57,291	5	\$56,812	6

NOTE: Information on UMMC is not included, because it is an outlier compared to other IHL universities. See Appendix A on page 43 for information on UMMC.

SOURCE: PEER analysis of salary information submitted by IHL universities and from SREB.

During FY 2020, Mississippi IHL universities ranked 14th overall in average salary for all faculty members. For typical tenured positions — professors and associate professors — average salaries ranked 13th and 11th respectively. For the typical tenure-track faculty ranking — assistant professors — average salaries ranked 12th. For typical non-tenure-track positions — instructors and lecturers — average salaries ranked 11th and 16th respectively.

Mississippi faculty salaries rank near the lower end of the spectrum in this 16-state regional comparison. Given the similarities between the tenure policies and pathways discussed on page 20, there is little room to modify tenure policies without also risking quality faculty seeking employment in other states, given that Mississippi's average faculty salaries fall below the regional average.

The Effect of Granting Tenure on Regional Accreditation

Although granting tenure to university faculty is not an explicit requirement of the Southern Association of Colleges and Schools Commission on Colleges 2018 *Principles of Accreditation*, employing qualified faculty to further the institutional mission is a tenet of the accreditation principles. Without granting tenure, Mississippi's IHL universities could face challenges in attracting quality faculty that further the teaching and research missions of the university.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional accrediting body for Mississippi's public universities. According to the SACSCOC 2018 *Principles of Accreditation: Foundations for Quality Enhancement* (referred to hereafter as "the 2018 *Principles of Accreditation*"), accreditation "is best accomplished through a voluntary association of educational institutions," reliant on thoughtful and principled judgment to provide:

...an assessment of an institution's effectiveness in the fulfillment of its self-defined mission; its compliance with the requirements of its accrediting association; and its continuing efforts to enhance the quality of student learning and its programs and services.

While the concept of awarding tenure is not a focus of the 2018 *Principles of Accreditation*, there is some discussion of tenure and a greater focus on ensuring universities employ quality faculty.

The only explicit mention of tenure in the 2018 *Principles of Accreditation* is found in "Section 6: Faculty."

The 2018 *Principles of Accreditation* require that:

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

However, the 2018 *Principles of Accreditation* more generally speak to the quality and qualifications of university faculty by stating:

Qualified, effective faculty members are essential to carrying out the mission of the institution and ensuring the quality and integrity of its academic programs. The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs. Because student learning is central to the institution's mission and educational degrees, the

faculty is responsible for directing the learning enterprise, including overseeing and coordinating educational programs to ensure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.

Achievement of the institution's mission with respect to teaching, research, and service requires a critical mass of qualified full-time faculty to provide direction and oversight of the academic programs. Due to this significant role, it is imperative that an effective system of evaluation be in place for all faculty members that addresses the institution's obligations to foster intellectual freedom of faculty to teach, serve, research, and publish.

- 1. The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. (Full-time faculty)*
- 2. For each of its educational programs, the institution*
 - a. Justifies and documents the qualifications of its faculty members. (Faculty qualifications)*
 - b. Employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (Program faculty)*
 - c. Assigns appropriate responsibility for program coordination. (Program coordination)*

The rest of the section goes on to state:

- 4. The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. (Academic freedom)*
- 5. The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. (Faculty development)*

Based on the 2018 *Principles of Accreditation*, tenure is not an explicit requirement to receive accreditation from SACSCOC. However, ensuring a university is staffed by high-quality faculty can further the educational and research mission of a university.

Mississippi's IHL universities contend that granting tenure to university faculty provides a benefit to the educational and research missions of the university. For example, in their replies to PEER's information request, UM, MVSU, MSU, and ASU all report

granting tenure as a way to attract high-quality faculty that are among the best and brightest in their fields.

Additionally, UM, DSU, MVSU, USM, and ASU all emphasized the importance of tenure in driving high-quality research efforts at the universities. University missions have three elements: excellence in teaching, research, and service. According to the IHL universities, the tenure application process and tenured faculty drive excellence in research, and tenured faculty bring in supplemental research funding that can pay for graduate assistantships (e.g., tenured faculty at UM brought in a total of \$59,356,063 between FY 2018 and FY 2020).

Mississippi's IHL universities maintain that tenure is an integral part of attracting and retaining the high-quality faculty needed to fulfill the various universities' institutional missions. Were Mississippi's IHL universities not to offer the possibility to receive tenure for extraordinary academic service, those same universities could face challenges in attracting high-quality faculty that further the university's teaching and research missions.

State Legislative Efforts Surrounding Tenure

According to the National Conference of State Legislatures, states have introduced ten pieces of legislation over the past three years that would affect tenure to varying degrees (e.g., defining reasons for dismissing tenured faculty, abolishing tenure).

According to the National Conference of State Legislatures (NCSL) states have introduced ten pieces of legislation dealing with tenure at the university level. The legislation varies from state to state, ranging from specifying reasons that tenured faculty can be dismissed (e.g., sexual harassment, crimes of moral turpitude in Texas) to the wholesale elimination of tenure in West Virginia and Iowa. Exhibit 9 on pages 27 and 28 summarizes tenure legislation in other states.

Exhibit 9: University Tenure Legislation in Other States, 2019 through 2021 Legislative Sessions

State	Year	Bill	Title/Summary	Status
Hawaii	2021	SB 1328	Limits the award of tenure to primarily instructional positions.	Pending
Hawaii	2021	SB 1394	Requires 25% of University of Hawaii research faculty be paid for out of extramural funds and research funding generated by the unit.	Pending
Illinois	2021	HB 2464	Establishes criteria for which universities may award tenure.	Pending
Iowa	2021	SB 41/ HB49/ HB496	Abolishes tenure.	Pending

New Jersey	2021	AB* 2557	Prohibits granting tenure to a person hired into an administrative position.	Pending
Texas	2021	SB 1159	Allows governing board to revoke tenure if a faculty member is incompetent, or engaged in sexual harassment, fiscal malfeasance, plagiarism, or conduct involving moral turpitude.	Pending
Texas	2021	SB 1623	Revises the definition of <i>good cause for revoking tenure</i> as a faculty member initiating a civil suit against a student enrolled at the institution.	Pending
West Virginia	2019	SB 25	Authorizes university governing boards to eliminate tenure.	Failed

*AB stands for Assembly Bill

SOURCE: PEER analysis of information submitted by NCSL.

State legislatures have been active with regard to tenure during their 2021 legislative sessions. The lone tenure-related bill in 2019, which would have authorized the elimination of tenure at West Virginia universities, failed. Additionally, 2020 legislative sessions yielded no tenure-related legislation.

