



Faculty Handbook

of Southeast Missouri State University

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Faculty Handbook

Table of Contents

Preamble	1
Chapter 1 Organization and Governance	3
A. Mission Statement	3
B. Institutional Priorities and Goals	3
C. Missouri Coordinating Board for Higher Education	7
D. Board of Regents	8
E. Administrative Organization of the University	8
1. Executive Officers	8
2. Administrative Organization Chart.....	8
3. The President: Role, Responsibility, Review, and Selection	9
4. The Provost: Role, Responsibility, Review, and Selection.....	10
5. Vice President for Enrollment Management and Student Success	15
6. Vice President for Finance and Administration.....	16
7. Vice President for University Advancement and Executive Director of the University Foundation.....	17
F. Academic Administrative Organization.....	18
1. Administrative Positions	18
2. Dean of Academic Information Services & Director of Kent Library ..	18
3. Assistant Provost of Extended & Online Learning.....	19
4. Dean of Graduate School.....	19
5. Dean of the School of University Studies.....	19
6. Director, Center for Scholarship in Teaching and Learning	22
7. Dean of Students.....	22
8. The College Dean: Role, Responsibility, and Review	23
9. Department Chairs	29
10. Academic Departments	40
G. University Governance	42
1. The Principles of Collegiality	43
2. The Department and the Department Chairperson	44
3. The College and the College Dean.....	47
4. Faculty Senate.....	49
5. University Standing Committees and Councils.....	50
Chapter 2 Faculty Policies and Procedures	54
A. Sick Leave Policy	54

B. Merit Pay Guidelines.....	55
C. Faculty Merit Pay Policy.....	56
D. Faculty Designations.....	64
1. Continuing Faculty Appointments.....	64
2. Non Tenure-Track Faculty Appointments.....	65
3. Kent Library Faculty.....	69
4. Non-Continuing Faculty Appointments.....	69
5. Emeritus Status.....	71
6. Graduate Faculty Status.....	73
a. Graduate Faculty Assignments.....	74
b. Graduate Faculty Responsibilities, Expectations, and Appointment Procedures.....	75
7. Honors Faculty.....	78
E. Academic Freedom.....	78
F. Faculty Tenure and Promotion Policy.....	80
1. Tenure and Promotion Eligibility Standards.....	83
2. Tenure and Promotion Criteria.....	87
3. Development of Criteria.....	89
4. The Dossier.....	91
5. Guides for Collecting Evidence.....	95
6. Faculty Tenure and Promotion Advisory Committees.....	98
7. Evaluation of probationary Faculty Members.....	102
8. General Guidelines.....	104
9. Calendar.....	105
10. Appeals.....	110
11. Rewards for Promotion and Post-Professional Merit.....	110
12. Summary Form.....	111
G. Grievance.....	112
H. Termination of Faculty Employment.....	121
1. Termination During the Probationary Period.....	121
2. Academic Due Process.....	122
3. Termination Initiated by a Faculty Member.....	125
4. Retrenchment.....	125

Chapter 3 Faculty Professional Responsibilities..... 137

A. Professional Ethics.....	137
B. Southeast Missouri State University Conflict of Interests Policy.....	138
C. Teaching and Related Practices.....	145
1. Teaching and Related Responsibilities.....	145
2. Eight-Week Midterm Grades.....	151

3. Advisement of Students	152
4. Class Attendance Policy	153
5. Office Hours	154
6. Examinations and Grade Policy	154
7. Incomplete Grades.....	155
8. Grade Appeal	155
9. Repeating Courses.....	159
10. Student Evaluation of Instruction	159
11. Family Educational Rights and Privacy Act/Buckley Amendment...	164
12. Guidelines for Classroom Copying; Photocopying Copyrighted Material for Teaching.....	168
13. Textbook Policies	170
14. Guidelines for the Establishment and Operation of Academic Internship Programs	171
D. Research	175
1. Policy Regarding the Role of Research on Campus	175
2. Policy Regarding the Role of the Office of Research and Grant Development	177
3. Research Funds	178
4. Patents and Copyrights	179
5. Research Corporation	181
6. Additional Information Regarding Copyrights	181
7. Photocopying Copyrighted Materials for Research	182
8. Process for Handling Allegations of Scientific Misconduct	182
9. Research Involving Human Subjects	191
E. Service	193
1. Commencement	193
F. Academic Distinction in the Department of Major.....	194
G. Jane Stephens Honors Program.....	198

Chapter 4 Professional Development Opportunities 204

A. Professional Development Program.....	204
B. Professional Travel Provisions	209
C. College Level Professional Development Policy	213
D. Sabbatical Leave.....	215
E. Funding for Results	220

Chapter 5 Academic Policies 221

A. Student Credit Hour Definition.....	221
B. Course and Curricular Approval Process.....	223

1. Review Committees	223
2. Approval Process.....	228
3. College Council: College of Education.....	232
4. Graduate Council.....	233
C. Academic Restructuring.....	236
D. Academic Honesty.....	244
E. Academic Fresh Start	253
Chapter 6 Information Technology.....	255
A. Computer Use on Campus.....	255
B. Ownership of Online Courses and Online Content	259
Chapter 7 Other Areas of Interest to Faculty.....	261
A. Guidelines for Partisan Political Action on Campus.....	261
B. Other Areas of Interest to Faculty	263
1. Affirmative Action/Equal Opportunity	263
2. Sexual Harassment Policy	263
3. Notice of Nondiscrimination	263
4. Tobacco Use in the Workplace Policy.....	265
5. University Communication & Marketing.....	266
6. Guidelines for Users of the Copy Center	266
7. Guidelines for On-Campus Promotions of Events.....	266
8. University Travel Policies and Procedures.....	266
9. Policy and Procedures for Prevention of Alcohol/Drug Abuse	267
Chapter 8 Appendix	268
A. Faculty Senate Constitution	268
1. Articles	268
B. Faculty Senate Bylaws.....	276
C. Johnson Faculty Center.....	287
1. Bylaws	287

Preamble

Faculty Senate Bill 15-A-6 begins here.

The Southeast Missouri State University Faculty Handbook is organized according to a fundamental distinction between policies and procedures. Broadly speaking, policies set institutional goals and objectives. Procedures, on the other hand, detail the specific steps necessary to implement those policies. Confusion between policies and procedures can hinder an institution's ability to respond quickly and appropriately to a changing environment. This guideline, "Policy vs. Procedures," is intended to provide clarity as to the distinction.

Policy and Procedures *Faculty Senate Bill 21-A-4 begins here.*

Definitions

Policy: The formal guidance needed to coordinate and execute activity throughout the institution.

When effectively deployed, policy statements help focus attention and resources on high priority issues – aligning and merging efforts to achieve the institutional vision. Policy provides the operational framework within which the institution functions.

Procedures: The operational processes required to implement institutional policy.

Operating practices can be formal or informal, specific to a department, or applicable across the entire institution. If policy is "what" the institution does operationally, then its procedures are "how" it intends to carry out those operating policy expressions.

Distinguishing Characteristics

The distinctions commonly drawn between policy and procedures can be subtle, depending upon the nature of the organization and the level of operations being described in the statements. Nevertheless, there are common characteristics that can help discern policy from procedures including:

Policy

Focuses on goals
Widespread application
Changes less frequently
Usually expressed in broad terms
Statements of "what" or "why"

Procedures

Focuses on implementation
Narrow application
Prone to change
Often stated in detail
Statements of "how," "when," and "who"

Answers major operational issue(s) Describe process

Clarification on Deadlines

In this Faculty Handbook, when a deadline date is given, the deadline will be end of business (i.e., 5 pm in regular semesters or 4 pm in shortened work day hours) on the listed day if it is not explicitly stated otherwise. Should a date fall on a weekend, university holiday, snow day or any other emergency school closing day, the deadline will be extended to the next full business day after the date specified. "Business day" will be defined as any weekday, Monday through Friday, when main campus offices are open for the entire day.

Faculty Senate Bill 10-A-13. Approved by Faculty Senate Bill 10-A-13 December 1, 2010, Reviewed by President December 2010, Approved by the Board of Regents December 8, 2010

Updated and approved by Faculty Senate 3/11/15, Reviewed by President 5/27/15, Approved by Board of Regents 6/19/15

Amended by Faculty Senate 3/31/21, Reviewed by President 4/32/21, Board of Regents Approval N/A

CHAPTER 1

Organization and Governance

A. Mission Statement

Southeast Missouri State University provides professional education grounded in the liberal arts and sciences and in practical experience.

The University, through teaching and scholarship, challenges students to extend their intellectual capacities, interests, and creative abilities; develop their talents; and acquire a lifelong enthusiasm for learning. Students benefit from a relevant, extensive, and thorough general education; professional and liberal arts and sciences curricula; co-curricular opportunities; and real-world experiences. By emphasizing student-centered and experiential learning, the University prepares individuals to participate responsibly in a diverse and technologically-advanced world and in this and other ways contributes to the development of the social, cultural, and economic life of the region, state and nation.

B. Institutional Priorities and Goals

Priority One:

Providing excellent academic programs with a liberal arts and sciences core. Central to the University's mission are academic programs that prepare students to become active citizens of a diverse, democratic society in a technologically advanced world. The University Studies program, required of all undergraduate students, provides a broad liberal arts and sciences curriculum that develops students' intellectual skills, broadens their educational horizons, and helps them function effectively as educated citizens. A wide range of high-quality undergraduate and graduate programs enable students to achieve their career goals in the liberal arts and sciences, visual and performing arts, and professional and technical fields.

Goal 1: Excellent Teaching and Learning

The University will provide all students with knowledge and skills in their fields of inquiry, including the opportunity for meaningful experiential learning that links their programs of study to the practice in their chosen careers.

Goal 2: Highly Qualified Faculty and Staff

The University will recruit, develop, and retain diverse, well-prepared faculty who are skillful teachers and active scholars committed to serving the University and the community at large. The University also will recruit, develop, and retain diverse, high-quality staff members who use their talents, commitment, and professional knowledge and skills to support the work of the University community.

Goal 3: Superb Programs and Services

All academic, support, technological, and administrative processes and programs will be regularly and systematically subjected to internal or external review and assessment in the interest of continuous improvement. All units will regularly assess students' achievement and the degree to which they are satisfied with their education and use the results to evaluate and improve the quality of programs and services.

Priority Two:

Offering access to educational programs throughout our service region. Improving access includes identifying and successfully recruiting students, offering an appropriate variety of programs, delivery methods, and support activities, as well as programs at an affordable cost, to better support our students' potential for success.

Goal 1: Enrollment Management

Recruit and retain diverse, qualified, and committed students and provide support services and activities that increase their academic success.

Goal 2: Affordability

Provide affordable high-quality undergraduate, graduate, and noncredit programs that serve the needs of the region.

Goal 3: Accessibility

Provide the capability to deliver programs through traditional, face-to-face, web-based, ITV, and blended delivery methods.

Priority Three:

Serving the social, cultural, and economic life of the region, state, and nation. To be a good citizen of the local and global communities, the University is committed to engaging in activities that enrich not only our students but also our employees and neighbors. As a natural setting for interaction in small and large groups, physical and virtual campuses serve as a resource for people, places, and things in our immediate and distant surroundings. This includes, but is not limited to, the cultivation of events and environments that encourage collaboration in the development, dissemination, and sharing of information and opportunities for the good of all.

Goal 1: Regional Social, Economic, Educational, and Professional Development

The University will develop networks of people, organizations, and funding sources to expand our scope and reach and enhance the economic development of the region. This includes the cultivation and development of intellectual property and nurturing of ideas, individuals, and institutions.

Goal 2: Regional Information Center

The University will continue to serve as a primary source of information and educational services as well as to provide opportunities for collaborative work in applied and basic scholarly research.

Goal 3: Regional Cultural Centre

The University will maintain and expand existing venues as well as develop and construct new ones to showcase the contemporary trends, cultural heritage, and historical foundations of the region.

Priority Four:

Enhancing the University community. The University continues to promote an environment and community conducive to anticipating, understanding, and meeting the needs of our students. Additionally, the institution is committed to maintaining a

diverse community that supports excellence in education and personal growth in the endeavors of students, faculty, and staff consistent with the Mission of the University.

Goal 1: Meeting the Needs of Students, Faculty, and Staff

Provide a community in which all students have a positive learning/personal growth experience supported by caring faculty and staff, and in which faculty and staff enjoy a positive, fulfilling work environment.

Goal 2: Diversity and Leadership

The University will continue to promote a campus environment in which the richness of human difference is recognized and affirmed in our institutional standards, communication processes, and curriculum; will continue to demonstrate for our service region the best practices in the area of diversity; and will strive toward a leadership position as a diverse educational community in our state and nation.

Goal 3: Community Building

The University will continue to cultivate an environment that encourages civility, mutual respect, open communication, inclusive decision-making, difference of opinion, and appreciation for a broad definition of human diversity.

Priority Five:

Practicing wise stewardship of the University's human and financial resources and providing high-quality facilities and infrastructure that support the educational mission. To attract and retain students and to serve the region, the University must foster and maintain a human, financial, physical, and technological infrastructure that supports high-quality academic programs, campus life, and regional service. Given that the resources of the University are finite, the internal and external development and management of resources are central to the ability of the University to fulfill its mission. Wise stewardship of resources involves a constant effort to allocate limited resources effectively among competing goals.

Goal 1: Information Technology in Support of University Community and Productivity

The University will develop and maintain information systems and provide high-quality training and support that result in optimal use of technology to enhance teaching and learning, community, and productivity of students, faculty, and staff.

Goal 2: Resource Management

The University will demonstrate appropriate stewardship in developing and maintaining academic and non-academic programs through the proper balancing of financial revenues and expenditures to effectively enable the accomplishment of the University's mission, strategic priorities, and goals.

Goal 3: Effective Management of University Facilities and Physical Assets

The University will develop and maintain high-quality facilities through a balanced program of preventive maintenance, construction and repair.

Revised Summer 2004

C. Missouri Coordinating Board for Higher Education

The Missouri Coordinating Board for Higher Education was authorized by an amendment to the Missouri Constitution in 1972 and established by statute in the Omnibus State Reorganization Act of 1974. The Coordinating Board oversees the Department of Higher Education. Board members are appointed from each congressional district by the governor and confirmed by the Senate. The board members serve six-year terms; no more than five of the nine members can be affiliated with the same political party.

The Missouri Coordinating Board for Higher Education's major statewide planning and coordination goals are to promote academic quality, to ensure the efficient use of resources, and to provide financial access to the system of higher education. The board includes the state's independent institutions, as well as the public institutions, in its planning activities.

The board's functions include statewide planning for higher education; policy analysis and data reporting; approval of new degree programs; student financial assistance; appropriations recommendations to the governor and Missouri General Assembly for public two- and four-year colleges' and universities' operating and capital funding; state aid for public libraries; and proprietary school certification. The board has administrative responsibility for the Missouri Student Grant Program, the Missouri Student Loan Program, the Missouri Higher Education Academic Scholarship Program, the Marguerite Ross Barnett

Scholarship Program, and additional financial aid programs that have yet to be funded. The Board is also responsible for several federal programs. The CBHE published an "Integrated Strategic Plan," which is available on the CBHE website- <http://dhe.mo.gov/cbhe/>

D. Board of Regents

All legal power and authority are vested by statute in a bipartisan six-member Board of Regents (three members from each major political party), who are appointed by the Governor of the State and confirmed by the State Senate. The Commissioner of Elementary and Secondary Education serves as an ex officio member. The appointed members serve six-year staggered terms and are eligible for reappointment. More Information regarding the Board of Regents and its current membership can be found at: <http://www.semo.edu/board/>

E. Administrative Organization of the University

At the time of academic reorganization in 1976, the Board of Regents approved the Governance Document (Part A of Faculty Senate Bill 76-A-01), which called for a collegial system of governance based on the principles of shared authority and responsibility whereby all members of the University community--administration, faculty, staff, and students--have an opportunity to participate directly in the decision-making process.

By endorsing the collegial system of governance, the Board of Regents recognized that the day-to-day internal administration of the University can best be achieved by delegating formal authority to the President who delegates appropriate authority to the various administrative officers.

1. Executive Officers

The executive officers of the University are the President, Provost, Vice President for Enrollment Management and Student Success, Vice President for Finance and Administration, and Vice President for University Advancement. As officers, each has the responsibility to represent the University and provide leadership in the specified areas of responsibility.

2. Administrative Organization Chart

Click [here](#) to view the Organizational Chart

Click [here](#) to view the Academic Affairs chart

3. The President: Role, Responsibility, Review and Selection

Faculty Senate Bill 15-A-11 begins here.

Policy

Role and Responsibilities

The President of the University is responsible to the Board of Regents for the entire management of the University as specified by state statutes. The President of the University delegates to various divisions primary responsibility for academic services, student services, financial services, and administrative services. The President of the University expects the faculty through the Provost to share the responsibility of determining admission requirements, curriculum, teaching appointments, graduation requirements, textbooks, and other appropriate academic policies.