As of June 1, 2021, all nine of the 2021 bills dealing with tenure for university faculty are still pending. Ultimately, state legislatures could enact tenure reform dealing with what types of faculty members can be awarded tenure (i.e., teaching vs. research or administrative), allow for governing boards to revoke tenure under specified circumstances, or abolish tenure. However, it is also possible that another year may pass with no legislative action on the practice of awarding tenure.

The Benefits Granting Tenure Can Provide to Students

This chapter presents examples of how IHL universities track faculty performance and describes some of the methods by which IHL universities demonstrate the benefits granting tenure to university faculty can provide to students.

Student Benefits from Granting Faculty Tenure

In responses to PEER inquiries, IHL universities collectively described the expertise of tenured faculty gained through years of teaching and research, the ability to attract graduate students and introduce them to independent research, and the additional effort to bring research and grant funds to the university as benefits to granting tenure to faculty. However, some IHL universities provided data-driven examples that further demonstrate that students benefit from tenured faculty through increased research opportunities and funding, faculty continuity demonstrated by average years of service, and similar pass rates in courses taught by tenured faculty (despite those courses typically being higher-level, challenging courses).

While the tenure-granting process, and universities in general, are driven by the three pillars of academia—teaching, research, and service—ensuring the matriculation of well-educated students is paramount to any university’s existence. Given such, PEER inquired of each IHL university as to what benefit granting tenure to faculty members provides to the university’s students. IHL universities generally provided similar responses to PEER’s inquiries on the benefit of tenure to students. Although each IHL university responded by describing the benefits granting tenure can have on students, the following discussion highlights a selection of the examples that demonstrate the benefits students can receive through IHL universities granting tenure.

Average Years of Service

IHL universities report that tenured faculty have the longest years of service, which seems intuitive given that the principal benefit of tenure is extended employment resulting from satisfactory service. Although not a direct or quantitative benefit to students, the continuity and consistency that the tenured faculty members represent is a benefit to the university through consistency and reduced turnover for students.

One example of this concept is provided by JSU in the university’s response to PEER’s information request. JSU describes the continuity that tenured faculty members represent to the university through consistency and reduced turnover as one of the benefits students receive as a result of granting faculty tenure. At not only JSU but other IHL universities, tenured faculty have the longest average years of service, compared to both tenure-track and non-tenure-track faculty. Exhibit 10 on page 30 demonstrates that tenured faculty’s years of service are, on average, three times that

of tenure-track faculty and two times that of non-tenure-track faculty.

As such, the benefits of continued service (in the absence of any inappropriate or continued ineffective conduct) are evidenced in the amount of time that tenured faculty members remain with a university.

Exhibit 10: Average Years of Service by Tenure Cohort, FY 2021

University	Tenured (total years of service)	Tenure-Track (total years of service)	Non-Tenure Track (total years of service)
ASU	18 years	7 years	9 years
DSU	14	4	6
JSU	18	6	8
MSU	15	3	7
MUW	15	4	6
MVSU	17	6	9
UM	16	4	8
USM	16	3	9
Average Years of Service	16	5	8

NOTE: Information on UMMC is not included, because it is an outlier compared to other IHL universities. See Appendix A on page 43 for information on UMMC.

SOURCE: PEER analysis of information submitted by IHL universities.

The University of Mississippi

UM described certain benefits that granting tenure brings to the university’s students, stating tenure enables the university to fulfill all three missions of the institution: teaching, research, and service.

By awarding tenure to faculty members, UM:

- Attracts faculty that research and implement new instructional methods, which ensures course content is current;
- Provides research opportunities for undergraduate students to work with faculty in labs or on research;
- Ensures graduate school programs have qualified faculty with the expertise to teach graduate programs and advise on graduate research;
- Promotes service, which can include serving on accreditation preparation committees; and,
- Secures research funding that funds student workers and graduate student stipends.

On the topic of research funding, tenured faculty brought an average of \$19.8 million per year in research funds from FY 2018 to 2020. While UM does have more tenured faculty than tenure-track faculty, tenure-track faculty brought in \$5.2 million per year over that same period.

At the conclusion of a course, students have the opportunity to evaluate the faculty member that taught each course in which they were enrolled. These student evaluations have a role in annual faculty evaluations and the tenure application process. UM reported the average score from the student evaluation question “How would you rate the instructor’s overall performance in this course?” to which students responded using a five-point Likert-type scale from (1) *Do Not Agree* to (5) *Strongly Agree* for the fall-spring academic year 2020.

Exhibit 11 on page 31 demonstrates that student perceptions of faculty performance do not differ greatly by faculty type.

Exhibit 11: Student Evaluation Average Score for Tenured, Tenure-Track, and Non-Tenure-Track Faculty, Academic Year 2020

Faculty Type	Average Score (five-point scale)
Tenured	3.73
Tenure-Track	3.78
Non-Tenure Track	3.75

SOURCE: PEER analysis of information submitted by the University of Mississippi.

Tracking student perception of faculty performance, research funding, and the qualitative benefits that granting tenure can provide to students, UM presents a holistic description of the benefits students can receive by granting tenure to faculty.

Jackson State University

JSU provided an example that indicates the value of granting tenure on positively impacting student performance. JSU develops a combined metric entitled “Average Quality Points,” which is composed of metrics such as withdrawal and failure rates in courses, student evaluations, and credit hours generated per faculty member. In the example provided, JSU provides the Average Quality Points by professorial ranking for college algebra, a course taught by faculty from each professorial rank. While not always, professorial ranking can serve as an indicator of where a faculty member fits in the non-tenure track vs. tenure-track vs. tenured status (e.g., instructor—non-tenure track; assistant professor—tenure-track; associate or full professor—tenured).

As such, those faculty members who have likely been granted tenure—professors and associate professors—scored a 2.99 and

3.03 respectively on a four-point scale. Conversely, assistant professors (likely tenure-track) scored a 1.22 on a four-point scale while instructors scored a 2.05 on the same four-point scale. The Average Quality Points system at JSU demonstrates the value of expertise gained by tenured faculty through more years of teaching experience and research.

Mississippi University for Women

MUW offered similar reasons as both UM and JSU for the benefits that granting tenure to faculty can provide to students.

MUW noted one of the primary benefits of granting tenure is that it allows the university to retain skilled faculty members for longer periods of time. Tenured faculty’s average length of service is 2.5 times longer than non-tenure-track faculty. MUW states that tenured faculty have more classroom and research experience, which benefits students. Further MUW notes that tenured faculty are often deployed in more complex, upper-division courses. Despite these more challenging courses, tenured faculty members achieve course completion rates similar to both tenure-track and non-tenure-track faculty, as demonstrated in Exhibit 12 on page 32.

Exhibit 12: Successful, Unsuccessful, and Success Percentage by Faculty Cohort at Mississippi University for Women

	A/B/C/Passed	D/F/Withdrawal/No Credit/No Pass	Success Percentage
Tenured Faculty	4,971	883	84.9%
Tenure-Track Faculty	6,536	876	88.2%
Non-Tenure-Track Faculty	5,334	596	89.9%

SOURCE: PEER analysis of information submitted by Mississippi University for Women.

While tenured faculty may have the lowest success percentage in Exhibit 12, as noted by MUW, tenured faculty are often deployed in higher-level, more challenging courses. As such, by maintaining similar success rates to the other two faculty cohorts, tenured faculty demonstrate their teaching capabilities that benefit students.

Ensuring Tenured Faculty Remain Effective

IHL universities take steps to ensure faculty remain effective, both through the formal post-tenure review process for tenured faculty, and evaluations for tenured, tenure-track, and non-tenure-track faculty. However, when faculty are not effective, cannot or will not become more effective, or are malfeasant or their conduct is contumacious, IHL universities will take steps to dismiss these faculty members.

Post-Tenure Review

IHL Board policies establish standards for the post-tenure review process, the purpose of which is to ensure tenured faculty remain effective, and take steps to improve their effectiveness if annual evaluations indicate that a tenured faculty member's performance is declining. During FY 2019 and FY 2020, universities conducted 75 post-tenure reviews, seven faculty members entered formal faculty development plans to improve performance, and three tenured faculty members were separated from employment as a result of the post-tenure review process.

A concern frequently linked to granting tenure to university faculty is that those faculty will become less productive following the receipt of tenure. In order to prevent that concern, the IHL Board established policies that require the annual evaluation of faculty and the establishment of a post-tenure review process for all tenured faculty.

IHL Board policy 403.0103 *Post-Tenure Review* states the following:

- 1. Each institution shall have a post-tenure review process for all tenured faculty. Post-tenure review criteria shall be consistent with the institution's mission and priorities.*
- 2. Institutional post-tenure review policies and procedures shall be linked to annual review policies and procedures. Institutional post-tenure review policies and procedures may require a periodic review of all tenured faculty, a review of individual faculty triggered by one or more unsatisfactory annual reviews, or a combination of periodic and triggered reviews.*
- 3. Institutional post-tenure review policies and procedures shall provide for systematic and comprehensive assessments of performance, peer involvement in the post-tenure review process, and opportunities for faculty development. The policies and procedures shall specify the consequences of unsatisfactory performance, including termination of service as provided in Section 403.0104. The policies and procedures shall provide for appeals by aggrieved faculty.*
- 4. Institutional post-tenure review policies and procedures shall be filed with the Commissioner. The Commissioner shall review the policies and*

procedures for consistency with Board policy and recommend modifications as appropriate.

5. *Each institution shall prepare an annual report of post-tenure reviews. The report shall be in a format specified by the Commissioner, and shall be submitted to the Board by August 1 of the preceding academic year.*

Each IHL university establishes post-tenure review (PTR) policies in order to comply with IHL Board requirements, and ensure that in the event of continued low-quality performance, there is an avenue by which to formally require that tenured faculty take steps to improve their performance.

Post-Tenure Review Triggers by IHL University

Alcorn State University

ASU's PTR process can be triggered by two consecutive negative annual evaluations, or at the request of the CAO.

Delta State University

Linked to the annual performance evaluation, the PTR process is conducted when there is evidence of an overall unsatisfactory performance for two consecutive years.

Jackson State University

Depending on annual evaluations, JSU's PTR process can trigger either a "regular review" or an "extensive review." If a tenured faculty member receives one "below expectations" rating during a five-year cycle, the faculty member triggers a regular review that includes a performance improvement agreement for the upcoming year. If, however, a faculty member receives two "below expectations" ratings on an annual performance rating during a five-year cycle, an extensive review is triggered. The extensive review leads to the formal faculty development plan.

Mississippi State University

MSU provides the dean of a school the ability to conduct a post-tenure review of a faculty member when a review of annual evaluations suggests a sustained pattern (normally three years, although MSU does leave this portion of the policy more open-ended than other universities) of low performance, or when other evidence suggests a decline in performance.

Mississippi Valley State University

Upon a tenured faculty member receiving three consecutive unsatisfactory evaluations, the PTR committee conducts an informal investigation to determine whether there is low performance.

Mississippi University for Women

PTR is initiated when there have been at least three unsatisfactory annual reviews over a four-year period.

University of Mississippi

All tenured faculty members shall undergo a post-tenure review upon receiving three “unsatisfactory” annual reviews in any period of six consecutive years.

University of Southern Mississippi

PTR is initiated if faculty do not meet expectations in any one category for four consecutive years or in two or more categories for two consecutive years.

Alternate Triggers for Post-Tenure Review at MSU and MVSU

MSU and MVSU are distinct from the other IHL universities, due to the fact that all tenured faculty are automatically triggered for post-tenure reviews in the sixth year after being granted tenure. If no evidence exists of a negative performance, the post-tenure review concludes at these two IHL universities. At the other six IHL universities, post-tenure review must be triggered by a certain number of negative annual evaluations during a set time period. For example, at USM, post-tenure review is initiated when a faculty member does not meet expectations in any one category for four consecutive years, or in two or more categories for two consecutive years.

Exhibits 13 and 14 on pages 35 and 36 highlight information on the post-tenure review process at IHL universities by providing the end-of-year statistics for each IHL university. For example, at the end of FY 2019, MSU had initiated 36 post-tenure reviews and had one faculty member participating in a multi-year faculty development plan. That same year, no faculty members successfully completed their faculty development plans, and one faculty member unsuccessfully completed their faculty development plan and was separated from employment with the university.

Exhibit 13: Post-Tenure Review (PTR) at Each IHL University, FY 2019

University	Tenured Faculty	Number Triggered for PTR*	Number in an FDP*	FDP Successful	FDP Unsuccessful	No Longer Employed Following PTR Process
ASU	50	0	0	0	0	0
DSU	53	0	1	0	0	0
JSU	180	2	0	0	0	0
MSU	463	36	1	0	1	1
MUW	71	0	0	0	0	0
MVSU	54	13	2	0	0	0
UM	417	0	1	0	0	0
USM	320	1	1	0	1	1
Total	1608	52	6	0	2	2

* PTR = Post-Tenure Review; FDP = Faculty Development Plan.