The President of the University, with the assistance of the Vice Presidents, is charged with obtaining and managing necessary financial resources, obtaining personnel capable of maintaining and enhancing academic standards and competencies, maintaining programs of support to the regional services areas, and serving the needs of students in the University's service area.

In addition to these general responsibilities, the President of the University has strategic management responsibilities which include but are not limited to the following:

1. Identify and prioritize University stakeholder needs;
2. Create, maintain, and adhere to the University Mission Statement;
3. Align University systems, structures, and processes with broadly-developed strategies;
4. Evaluate the extent to which the results of University initiatives meet stakeholder needs.

The Review of the President

The review of the President is an extension of the collegial process which encourages participation in the governance of the University by persons at every level, including faculty and staff, the administrators of each division, students, and the Board of Regents. The assessment of the President's performance is made

possible through informal mechanisms and periodic reviews. Each of these is designed to provide input for assessing the performance of the President of the University and for suggesting areas that might be strengthened.

Periodic Review of the President: The Board of Regents will initiate a review of the President at least every three years after the President of the University assumes office, unless otherwise specified by the President's contract. This review will be led by a consultant who is selected by the Board of Regents to facilitate a comprehensive, 360-degree (or similar style) assessment that incorporates feedback from (a) multiple levels of university governance and (b) external stakeholders selected by the Board of Regents. As a result of the 360-degree review, the Board of Regents will communicate the outcome to the campus community as deemed appropriate.

Extraordinary Review of the President of the University: An extraordinary review of the President of the University may be initiated at any time by the Board of Regents. Normally, the Faculty Senate serves as the channel of communication between the faculty and the Board of Regents through the President. Should the Faculty Senate conclude that an extraordinary review is warranted, a request for same shall be made directly to the Board of Regents.

The Selection Process

One of the most important responsibilities of the Board of Regents is the selection and appointment of the University President. Realizing the need for input from the various constituencies both in and outside the University, the Board of Regents set an important precedent in 1975 by authorizing the formation of a Presidential Search and Screening Advisory Committee. This committee allowed faculty, administrators, students, staff, and alumni to establish procedures, screen applicants, interview semi-finalists, and recommend finalists to the Board of Regents to be interviewed. The same process, with slight modification, was utilized again in 1977, 1990, 1996 and 2015.

*Approved by the Faculty Senate, May 1986, Approved by the Board of Regents, June 1986, Updated August 15, 1997
Approved by Faculty Senate 5/6/15, President Review 5/7/15, Approved by Board of Regents 6/19/15*

4. The Provost: Role, Responsibility, Review and Selection

Role and Responsibilities

The Provost is the chief academic officer of the University. As the President's first delegate, the Provost has primary responsibility for the overall

administration of the academic programs of the University. The Provost is charged with promoting academic excellence in the faculty and academic programs of the University, as well as continuing to strive for efficiency in instructional operations. The Provost provides leadership in the academic division and serves as a primary interface between the academic and other divisions of the University. Major responsibilities of the Provost include developing and coordinating University planning; coordinating faculty recruitment, development, and employment activities; providing leadership in program review and development; enhancing the academic/cultural environment; coordinating academic public services and academic records; and stimulating research, scholarly activity, and creative endeavor. The Provost also provides overall leadership and coordination for the academic departments, schools and colleges and the library.

The Provost provides leadership in academic administration. More specific responsibilities include coordinating and reviewing academic programs, encouraging academic innovations, reviewing program evaluations, coordinating faculty employment and promotion policies, promoting scholarly and research activities, providing frameworks for academic planning, administering over one hundred academic budget areas, and supporting the needs of academic affairs within the total context of the University.

The Provost is assisted in these tasks by academic associates to the Provost. They are responsible for assisting the Provost in the general review of academic procedures, leadership in the refinement of administrative approaches in academic affairs, coordinating the academic planning process, and providing leadership in curriculum and faculty development activities.

In conjunction with the activities of the deans and the Faculty Senate, the Provost recommends academic policies to the President of the University for consideration by the Board of Regents and is responsible for the implementation of these policies. The deans of the various colleges, Dean of the Graduate Studies, and the Dean of Academic Information Services and Director of Kent Library report directly to the Provost. The Office of the Provost serves as the primary liaison for deans and department chairpersons in coordinating activities with other administrative units. The Provost shares responsibility with the President of the University and other Vice Presidents for building the University budget.

In addition to these general responsibilities, the Provost assumes, but is not

limited to, specific functions and responsibilities related to instructional programs, personnel affairs, and administration.

1. Cooperates with the Graduate Council and the Dean of the Graduate Studies in the development of guidelines for graduate programs.
2. Serves as an ex officio member of the Faculty Senate Academic Affairs Committee.
3. Serves as administrative liaison to the Faculty Senate.
4. Coordinates the implementation of University policies regarding faculty recruitment, employment, promotions, tenure, evaluation and dismissal.
5. Chairs the University Academic Council.
6. Chairs the University Planning Committee.
7. Coordinates the functions of all academically-oriented University committees.
8. Works with the Vice President for Finance and Administration to coordinate the preparation of the academic portion of the University budget and the allocation of funds to the colleges.
9. Coordinates short- and long-range plans for the acquisition and utilization of needed academic facilities.
10. Provides leadership and support in the areas of student development, career services, judicial affairs, and health/counseling activities.

The Review of the Provost

The review of Provost is an extension of the collegial process that encourages participation in the governance of the University by faculty, chairpersons, and deans. The assessment of the Provost's performance is made possible through informal mechanisms and periodic reviews. Each of these is designed to provide input for assessing the performance of the Provost and for suggesting areas that might be strengthened.

Periodic Review of the Provost

The President of the University will initiate the Provost review process outlined below every four years after the appointment of the Provost.

The Review Process

1. At the initiation of the review, the President of the University shall send

a letter to all Vice Presidents, the deans of the various colleges, the Dean of the Graduate Studies, Dean of Academic Information Services and Director of Kent Library, the Registrar, and the active faculty members outlining the process to be used. All eligible individuals are encouraged to participate in the review.

2. Concurrent with the solicitation of input from parties listed in step 1, the President of the University may collect information from additional campus groups or from sources outside the University (e.g., members of the Coordinating Board for Higher Education, chief academic officers at other regional institutions, business and community leaders) via the review instrument or through other appropriate means.
3. The President of the University shall request that all responses be returned within two weeks.
4. Within two months after the time specified for the return of the evaluations, the President of the University will summarize the input and draft a preliminary report to the Provost.
5. Following the submission of the preliminary report to the Provost, the President of the University will meet with the Provost to discuss the report. At this meeting, the President of the University will provide the Provost with an opportunity to respond to all parts of the report.
6. After due deliberation, the President of the University will share the outcome of the review with the University Academic Council, the Faculty Senate, and, as warranted, with other members of the University community.
7. The President of the University will submit to the President of the Board of Regents a summary document including the information described in steps 4, 5, and 6. The Provost will receive a copy of the summary document and have an opportunity to send a written response to the President of the Board of Regents.

The Selection Process

The Provost is selected by an open search process.

Qualifications

The Provost shall substantially meet the following criteria:

1. An earned doctorate from an accredited university;
2. Evidence of scholarly and/or research achievements;

3. Distinguished teaching experience at the college/ university level;
4. Appropriate administrative experience;
5. Commitment to the principles of collegiality in governance;
6. Commitment to academic excellence.

Search Committee

When a vacancy occurs, the President calls for the organization of a search committee. The President selects two members, each college (including Kent Library) selects one faculty member, and the Student Government selects one student member. The committee elects the chairperson from its own membership.

Amended 9-8-99 by Faculty Senate Bill 99-A-09.

Election Process

The Faculty Senate conducts the college elections. All full-time faculty members of a college are eligible for election and are entitled to vote.

1. Disclaimer forms are sent to all full-time faculty members. Persons wishing to remove their names from the ballot may do so.
2. A primary election is held in which each eligible voter in the college votes for one of the candidates on the primary ballot.
3. If no candidate receives a majority of the votes cast in the primary election, the names of the two candidates with the highest number of primary votes are placed on the ballot for a run-off election. The candidate receiving the highest number of votes is elected as the college search committee representative.

The Search Process

1. The Provost Search Committee takes appropriate steps to invite applications from all available candidates. The committee receives, reviews, and evaluates all applications. The committee is provided secretarial and other support assistance as needed.
2. All finalists are invited to spend two full days on campus so that they and the appropriate segments of the University community have adequate time to assess each other. The search committee sets the interview schedule, which should include extensive meetings with the search committee, a group of department chairpersons, representatives of the Faculty Senate, the deans, the Vice Presidents, and the President of the University. The chairperson of the search committee is

responsible for preparing a written summary of each finalist's campus visit, listing specific strengths and weaknesses as they emerge in the interview. This summary should accompany the dossier of any recommended candidate.

3. After conducting finalists' interviews, the search committee recommends at least three qualified candidates to the President of the University. Recommendations are made without rank ordering. The President may ask the committee for further recommendations.
4. The President negotiates an appointment with a recommended candidate and recommends the appointee to the Board of Regents for confirmation

Approved by the Faculty Senate, May 1986, Approved by the Board of Regents, June 1986, Updated August 15, 1997

5. Vice President for Enrollment Management and Student Success

The Vice President for Enrollment Management and Student Success is responsible for the general administration of the Division of Enrollment Management and Student Success. The Vice President for Enrollment Management and Student Success reports directly to the President and is a member of the President's executive cabinet. This division encompasses several administrative support and auxiliary operations, enrollment management functions, and student life departments. The Vice President, working closely with the executive staff, is responsible for providing vision, strategic leadership, and overall management of the University's major recruitment and retention efforts. Major functional units which report directly or indirectly to the Vice President for Enrollment Management and Student Success include the Enrollment Management (Admissions, Recreation Services, Registrar, and Residence Life), Campus Life and Event Services, Information Technology, Institutional Research, and Student Development (Academic Support Centers, Student Conduct, University Counseling Services, and Pre-Collegiate Programs) Departments.

1. Serves as the chief advisor of the Student Success Council.
2. Provides leadership and support for recruitment and retention of students.
3. Responsible for student housing, dining services, student recreational activities, and other general student life activities (e.g., Student Government, student organizations, leadership programs).
4. Coordinates the functions of all enrollment management and student

life-oriented University committees.

The Review of the Vice President for Enrollment Management and Student Success

The assessment of the Vice President for Enrollment Management and Student Success's performance is made possible through informal mechanisms and periodic reviews. Each of these is designed to provide input for assessing the performance of the Vice President for Enrollment Management and Student Success and for suggesting areas that might be strengthened.

6. Vice President for Finance and Administration

The Vice President for Finance and Administration is the Chief Financial Officer of the University, reports directly to the President, and is a member of the President's executive cabinet. The Vice President for Finance and Administration is the official treasurer of both the Board of Regents and the Southeast Missouri University Foundation.

The Vice President for Finance and Administration is responsible for the general administration of the Division of Finance. This division encompasses all major financial and business functions of the University, as well as some auxiliary operations. Major functional units which report directly or indirectly to the Vice President for Finance and Administration include the Budget Office, Business Operations, Controller, Human Resources, Public Safety and Transit, Show Me Center, Student Financial Services, Research & Grant Development, and Facilities Management. The Vice President for Finance and Administration also has responsibility for external auditing, funds acquisition, funds management, and property management.

Additionally, the Vice President for Finance and Administration interacts extensively with various State of Missouri offices, primarily in obtaining support for the University's operating and capital budgetary needs. These contacts include the Governor and his staff, state legislators, and the Coordinating Board for Higher Education. The Vice President for Finance and Administration also interacts extensively with various local/regional governments, business, and other community interests in the normal course of conducting University business and related affairs.

Administration

1. Coordinates all financial affairs of and provides financial leadership and advice to the Board of Regents, the University, and the University Foundation.
2. Provides leadership and vision in support of the University's human resources.
3. Chairs the University Budget Review Committee.
4. In conjunction with the Provost's Office, is responsible for maintaining the technological integrity of the University.
5. Coordinates the functions of all financial and business-oriented University committees.

The Review of the Vice President for Finance and Administration

The assessment of the Vice President for Finance and Administration's performance is made possible through informal mechanisms and periodic reviews. Each of these is designed to provide input for assessing performance of the Vice President for Finance and Administration and suggesting areas that might be strengthened.

7. Vice President for University Advancement and Executive Director of the University Foundation

The Vice President for University Advancement is responsible for all officially sanctioned alumni events and all fund-raising activities. Working closely with the President and the Board of Directors of the Southeast Missouri University Foundation, the Vice President is responsible for providing vision, strategic leadership and overall management of the University's advancement effort and for fostering and maintaining a cooperative relationship between the development and alumni programs. The Vice President is responsible for researching, designing, cultivating, coordinating, and executing all development programs, including major gifts, corporate/foundation gifts, annual telefund campaign, athletic booster club giving, alumni gifts, and planned giving.

The Review of the Vice President for University Advancement

The assessment of the Vice President for University Advancement's performance is made possible through informal mechanisms and periodic reviews as determined by the President. Each of these is designed to provide input for the assessing performance of the Vice President for University

Advancement and for suggesting areas that might be strengthened.

F. Academic Administrative Organization

Each individual in Academic Affairs assumes a responsibility for academic leadership. For faculty members, this responsibility is reflected primarily through excellence in teaching, research, scholarly and creative activity, and service to the University. Their efforts in the formation and operation of policies and procedures also contribute directly to the effective administration of academic programs. Similarly, professional staff members make an important contribution to the overall administration of the divisions. Vice Provost, Assistant Provost, Deans and department chairpersons assume an expanded role in the development and administration of academic policies and procedures.

1. Administrative Positions

Academic Affairs is composed of nine major academic administrative units that report directly to the Provost. These units include the Donald L. Harrison College of Business, College of Education, College of Health and Human Services, College of Liberal Arts, College of Science and Mathematics, School of Graduate Studies, School of Extended Learning, School of University Studies, and Academic Information Services. The dean or director of each unit assumes responsibility for overall leadership of the designated area.

2. Dean of Academic Information Services and Director of Kent Library

The Dean of Academic Information Services and Director of Kent Library reports directly to the Provost and is responsible for providing the leadership and administration to enable the library to meet the information needs of the University community through the provision of both traditional and electronic collections and services. General responsibilities of the position include personnel, budgeting, developing policy, and representing the library to other units within the University, to individuals and organizations outside the University, and to other libraries throughout the country. Management of resources, including finances, personnel, equipment, and the physical building and its space, is of paramount importance. The dean articulates the role of the library to the University community and leads in the development of the library through planning, implementation and evaluation. They participate in activities consistent with the teacher/scholar model.

3. Associate Provost of Extended & Online Learning

The Associate Provost of Extended Learning, reporting to the Provost, has responsibility for the leadership and administration of all functions that are housed within the School of Extended Learning. These functions include Southeast PM, summer session, off-campus instruction, Advanced Placement instruction, outreach centers, and Continuing Education. In addition, the Associate Provost, through the School of Extended Learning, provides leadership and administration for technology used for distance learning, including ITV technology, and provides administrative support for distance learning delivered via the internet. General responsibilities of the position include personnel, budgeting, policy development and representing the School of Extended Learning to the University community, as well as to the external community.

4. Dean of the School of Graduate Studies

The Dean of the School of Graduate Studies reports to the Provost and is responsible for providing leadership in those areas which affect the University's role in meeting the graduate education needs of the region. To provide this type of leadership, the dean must demonstrate evidence of distinguished teaching, research/scholarship, and service, together with effective administration. The dean is charged with the administration of policies and procedures affecting graduate admissions, retention, graduate assistantships, graduate faculty research activities, sponsored research, curricula, degrees, programs, and faculty. General responsibilities of the position include resource allocation, personnel, policy development and representing graduate studies to the University community and the region at large. In a collegial relationship with the departments, colleges, and Graduate Council, the dean is responsible for stimulating policy and program development and review designed to enhance the quality of the University's graduate programs.

5. Dean of the School of University Studies

The Dean of the School of University Studies is responsible for providing leadership for the University Studies program, the Honors program, the Governor's Scholars, co-curricular activities, and the Writing Outcomes program. The dean is charged with the administration of policies and procedures affecting curricula, programs and review procedures. In a collegial relationship with the departments, colleges and the University Studies Council, the dean is responsible for stimulating policy, program development and review designed to enhance

the quality of the University's general education program.

Role, Responsibility, Review and Selection

The organizational structure of Southeast Missouri State University is designed to foster participation by all members of the academic community in the formulation of academic policies. Under this system, the professional expertise of faculty members and administrators is integrated, and their many perspectives unite to form participatory academic decision making. Within this framework, the University establishes the teaching/learning environment essential for faculty and students and permits faculty members to fulfill their teaching, research, and service responsibilities. It is from this perspective that the School of University Studies was organized and is operated.

The Role of the School of University Studies

The School of University Studies has the responsibility to provide a University response to the needs of the University Studies program, the Writing Outcomes program, the Honors program, the Governor's Scholars, and co-curricular activities. Primary monitoring of policies and procedures affecting curricula in these programs is the responsibility of this unit.