NOTE: Information on UMMC is not included, because it is an outlier compared to other IHL universities. See Appendix A on page 43 for information on UMMC.

SOURCE: PEER analysis of information submitted by IHL and IHL universities.

Exhibit 14: Post-Tenure Review (PTR) at Each IHL University, FY 2020

University	Tenured Faculty	Number Triggered for PTR*	Number in an FDP*	FDP Successful	FDP Unsuccessful	No Longer Employed Following PTR Process
ASU	43	1	0	0	0	0
DSU	59	1	0	0	1	1
JSU	166	0	0	0	0	0
MSU	478	17	0	0	0	0
MUW	67	0	0	0	0	0
MVSU	51	4	0	2	0	0
UM	426	0	1	1	0	0
USM	318	0	0	0	0	0
Total	1608	23	1	3	1	1

*PTR = Post-Tenure Review; FDP = Faculty Development Plan.

NOTE: Information on UMMC is not included, because it is an outlier compared to other IHL universities. See Appendix A on page 43 for information on UMMC.

SOURCE: PEER analysis of information submitted by IHL and IHL universities.

If a post-tenure review is triggered by low performance (or evidence of low performance exists once a post-tenure review is triggered at MSU or MVSU), faculty enter into development plans that vary between IHL universities. For example, MUW provides the longest period for faculty development plans at four years. The other IHL universities range from two to three years for faculty development plans.

Faculty members are evaluated on the basis of teaching, research, and service. Thus, faculty development plans can shift responsibilities between the three evaluation areas (e.g., less instructional hours while increasing research output), or require re-training tenured faculty to enhance the faculty member's classroom capabilities. If a faculty member successfully completes a development plan and annual evaluations improve, the faculty member can continue in employment at the university. However, faculty members that are unsuccessful in the development plan process can be separated from employment at the university, either through resignation, retirement, or the formal dismissal process for tenured faculty.

The post-tenure review process does not frequently result in the dismissal of tenured faculty with only three total tenured faculty members separated from employment as a result of the post-tenure review process in FY 2019 and FY 2020 combined. However, the existence of both the process of post-tenure review, and the faculty development plan in cases where such a plan is necessary provides the primary avenue by which tenured faculty members can be held accountable when their performance does not meet the standards required of such a position.

As an example, one faculty member at DSU unsuccessfully completed the faculty development plan process at the end of that university's three-year post-tenure review process during FY 2020. DSU stated that the faculty member resigned and waived his or her right to a hearing at the end of the post-tenure review process. As such, examples exist of the post-tenure review process resulting in the removal of ineffective faculty members.

It is important to note that the post-tenure review process is not the same as an annual faculty evaluation. Consecutive negative annual faculty evaluations can trigger post-tenure reviews, but the post-tenure review process is a formal, structured process borne out of negative annual evaluations.

Annual Faculty Evaluations

IHL universities performed annual evaluations on 73% of faculty in FY 2019 and 68% of faculty in FY 2020. By evaluating faculty, universities can ensure tenured faculty remain effective, tenure-track faculty are either performing at a level that will eventually lead to a successful tenure recommendation or tenure-track faculty realize they are unlikely to receive tenure and can search for other employment, and non-tenure-track faculty remain effective in their duties.

The Number of Evaluated Faculty

IHL universities also establish annual evaluation procedures at the department level for each faculty member, as is required by IHL. IHL Board policy 407.01 states:

Institutions shall have evaluation procedures for all employees, which shall include annual evaluations of all tenure track faculty. A general description of procedures shall be filed with the commissioner.

While each IHL university defines and describes these annual reviews differently in their policies and procedures, the universities all establish protocols for conducting annual evaluations of faculty members. The annual evaluation process is one that occurs at the department level at a university. While each IHL university publishes policies guiding the evaluation process, departments are responsible for setting procedures for evaluations, and department chairs are responsible for carrying out the evaluations.

Exhibits 15 and 16 on page 38 demonstrate the number of full-time faculty that were evaluated at each IHL university during FY 2019 and FY 2020.

Exhibit 15: Faculty Evaluations, FY 2019

University	Total Faculty¹	Full-time Faculty Evaluated
ASU	158	158
DSU	157	151
JSU	606	301
MSU	1529	1067
MUW	165	151
MVSU	110	110
UM	1129	883
USM	871	612
Total	4725	3433

¹Total faculty can include part-time instructors and research or clinical faculty without instructional duties.

NOTE: Information on UMMC is not included, because it is an outlier compared to other IHL universities. See Appendix A on page 43 for information on UMMC.

SOURCE: PEER analysis of information submitted by IHL and IHL universities.

Exhibit 16: Faculty Evaluations, FY 2020

University	Total Faculty¹	Full-time Faculty Evaluated
ASU	139	139
DSU	155	152
JSU	592	342
MSU	1537	851
MUW	166	149
MVSU	109	109
UM	1148	899
USM	871	579
Total	4717	3220

¹Total faculty can include part-time instructors and research or clinical faculty without instructional duties.

NOTE: Information on UMMC is not included, because it is an outlier compared to other IHL universities. See Appendix A on page 43 for information on UMMC.

SOURCE: PEER analysis of information submitted by IHL and IHL universities.

IHL universities evaluated roughly 73% of faculty in FY 2019 and 68% in FY 2020. While it is clear not all faculty received an evaluation during this period, part-time faculty, research or clinical faculty (i.e., those faculty members that are not members of the Corps of Instruction at an IHL university), or faculty leaving or joining employment with an IHL university mid-year may result in those faculty members not receiving an evaluation.

However, by evaluating roughly 70% of IHL university faculty during FY 2019 and FY 2020, the annual evaluation process provides a manner by which IHL universities can ensure their faculties are composed of effective professionals. Not only do annual evaluations provide a means by which to ensure continued effectiveness from tenured faculty (and the basis by which universities can trigger formal post-tenure reviews), but the evaluation process can assist tenure-track faculty in reaching tenured status eventually, while also removing ineffective tenure-track faculty members from an IHL university's employment. In a similar way, IHL universities can ensure non-tenure-track faculty remain effective in their duties through the annual evaluation process.

Examples of Faculty Evaluations

IHL universities utilize different formats to evaluate faculty members. Similar to tenure policies, IHL universities must comply with IHL Board policies, but those policies give IHL universities discretion in the format that faculty evaluations will take.

In order to exemplify the evaluations processes, PEER requested examples of faculty evaluations, but took due care to remove personally identifying information or references. The following examples describe some of the possible formats that faculty evaluations can take.