The School of University Studies seeks to integrate school programs into the total educational experience of students, to provide support for these programs to academic colleges and departments, and to provide responsible self-government of University-wide policies.

The Role of the Dean of the School of University Studies

Responsibilities

The Dean of the School of University Studies is responsible for providing overall leadership for the University Studies program, Honors program, Governor's Scholars, co-curricular activities, and the Writing Outcomes program. Consequently, the dean must possess the ability to identify closely with the various disciplines of colleges and departments in order to articulate their program concerns and relate University-wide aims and purposes to the needs and goals of the colleges and departments. The dean assists college deans and department chairpersons by coordinating the development of school programs. The dean, together with college deans and department chairpersons, strives to maintain a high quality of performance by the faculty teaching courses in the programs of the school.

The dean is responsible for providing overall leadership in meeting the general education needs within the University. In a collegial relationship with the departments, colleges and University Studies Council, the dean is responsible for stimulating policy and program development. The dean is ultimately responsible for all recommendations to the appropriate academic officials, committees, or agencies outside the college or University. To provide this type of leadership, the dean must continue to show evidence of distinguished teaching, research/scholarship, and service, together with effective administration. The dean must elicit the professional trust and respect of the faculty teaching University Studies courses and speak on matters concerning general education with a representative and persuasive voice in the larger University community.

Consistent with this perspective, the Dean of the School of University Studies must be willing to be evaluated on the basis of progress toward meeting these responsibilities.

Specific Duties of the Dean

Resource Allocation

Coordinates the planning process and makes recommendations to higher administrative levels concerning staffing needs, administrative unit equipment, space, and operations. Administers the revenues allocated to the school.

Personnel

1. Provides leadership in establishing teaching standards in University Studies courses.
2. Supervises the evaluation of office personnel.
3. Coordinates the duties and responsibilities of directors and coordinators within the school.

Teaching and Research

1. Assists in the development and maintenance of quality curricula.
2. Provides academic leadership by encouraging and promoting innovative ideas.
3. Encourages research projects related to the program on the part of faculty teaching University Studies courses and assists in securing support for them.

4. Encourages development of interdisciplinary efforts. Coordinates assessment activity within the school.

Communication

1. Presides over meetings of the University Studies Council. Facilitates communication within the school.
2. Facilitates communication of the school with other administrative units.
3. Secures and maintains national prominence for the program.

Updated August 15, 1997

6. Director, Center for Scholarship in Teaching and Learning

The Director of the Center for Scholarship in Teaching and Learning provides leadership in the improvement of teaching at the institution. Specific areas of responsibility include sponsoring a teaching enhancement workshop for all new faculty, developing workshops on teaching and learning issues, providing individual counseling for faculty who want to improve their teaching, offering peer observations through classroom visits or videotaping when desired, and promoting cooperative research with faculty in the area of teaching and learning. The center also offers a standardized student evaluation process for those faculty who desire it. Finally, the director serves as an advocate for quality teaching where appropriate within the University structure.

7. Dean of Students

The Dean of Students, reporting to the Provost, is the primary advocate for all Southeast Missouri State University students. The dean works collaboratively with faculty, staff, and other administrators to enhance student learning and personal development. Specifically, the dean works to ensure that students understand their responsibilities and rights as members of the academic community. They are responsible for coordinating the University's response to psychological and behavioral crises occurring in the student population. In addition, the dean is responsible for the development, supervision and evaluation of units assigned to the area of Student Development. Currently, these units include the Learning Assistance Programs, the Center for Health and Counseling, Educational Access Programs, Student Support Services, and Student Life Studies. These units provide personal counseling and health

services, career counseling and development, academic success skills training and tutoring, accommodations for students with disabilities, and advocacy related to general student concerns. This area also includes programs that provide access to higher education to underserved populations and to integrate student populations historically underrepresented in higher education into the community of scholars at Southeast. Furthermore, the dean is a faculty member in the College of Education and a member of the Council of Deans. They serve on a variety of University and city committees. They also participate as a full member of the Provost's planning team.

8. The College Dean: Role, Responsibility, and Review

Policy *Faculty Senate Bill 14-A-33 begins here.*

The organizational structures of Southeast Missouri State University are designed to foster participation by all members of the academic community in the formulation of academic policies. Under this system, the professional expertise of faculty members and administrators is integrated, and their many perspectives unite in participatory academic decision making. Within this framework, the University establishes the teaching/learning environment essential for faculty and students and permits faculty members to fulfill their teaching, research, and service responsibilities. It is from this perspective that the University's colleges were organized and are operated.

The Role of the College

A college is a group of academic departments so assigned according to common methodologies or related curricular, research, or disciplinary orientations. Thus grouped, the departments maintain their uniqueness and integrity while the college coordinates joint administrative tasks. A college may also house interdisciplinary centers, programs, and institutes.

The college structure facilitates the smooth flow of information and direction from the central administration to the departments and information from the departments to the central administration. It thus encourages administrative efficiency and effectiveness at all levels.

The college represents and promotes to the University and the general community the common as well as the unique interests of each of its units. It encourages cooperation and mutual support between the units, mediates conflict, and thus stimulates broader and more useful applications of the work of the

constituent units. The college fosters and monitors instructional, scholarly, and creative activity.

Identifying immediate and long-range objectives and assisting departments in similar activity at their level, the college is the location for evaluating achievement of these objectives. The college is the primary recipient of resources which are reallocated by the Provost for support of departmental programs. It also monitors the use of fiscal resources.

The Responsibilities of the College Dean

The dean is responsible for providing leadership which allows the departments in the college to attain their unique educational objectives while promoting the common interests of faculties in closely related academic areas. Consequently, the dean must possess the ability to identify closely with the various disciplines within the college in order to articulate their concerns to the administration and to relate University-wide aims and purposes to the needs and goals of the departments. The dean assists department chairpersons in fostering the professional development of the college faculty and coordinating the development of departmental programs.

The dean is responsible for representing the financial needs of the college in the annual academic budget and coordinating the allocation of approved operating and equipment funds to the departments. In personnel matters, the dean is advised by a college council and other established committees composed of department chairpersons and/or elected departmental representatives; however, the dean is ultimately responsible for all recommendations to appropriate academic officials, committees, or agencies outside the college or University. To provide this type of leadership, the dean must bring to this office a distinguished career in teaching and research/scholarship, together with effective communication skills and administrative experience. They must be able to elicit the professional trust and respect of the college faculty so as to speak with a representative and persuasive voice in the larger University community concerning matters of concern to the college.

The dean is responsible for encouraging departments to identify and articulate their immediate and long-term objectives and to assess progress toward the attainment of these objectives through periodic department reviews. In concert with the department chairpersons, the dean strives to promote the scholarship, research, and program development activities of the college faculty. Consistent with this perspective, the dean must be willing to have their own performance

evaluated on the basis of the extent to which their efforts promote growth of programs and the professional activities of the faculty.

The Review of the College Dean

The review of the dean is an extension of the collegial process that encourages faculty participation in the governance of the college. The assessment of the dean is made possible through both formal and informal review mechanisms and periodic review cycles. Each of these is designed to aid the dean in assessing individual performance and for suggesting areas that might be strengthened. Throughout the academic year, department chairpersons and administrators share a responsibility to provide informally to the dean insights that may improve their overall leadership effectiveness. Annually, the dean will meet with the Provost for the purpose of discussing their administrative performance. A written summary of this meeting will be shared with the individual dean and the President.

Periodic Dean Review. A newly appointed dean will be reviewed during the third year of their service as dean at the University. In the middle of the third year, the Provost will inform the dean and faculty members in the college that the review is being initiated. All faculty members will follow the general procedures and use the standard instrument. Department chairpersons in the college, other deans on campus, and other selected individuals will be asked by the Provost to follow the same general procedures and submit assessments directly to the Office of Institutional Research. The continuing appointment as dean will be subject to this review. The normal periodic review for individuals continued in the deanship will be within a three- to five-year cycle as recommended by the Provost.

Extraordinary Review of the Dean. An extraordinary review of the dean may be initiated at any time by a vote of the majority of the departments in the college. A majority vote of the members of a department in accordance with departmental procedures will be considered a departmental vote to call for the review. The Provost may also initiate a review.

The Selection Process *Faculty Senate Bill 16-A-9 begins here.*

Qualifications

Each college dean should substantially meet the following criteria:

1. An earned doctorate or terminal degree from an accredited University in a discipline represented by one of the departments in the college.

2. Meets requirements for tenure in the department representing their discipline.
3. Evidence of scholarly and/or research achievements.
4. Distinguished teaching experience at the college/University level.
5. Administrative experience or demonstrated administrative capability.
6. Commitment to the principles of collegiality in governance.
7. Commitment to academic excellence.

*Approved by Faculty Senate 10/1/14, Reviewed by President 4/14/15, Approved by Board of Regents 5/8/15
Amended by Faculty Senate Bill 16-A-9, 04/20/16, President Review 9/28/16, Board of Regents 12/16/16*

Search Committee *Faculty Senate Bill 16-A-16 begins here.*

When a vacancy occurs, the Provost instructs the chairperson of each department in the college to conduct an election to select two nominees from which a representative will be selected by the Provost to serve as a member of the search committee. In addition to these departmental representatives, the President of the University with the advice of the Provost appoints two administrators, a student representative from that college, and when appropriate, a representative from outside the University to serve on the search committee and designates its chairperson. If the faculty-to-non-faculty ratio on the search committee is 50/50 or less, three nominees will be selected from each department, from whom two will be chosen by the Provost to serve on the search committee. In the case of a dean search for Kent Library, three nominees will be selected by Kent Library faculty, from whom two will be chosen by the Provost, and the library faculty will nominate additional members from the faculty at large, to be chosen by the Provost, in order to achieve a majority faculty representation on the search committee.

*Approved by Faculty Senate 10/1/14, Reviewed by President 4/14/15, Approved by Board of Regents 5/8/15
Amended by Approved Faculty Senate Bill 16-A-16, Review by President 10/2/18, Posted for 15 Day Review 10/8/18*

Procedure *Faculty Senate Bill 14-A-21 begins here*

Specific Duties of the Dean

The following listing is representative but not all-inclusive:

Resource Allocation

1. Coordinates the planning process and makes recommendations to higher administrative levels concerning equipment, space, operations, and personnel needs.

2. Administers the resources allocated to the college. Supervises faculty development expenditures in the college. Coordinates the use of physical space in the college.

Personnel Actions

1. Organizes and presides over college promotion proceedings and makes appropriate recommendations to the Provost.
2. Coordinates tenure procedures and makes appropriate recommendations to the Provost.
3. Assists in recruiting faculty and provides recommendations for and approval of appointments.
4. Certifies proper credentialing of faculty.
5. Administers instruments of chairperson evaluation and coordinates evaluation of probationary faculty.

Teaching and Research

1. Assists in the development and maintenance of a quality curriculum.
2. Provides academic leadership by encouraging and promoting new ideas.
3. Encourages worthwhile research projects of the faculty and helps secure support for them.
4. Fosters and encourages teaching effectiveness and faculty development activity.
5. Encourages, where appropriate, development of interdisciplinary efforts.

Communication

1. Facilitates communication flow within the college.
2. Facilitates communication flow into and out of the college to other administrative units.
3. Mediates conflicts among college departments when the differences are not resolved at the departmental level.
4. Interprets the work of the college to constituencies outside the University.
5. Presides, in an appellate capacity, over student academic problems not resolved at the departmental level.

Review Process for the Dean

For both periodic and extraordinary reviews of the dean, these procedures will be followed:

1. At the initiation of the review cycle, the Provost will submit to all full-time faculty in the college a letter outlining the process to be followed.
2. At the same time, the Provost will provide College Council members with a copy of the review instrument. In consultation with the Provost, the College Council may construct up to five additional items for the instrument. The council will have at least one month in which to submit the additional items.
3. Upon receipt of additional items, the Provost will submit to the full-time faculty a copy of the review instrument. Individual faculty members will have at least two weeks to complete and return the instrument to the Office of the Provost at their convenience.
4. Additional information from the faculty may be solicited through other appropriate means. Upon a majority request of the faculty in a department, as indicated on the review instrument, the Provost will meet with members of the department.
5. Concurrent with the solicitation of faculty response, the Provost will collect information from the chairpersons in the college, the other deans, and other individuals within and outside the college. Information from chairpersons will be obtained through the review instrument and other appropriate means; information from the other deans and other individuals will be collected through the review instrument and/or other appropriate means.
6. Within a month after all information has been collected, the Provost will summarize the information and draft a letter to the dean. The summary will include the following:
 - a. A tabulation of responses from the review instrument.
 - b. A listing of the strengths and improvement areas enumerated at the end of the instrument, categorized according to chairpersons and faculty.
 - c. A summary of information gathered from other sources.
7. Following submission of the summary report to the dean, the Provost will meet with the dean to discuss the report. The dean will have an opportunity to respond to all parts of the report.
8. After due deliberation, the Provost will meet with the college faculty concerning the outcome of the review.
9. The Provost will submit to the President a final recommendation, along with a summary document including the information described in Step 6 above and the dean's response; as indicated in Step 7.

Search Process of the Dean

Upon the establishment of a search committee, the following steps should be followed:

1. The search is open to outside applicants as well as applicants from within the University. The search committee is responsible for preparing a position description which, with the authorization of the Provost, governs the screening and recommending of candidates and; ultimately, the appointment.
2. All finalists normally are invited to spend two full days on campus so that they and the appropriate segments of the University community have adequate time to assess each other. The search committee sets the interview schedule, but it should include extensive meetings with the search committee, chairpersons of departments in the college, faculty members from within the college, the deans of other colleges, the Provost, and the President of the University.
3. After conducting finalists' interviews, the search committee will approve and provide the Provost with a memo, with copies to each member of the search committee, that outlines each candidate's potential for further consideration in the search process. The memo should include a summary of each candidate's strengths and challenges relative to the position and their potential for consideration. The "potential for further consideration" could be phrased using such terms as "Strongly Consider", "Consider", "Undecided", "Hesitant to Consider", "Do Not Consider".
4. The Provost forwards to the President of the University the names and supporting materials of all candidates recommended by the search committee and includes their own recommendations on the candidates. The President or their designee negotiates an appointment with a recommended candidate and recommends the appointee to the Board of Regents for confirmation.

Approved by the Faculty Senate 12/10/14, Reviewed by President 4/14/15, Posted for 15 Day Review 4/15/15

9. Department Chairs

Policy *Faculty Senate Bill 13-A-30 begins here.*

The Responsibilities of Department Chairpersons

The role of the department chairperson is recognized as a primary leadership

position in the University. As the foremost departmental administrative officer and representative of the academic discipline, the chairperson serves in the unique position of exemplifying the highest standards in both faculty and administrative responsibilities, maintaining standards of the discipline, and meeting the expectations of the department. The maintenance of balance between these responsibilities requires careful attention by the department chairperson, departmental colleagues, and administrative officers. It suggests the need for considerable latitude in the leadership style utilized by the chairperson while performing within institutional guidelines, departmental constraints, and limitations imposed by the availability of resources.

The department chairperson is responsible for leadership which provides educational purpose and direction for the department. The chairperson is the faculty member of the department authorized to speak for and on behalf of the department, and links the department to the office of the dean of the college and other appropriate University administrative offices. The department chairperson must not only represent the legitimate interests of individual faculty members and the department to other members of the administration, but also must present accurately and fairly to colleagues in the department the positions of other administrators while interpreting the established policies of the University.

The chairperson cultivates and retains the respect of colleagues to provide effective leadership in the department. A successful chairperson leads the department through consistency, openness, candor, decisiveness, and fair and equitable treatment of all department members. As the departmental administrative leader, the chairperson is expected to evaluate issues with a broad point of view, analyze questions, and perceive consequences of decisions with clarity and accuracy. Regular consultation and open communication should be used in weighing and deciding questions before the department. Whether consultation is by private counsel, committee recommendation, or other means, the department chairperson assumes responsibility for those decisions assigned to the department by University policies and procedures.

From a faculty perspective, the department chairperson is a colleague who acts on behalf of members of the department in the administration of departmental activities. Administratively, the chairperson carries out duties assigned to the office. This is accomplished with the advice and judgment of the faculty when making recommendations concerning such matters as curriculum development, budgetary requests, and faculty recruitment, hiring, promotion, tenure, and termination. The chairperson is both a member of the department and a liaison between the department and the rest of the University. As a member of the

department, the chairperson provides leadership in the common pursuit of departmental goals. As a departmental liaison, the chairperson represents the best interests of the department to the college and University administration.

While considerable diversity exists in the operation of the various academic departments, there is a common core of responsibilities assumed by the department chairperson. The leadership of the chairperson, however, cannot be viewed in isolation, for members of the department assume broad responsibilities and share accountability for departmental programs, operation, and personnel actions. The general responsibilities of the department chairperson are grouped under the following major categories: Administrative Functions, Faculty-Personnel Functions, Liaison Functions, Student-Related Functions, Leadership Functions, and Operational Functions. A detailed list of these functions is given in the Procedure section.

The Review of Department Chairpersons

As a department chairperson, a faculty member assumes broad leadership roles that have specific functions and raise certain expectations. The review of a chairperson represents the ultimate in the collegial process, for it encourages faculty participation in departmental governance and effectively balances administrative decision-making responsibility. While the review of a department chairperson systematically focuses primarily on one person, the assessment of one's performance cannot be separated from the responsibilities assumed by all colleagues in the department. Similarly, administratively assigned tasks must be kept in their proper context. Colleagues in the department share in the responsibility for maintaining this perspective, as do deans, in making their recommendations to the Provost.

The assessment of a department chairperson is made possible through both formal and informal review mechanisms and periodic and extraordinary review cycles. Each of these is designed to provide input to the department chairperson in assessing individual performance and for suggesting areas that might be strengthened.

Formal and Informal Reviews

Throughout the academic year, departmental colleagues and administrators share a responsibility informally to provide insights to the department chairperson that may improve their overall leadership effectiveness. Annually, the dean will meet with the department chairperson for the purpose of discussing administrative performance. A written summary of this meeting will be shared with the individual chairperson and the Provost.

Periodic Department Chairperson Review

A newly appointed department chairperson will be reviewed during the third year of service concurrent with their appointment at the University. At the beginning of the third year, the dean will inform the Provost and call the department together for the purpose of initiating a review, discussing the process, and agreeing on the specific procedures to be followed. All departments will follow the general procedures along with mutually determined approaches at the department and college levels. The continuing appointment as chairperson will be subject to this review. The normal periodic review for individuals continued will be within a three- to five -year cycle as recommended by the dean and approved by the Provost.

Extraordinary Department Chairperson Review

An extraordinary review of the department chairperson may be initiated at any time by a majority vote of the members of the department in accordance with departmental procedures. The respective college dean or the Provost may also initiate a review at any time. Upon receipt of a request for extraordinary review, the appropriate college dean will call the department together as described in the periodic review cycle. The general procedures and instrument described in this document will be followed. Special attention may be focused on the timing of the review and areas of special concern resulting in the extraordinary request.

The Review Process

The entire review process will be conducted within the context of the responsibilities of the department and its individual members and the functions of the department chairperson. Emphasis will be placed on the nature and focus of the review, along with the following guidelines. Throughout this entire process, the department chairperson retains their right to resign the position.

Guidelines for the Review of Department Chairperson

The review of a department chairperson requires cooperation and mutual discussion. It is important that professional integrity and respect be maintained by all parties involved. The following guidelines are provided for those involved in the review process to ensure proper focus so the overall effort will not be counterproductive to the stated purpose:

1. Adequate time should be provided throughout the process so individuals can effectively participate.

2. Individual responses should be secured before written documents are shared.
3. Input from faculty members, students, other chairpersons, and administrators should be properly balanced.
4. The constructive nature of the review should remain foremost.
5. Informal dialogue should be fostered on a continuing basis.
6. Full departmental involvement should be stressed.
7. The need to provide anonymity should be balanced with the need to fulfill professional responsibility.
8. Opportunity for chairperson and faculty self-assessment should be encouraged.
9. Flexibility in the process should be maintained so departmental differences can be addressed.
10. The time frames near the beginning and ending of semesters should be avoided for the purposes of the review.
11. Chairpersons may provide a Record of Service summary to faculty members to highlight recent activities.

The Selection of a New Chairperson

1. When the chairpersonship vacancy occurs, the Department, Dean and Provost will consult, and the Provost will determine whether the search process should be internal or national. Internal candidates are allowed in national search.
2. The dean of the college will arrange a meeting of all full-time faculty members in the department. At this meeting, two decisions are made: first, departmental members of the search committee are selected, and second, the method for choosing a chairperson of the search committee is determined. Neither candidates for the position nor any faculty for whom there is a conflict of interest shall serve on the search committee. After the search committee is established, an additional faculty member from any other department in the University may be added to the search committee. Both the dean of the college and the search committee should agree on who will serve in this capacity. The additional faculty member operates as a full member of the committee.

Procedure *Faculty Senate Bill 14-A-40 begins here.*

Functions of the Chairperson

As stated in the Policy section, “the general responsibilities of the department chairperson are grouped under the following major categories: Administrative Functions, Faculty-Personnel Functions, Liaison Functions, Student-Related Functions, Leadership Functions, and Operational Functions”. While these categories provide a basis for grouping functions, many are interrelated. They are presented, however, as a guide to chairpersons in providing academic leadership and to departments as colleagues participate in the assessment of department chairpersons.

Administrative Functions

The chairperson is the chief departmental administrative officer and the primary representative of the academic discipline. Among the specific administrative tasks for which the chairperson assumes responsibility and accountability are

1. Communicating department goals and needs to the dean and, when appropriate, to the Provost;
2. Communicating and interpreting college and University decisions to the faculty;
3. Maintaining open lines of communication among specializations within the department and encouraging appropriate balance;
4. Encouraging the development and improvement of the departmental curriculum and seeing that the proper curriculum materials are submitted;
5. Ensuring the preparation of catalog information and schedules of class offerings in accordance with established procedures;
6. Supervising the departmental budget, support staff, record keeping, and the requisition of supplies, equipment, materials, and other instructional needs;
7. Scheduling regular departmental meetings and distributing minutes to appropriate individuals;
8. Serving as the chief spokesperson for departmental curriculum proposals and ensuring that requirements are consistent with University policies;
9. Assigning and evaluating support and clerical personnel in the department;
10. Developing and following procedures to assign faculty to classes, laboratories, studios, and other responsibilities;

11. Reporting undesirable or potentially hazardous conditions with respect to the physical plant;
12. Providing appropriate information and reports as requested by the dean and other administrative offices;
13. Facilitating and encouraging grants and contracts from extramural sources;
14. Coordinating and supervising the development of departmental five-year plans, accreditation and departmental evaluations, and other reviews; and
15. Administering the departmental budget within established guidelines.

Faculty-Personnel Functions

Among the most important responsibilities of the chairperson are those relating to the faculty. The success of the department is frequently dependent upon the abilities of the chairperson in this regard. Among the specific tasks for which the chairperson assumes responsibility and accountability are:

1. Exercising leadership in recruiting and retaining capable faculty;
2. Evaluating faculty performance and the development of procedures for assessing faculty accomplishment;
3. Exercising independent judgments and making recommendations relative to faculty employment, continuation, promotion, tenure, termination, salary adjustments, and leaves of absence;
4. Encouraging improvement of faculty performance by fostering effective teaching and stimulating research, scholarly performance, and creative activity;
5. Promoting faculty professional development and enrichment, and encouraging faculty in their service to the University, the community, and professional organizations;
6. Maintaining faculty morale by preventing and resolving conflicts and by arranging for the effective and equitable distribution of faculty responsibilities;
7. Orienting new faculty members to department, college, and University policies and procedures;
8. Serving as a role model in the performance of teaching, scholarly, and other faculty responsibilities; and
9. Coordinating the departmental sabbatical leave review and recommending candidates to the dean of the college.

Liaison Functions

The department chairperson has primary responsibility for representing the department and the discipline to the college, the University, and the community at large. Among the specific areas for which the chairperson assumes responsibilities and accountability are:

1. Maintaining liaison with other departments and support units;
2. Encouraging public relations activities and enhancing the departmental image and reputation on and off campus;
3. Promoting interdepartmental and interdisciplinary cooperation in the development and maintenance of academic programs; and
4. Cooperating with departments, colleges, and other units in the accomplishment of their tasks.

Student-Related Functions

The recruitment and retention of outstanding students is often dependent upon how wisely and effectively the departmental chairperson responds to student needs. Among the specific areas for which the chairperson is responsible and accountable are:

1. Coordinating the academic advisement process and monitoring the process to ensure that it is responsive to changing student needs and aspirations;
2. Encouraging student clubs and organizations which foster achievement and professional development;
3. Following procedures for resolving student complaints about faculty, courses, and programs;
4. Promoting the establishment of scholarships and fellowships for students in the department;
5. Informing students of special departmental registration procedures and enrollment criteria, etc., and administering those procedures when appropriate; and
6. Encouraging student participation and involvement in department activities.

Leadership Functions

The precise nature of leadership is difficult to define. There are different styles and techniques for carrying out the responsibilities of the chairperson. There are, however, a number of qualities that are important to the leadership of a department. Among them are:

1. Judging people fairly and thoughtfully;

2. Initiating and sustaining action toward defined goals and encouraging the initiative of others;
3. Demonstrating interpersonal relations that foster a professional working atmosphere;
4. Working with committees and promoting their effectiveness;
5. Engaging in consultation and participatory decision-making;
6. Being open to fair criticism; and
7. Demonstrating objectivity.

Operational Functions

The fulfillment of leadership responsibilities balances the specific tasks completed with the manner in which the assignments are accomplished. In this respect, the chairperson assumes responsibilities for:

1. Involving departmental faculty in decisions on program development and operational procedures;
2. Recognizing the advice and judgment of the faculty in making curriculum, budget, and personnel recommendations;
3. Providing guidance and leadership in formulating department academic and operational policies;
4. Consulting with the faculty in assigning teaching loads, instructional responsibilities, and academic schedules;
5. Representing the department effectively and responsibly in college and University-wide meetings;
6. Consulting with the faculty in the preparation and administration of the budget;
7. Working with department members in formulating faculty personnel procedures and making employment-related recommendations; and
8. Reporting to faculty members and the dean recommendations made that differ from actions taken by faculty in the department.

The Review Procedure for Department Chairpersons

There are commonly accepted procedures in place for the appointment of department chairpersons and the replacement of department chairpersons for due cause. The review process described in this document is viewed as a constructive process. Its primary focus is gaining insights from the various constituencies that relate to the department chairperson so constructive advice may be given and recommendations made to improve the overall effectiveness of the department chairperson in providing departmental leadership.

Procedures for the Review of Department Chairpersons

The specific purpose of the review process and the suggested guidelines provide a basis for the review of the department chairperson. Such factors as the size and complexity of the department and type of review may suggest variations in the approaches utilized. However, the intent of the following procedures should be maintained.

1. Colleagues in the department are encouraged to provide informal suggestions to the department chairperson on an ongoing basis. Departments may develop internal procedures to delineate additional items to be added to the "Review of Department Chairpersons" instrument.
2. At the initiation of the review cycle, the dean shall meet with the department for the purposes of discussing the process, reporting format, and procedures to ensure appropriate anonymity and follow-up; reviewing the procedures; agreeing upon a timetable; and determining whether additional items should be added to the instrument. Where the source of an instrument cannot be identified, the responses will not be discarded.
3. The Dean shall make an online review instrument available to members of the department. Faculty members shall have one week to complete and submit the review instrument. All faculty are encouraged to participate unless there is an identified conflict of interest. The dean will have an opportunity to schedule individual meetings with faculty members for purposes of follow-up, clarification, and additional input.
4. Concurrent with the solicitation of faculty input, the dean will collect information through the review instrument or through other appropriate means, from other chairpersons and individuals outside the department associated with the department chairperson.
5. Within a month after all information has been collected, the dean will summarize the input and draft a letter to the department chairperson. Among other matters, the document will present responses received from those solicited.
6. Following submission of a proposed summary report to the department chairperson, the dean will meet with the individual to discuss the report. The department chairperson will have an opportunity to respond to all parts of the recommendation.
7. After due deliberation, the dean will submit a document to the department for review and response. The document will include a

tabulation of the items on the instrument, a summary of written comments, and specific recommendations.

8. Approximately two weeks after the document has been shared with the department, the dean will meet with members of the department for additional discussion. A summary of this meeting will be appended by the dean to the final recommendation submitted to the Provost.
9. The dean will submit the final summary recommendations, along with all support data, to the Provost. The summary and recommendations will also be shared with the chairperson involved and will be made available to members of the department.
10. Upon receipt of the recommendation, the Provost will schedule a meeting with the dean and department chairperson for the purposes of discussion and determination of appropriate action.
11. The Provost will discuss the recommendation with the President for final disposition.
12. The Provost will properly inform the dean, department chairperson, and members of the department of the recommendation.
13. Upon continuation, the department chairperson and the dean will mutually agree upon a chairperson Development Plan which shall be filed with the Provost.

The Selection Procedure for Chairpersons

Upon search approval and establishment of a search committee, the department shall follow the following steps, as applicable.

1. The search committee is responsible, within the standard hiring procedures established by the University's Office of Human Resources, for establishing its own procedures for reviewing candidacies. Finalists are interviewed by the search committee, the college dean, and the Provost. Candidates may meet with departmental faculty individually and/or as a group, and others as designated by the search committee. The search committee will meet with the department to discuss the candidates. To be hired above Assistant Professor the individual must meet the departmental criteria for that rank, as judged by the Departmental Tenure and Promotion Advisory Committee, which will make that determination of all the finalists before an invitation to campus is extended. Only after this has been done may that person be offered a contract and will automatically be granted tenure upon appointment. After completing its search, the search committee will approve and provide the college dean with a memo, with copies to each

member of the search committee, that outlines each candidate's potential for further consideration in the search process. The memo should include a summary of each candidate's strengths and challenges relative to the position and their potential for consideration. The "potential for further consideration" could be phrased using such terms as "Strongly Consider", "Consider", "Undecided", "Hesitant to Consider", "Do Not Consider".

2. After reviewing the search committee's recommendations, the college dean makes no fewer than two recommendations to the Provost who, in turn, makes a final recommendation to the President.
3. In the event that none of the recommended candidates accepts the appointment, the search is considered a failed search and closed. A new search must be opened to fill the vacancy and the process begins anew.

Approved by Faculty Senate 12/10/14, Reviewed by President 4/14/15, Placed online for 15 Day Review 4/15/15

10. Academic Departments

As a complex social institution, a University is composed of individuals with divergent perspectives and of sub-structures that represent the multiplicity nature of its mission. The organizational structures at Southeast Missouri State University foster open communication and dialogue and place responsibility on individual members of the academic community to participate in charting directions and formulating academic policies. Through a process of shared governance, the professional expertise of faculty members and administrators is integrated to encourage mutual contributions from the various segments of the University. When recommendations and decisions from the many perspectives are appropriately combined, they form a shared, participatory mode of academic decision-making. It is through this framework that the University addresses its overall mission and presents the teaching/learning environment essential for faculty members to fulfill their teaching, scholarly, and service responsibilities.

The Role of the Department

Within this context, the department serves as the fundamental grouping of faculty whose common professional interests and expertise provide continuity for the instructional programs. Members of the department are responsible for determining appropriate internal organizational structures and operational procedures consonant with general University procedures and policies. The basic responsibility for maintaining the programs and operations of the department rests with its faculty as a whole. Faculty members are directly involved in the

processes whereby recommendations and decisions are made regarding their disciplines and the professional status of their colleagues. In fulfilling their educational goals and responsibilities as an integral component of the University, departments assume broad leadership roles as related to instructional programs, departmental operations, and recommended personnel actions.

Departmental Instructional Program Responsibilities

The educational and instructional programs of the University serve as the focal point for departmental activities. The major functions of the department in terms of the instructional programs include its responsibility to:

1. Develop and maintain current curricula, instructional programs, and course syllabi;
2. Encourage appropriate curriculum modifications, changes, and innovations in programs sponsored by the department;
3. Approve internal modifications and solicit input from other departments where program changes and offerings may impact;
4. Establish and utilize procedures for reviewing and evaluating existing and new courses, programs, and curricula;
5. Maintain strong departmental academic, instructional, and grading standards;
6. Select library and other material related to its curriculum and establish procedures for effective and appropriate use of instructional media and other learning activities; and
7. Foster the development of undergraduate and graduate programs within University guidelines.

Department Operational Responsibilities

While the department chairperson assumes specific administrative responsibilities, the department maintains broad operational roles. The more critical functions of the department include its responsibility to:

1. Establish and maintain operational procedures consistent with University-wide academic policies;
2. Develop guidelines for the planning, organizing, coordinating, and administering of department programs, budgets, and activities within college and University guidelines and parameters;
3. Determine short-term and long-range needs, place resource requests in priority order, and utilize resources effectively;
4. Provide input into the preparation and administration of the

- department budget and other activities of the department; and
5. Function as an integral component of the academic community in providing input, responding to proposals, and suggesting ways to enhance the overall operation of the institution.

Department Personnel Responsibilities

The department serves as the initial unit for the review, assessment, and evaluation of colleagues in the department, and the recommendation of appointment and appropriate faculty personnel actions. The essential department functions include its responsibility to:

1. Establish and maintain processes and procedures within University guidelines to search for candidates and review, assess, and evaluate departmental colleagues;
2. Encourage and facilitate study, research, and other professional activities of members of the department;
3. Evaluate faculty members in terms of employment, continuation, promotion, tenure, and termination;
4. Determine the need for additional faculty and, when approved, participate in the recruitment and selection of new faculty members;
5. Provide recommendations regarding the employment of department chairpersons and participate in the review of department chairpersons; and
6. Evaluate the departmental sabbatical leave proposals and make recommendations to the chairperson.