IHL universities establish criteria in annual evaluations to determine the effectiveness of faculty members in teaching, research, and service. Some examples of criteria are as follows:

- Teaching criteria: student evaluations, serving as an advisor, initiating new courses, encouraging student research, nominations for teaching awards, and serving on thesis or dissertation committees;
- Research criteria: publishing journal articles or books, receiving grant funding, and receiving patents, among other examples; and,
- Service criteria: editing a publication, serving on a committee (e.g., University Tenure and Promotion Committee, search committee for a new faculty hire), giving off-campus lectures, and holding office in a professional association. Service criteria also provides space for community service and volunteer efforts.

Positive Evaluations

PEER's review of positive faculty evaluations for tenured faculty members indicate that tenured faculty remain highly productive, especially in advising, assisting with research, and serving on thesis or dissertation committees for graduate students. Positive evaluations for tenured faculty demonstrate continued productivity in publishing research, and service in various professional societies and university committees.

Similarly, positive evaluations for tenure-track faculty reflect even similar effectiveness in teaching and advising students. The research component of tenure-track annual evaluations demonstrated that tenure-track faculty often have various manuscripts or draft articles, and are working towards finding the proper venue (i.e., academic conference, academic journal) to submit these draft publications.

The service and teaching components appear similar between tenured and tenure-track faculty, with the main differences between the two faculty cohorts coming from the quantity and completeness of faculty research efforts.

Negative Evaluations

Negative faculty evaluations for tenure-track faculty have a common theme of not publishing research, or not achieving sufficient progress from one year to the next. PEER reviewed negative tenure-track faculty evaluations that dealt mostly with draft publications existing, but no final version of the research being published into journals or being published as books. However, each negative evaluation included positive reviews of the faculty members' teaching and service obligations.

Negative tenured faculty evaluations typically focus on insufficient research and excessive service activities. In examples PEER reviewed, some tenured faculty members were producing insufficient research, or attempting to publish too much "A-level" research, rather than settling for publishing research in a lesser-quality journal. In another case, a tenured faculty member was overly involved in service activities, which ultimately led to underproduction in research activities.

Each negative evaluation PEER reviewed dealt with research, or overproduction in service affecting research. Department chairs and deans evaluating tenure-track faculty and tenured faculty did not indicate that these faculty members were unproductive or unengaged when teaching students. As such, even if faculty members underproduce in research or dedicate too much time to service, the teaching component of their duties does not appear to suffer, based on the faculty evaluations PEER reviewed.

Reasons for Termination of Tenured Faculty

IHL universities can dismiss tenured faculty for financial exigencies or program reductions declared by the IHL Board, malfeasance, inefficiency, contumacious conduct, or cause. Dismissals for cause or non-financial reasons are rare, with only two tenured faculty members dismissed from FY 2019 to FY 2021. However, IHL universities report that tenured faculty will, at times, resign when faced with termination proceedings.

According to IHL Board Policy 403.0104 *Tenured Faculty Dismissal*, tenured faculty members can only be dismissed under the following "extraordinary" circumstances:

- a. *Financial exigencies as declared by the Board;*
- b. *Termination or reduction of programs, academic or administrative units as approved by the Board;*

- c. *Malfeasance, inefficiency or contumacious conduct;*
or,
- d. *For cause.*

If being dismissed for cause, tenured faculty members must be afforded the opportunity for a hearing, and can appeal to the IHL Board after exhausting all institutional appellate options.

Dismissing a faculty member for (c.) malfeasance, inefficiency, contumacious conduct, or (d.) cause is rare in Mississippi's IHL universities. During FY 2019, FY 2020, and FY 2021, two faculty were dismissed. MSU dismissed a tenured faculty member in 2019 for contumacious conduct, and that faculty member exhausted his or her appellate options. DSU dismissed a faculty member for cause after a three-year post-tenure review process. That faculty member waived his or her right to a hearing.

Terminating or dismissing a faculty member is a different process than faculty members choosing to resign or retire rather than face termination. Two tenured faculty resigned after unsuccessfully completing the post-tenure review process in 2019 (one from MSU and one from USM). UM, although not dismissing any tenured faculty during this period, did have four tenured faculty leave employment or retire after the university initiated investigations regarding their conduct or ineffectiveness.

Further, UM notes for tenure-track faculty that it is not uncommon for faculty who receive poor annual evaluations during the probationary period to choose to leave when it becomes evident that the tenure-track faculty will not meet the standards to be granted tenure at the end of the probationary period.

As such, Mississippi's IHL universities maintain various procedures that evaluate faculty, establish formal performance-improvement processes, and terminate faculty in the rare instances where performance does not improve.

Recommendations

1. In order to further ensure that tenured faculty are formally evaluated, the IHL Board should consider adopting a policy that requires an automatic trigger for post-tenure reviews of tenured faculty after the sixth year of tenured employment, as is in place at MSU and MVSU.
2. In order to ensure that IHL universities can adequately demonstrate to the IHL Board, the State Legislature, and the public the benefits that students receive as a result of the tenure system, the IHL Board should require that IHL universities develop a system to track and periodically report to the IHL Board the benefits that tenure provides to each university and its students, including:
 - the amount of research or grant funding that tenure-track and tenured faculty are awarded; and,
 - the benefit of tenure to students demonstrated through academic metrics and outcomes.
3. Although awarding tenure to new-hires is rare and only utilized for faculty with exceptional qualifications, IHL universities should nevertheless amend faculty handbooks and tenure policies to include criteria that reflects the types of exceptional qualifications that new hires should possess to be hired with tenure.

Appendix A: UMMC Tenure Information Request Submission



Response to PEER Committee information request dated April 28, 2021

1. Please provide the number of each category for fiscal years 2019, 2020, and 2021:
 - Tenured faculty;
 - Tenure-track faculty; and,
 - Non-tenure-track faculty.

Number of faculty by category			
Category	2019	2020	2021
Tenured	238	225	218
Tenure-track faculty	115	118	105
Non-tenure-track faculty	740	795	802

2. Please provide the total personal services expenditures (i.e., salary, fringe benefits) of tenured faculty, tenure-track faculty, and non-tenure-track faculty. For fiscal years 2019, 2020, and 2021.

	2019		2020		2021A*	
	SW	Benefit	SW	Benefit	SW	Benefit
Non-tenure-track	147,357,940	37,885,726	162,055,347	44,646,248	166,960,977	46,381,459
Tenure track	24,921,594	6,407,342	26,765,843	7,373,990	26,104,284	7,251,770
Tenured	62,440,962	16,053,571	61,094,488	16,831,532	58,637,753	16,289,568
Grand Total	234,720,496	60,346,639	249,915,678	68,851,769	251,703,013	69,923,097

*FY2021 reflects YTD Pay Period 21 annualized

Source: UMMC Labor Distribution Files. Includes all pay types.