Academic Services, 1981

Updated August 15, 1997

G. University Governance

The following document, commonly known as the Governance Document, has an interest that is both historic and historical. It is historic in its explicit commitment--by faculty, the President, and the Board of Regents--to a collegial form of governance at Southeast Missouri State University. On the other hand, some of its specific recommendations, such as the organization of the University into colleges, have already undergone change and thus become past history. Some matters of policy and procedure that were only briefly outlined have since been spelled out in a much more elaborate and detailed fashion, as indicated by the contents of this handbook. Others have been introduced that could not have been anticipated in 1976 and could not be included in a general statement of this

kind. Such changes are inevitable and proper in an institution like ours; they have all taken place with full consultation among the University's various constituencies and in the spirit of collegiality that this document affirms.

1. The Principles of Collegiality

The fundamental consideration for adopting a particular form of University governance is the maintenance of an effective and productive institution. It is the conviction of the Faculty Senate that the most effective and productive governance of this University can best be achieved by adopting the principles of the collegial theory of governance.

The rationale for selecting collegiality over other systems of governance is based on the recognition that the faculty of a University is an association of professionals. Although the University professor perceives the need to integrate diverse functions in the overall organization of the institution, their professional expertise in their areas of knowledge entitles them to considerable autonomy and liberty in the performance of professional activities. Commitment to one's profession is cosmopolitan in nature and productive of an independent sense of responsibility for providing high standards of service and maintaining self-discipline in one's professional development.

The collegial theory of governance results in a University organizational structure responsive to the special needs of the professional staff for autonomy and responsible self-government. Other alternatives, such as autocratic or custodial systems of governance, while effective in some types of institutions, do not suit an institution of higher learning. By placing high priority on passive cooperation and dependency on administrative officers, such alternatives are wasteful of the talents of professional educators.

The collegial theory encourages mutual contributions from the various sectors of the University community. Students, faculty, and administrators become involved in the functions and policy-making processes of the University. The system as a whole is truly productive to the extent that each group and each individual contribute to and share the responsibility for decisions that are made.

Professional autonomy, mutual contributions, and shared authority and responsibility are the cornerstones of collegiality. At each level of governance, autonomy and responsibility are merged so that decisions that can be made at a

lower level are made there without unnecessary interference from above. Only those matters which cannot be dealt with effectively at the departmental level become concerns at the college level; only those matters which cannot be dealt with effectively at the college level become University-wide concerns.

2. The Department and the Department Chairperson

Policy *Faculty Senate Bill 14-A-11 begins here*

The department is the fundamental grouping of faculty members within a University. The fundamental responsibility for maintaining the programs and operations of a department rests with its faculty as a whole. The chairperson of a department acts on behalf of their colleagues in the administration of departmental activities.

The faculty of a department must be vitally involved in the process whereby decisions are made concerning their disciplines and themselves as professionals. Although the chairperson independently carries out administrative duties assigned to the office, it is extremely important that they represent the considered judgment of the department faculty when making decisions concerning such matters as curriculum development, department budgets, and faculty development including but not limited to faculty recruitment, hiring, promotions, tenure, and dismissals.

In large departments, faculty participation in the decision-making process is best facilitated through a comprehensive committee system. Smaller departments must make appropriate adjustments. However faculty participation is affected, it is the departmental faculty which establishes academic and operational policies within the general guidelines of the University and has the responsibility for implementing those policies under the guidance and leadership of the department chairperson.

The chairperson is both a member of the department and a liaison between the department and the rest of the University. They provide leadership in the common pursuit of departmental goals. As a departmental liaison, they represent the best interests of the department and act as a liaison to the college council and to the University administration. The chairperson is responsible for the administration of departmental academic and operational policies established by the department within University guidelines and provides leadership supporting growth and development of the department.

Procedures *Faculty Senate Bill 14-A-12 begins here*

The Functions of the Department and Department Chairperson

The functions of the department and department chairperson are grouped under three function categories: instructional program, personnel affairs, and departmental administration. The list given here under each category is intended to be descriptive rather than exhaustive, and is presented as a guide to the collegial process under which the department and chairperson operate.

1. Instructional Program

- a. The department develops and maintains its curriculum and instructional program(s). The department encourages responsible innovation in curriculum development and has the responsibility for approving proposed changes in its curriculum. Major curriculum changes, however, such as those which would have an effect on a degree program or on the offerings of another department, must be submitted by the department to its college council for review and further recommendation, if necessary, to the University Academic Council. The department chairperson, after a majority vote of the department, is obliged to submit those approved changes in its programs and curriculum to the Dean, and the Dean will forward the changes to the College Council. If program/curriculum changes would impact other departments, the department chairperson needs to contact the chairpersons of the affected departments. Please refer to Chapter 5, Section B of the Faculty Handbook for the course and curricular approval process.
- b. The department is responsible for developing and utilizing procedures for reviewing existing programs and curricula and for evaluating and approving new proposals.
- c. The department is responsible for departmental instructional and grading standards.
- d. The department selects library and other materials related to its curriculum and establishes procedures for appropriate and effective uses of instructional media and out-of-class learning activities.
- e. The department, within the guidelines of the Graduate College, is responsible for its graduate program(s).
- f. The department chairperson is responsible for ensuring that courses, degree requirements, and majors are within the guidelines of the University and consistent with University policies and goals. They are the chief spokesperson for curriculum proposals when they are reviewed beyond the department level.

- g. The department chairperson, in consultation with the faculty, assigns teaching loads and other instructional responsibilities and prepares the academic schedule.

2. Personnel Affairs

- a. The department determines the need for additional faculty members and makes the initial recommendation to the Dean. The department chairperson, in consultation with the dean of the college and the provost, determines the feasibility of filling vacancies and adding positions to the department and coordinates the search process.
- b. The department has the primary responsibility for locating and selecting faculty candidates. The chairperson, with input from the search committee, submits hiring recommendations to the dean.
- c. The department has primary responsibility for the evaluation, tenure, promotion, and termination of its members using processes that align with University policies and procedures.
- d. The department has responsibility for mentoring its members, especially new and non-tenured faculty.

3. Departmental Administration

- a. The department, within University guidelines, is responsible for developing the general policies of the department.
- b. The chairperson is responsible for planning, organizing, and coordinating the functions of the department and for administering the approved budget within guidelines established by the faculty of the department and the college and the University administration.
- c. The chairperson assigns and evaluates support and clerical personnel and student help in the department. They have primary responsibility for work schedules, appointments, professional development, and recommendations for terminations and promotions.
- d. The chairperson, in consultation with the faculty and the dean of the college, is responsible for preparing and administering the department budget.
- e. The department is responsible for short- and long-term planning concerning the facilities it needs and for effective utilization of those facilities.

Approved by Faculty Senate, Bill 14-A-12, Reviewed by President April 24, 2014, Approved by Board of Regents June 26, 2014

3. The College and College Dean

Policy *Faculty Senate Bill 14-A-31 begins here.*

The college is an organization of departments within the University. The departments comprising a college represent academic disciplines with common methodologies but diverse subject matters. The purpose of organizing departments into colleges is to facilitate the administration of programs and the coordination of operations while preserving the uniqueness and integrity of each academic area.

The college dean occupies an important leadership role as the chief academic administrator of a college. They must possess the ability to identify closely with the various disciplines within the college in order to articulate their concerns to the administration and to relate University-wide aims and purposes to the needs and goals of the departments. They foster the professional development of the college faculty and coordinates the development of departmental programs. They represent the college on the University Academic Council.

In curricular and personnel matters, the college dean is advised by a College Council, the College Tenure and Promotion Advisory Committee, and other committees composed of department chairpersons and/or elected departmental representatives. The college dean assumes responsibility for all recommendations to appropriate academic and administrative officials, committees, or councils.

College Council

Matters which cannot be dealt with at the departmental level are referred to the college council by the dean. In particular, the college council reviews program and degree proposals from departments which affect the offerings of other departments or require review by the University Academic Council or the Coordinating Board for Higher Education.

Membership Structure of a College Council: The members of a College Council shall consist of the college dean, chairs from each department and an equal number of faculty representatives from each of the affiliated departments. The faculty representatives shall be elected by their department to serve a three year appointment. Departmental chairs and faculty representatives are the voting numbers. Deans vote only in the case of a tie vote. Additional non-voting members may be added to the college council to serve in an advisory capacity only. These non-voting members are appointed by the college dean.

Bill 12-A-13 approved by Faculty Senate 4/4/12

Update 14-A-31, Approved by Faculty Senate 10/1/14, Reviewed by President 4/14/15, Approved by Board of Regents 5/8/15

Procedures *Faculty Senate Bill 14-A-32 begins here.*

The Responsibilities of the College Dean

The following list of responsibilities is intended to be descriptive rather than exhaustive.

1. Instructional Programs

- a. The college dean assists and stimulates departments in curriculum development.
- b. They ensure that departmental programs, degree requirements, and proposals are consistent with University policies and goals and in harmony with state requirements.
- c. They resolve, with the advice and consent of the college council, curriculum matters not resolved at the departmental level.

2. Personnel Affairs

- a. The college dean, with the college council, coordinates faculty allocations with the college.
- b. They review departmental recommendations for employment to ensure that candidates meet defined departmental needs.
- c. They coordinate and reviews promotion, tenure, and dismissal procedures.
- d. They ensure that departmental personnel policies and practices are consistent with college and University policies.
- e. They encourage and stimulates professional development activities.

3. Administration

- a. The college dean communicates and implements policies and procedures affecting the departments and faculty.
- b. They ensure that departmental operations are consistent with University policies and procedures.
- c. They chair the college council through which they mediate disputes not resolved at the departmental level.
- d. They represent the college within the administrative structure, principally by serving on the University Academic Council and other University-wide councils and committees.
- e. They coordinate the budget requests of departments, prepare the college budget, coordinate through the college council the allocations of funds to departments, and review departmental expenditures.

- f. They work with the departments and the administration to acquire and maintain facilities necessary to meet the instructional, professional, and research needs of the faculty and students of the college.

Approved by Faculty Senate 10/1/14, Reviewed by President 4/14/15, Posted for 15 Day Review 4/15/15

4. Faculty Senate *Faculty Senate Bill 16-A-1 begins here..*

The Faculty Senate was organized in 1966 and recognized by the Board of Regents as the official representative body of the faculty. Approval by the Board of Regents on March 25, 1976, of Senate Bill 76-A-01, "Recommendations on Academic Reorganization," and particularly Part I, "University Governance," reaffirmed the role of the Faculty Senate as the established representative body through which the faculty could make "formal recommendations for new academic policy and changes in existing policy." The Board of Regents' action in 1976 formally provided assurance of faculty input into academic policy developed by means of the Faculty Senate.

President Stacy and the Board of Regents, in a letter to the Faculty Senate dated January 29, 1982, reaffirmed their commitment to receive the expression of faculty opinion through the Faculty Senate. Senate members were asked to utilize their professional competence and best judgment to review, develop, and make recommendations to the President and the Board of Regents on all matters of concern to the University community.

Faculty Senate Organization

Senate membership consists of departmental unit representatives elected for three-year terms with one third of the membership elected each year. Officers of the Senate are elected annually from the Senate membership. The purposes, duties, functions and responsibilities of Faculty Senate are found in the Faculty Senate Constitution.

The Role of the Faculty Senate in Academic Affairs

Under a collegial form of governance, all segments of the University community are involved in reviewing and making recommendations for changes in existing policies and procedures. The University vests in its faculty, acting through its representative body, the Faculty Senate, the authority to make formal recommendations for new University academic policy and procedure as well as changes in existing policy and procedures. The Faculty Senate reviews proposals and develops recommendations for changes in academic policy and procedure through its committee system. The function of Faculty Senate committees is to

recommend policy and procedures in academic affairs and in all other matters involving the faculty.

Academic policy is understood to consist of those statements on academic matters that are formally adopted and promulgated by the University. Thus, a "change in academic policy" is understood to refer to an alteration or addition which would necessitate changes in academic procedures throughout the University. Academic procedure is understood to be the implementation of the corresponding policy. Policies for which the Faculty Senate deems procedures are required should not be implemented until the procedures are fully developed.

Outline of Committee Structure

A Faculty Senate Committee is a committee which is charged by the Faculty Senate and which must report to the Faculty Senate through its Chair. Information regarding Faculty Senate Committees may be found in Section 7 of the Faculty Senate By-Laws.

A University Standing Committee is a committee which is charged by the President of the University and which must report to the President of the University and/or an individual designated by the President of the University.

Approved by Faculty Senate January 27, 2016, Reviewed by President August 9, 2016, Approved by Board of Regents September 9, 2016.

FS Committees removed from Ch. 1 April 11, 2007 in accordance with Bill 00-A-08

5. University Standing Committees and Councils

Policy *Faculty Senate Bill 20-A-3 begins here.*

A University Standing Committee or Council is a representative body formed and charged by the University President and must report to the President of the University and/or an individual designated by the University President.

The composition of the University Standing Committees and Councils generally can be divided into two categories of membership based on university affiliation and ability to vote on matters before that particular committee or council. Voting members must be full-time university employees and, as the title implies, have voting privileges. All University Standing Committee and Council members are voting members unless otherwise stated in the description of the specific committee or council. Advisory members are essential in contributing information and insight to the committee or council process. Individuals serving in an advisory capacity are not required to be full-time university employees and do not have voting privileges.

Three-year terms should be established for faculty members on University Standing Committees and Councils if appropriate and congruent with the charge of the committee or council.

The size and composition of committee and councils vary according to purpose and representation. When a committee charge has a direct impact on academic policies and procedures, the majority of that committee's composition should be faculty members. Faculty representation should be required. All committee and council chairpersons file at least one report annually to the responsible administrator if appropriate.

Approved by Faculty Senate 10/14/20, Review by President 10/26/20, Approved by Board of Regents N/A.

Procedures *Faculty Senate Bill 20-A-4 begins here.*

The University President's Office will publish the list of all current University Standing Committees and Councils on its website (<http://www.semo.edu/president/around/committees.html>), including charge, current members and chair of each committee and council. If there are any changes to the charge, membership, or reporting relationship of any University Standing Committees or Councils, the University President or their designee will notify the Chair of Faculty Senate in a timely manner.

Membership on University Standing Committees

The University President should determine the number of faculty, administrative, and student members who should serve on University Standing Committees and Councils. Should faculty senate executives feel that there is insufficient faculty representation on a committee or that a particular college or Kent Library does not have sufficient representation, they should discuss this concern with the University President or their designee to improve representation. Should that fail, Faculty Senate could bring a resolution setting forth what they believe to be sufficient representation.

The Faculty Senate Membership Committee will nominate at minimum two faculty members for each vacancy on University Standing Committees to the University President or their designee who will select faculty to serve as appropriate on the various committees and councils.

Faculty members should normally not serve on more than one University Standing Committee at a time. However, a faculty member may be appointed to a second University Standing Committee if the faculty member has special expertise

necessary for effective committee functioning. Faculty Senators may be appointed to only one University Standing Committee while serving on the Faculty Senate.

Appointment Process for University Standing Committees

The University President's Office shall notify the Faculty Senate Membership Committee by the third Monday in March about changes in faculty membership on University Standing committees, other than that which occurs through normal faculty rotation.

The Faculty Senate Membership Committee should notify faculty of available positions on University Standing Committees by the first Wednesday in April. Faculty should indicate interest in serving on specific committees to the Membership Committee by the third Wednesday in April.

The Faculty Senate Membership Committee (which is formed during the Faculty Senate organizational meeting) should form its recommendations by the third Wednesday in June. Appointments take effect at the beginning of the Fall semester. Notification of appointments to the University Standing Committees should be made prior to the beginning of the Fall semester.

Chairs of University Standing Committees should notify the Membership Committee when unexpired faculty positions on committees open during the academic year. The Membership Committee will recommend replacement members through appropriate channels from available faculty applicants. If appointed, the replacement faculty will complete the term of the vacated faculty position.

Removal of Faculty Members from University Standing Committees

Any recommendation for removal will be presented to the Faculty Senate for action. By a majority vote, the Senate may recommend to the University President that members be removed from University Committees. Replacements for faculty members who are removed from committees will be made through the established procedures for filling vacancies.

Chairs of University Standing Committees

The University President has the discretion to appoint Chairs of University Standing Committees if necessary (after full committee membership has been established).

AD HOC COMMITTEES

Ad Hoc Committees, task forces, and commissions should be utilized to handle specific, short-term issues. These bodies may be appointed and charged by the Faculty Senate (e.g., Ad Hoc Faculty Senate Committees) or by the University President (e.g., Ad Hoc University Standing Committees). When a long-term issue arises, an attempt should be made to find an existing Committee which may handle the issue appropriately within its existing charge. Only as a last resort should a new committee or council be charged.

Approved by Faculty Senate 10/14/20, Approved by President 10/26/20, Posted for 15-Day Review 10/26/20

CHAPTER 2

Faculty Policies and Procedures

A. Sick Leave Policy

Faculty absences from classes due to illness or injury are to be covered by a reasonable and equitable distribution of the absent faculty member's duties to department colleagues. These assignments shall be coordinated by the department chairperson and shall be made on the basis of department procedures.