3. Please provide the average years of service during FY 2021 for:
 - Tenured faculty;
 - Tenure-track faculty; and,
 - Non-tenure-track faculty.

Average years of service for AY 2021	
Category	Years
Tenured faculty	19.44
Tenure-track faculty	5.67
Non-tenure-track faculty	8.08

4. Please provide the number of successful tenure applications for fiscal years 2019, 2020, and 2021.

Successful tenure applications	
2019	13
2020	8
2021	17

5. Please provide the number of unsuccessful tenure applications for fiscal years 2019, 2020, and 2021 at any point during the process of applying for tenure (i.e., department level, school or college level, university or chief academic officer level).

Unsuccessful tenure applications	
2019	0
2020	1
2021	0

6. Please provide the number of tenured faculty to be dismissed or terminated by the university during fiscal years 2019, 2020, and 2021; and include the reasons for dismissal (i.e., program elimination, contumacious conduct), as well as the extent to which the dismissed or terminated faculty member exhausted their appellate opportunities to avoid dismissal.

Dismissed or terminated faculty			
Year	Faculty Dismissed/Terminated	Reason	Appeal
2019	0	-	-
2020	2	Closure of the Clinical Health Sciences Masters, PhD programs	No
2021	0	-	-

7. Describe to what extent the university tracks performance data (i.e., course section GPA, drop rates for a faculty member's course sections, student evaluations).
- If the university does track faculty performance metrics, please provide a comparison between tenured faculty, tenure-track faculty, and non-tenure-track faculty.
 - i. For example, if there is a course that is taught by all three faculty types, please provide data describing any differences in performance metrics between sections of the course taught by the three faculty member types.

As a result of the matrixed nature of the clinical, research, and education missions, evaluation of UMMC faculty performance is multi-factoral. Since most courses are team-taught, educational outcomes are tracked predominantly at the program level rather than the individual faculty level. Voluntary student evaluations of individual instructional faculty are collected but are not stratified or reported by tenure status.

8. Does awarding tenure to faculty members result in any tangible benefit to the university's students?

Recruitment, development, and retention of high-quality faculty is of tangible benefit to students. Tenure therefore, has tangible institutional and student benefit to the extent that access to tenure-track positions contributes to effective recruitment, development, and retention of faculty.

9. **Are there instances in which a tenure-track faculty member was denied tenure, and subsequently transitioned from a tenure-track faculty position to a non-tenure-track position?**

For fiscal years 2019, 2020, and 2021, there were no instances wherein a tenure track faculty member was denied tenure and subsequently transitioned to a non-tenure-track position.

10. **Does the university require that a certain percentage of faculty be granted tenure for accreditation purposes? Does this play a role in the awarding of tenure to a faculty member?**

No policy or practice exists at UMMC that defines or requires a percentage of faculty to be in a specific tenures status. Neither institutional nor programmatic accreditation requires faculty to be of a particular tenure status. Academic accreditation is not a factor in the tenure process.

Appendix B: Analysis of Tenure Policies with the AAUP 1940 *Statement of Principles on Academic Freedom and Tenure*⁴

The IHL Board and universities' tenure policies are in sync with the 1940 *Statement of Principles*, due to the fact that IHL universities grant tenure after a probationary period, and define the reasons for possible termination of tenured faculty in both the IHL's tenure policies and each IHL university's tenure policies, while the IHL Board retains the ultimate authority for granting tenure to faculty at Mississippi's IHL universities, the 1940 *Statement of Principles*, which is recognized as the best practice guidance document by over 250 scholarly and higher-education organizations.

Introduction

In the introduction, the *Statement of Principles* states:

After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

It is the policy of the IHL Board and each IHL university to allow for professorial faculty (associate, assistant, and full professors) to apply for tenure following a six-year probationary period. Further, the *Mississippi State Constitution of 1890*, Article 8, Section 213-A provides that among the powers of the IHL Board is the power to

...terminate any such contract at any time for malfeasance, inefficiency or contumacious conduct, but never for political reasons.

Each IHL university includes these constitutional reasons as well as bona fide financial exigencies or program elimination as approved by the IHL Board as reasons for terminating a tenured faculty member's contract.

Tenet One

Each IHL university's tenure policies state that at the time of hire, the length of the probationary period is agreed upon, and tenure-track faculty hires are provided with the expectations that they must meet in preparation to apply for tenure at the end of the probationary period.

Tenet one of the *Statement of Principles* states:

⁴ As a reminder, the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU) published a set of principles in the 1940 *Statement of Principles on Academic Freedom and Tenure* that function as a best practice outline of how universities should codify tenure policies. The *Statement of Principles* is endorsed by over 250 scholarly and higher-education groups.

1. *The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.*

Mississippi's IHL universities all publish the criteria for excellence in teaching, research or creative activities, and university or community service that tenure-track faculty members must meet in order to be considered for tenure at the end of the probationary period.

Additionally, IHL universities' tenure policies provide the flexibility to give tenure-track faculty hires credit for past university service and accomplishments (i.e., the ability to shorten the probationary period if the new hire has served as a tenure-track faculty member of another institution of higher learning), thus shortening the probationary period.

Tenet Two

IHL universities' tenure policies align with tenet two, due to the five-year probationary period, the tenure application occurring in the sixth year, and the requirement to issue a terminal contract for the seventh year if tenure is not granted.

Tenet two of the *Statement of Principles* states:

2. *Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years...*

The statement found in tenet two that probationary periods should not exceed seven years is reflected in each IHL university's tenure policies. However, full-time instructors are not considered tenure-track faculty at IHL universities. The rank of associate professor (or higher) is required for faculty to be considered for tenure at the end of the probationary period. Tenet two of the *Statement of Principles* continues to state:

...including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution, it may be agreed in writing that the new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years.

As previously stated, IHL universities give new-hire, tenure-track faculty credit for previous service and accomplishments at higher educational institutions, thereby allowing for a reduced probationary period for those faculty that have already begun their

careers seeking to be awarded tenure at another institution. Tenet two of the *Statement of Principles* finishes with the following:

Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.

It is the policy of IHL universities that, when tenure is not granted at the end of the sixth year of the probationary period, universities extend a one-year, terminal contract to the faculty member who unsuccessfully applied for tenure, thus giving proper notice and allowing the faculty member time to seek future employment prior to the end of the seventh year of the contract.

Tenet Three

Multiple IHL universities cite tenure-track positions as key in guiding undergraduate and graduate research, which aligns with the Statement of Principles on academic freedom stating faculty should have "freedom in research and in the publication of the results." Further, the Mississippi Constitution of 1890, Article 8, Section 213-A states that the IHL Board may not terminate faculty for political reasons.

Tenet three of the *Statement of Principles* states:

- 3. During the probationary period a teacher should have the academic freedom that all other members of the faculty have.*

As such, tenure-track faculty should be entitled to the same academic freedom that other faculty of the university enjoy. Various IHL universities cite the importance of tenure-track faculty in driving and guiding students in research, working in laboratories, and other activities that provide examples of a tenure-track faculty member's effectiveness in teaching and research, as well as an enriching experience for students. By being able and encouraged to conduct research with the assistance of undergraduate and graduate students, tenure-track faculty enjoy academic freedom.

Additionally, statements supporting and ensuring academic freedom for all faculty members are included in each IHL university's faculty handbooks.

Tenet Four

If a tenured faculty member's contract is to be terminated and the faculty member dismissed, there are extensive appellate opportunities for the faculty member to pursue, including university-wide committees. While tenured faculty that are being considered for dismissal may appeal to the IHL Board using documented evidence and sworn, written statements, the inability of a tenured faculty member to appear in-person before the IHL Board is contrary to the fourth tenet of the 1940 Statement of Principles on Academic Freedom and Tenure.

Tenet four of the *Statement of Principles* states:

4. *Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution...*

In the first portion of tenet four, IHL universities mirror the fourth tenet of the *Statement of Principles*. Various appellate opportunities exist on each campus, and there is an option for tenured faculty considered for dismissal to appeal to the IHL Board.

One manner in which IHL universities' practices differ from the *Statement of Principles* is that the hearing of an appeal by the IHL Board is discretionary. Tenet four continues:

In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges and should have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The teacher should be permitted to be accompanied by an advisor of his or her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence, the testimony should include that of teachers and other scholars, either from the teacher's own or from other institutions...

Accused faculty members are entitled to present documentary and written evidence, while the IEO provides the charges on behalf of the university to the IHL Board. However, the accused faculty are not present in-person before the IHL Board during their appeals.

However, in appealing cases at the university level, IHL universities reflect the rights to depose and question witnesses, bring an advisor to act as counsel, and are entitled to a stenographic record of the hearing. Tenet four continues:

Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

Faculty who are dismissed for the elimination or reduction of programs do remain employed and continue to receive pay for one year from the date of notification. However, IHL university tenure policies do not afford such pay to faculty dismissed for cause, contumacious conduct, or inefficiency.

Over the last three fiscal years, an average of 4,682 faculty members were employed across IHL universities. During that three-year period, ten faculty members left employment for reasons other than the closure of programs.

One faculty member left after an extensive, three-year post-tenure review process and waived his or her right to a hearing. One faculty member was dismissed for contumacious conduct and exhausted all of his or her appellate opportunities. One member resigned after not receiving tenure, and 10 members left prior to dismissal following investigations either into a faculty member's conduct or an inability to perform job duties. As such, it is rare for faculty members to be dismissed, and when they are dismissed for cause they either exhaust appellate opportunities or, more likely, resign prior to the dismissal process.

Tenet Five

The IHL Board's policies and bylaws state in Policy 301.04 that the IHL Board shall terminate the contract of any employee at any time for malfeasance, inefficiency, contumacious conduct, or financial exigency but not for political reasons. As such, one of the four reasons for which the IHL Board shall terminate employees is for financial exigency.

Tenet five of the *Statement of Principles* states:

5. *Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.*

IHL university tenure policies reflect that faculty may be dismissed because of financial exigencies. As the governing authority of each IHL university, the IHL Board's declaration of financial exigencies is inherently bona fide. IHL university tenure policies reflect this principle, with the policies stating that faculty may be dismissed for financial exigencies **as declared by the [IHL] Board** (PEER emphasis added).

Each tenet of the 1940 *Statement of Principles on Academic Freedom and Tenure* is reflected in the IHL Board's policies and IHL universities' tenure policies. While the *Statement of Principles* serves as a guide, ultimately the authority to govern each IHL university is vested in the IHL Board by the *Mississippi Constitution of 1890*. However, Mississippi's IHL universities successfully incorporate the *Statement of Principles* into their tenure policies, which is reflective of the general consensus among the over 250 scholarly and education groups that endorse the *Statement of Principles*.

Appendix C: Individual University Information



Alcorn State University

Number of Faculty Employed by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	50	30	78	158
FY 2020	43	26	70	139
FY 2021	43	26	70	139

Total Personal Services Expenditures by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	\$3,984,864	\$1,842,196	\$4,056,709	\$9,883,769
FY 2020	\$3,212,919	\$1,547,984	\$3,552,329	\$8,313,232
FY 2021	\$3,212,919	\$1,547,984	\$3,552,329	\$8,313,232

Average Faculty Salary by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
FY 2019	\$79,697.28	\$61,406.53	\$52,009.09
FY 2020	\$74,719.05	\$59,537.85	\$50,747.56
FY 2021	\$74,719.05	\$59,537.85	\$50,747.56

Average Years of Service by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
Average Years of Service	18	7	9

Direct Hires with Tenure, FY 2017 – FY 2021

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Direct-Tenure Hires	0	1	0	2	1

SOURCE: PEER analysis of information submitted by Alcorn State University.



Delta State University

Number of Faculty Employed by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	53	62	42	157
FY 2020	59	52	44	155
FY 2021	53	49	43	145

Total Personal Services Expenditures by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	\$4,768,190	\$4,871,221	\$2,923,158	\$12,562,569
FY 2020	\$5,345,331	\$4,015,113	\$3,161,990	\$12,522,434
FY 2021	\$4,836,402	\$3,863,590	\$3,097,581	\$11,797,573

Average Faculty Salary by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
FY 2019	\$89,966	\$78,568	\$69,599
FY 2020	\$90,599	\$77,214	\$71,863
FY 2021	\$91,253	\$78,849	\$72,037

Average Years of Service by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
Average Years of Service	14	4	6

Direct Hires with Tenure, FY 2017 – FY 2021

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Direct-Tenure Hires	0	0	0	0	0

SOURCE: PEER analysis of information submitted by Delta State University.