When it becomes necessary to cover the absence of ill or injured faculty for a period of more than three consecutive weeks, persons providing class coverage shall receive some form of compensation: prorated overload pay if the person is already assigned a 12-hour load for the semester; a reduced load for the following semester; any other form of compensation mutually agreed upon by the chairperson and the faculty member.

Should it be obvious to the departmental personnel at the onset of the illness or injury that the absence of the faculty member will be lengthy and/or may likely continue to the end of the semester, the absent faculty member's courses should be reassigned to other faculty immediately, either to regular faculty or to part-time faculty replacements. Faculty members whose prolonged absences begin in one semester and carry over into a second semester shall have their loads reassigned from the beginning of the semester. When the absent member returns to full duty, the reassigned courses shall be returned to the regular faculty member and compensation for the replacement instructor paid on a prorated basis.

In any consecutive 12-month period, a faculty member can utilize up to three months of sick leave with full pay and an additional three months at

sixty percent pay. Sick leave may not be used to extend the normal nine month assignment; however, if a faculty member has a summer teaching contract and has begun to teach under that contract, they will be eligible to use sick leave during the length of that summer contract. If a faculty member is on sick leave at the conclusion of the spring semester but does not have a summer contract or cannot begin the summer contract, sick leave payments will cease at the end of the normal contract year. If the faculty member is still unable to resume their teaching duties at the start of the next regular academic cycle, sick leave benefits will resume. Unused sick leave in any regular academic year or summer session cannot be credited to a succeeding period. All days missed due to illness or injury are credited as sick leave in any academic year. The sick leave policy complements the long-term disability insurance plan offered through the fringe benefit program, which goes into effect on the 181st day of the disability period.

Approved by Faculty Senate, Bill 83-A-02, April 1983

Approved by Board of Regents, April 1983

Amended by Faculty Senate, Bill 86-A-09, October 22, 1986

Approved by Board of Regents, December 1986

Revised Benefits Office 1/93

Faculty Senate Bill 96-A-05 begins here.

B. Merit Pay Guidelines

WHEREAS, creating and sustaining an environment of lifelong learning is the primary mission of the academy of scholars at Southeast Missouri State University and,

WHEREAS, such an environment exists where excellence in teaching is defined by discipline standards for the integration of scholarship and service with teaching and learning:

BE IT RESOLVED that the intent of these guidelines is to establish the principles upon which a yearly appraisal system can be created by departments for the purpose of rewarding faculty who maintain high standards of teaching excellence as defined by the Teacher-Scholar model.

C. Faculty Merit Pay Policy

Faculty Senate Bill 14-A-38 begins here.

Underlying Principles

1. The established mechanisms of awarding tenure, promotion, and post professorial merit (see Faculty Tenure and Promotion Policy) serve, among other purposes, to provide periodic salary increases to those tenured and tenure-track faculty whose performance, measured against departmental or unit criteria, is determined to meet certain levels for certain periods of time, and who are otherwise eligible. Those mechanisms provide a type of "merit pay" system for certain faculty.
2. This Faculty Merit Pay Policy is intended to provide a type of "merit pay" system for all full-time faculty, regardless of whether they are eligible for the additional rewards of tenure, promotion, or post-professorial merit.
3. The objectives of this policy include the following:
 - a) to provide a mechanism for determining that a faculty member's annual performance, including chairpersons, is satisfactory, in that it has met certain defined minimum expectations for performance,
 - b) to provide a mechanism of awarding annual salary increases to satisfactorily-performing faculty members, and
 - c) to provide a mechanism of awarding periodic larger salary increases to non-tenure track faculty whose performance warrants such recognition.
4. The provisions of this policy shall be applicable to all full-time faculty members, as well as dual appointment faculty (to be considered in the base department only) and those faculty members with 50 percent or less released time for administrative responsibilities.
5. This policy provides for the establishment of two sets of departmental performance criteria, one for each of the two programs set out below. Department criteria will be discipline specific and performance based. They will include specific indicators of faculty performance in the areas of teaching effectiveness, professional growth, and service to the university, as appropriate to the individual faculty member's contract status. Where appropriate,

criteria should be designed not only to reward individual achievement but also to reward contributions of individuals as members of the department team. Nothing in the criteria may contradict other provisions of the Faculty Handbook. Until such time as new or revised criteria are approved, existing criteria remain in force.

6. In addition to the two programs described under this policy, there exists a third merit pay program that is applicable only to those faculty members who hold the rank of Professor. This Post-Professorial Merit Pay program is described under the Faculty Tenure and Promotion Policy.

Faculty Annual Merit Program

Development of Annual Performance Criteria. The full-time faculty of each academic department or equivalent unit shall as a whole develop, approve, and publish criteria that define minimum annual expectations for performance by the individual faculty member. Criteria must be applicable to both non-tenure track faculty as well as to tenure-track or tenured faculty, though the criteria and expectations need not be the same. Criteria must also be applicable to department chairpersons and should incorporate the administrative responsibilities of those positions. These administrative responsibilities shall be developed by the department in partnership with the dean, and forwarded to the Provost for approval

Annual Performance Evaluation. The full-time faculty of each academic department or equivalent unit shall as a whole determine and publish the process to be used to conduct the annual evaluation of faculty member performance. Annual evaluations shall be conducted according to the procedures and calendar set out below.

1. For evaluation of the chair, both the department and the dean will evaluate the chair's performance based on the developed criteria. The department will forward their written evaluation and recommendation to the dean. If dean's evaluation is not in agreement with that of the department, the dean will forward all evaluations and justifications, and a written response from the chair if the chair so chooses, to the provost. The provost shall provide a resolution that will be forwarded to the president and involved parties.

2. In the evaluation of faculty members, other than the chair, the department faculty as a whole may choose to evaluate faculty by a designated departmental committee or delegate to the chair the evaluation of the department faculty.
 - a. In cases where the evaluation of a faculty member is done by a department committee, the recommendation of that committee, along with the evaluation and justification, shall be communicated in writing to the faculty member and the department chair. If the faculty member is not in agreement with the decision, they may request a review from the college tenure and promotion committee. The college committee's recommendation, along with the evaluation and justification, shall be communicated in writing to the faculty member and the department chair. Within the indicated time period, the department chair may make an inquiry to the department committee, or where appropriate, the college tenure and promotion advisory committee regarding the evaluation of a specific faculty member, and that committee will provide a response. If the chair is not in agreement with that evaluation, the chair shall forward all written evaluations and justifications, and a written response from the faculty member, if the faculty member so chooses, to the dean. The dean shall provide a resolution that shall be forwarded to the provost and the involved parties. (For Kent Library faculty, the appellate body shall be the university tenure and promotion advisory committee, which shall fill the same roles as those filled by the college tenure and promotion advisory committee for non-library faculty.)
 - b. In cases where the department faculty as a whole has delegated to the chair the evaluation of the faculty member, the chair's recommendation, along with the evaluation and justification, shall be communicated in writing to that faculty member. If that faculty member is not in agreement with the recommendation, they may request a review from the college tenure and promotion committee. The college committee's recommendation, along with the evaluation and justification,

shall be communicated in writing to the faculty member and the department chair. If the chair is not in agreement with that evaluation, the chair shall forward all written evaluations and justifications, and a written response from the faculty member, if the faculty member so chooses, to the dean. The dean shall provide a resolution that shall be forwarded to the provost and the involved parties. (For Kent Library faculty, the appellate body shall be the university tenure and promotion advisory committee, which shall fill the same roles as those filled by the college tenure and promotion advisory committee for non-library faculty.)

Each faculty member determined to have met the minimum expectations for performance as defined by the criteria, shall receive the standard increase to base salary. (It should be understood that continuous performance that meets minimum expectations as defined by departmental criteria does not assure tenure, promotion, or post-professorial merit.)

The annual review will identify faculty who are meeting minimum expectations, as determined by departmental criteria. These faculty will receive a salary increase funded by a pool consisting of at least 87.5 percent of the aggregate amount of each year's faculty salary increase determined through the annual budget review process. Promotions to Associate Professor and Professor shall be funded as a "cost of continuing", determined by the annual budget review process.

Amended by Faculty Senate Bill 11-A-28, May, 4, 2011, reviewed by President May 2011, approved by Board of Regents May 13, 2011

Calendar for Annual Performance Program.

The performance evaluation process shall be conducted according to this calendar:

January 31: Faculty reports are due for accomplishments and contributions of the previous year.

February 1 - March 1: Notices of departmental committee recommendations regarding performance meeting or not meeting minimum expectations are communicated in writing to faculty. In the case of the chair evaluation, the departmental committee shall forward their written evaluation to the dean. The dean will then communicate the recommendation regarding

performance meeting or not meeting minimum expectations to the chair. During this same time period, in the cases where a chair has been delegated the responsibility of evaluating faculty members, the chair shall communicate in writing their evaluation and justification to the faculty members.

March 2-March 12: Within this time period, in cases where the dean's evaluation is not in agreement with the department's evaluation, the dean will forward all evaluations and justifications, and a written response from the chair if the chair so chooses, to the provost. Also during this time period, in the case of a faculty member evaluated by a department committee, the department chair may make an inquiry to that committee regarding the evaluation of a specific faculty member, and the committee will provide a response. Also during this time period, a faculty member, who is not in agreement with their evaluation by the department committee or chair, may appeal that evaluation to the college tenure and promotion advisory committee.

March 13- April 15: Appeals made to the college tenure and promotion advisory committee shall be decided and the evaluation and justification communicated in writing to the faculty member and to the department chair. During this time, if the chair is not in agreement with an evaluation from either the department committee or college tenure and promotion committee, the chair shall forward all written evaluations and justifications, and a written response from the faculty member, if the faculty member so chooses, to the dean. The dean shall provide a resolution that shall be forwarded to the provost and the involved parties.

Non-Tenure Track Faculty Merit Program

Development of Criteria for Non-Tenure Track Faculty Merit. In addition, the full-time faculty of each department or equivalent unit shall as a whole develop and approve criteria for periodic recognition of non-tenure track faculty. These criteria shall reflect higher than minimum performance, similar to the way that tenure, promotion, and post-professorial merit criteria (see Faculty Tenure and Promotion Policy) reflect higher than minimum performance. For a period of three years following the final approval of a revision of these criteria, a faculty member applying for Non-

Tenure Track Faculty Merit may elect to be evaluated by the previous criteria.

Performance Evaluation for Non-Tenure Track Faculty Merit. The full-time faculty of each academic department or equivalent unit shall as a whole determine the process to be used to conduct the separate periodic evaluation of the performance of eligible non-tenure track faculty members. An individual non-tenure track faculty member is eligible to apply for periodic Non-Tenure Track Faculty Merit in the fourth year of full-time employment and each four years after having received such recognition. The evaluation shall be conducted according to the calendar set out below. Each faculty member determined to have met the expectations for performance as defined by the criteria, shall receive an increase to base salary.

For non-tenure track merit, the amount of the base pay increase (see table below) shall be reviewed during the fiscal year 2010 budget review process and every two years thereafter.

Non-Tenure Track Faculty Merit	
Monetary Amounts for Fiscal Years 2013 to 2017	
<u>Level</u>	<u>Base Pay Increase</u>
Non-Tenure Track	\$2500

Approved by Faculty Senate Bill 12-A-4 February 15, 2012, Reviewed by President February 2012, Approved by Board of Regents June 20, 2012, Approved by Faculty Senate Bill 15-A-4 on 2/25/15, Reviewed by President 4/14/15, Approved by Board of Regents 5/8/15

Calendar for Non-Tenure Track Faculty Merit Program

Should any of the following dates fall on a weekend or University holiday, materials and/or recommendations will be due by 5:00 p.m. on the business day after the date specified.

Non-tenure track faculty merit steps will be completed by the following dates:

August 15 - The provost shall inform deans, chairpersons, and the faculty member eligible to be considered for non-tenure track faculty merit that they may submit a dossier supporting their candidacy to the department chairperson.

Preliminary Review

November 15 - The faculty member who wishes to apply for non-tenure track merit shall submit their dossier (as defined in the Tenure and Promotion Policy but modified to address non-tenure track criteria) to the department chairperson, who shall forward it to the Department Tenure and Promotion Advisory Committee.

December 15 - The Departmental Tenure and Promotion Advisory Committee chair shall notify the faculty member of deficiencies in or recommended modifications to the dossier.

Final Review

January 31 -The faculty member shall submit a revised non-tenure track faculty merit dossier to the Departmental Tenure and Promotion Advisory Committee. Once the dossier is submitted, no further amendments to its contents may be made by the faculty member, unless in response to a recommendation by the Departmental Tenure and Promotion Advisory Committee. The letter of response shall not add new information that was not included in the dossier upon its original submission. No evaluator may mark on the dossier or add anything to the dossier, except for the letters of recommendation, without prior consultation with and written approval by the faculty member involved.

February 20 - The Departmental Tenure and Promotion Advisory Committee shall prepare a letter identifying its recommendation and specifically stating the reasons why the faculty member meets or fails to meet each of the departmental non-tenure track merit criteria. A copy of the letter shall be sent to the faculty member and the original added to the dossier. The dossier shall then be forwarded to the department chairperson.

Within two business days of receipt of the recommendation, the faculty member shall have the option of notifying the department chairperson in writing that they wish to submit a letter of response to the recommendation. The written notification shall be added to the dossier. The actual letter of response must be submitted within five business days of receipt of the recommendation (with a copy to the chairperson of the Departmental Tenure and Promotion Advisory Committee), at which time it will also be added to the dossier.

March 15 - The department chairperson shall prepare a letter identifying their recommendation and specifically stating the reasons why the faculty member meets or fails to meet each of the departmental non-tenure track faculty merit criteria. A copy of the letter shall be sent to the faculty member and the original added to the dossier. The dossier shall then be forwarded to the dean.

Within two business days of receipt of the recommendation, the faculty member shall have the option of notifying the dean in writing that they wish to submit a letter of response to the recommendation. The written notification shall be added to the dossier. The actual letter of response must be submitted within five business days of receipt of the recommendation (with a copy to the department chairperson), at which time it will also be added to the dossier.

April 15 - The dean shall prepare a letter identifying their recommendations and specifically stating the reasons why the faculty member meets or fails to meet each of the departmental non-tenure track faculty merit criteria. A copy of the letter shall be sent to the faculty member and the original added to the dossier. The dossier shall then be forwarded to the provost.

Within two business days of receipt of the recommendation, the faculty member shall have the option of notifying the provost in writing that they wish to submit a letter of response to the recommendation. The written notification shall be added to the dossier. The actual letter of response must be submitted within five business days of receipt of the recommendation (with a copy to the dean), at which time it will also be added to the dossier.

May 5 -The provost shall prepare a letter identifying the provost's recommendation and specifically stating the reasons why the faculty member meets or fails to meet each of the departmental non-tenure track faculty merit criteria. Copies of the letter shall be sent to the faculty member, department chairperson, and dean and the original added to the dossier. The dossier shall then be forwarded to the president.

In the event that a faculty member's application receives negative recommendations from the dean and the provost, the faculty member may appeal to the president. During this appeal, the faculty members may introduce any evidence they wish.

The president has the responsibility of making recommendations to the Board of Regents concerning the non-tenure track merit for an eligible faculty member. The Board shall make the final decision on granting non-tenure track merit to a faculty member.

Within one week of the meeting at which the Board of Regents renders its decision on a faculty member's candidacy for non-tenure track merit, the President will inform the faculty member in writing of the decision of the Board.

Approved by the Faculty Senate November 20, 1996 With modifications by President Dale F. Nitzschke in his endorsement of the bill December 10, 1996 Revised and Approved by Faculty Senate, Bill 02-A-05, April 24, 2002; Approved by Board of Regents, October 18, 2002 Revised and Approved by the Faculty Senate, Bill 08-A-05, April 30, 2008; Approved by Board of Regents May 9, 2008; Approved by Faculty Senate Bill 14-A-38 November 12, 2014, President's Review December 19, 2014; Board of Regents Approval December 19, 2014

D. Faculty Designations

1. Continuing Faculty Appointments

Policy *Faculty Senate Bill 13-A-27 begins here.*

Southeast Missouri State University values faculty tenure for the reasons set out by the American Association of University Professors (AAUP). In its "1940 Statement," the AAUP indicated that universities exist for the common good, and that the common good "...depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental to the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights." Tenure, therefore, is intended to protect the freedom of teaching and research. It is also intended to provide sufficient security to make the profession attractive to highly qualified individuals.¹ Tenure-Track faculty will, therefore, be the primary teaching workforce of the University and the percentage of budgeted Tenure-Track faculty will be no less than 75% of the budgeted full-time faculty in the university. Excluded from this percentage calculation are all faculty funded by designated funds, auxiliaries, grant funds, or regional campuses; temporary and part-time faculty; and teaching assistants.

¹ "1940 Statement of Principles on Academic Freedom and Tenure," *American Association of University Professors Policy Documents and Reports*, Tenth Edition, 2006.