Jackson State University

Number of Faculty Employed by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	180	61	365	606
FY 2020	166	59	367	592
FY 2021	162	59	393	614

Total Personal Services Expenditures by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	\$19,083,949	\$4,634,111	\$12,570,451	\$36,288,511
FY 2020	\$17,830,330	\$4,597,586	\$12,435,616	\$34,863,532
FY 2021	\$18,325,965	\$5,235,773	\$13,123,518	\$36,685,256

Average Faculty Salary by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
FY 2019	\$106,022	\$75,969	\$34,440
FY 2020	\$107,412	\$77,925	\$33,885
FY 2021	\$113,123	\$88,742	\$33,393

Average Years of Service by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
Average Years of Service	18	6	8

Direct Hires with Tenure, FY 2017 – FY 2021

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Direct-Tenure Hires	2	1	0	2	1

SOURCE: PEER analysis of information submitted by Jackson State University.



Mississippi State University

Number of Faculty Employed by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	463	336	730	1529
FY 2020	478	290	769	1537
FY 2021	480	297	745	1522

Total Personal Services Expenditures by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	\$55,922,599	\$31,072,535	\$47,257,394	\$134,252,528
FY 2020	\$58,513,860	\$26,834,002	\$50,990,224	\$136,338,086
FY 2021	\$57,466,149	\$27,190,842	\$49,024,471	\$133,681,462

Average Faculty Salary by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
FY 2019	\$120,783	\$92,478	\$64,736
FY 2020	\$122,414	\$92,531	\$66,307
FY 2021	\$119,721	\$91,552	\$65,805

Average Years of Service by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
Average Years of Service	15	3	7

Direct Hires with Tenure, FY 2017 – FY 2021

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Direct-Tenure Hires	3	7	4	1	0

SOURCE: PEER analysis of information submitted by Mississippi State University.



Mississippi University for Women

Number of Faculty Employed by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	71	39	55	165
FY 2020	67	44	55	166
FY 2021	62	51	50	163

Total Personal Services Expenditures by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	\$6,131,210	\$2,782,902	\$3,416,595	\$12,330,707
FY 2020	\$5,882,824	\$3,146,927	\$3,299,173	\$12,328,924
FY 2021	\$5,457,369	\$3,569,468	\$3,215,197	\$12,242,034

Average Faculty Salary by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
FY 2019	\$86,355	\$71,356	\$62,120
FY 2020	\$87,803	\$71,521	\$59,985
FY 2021	\$88,022	\$69,990	\$64,304

Average Years of Service by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
Average Years of Service	15	4	6

Direct Hires with Tenure, FY 2017 – FY 2021

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Direct-Tenure Hires	1	1	0	1	0

SOURCE: PEER analysis of information submitted by Mississippi University for Women.



Mississippi Valley State University

Number of Faculty Employed by Tenure Cohort, FY 2019 - FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	54	28	28	110
FY 2020	51	29	29	109
FY 2021	51	28	26	105

Total Personal Services Expenditures by Tenure Cohort, FY 2019 - FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	\$4,465,415	\$2,117,065	\$1,748,431	\$8,330,911
FY 2020	\$4,383,488	\$2,149,749	\$1,804,543	\$8,337,780
FY 2021	\$4,269,777	\$2,095,907	\$1,634,040	\$7,999,724

Average Faculty Salary by Tenure Cohort, FY 2019 - FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
FY 2019	\$82,693	\$75,609	\$62,444
FY 2020	\$85,951	\$74,129	\$62,226
FY 2021	\$83,721	\$74,854	\$62,848

Average Years of Service by Tenure Cohort, FY 2019 - FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
Average Years of Service	17	6	9

Direct Hires with Tenure, FY 2017 - FY 2021

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Direct-Tenure Hires	0	1	0	0	0

SOURCE: PEER analysis of information submitted by Mississippi Valley State University.



THE UNIVERSITY of
MISSISSIPPI

University of Mississippi

Number of Faculty Employed by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	417	196	516	1129
FY 2020	426	197	525	1148
FY 2021	441	174	497	1112

Total Personal Services Expenditures by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	\$59,449,136	\$20,982,525	\$30,142,607	\$110,574,268
FY 2020	\$61,186,796	\$21,604,059	\$31,322,522	\$114,113,377
FY 2021	\$63,312,447	\$19,141,573	\$30,916,397	\$113,370,417

Average Faculty Salary by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
FY 2019	\$142,564	\$107,054	\$58,416
FY 2020	\$143,631	\$109,665	\$59,662
FY 2021	\$143,566	\$110,009	\$62,206

Average Years of Service by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
Average Years of Service	16	4	8

Direct Hires with Tenure, FY 2017 – FY 2021

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Direct-Tenure Hires	5	4	5	5	1

SOURCE: PEER analysis of information submitted by the University of Mississippi.



University of Southern Mississippi

Number of Faculty Employed by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	320	163	388	871
FY 2020	318	158	395	871
FY 2021	332	142	334	808

Total Personal Services Expenditures by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track	Total
FY 2019	\$34,655,670	\$14,625,731	\$18,224,091	\$67,505,492
FY 2020	\$35,557,156	\$14,856,428	\$19,940,305	\$70,353,889
FY 2021	\$36,879,142	\$13,623,948	\$17,079,013	\$67,582,103

Average Faculty Salary by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
FY 2019	\$108,299	\$89,728	\$46,969
FY 2020	\$111,815	\$94,028	\$50,482
FY 2021	\$111,082	\$95,943	\$51,135

Average Years of Service by Tenure Cohort, FY 2019 – FY 2021

	Tenured	Tenure-Track	Non-Tenure Track
Average Years of Service	16	3	9

Direct Hires with Tenure, FY 2017 – FY 2021

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Direct-Tenure Hires	1	0	2	1	0

SOURCE: PEER analysis of information submitted by the University of Southern Mississippi.

Agency Response



**STATE OF MISSISSIPPI
INSTITUTIONS OF HIGHER LEARNING**

Alfred Rankins, Jr., Ph.D.
Commissioner of Higher Education

June 24, 2021

Mr. James Barber
Executive Director
Joint Committee on Performance
Evaluation and Expenditure Review
Post Office Box 1204
Jackson, MS 39215-1204

Dear Mr. Barber:

Mississippi Institutions of Higher Learning (IHL) Executive Office staff reviewed the revised draft PEER report *Mississippi IHL Universities' Tenure Policies and Practices*. Based on this review, IHL staff do not dispute the facts presented in the report.

Respectfully,

A handwritten signature in cursive script that reads "Alfred Rankins, Jr.".

Alfred Rankins, Jr., Ph.D.
Commissioner of Higher Education

c: Sam Hearn, Analyst, PEER
Van Gillespie, Associate Commissioner, IHL

PEER Committee Staff

James A. Barber, Executive Director

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Ted Booth, General Counsel
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