Procedures *Faculty Senate Bill 13-A-28 begins here.*

Tenure Track faculty shall hold an approved terminal degree and additional credentials as required by the position as determined by the department.

Tenure Track-Faculty appointments result from national search processes through the procedures described in the Faculty Search Process Guidelines (http://www.semo.edu/pdf/HR_FacultySearchProcess.pdf). Tenure Track Faculty are placed on continuing appointments and are subject to the provisions of the Faculty Tenure and Promotion Policy, and all other policies and procedures applicable to full-time faculty members. The percentage of budgeted tenure-track faculty positions will be no less than seventy-five percent (75%) of the budgeted full-time faculty in the university. Non tenure-track faculty positions will be limited to no more than twenty five percent (25%) of full-time faculty in the University. Excluded from this percentage calculation are all faculty funded by designated funds, auxiliaries, grant funds, or regional campuses; temporary and part-time faculty; and teaching assistants.

Policy and Procedure Approved by Faculty Senate November 6, 2013, Reviewed by the President December 16, 2013, Approved by Board of Regents December 18, 2013

Faculty Senate Bill 99-A-07 begins here. Amended by Faculty Senate Bill 03-A-07 on 9/10/03.

2. Non Tenure-Track Faculty Appointments

Policy *Faculty Senate Bill 13-A-06 begins here.*

In order to provide flexibility in faculty staffing, there may be a need for faculty who are appointed to non tenure-track status. These would include, but are not limited to faculty who teach remedial and/or introductory courses, for which a terminal degree may not be required, and faculty at the regional campuses. Non tenure-track faculty positions will be limited to no more than twenty five percent (25%) of full-time faculty in the University. Excluded from this percentage calculation are all faculty funded by designated funds, auxiliaries, grant funds, or regional campuses; temporary and part-time faculty; and teaching assistants.

Approved by Faculty Senate Bill 13-A-06 February 27, 2013, Reviewed by President March 12, 2013, Approved by Board of Regents April 10, 2013

Procedures *Faculty Senate Bill 13-A-07 begins here*

Regular Non-Tenure-Track (RNTT) faculty shall hold at least a master's degree and additional academic credentials as required by the position as determined by the department.

Such appointments are defined as one-year full-time appointments.

Non-Tenure-Track full-time faculty receive the same benefits package as all other full-time faculty.

Non-Tenure-Track full-time faculty have the same expectations for service, advising, and other academic duties as all other full-time faculty.

Non-Tenure-Track full-time faculty will be appointed on a contract basis one year at a time, with the appointment subject to renewal. Such faculty are afforded all the normal protections of academic freedom as described in the faculty handbook.

Evaluations of Non-Tenure-Track faculty will occur on a regular and timely basis as specified by the department.

The criteria for evaluation and renewal of the contract of RNTT faculty must be specified in writing and must be consistent with the expectations of the position. Faculty appointed to such positions are not generally expected to meet the same standards for scholarship and professional development as Tenure-Track faculty and thus are expected to carry a heavier teaching or service load.

Non-Tenure-Track full-time faculty may be terminated by the University at the end of any academic year, but written notice of the University's intention to terminate the appointment shall be given by the Provost to the faculty member by:

1. March 1 during the first or second year of appointment:
2. The first day of the spring semester for the third and subsequent years of service.

Budget Procedures

Each year the budget office will calculate the percentages of budgeted tenure-track faculty and budgeted non-tenure-track (RNTT) faculty positions based on the FTE of those positions. These percentages will exclude all faculty positions funded by designated funds, auxiliaries or grant funds as well as faculty positions budgeted at the regional campuses. The calculation will not include temporary faculty, part-time faculty, or teaching assistants.

If the percentage of budgeted tenure-track faculty positions is less than 75%, the budget office will add the difference between the average RNTT budgeted base salary and the average assistant professor budgeted base salary (which was \$13,500 as of fiscal year 2013) to a salary pool for each change from a tenure track position that caused the percentage to drop below 75%.

No later than August 1st of each year the budget office will provide a report of budgeted faculty, broken down by department and college, to the Provost and Faculty Senate. This report will also include a breakdown of student credit hours on campus by faculty type for the previous year and the current amount of funds in the salary pool.

During the normal course of reviewing faculty vacancies, the Provost's office will consider programmatic needs, financial resources and the current tenure-track percentage. During periods when the budgeted tenure-track faculty percentage dips below 75%, priority consideration will be given to personnel actions that will increase the percentage. If a determination is made to convert a RNTT to a tenure-track position or to add a new tenure-track position, available dollars in the salary pool may be used to offset the salary adjustment needed to fund the tenure-track position. Funds in the salary pool will not be used for any purpose other than the conversion to or creation of tenure track positions.

Responsibility for the administration of these reports and the salary pool will be borne by the office of the Vice President for Finance and Administration.

for 15 Day Review April 11, 2013

Guidelines for Appointments of Non Tenure-Track Faculty

Non-tenure-track faculty hold at least a master's degree and additional academic credentials as required by the position as determined by the department.

Such appointments are defined as one-year, full-time appointments.

Non-tenure-track full-time faculty receive the same salary benefits package as all other full-time faculty.

Non-tenure-track full-time faculty have the same expectations for service, advising, and other academic duties as all other full-time faculty.

Such faculty will be appointed on a contract basis one year at a time, with the appointment subject to renewal. Such faculty may hold academic rank consistent with the department's promotion criteria. Such faculty are afforded all normal protections of academic freedom.

Evaluation of non-tenure-track faculty and notice of renewal of the contract will occur on a regular and timely basis as specified by the department.

The criteria for evaluation and renewal of the contract of non-tenure-track faculty must be specified in writing and must be consistent with the expectations of the position. Faculty appointed to such positions are not generally expected to meet the same standards for scholarship as tenure-track faculty and thus may be expected to carry heavier teaching/service loads.

Non-tenure-track full-time faculty may be terminated by the University at the end of any academic year, but written notice of the University's intention to terminate the appointment shall be given by the Provost to the faculty member by:

1. March 1 during the first or second year of appointment;

2. the first day of the spring semester for the third and subsequent years of service.

Approved by the Faculty Senate - April 21, 1999

Approved by the President - May 5, 1999

Approved by the Board of Regents - May 14, 1999

Faculty Senate Bill 13-A-21 begins here

3. Kent Library Faculty

Policy

All policies and procedures affecting faculty apply to Kent Library faculty. The Kent Library faculty shall fulfill the role of a department. The Director of Kent Library and Dean of Academic Information Services shall fulfill the role of chairperson. The Provost or their designee shall fulfill the role of college dean. Full-time teaching is equated to full-time employment as a Kent Library faculty member. Educational and experience levels for Kent Library faculty are the same as for other faculty of the same rank.

Approved by Faculty Senate Bill 85-A-03

Approved by President Stacy - May, 1985

Approved by Board of Regents - May, 1985

Approved by Faculty Senate Bill 13-A-21, 3/27/12

President Review 4/26/13

Board of Regents Approval 5/11/13

4. Non-Continuing Faculty Appointments

Policy *Faculty Senate Bill 13-A-22 begins here.*

To meet the curricular or staffing needs of a particular situation, individuals may be hired in a non-continuing faculty appointment. These appointments may be either full-time or part-time, but they are not intended to last longer than a short, defined length of time. If the need for the services of a faculty member is for a longer period, a continuing appointment should be used.

Individuals on non-continuing faculty appointments are not eligible for tenure or promotion. They enjoy many of the rights and privileges of continuing faculty members, including academic freedom and academic due process, and bear the same fundamental professional responsibilities for teaching as continuing faculty members. However, they may not be

eligible for certain benefits and privileges enjoyed by continuing faculty members, e.g., faculty research grants, faculty development funding, membership on departmental, college, or University-wide committees. In addition, part-time faculty members are not eligible for participation in the benefits program.

Non-continuing faculty may have the opportunity to participate in departmental activities, such as department meetings and curricular discussions, and at a minimum should be included in the usual communication flow within the department and college. They shall be excluded from deliberations and voting on promotion, tenure, and other personnel matters.

Approval by Faculty Senate Bill 13.-A-22 3/27/13, President Review 4/26/13, Board of Regents Approval 5/11/13

Procedures *Faculty Senate Bill 13-A-23 begins here*

Non-continuing faculty appointments fall under one of the following categories:

Visiting Faculty are regular members of faculties at other institutions who are sometimes invited to teach courses in their areas of expertise. Such appointments are by their very nature terminal, may be part-time or full-time, and may involve an exchange with a faculty member from this institution who establishes a similar relationship with the visiting faculty member's institution.

Term Faculty are appointed for a set period of time designated in their contract, and may or may not be subject to renewal after that time. Access to benefits is dependent on the number of credit/contact hours taught per semester, and length of appointment. Time as a term faculty member is not counted toward Regular Non-Tenure-Track merit or towards Tenure and Promotion unless otherwise specified in a Tenure Track appointment contract.

Adjunct (Part-Time Temporary) Faculty teach less than 10 credit/contact hours (depending on the department) per semester. Adjunct faculty receive no benefits package, and their academic credentials normally require the minimum of a graduate degree. Exceptions may be justified based on specific expertise and programmatic needs. For part-time appointments, teaching loads and other responsibilities are to be clearly defined in the

appointment memorandum. Appointments may be for a single course, single semester, or full year depending on need, and are usually paid from the Part-Time/Overload budget or are charged against the salary in an existing faculty line. Adjunct faculty may also be hired to conduct work as part of a grant.

- Departments have the responsibility for the orientation of Non Continuing faculty.
- Evaluation of the teaching of Non Continuing faculty is to occur on a regular basis as defined by the department. The process should be comparable to evaluation procedures established for non-tenured, full-time faculty in the department.

Approved by Faculty Senate Bill 13-A-23, President Review 9/26/13, 15-Day Review 8/30/13

5. Emeritus Status

Policy *Faculty Senate Bill 15-A-9 begins here.*

The Faculty Senate reserves the right to recommend Faculty Emeritus or Faculty Emerita status to those faculty members who meet the following criteria:

1. Have qualified to retire according to the University office of human resources.
2. Are RNTT faculty members, tenured faculty members, or are administrative personnel who have tenured, faculty status. (This requirement may be waived in the case of those faculty members or administrative personnel who were approved for Faculty Emeritus or Faculty Emerita status prior to this date.)
3. Have a minimum of fifteen years' service at Southeast Missouri State University as a faculty member as defined in #2, above. This requirement may be waived in the case of extraordinary service as approved by the Faculty Senate.

Approved by Faculty Senate 4/22/15, Reviewed by President 5/27/15, Approved by Board of Regents 6/19/15

Procedures *Faculty Senate Bill 15-A-10 begins here.*

Recommendations for Faculty Emeritus or Faculty Emerita status will be made according to the following procedures:

1. The Faculty Senate Professional Affairs Committee will obtain the names of eligible retiring faculty from the Office of the Provost.
2. The Professional Affairs Committee will make recommendations to the Faculty Senate.
3. The Faculty Senate will act upon Professional Affairs Committee recommendations.

The Faculty Senate will forward recommendations to the Provost. Faculty Emeritus or Faculty Emerita status will be recognized in the following ways:

1. Will be honored at a spring reception
2. Will receive a token of appreciation, such as a medallion
3. Will receive a free parking tag, which will allow parking in any designated faculty/staff lot. Parking will not be allowed in those spaces reserved for University vehicles. Parking will not be allowed in handicapped spaces unless the Faculty Emeritus/Emerita individual is entitled to such privilege under the law.
4. Will be eligible to receive a faculty ID card signifying Faculty Emeritus/Emerita status
5. Will continue to have faculty library privileges
6. Will be granted free admission to University-produced concerts, lectures, theater, dance and sporting events on campus for Faculty Emeritus/Emerita member and one guest. Tickets to sporting events will be distributed according to procedures outlined by the Athletics Department
7. Will continue to have access to their Southeast email account and campus Wi-Fi service, as well as receive help desk support from Information Technology.
8. Will receive computer software upgrades where permissible under licensing agreement
9. Will receive University Bookstore faculty discounts
10. Will have access to the designated Faculty Emeritus/Emerita office, subject to space availability
11. Will receive faculty access to Johnson Faculty Centre
12. Will receive the University Affiliate Rate for Student Recreation and Aquatic Center membership with applicable senior citizen discount
13. Will receive free access to Wellness Advantage Program services

14. Will be eligible to enroll in classes at the reduced rate available to employees, and will also be eligible to take part in the Dependent Tuition Reimbursement Program available to employees

Those faculty members granted Faculty Emeritus or Faculty Emerita status will receive a handbook outlining privileges upon retirement from Southeast Missouri State University.

Faculty and administrators with faculty status who are not eligible for Faculty Emeritus or Faculty Emerita status may be granted recognition for services in the form of a "Certificate of Appreciation."

*Approved by Faculty Senate Bill 01-A-07, November 14, 2001 Approved by President - November, 2001
Approved by Board of Regents - December 14, 2001 Bill 08-A-02 Approved by President April 1, 2008; revised
emeritus recognition #7*

Approved by Faculty Senate 4/22/15, Reviewed by President 5/27/15, Posted for 15 Day Review 6/3/15

6. Graduate Faculty Status

Policy *Faculty Senate Bill 12-A-11 begin here*

The graduate programs at Southeast Missouri State University build upon undergraduate programs with a reputation for academic and professional excellence. Graduate faculty members possess demonstrable strengths in the relevant areas and as a group present a solid complement of theorists and specialists appropriately qualified to sustain the graduate programs offered at the University.

The graduate faculty at the University play an important role in fulfilling instructional responsibilities and providing leadership in the graduate programs. They are expected to demonstrate high standards in respect to scholarly effort, research, and the practices associated with graduate study. In most cases, graduate and undergraduate faculty members are one and the same, with graduate faculty members assuming duties and responsibilities in both programs. In essence, graduate faculty teach both graduate and undergraduate classes, advise on both levels, etc. The major assignment of most graduate faculty members deals with undergraduate activities.

a. Graduate Faculty Assignments

The University recognizes that the added responsibilities assumed by some graduate faculty members entail a significant increase in their faculty assignments. Correspondingly, graduate faculty members with Provost approval may be given a variable load assignment of less than the usual twelve hours of classroom instruction, plus the added responsibilities unique to graduate instruction. These individual arrangements provide an opportunity for graduate faculty members to extend their scholarly pursuits, research, and the normal practices associated with advanced study. Faculty members are thus provided with the necessary time to work on a one-to-one basis with students and to extend the quality and quantity of student scholarship as expected and essential to quality graduate programs. Normally, a request for a variation in a teaching assignment generates from one of three sources. First, during a regular academic term, a graduate faculty member with a significant level of involvement in scholarly, creative, or research efforts and the practices associated with graduate study may receive a variable teaching assignment. Such arrangements, as approved by the dean, are made within regular allocations in the college and approved in advance by the Provost. Second, in those cases where a graduate faculty member has demonstrated on a sustained basis a high standard with respect to scholarly, creative, research or professional service, a department chairperson and dean may recommend a variation in the teaching assignment for the following year. Arrangements of this type require the approval of the Dean of the Graduate School and may be supported by resources available in the college or the Office of the Dean of the Graduate School. Third, when a graduate faculty member has demonstrated over a sustained period of time significant leadership in the practices associated with graduate study, the Dean of the Graduate School may approve a recommendation for a variable teaching assignment. In this latter category the procedures immediately below will be followed with consideration being given to such activities as supervising graduate papers and creative projects, chairing specialist and thesis committees, supervising graduate independent studies, planning and monitoring graduate student degree programs, and other special efforts designed to enhance graduate instruction.

Approved by Faculty Senate Bill 12-A-11, President Review 4/5/12, BOR approval 6/20/12

Procedures *Faculty Senate Bill 12-A-12 begins here*

Variable Load Assignment

A plan for the variable load assignment should be developed by the faculty member in consultation with the chairperson, and then be approved by the dean. Included in the plan must be a list of anticipated outcomes that will result from the variable teaching assignment (for example, completed theses or creative projects under the guidance of the faculty member, publications, preparation of grant applications).

The primary responsibility for making a variation in the teaching assignments for graduate faculty members with significant graduate responsibilities rests with the dean of the college. These arrangements should be recommended by the appropriate department chairperson to the dean and approved by the Provost.

b. Graduate Faculty Responsibilities, Expectations, and Appointment

It is the responsibility of the faculty member and their department chairperson to provide adequate evidence of the individual's eligibility for appointment as a graduate faculty member. Department chairpersons in their appraisal of the application must verify that data presented in the request meet the criteria established as qualifications for membership in the graduate faculty. Professional qualifications should include the appropriate doctoral degree, or the terminal degree appropriate to the discipline, or evidence that clearly demonstrates the necessary professional competencies. In no case will an appointment be made where an individual's academic and professional qualifications do not exceed those of the students.

Departments are expected to update annually their graduate faculty roster. Additionally, every five years, department chairpersons are asked to verify that each member of the graduate faculty has been actively involved in decisions affecting graduate education at the departmental level and has taught at least one 600- or 700- level course or two 500-level classes with graduate students enrolled or has supervised graduate student research, graduate independent studies, etc., and has maintained a record of active scholarship.

Regular Graduate Faculty

Members of the regular graduate faculty are responsible for:

1. Chairing and serving on master's and specialist's advisory committees.
2. Directing master's theses, graduate papers and projects, and specialist degree papers and internships.
3. Teaching graduate-level courses and directing graduate-level research.
4. Electing and serving on the Graduate Council and its committees.
5. Serving as a departmental or extra-departmental examiner for final graduate oral or written examinations.
6. Assisting in the preparation and evaluation of master's comprehensive examinations.
7. Providing leadership in improving the quality of graduate education.
8. Serving as graduate student advisors.
9. Demonstrating annually graduate research, creative/scholarly effort, or service.
10. Meeting annually as graduate faculty with the Dean of the Graduate School.

Regular graduate faculty members are expected to:

1. Hold an earned doctorate or the appropriate terminal degree for those disciplines in which the doctorate is traditionally not required or available.
2. Be full-time employees of Southeast Missouri State University and members of the instructional unit to which the appointment is proposed.
3. Have competence in the discipline in which the appointment is proposed as demonstrated by prior study, teaching experience, research, scholarly activity, and professional practice.
4. Provide evidence of peer-reviewed scholarship or creativity as appropriate to the discipline.

Appointment to the regular graduate faculty should be by:

1. Recommendation of the department chairperson.
2. Endorsement of the dean of the college.
3. Approval by the Dean of the Graduate School

Associate Graduate Faculty

Members of the associate graduate faculty are responsible for:

1. Teaching graduate-level courses.
2. Serving on master's committees.
3. Directing master's graduate papers and projects.
4. Serving as departmental examiners for final oral examinations.
5. Assisting in the preparation and evaluation of master's comprehensive examinations.

Associate graduate faculty are expected to:

1. Have completed all requirements for the terminal degree except the dissertation where appropriate.
2. Have completed most requirements where the doctorate is not the terminal degree.
3. Be a full-time employee of Southeast Missouri State University and a member of the instructional unit in which the appointment is proposed.
4. Have competence in the discipline in which the appointment is proposed as demonstrated by prior study, by teaching experience, research, scholarly activity, creative projects, and professional practice.

Appointment to the associate graduate faculty should be by:

1. Recommendation of the department chairperson.
2. Endorsement of the dean of the college.
3. Approval by the Dean of the Graduate School.

At the time of application, the Graduate Dean should be supplied with full documentation supportive of the recommendations of the department and college.

Adjunct Graduate Faculty

Members of the adjunct graduate faculty are individuals who are authorized to teach graduate/dual-enrollment classes or serve on master's committees.

Adjunct graduate faculty are expected to:

1. Possess academic and professional service qualifications demanded for teaching in a particular area of graduate study, or have a post-graduate degree in the area of emphasis and substantial professional experience in that field.
2. Be employed less than full-time by Southeast Missouri State University.
3. Be reappointed for each course they are employed to teach.

Appointment to the adjunct graduate faculty should be by:

1. Recommendation of the department chairperson.
2. Endorsement of the dean of the college.
3. Approval by the Dean of the Graduate School.

At the time of application, the Dean of the Graduate School should be supplied with full documentation supportive of the recommendation of the department and college.

Approved Faculty Senate Bill 12-A-12, President Review 5/14/12, 15 Day Review 11/15/12

7. Honors Faculty

Please refer to the information on Honors Faculty in the Honors Program Section

E. Academic Freedom

By affirmation of the Board of Regents, Southeast Missouri State University joins numerous other Universities and learned societies in

endorsing the 1940 Statement of Principles on Academic Freedom and Tenure promulgated by the Association of American Colleges and the American Association of University Professors as a basic description of academic freedom. This statement provides a conceptual basis for correlative rights in the areas of tenure and academic due process as set forth in the specific policies and procedures governing both at this University.

The University supports the spirit of the 1940 statement and attempts to keep its understanding and application of those principles current through careful attention to the nature of academic freedom and changing educational roles and responsibilities. It further endorses the conviction that institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

The University endorses academic freedom as essential to the search for truth and its free expression, both in teaching and research. Freedom in research is fundamental to the advancement of truth. From an instructional basis, academic freedom is fundamental for the protection of the rights of the faculty in teaching and of the student in the pursuit of advanced learning. It carries with it duties correlative with these rights. More specifically, the individual faculty member is:

1. Entitled to full academic freedom in creative activity, research, and the publication of the results, subject to the adequate performance of their other academic responsibilities, but research for pecuniary return should follow the prescribed procedures approved by the institution.
2. Entitled to freedom in the classroom in discussing the subject, but they should be careful not to introduce into their teaching controversial matters which are not related to the subject matter.

A citizen, a member of a learned profession, and a representative of the educational institution. When they speak or write as a citizen, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As an individual in an academic community, they should remember that the public may judge

their profession and their institution by their actions and statements. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not an institutional spokesperson (Policy Documents and Reports, American Association of University Professors, rev. 1977).

Faculty Senate Bill 76-A-01 was amended by Faculty Senate Bills 82-A-05, 83-A-03, & 03-A-05. Faculty Senate Bill 08-A-04 combined Tenure and Promotion. The revised Policy (08-A-04) begins here.

F. Faculty Tenure and Promotion

Policy *Faculty Senate Bill 14-A-18 begins here*

A university is an institution where the collective pursuit of knowledge and learning by its faculty and student body is the paramount focus. It achieves highest stature when students are exposed to excellent faculty, and where both faculty and students are actively involved in the pursuit of increased understanding in the academic disciplines. The tenure and promotion processes at Southeast Missouri State University are meant to reward, foster, and protect those types of activities by the faculty.

Background

Historically at Southeast, tenure and promotion decisions have been reached by evaluation of a faculty member's past performance. At times, those making the tenure decision also attempted to incorporate an evaluation of the faculty member's likely future performance based primarily on that person's past performance.

Because both tenure and promotion decisions historically have been intended to evaluate a faculty member's performance, the Faculty Senate made the decision in 2008 to recommend combining into one decision what until that time had been two separate ones. It was decided that a faculty member whose performance had been strong enough to warrant promotion to the rank of Associate Professor would no doubt have performed strongly enough also to warrant tenure.

For that reason, this Tenure and Promotion Policy was designed to implement that decision. Under this policy, a faculty member promoted to, or hired at the level of Associate Professor or above shall automatically and

concurrently receive tenure. The policy set out below may seem to emphasize promotion, but that is due in part to the fact that there are at least two ranks to which one may be promoted, only one of which (associate professor) is accompanied by tenure. Tenure, however, is much more important to maintaining a vital professoriate, for the reasons set out in the sections that follow.

Tenure

Academic tenure is an agreement under which faculty appointments are continued until retirement, subject to dismissal for adequate cause or unavoidable termination on account of financial exigency or change of institutional program. The American Association of University Professors (AAUP) in the 1940 Principles on Academic Freedom and Tenure states that tenure is "a means to certain ends: specifically, (1) freedom of teaching and research and of extramural activities and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society" (Policy Documents and Reports, AAUP, 10th ed., 2006).

Guiding Principles for Tenure

Southeast Missouri State University (hereinafter referred to as Southeast) endorses the 1940 Principles on Academic Freedom and Tenure, and in addition, subscribes to the following principles:

1. No faculty members, whether tenured or not, shall have their employment terminated in violation of the principles of academic freedom and tenure. Therefore, a probationary faculty member has the same academic freedom enjoyed by all tenured faculty.
2. A faculty member shall not lose their eligibility for tenure as a result of a break in their service at Southeast because of an approved leave or because of an institutional assignment to a special university program, e.g., a faculty exchange program.
3. Tenure is not intended to ensure a continuing academic position to those who cease to deserve it. Hence, the employment of any tenured faculty member may be terminated at any time for due cause arising out of neglect of duty, incompetence, or moral turpitude. In the event the faculty member chooses to contest the effort to terminate their employment for cause, they will have recourse to procedures of

Academic Due Process set forth in the appropriate sections of the Faculty Handbook.

4. Once granted, tenure is not lost through a reduction in teaching load for administrative, professional, or personal reasons if approved by Southeast. Nor may tenure be lost through the taking of leaves or other alterations in assignment if sanctioned by Southeast.

Promotion

Promotion is granted to faculty making appropriate contributions to Southeast, as measured against departmentally developed criteria, in the critical areas of teaching, professional growth, and service to the university, community, and profession.

Guiding Principles for Promotion

In the promotion process, emphasis is placed on teaching effectiveness with the responsibilities for scholarly and creative endeavors, research, and service fulfilling the traditional concomitant roles. Faculty members are also expected to participate in tasks which are inseparable from the teaching and learning process and are essential to the harmonious operation of the departments, colleges, and Southeast as a whole.

Promotion in rank is a mechanism whereby Southeast accords recognition to a faculty member for their accomplishments in fulfilling the responsibilities outlined above. Academic rank is awarded following recognized standards that are commonly accepted by institutions of higher learning and indicates to the academic community as a whole the stature of the individual within the discipline and within the university. Promotion in rank is neither automatic nor the result of seniority. Promotion acknowledges the individual faculty member's excellence through the formal recognition and the financial reward associated with the higher rank.

The promotion process at Southeast is intended to ensure that all faculty members are evaluated fairly, using unit-specific criteria that are applied equally to all applicants. The process is open and transparent, based on written criteria. Every evaluating body or individual is, thus, expected to evaluate the faculty member according to the written criteria alone and to

include in the written recommendations a statement of specific reasons why the faculty member meets or fails to meet the criteria for tenure and/or promotion. These reasons must be based on department criteria and cannot be based on undocumented statements, hearsay, or extraneous information.

Faculty who meet the criteria for promotion must be recommended for promotion regardless of the ratios among the ranks existing at that time.

Role of the Department in the Tenure and Promotion Process

Scholarship and creative activity manifest themselves differently in the various disciplines of the university. Within this context, departmental faculty are best informed and in the best position to establish specific criteria or objectives which indicate satisfactory contributions in teaching effectiveness, professional growth, and service.

While other University interests must be addressed and other review levels are a part of the promotion process, it is the department that initiates the review process and has the responsibility for assessing the extent to which departmental members have pursued their professional obligations. It is also the responsibility of the department and the department chair to advise faculty members about the adequacy of their progress throughout the probationary period.

Amended by Faculty Senate Bill 11-A-20, April 20, 2011, reviewed by President April 2011, approved by Board of Regents October 21, 2011

1. Tenure and Promotion Eligibility Standards

To be considered eligible for tenure and promotion, a faculty member must meet the departmental standards. Five years in the Assistant Professor rank are expected before eligibility for tenure and promotion to Associate Professor, unless otherwise contractually stipulated. (Faculty members, however, may elect to postpone application for tenure and promotion until the sixth year.)

Faculty members contractually granted years toward tenure and promotion at the time of appointment may include within their dossiers activities and achievements during the five (or six) most recent years, although in evaluating the record, emphasis will be placed on activities and

professional achievements while at Southeast.

Academic leaves with or without pay are not included as part of the probationary period. Institutional assignments to University programs, such as faculty exchange programs, are included as part of the probationary period.

Faculty members who apply for Tenure and Promotion to Associate Professor in the fifth year may consider the comments of evaluators and choose to withdraw their dossier from further consideration and then re-apply the following year without prejudice. This may be done any time in the process prior to review by the University Tenure and Promotion and Sabbatical Leave Advisory Committees and shall be done by submitting a letter to the dean with copies to all previous evaluators. (Faculty members may not withdraw their dossier in the sixth or final year of the probationary period.) If tenure and promotion are granted, the faculty member will be placed on a continuing contract. If tenure and promotion are not granted in the sixth year (or in the fifth year if the dossier has been considered by the University Tenure and Promotion and Sabbatical Leave Advisory Committees), a one year terminal, or a special contract as negotiated, will be granted.

Creditable Experience. The important role of teaching in the tenure and promotion process was noted in the section titled Guiding Principles for Promotion though, as noted below, credit may be awarded for relevant non-teaching experience. As a minimum, however, the following guides are used to determine creditable experience:

Classroom teaching at the college or university level, with equivalent partial credit being awarded for part-time teaching experience; full-time relevant non-college teaching, with credit up to full-time equivalent; and relevant non-teaching experience, with credit up to full-time equivalent.

Credit is determined at the time of initial employment as negotiated by the faculty member, recommended by the department chairperson and dean, and approved by the provost.

Impact of Approved Leave or Temporary Institutional Reassignment.

A faculty member does not lose years of creditable experience as a result of a break in service at Southeast because of an approved leave, or because of an institutional assignment to a special University program, e.g., a faculty exchange program.

The creditable experience guides in the preceding section will be used in determining time granted toward tenure and promotion. Scholarly and professional activities pursued during an approved leave or institutional assignment may be included in appropriate areas of the faculty member's dossier.

Academic Preparation. Faculty members to be hired at the assistant professor level or higher, must hold the doctorate in an appropriate field, except that in certain areas Southeast may be well served if an alternative, appropriate, recognized terminal degree is substituted for the doctorate. In those areas where a terminal degree is not the doctorate, the department may petition to have the doctoral requirement waived. The petitioning process allows a department to specify a particular area and degree that is appropriate for the discipline. In such cases, the request, along with supporting rationale, must be recommended by the Department Tenure and Promotion Advisory Committee, department chairperson, endorsed by the College Tenure and Promotion Advisory Committee, and the dean, and approved by the provost. This judgment is made in relation to disciplinary expectations and is independent of individuals seeking or applying for such positions.

Eligibility. The following are the minimum eligibility requirements for the award of Tenure and Promotion, Promotion, and Post-Professorial

Merit:

Assistant Professor -- An earned doctorate or approved terminal degree.

Tenure and Associate Professor -- An earned doctorate or approved terminal degree.

AND

Five years as an assistant professor, with at least three of those years at Southeast, except as explicitly designated in the initial contract. The faculty member is eligible to apply during the fifth year in rank.

Professor -- An earned doctorate or approved terminal degree.

AND

Four years as an associate professor, with at least three of those years at Southeast, except as explicitly designated in the initial contract. The faculty member is eligible to apply during the fourth year in rank.

Post-Professorial Merit -- An earned doctorate or approved terminal degree.

AND

Five years as a professor at Southeast or since previous Post-Professorial Merit. The faculty member is eligible to apply during the fifth year in rank. A faculty member may repeat the process with application during the fifth year following any previous successful application. There is no limit to the number of awards a faculty member may receive.

Hiring at Appropriate Rank. In order for a faculty member or academic administrator to be hired with academic rank, that person must have an official affiliation with an academic department or Kent Library. To be hired above Assistant Professor the individual must meet the departmental criteria for that rank, as judged by the Departmental Tenure and Promotion Advisory Committee. Only once this has been done may that person be offered a contract and, if at the Associate Professor rank or above, will automatically be granted tenure upon appointment.

At least once per year, the provost shall provide to the Faculty Senate a report on the academic hiring activity of the previous year. This report shall cover all faculty positions and administrative positions with academic rank. Information to be reported shall include type of contract (tenured, tenure-track, non-tenure track, etc.), rank, salary, and discipline.

2. Tenure and Promotion Criteria

Tenure and promotion at Southeast Missouri State University are explicit collegial decisions based upon qualitative judgments about established criteria. These judgments are made by examining evidence at the department, college, and university levels and submitting recommendations to the Board of Regents for approval. In addition to the tenure and promotion eligibility standards listed above, faculty members in departments and other units (e.g., Kent Library) develop specific criteria that provide measures and/or standards appropriate to the unique character of the particular department or unit.

Each department or unit will recommend evaluative criteria. A faculty member assigned to non-teaching duties must be assigned to one or more home departments. In such cases, the department or departments shall develop relevant, evaluative criteria.

The criteria for the first award of post-professorial merit shall be the same as those for the promotion from Associate Professor to Professor. For subsequent application for post-professorial merit, the faculty member may choose

1. to meet the same criteria as those for promotion from Associate Professor to Professor,
2. to contract an exception to the criteria that would permit a specialized focus while maintaining the overall rigor of performance expectations. Under this option the faculty member initiates a proposal that is reviewed by the Departmental Tenure and Promotion Advisory Committee, departmental chairperson, dean, and provost. If supported at all stages, the contract shall go into effect. In the event of disagreement, the provost shall convene a meeting of all parties to resolve the disagreement. The proposal shall be negotiated during the first year of the performance period. The faculty member may abrogate this contract at any time and elect option 1.

Contracts may take the form of, but are not limited to, the following examples: "A faculty member may propose to emphasize a second area and

deemphasize the third (e.g., if the criteria for full professor are ratings of one "outstanding" and two "superior," then a positive recommendation can be achieved with two ratings of "outstanding" and one "good"). If departmental criteria require a rating of "outstanding" in one specific area, that requirement must be met.

A faculty member may propose to meet the requirements in one area by placing additional emphasis on some criteria and reducing or eliminating the emphasis on other criteria.

A faculty member may propose to do fewer, but more specialized, activities from a list of activities included in the departmental criteria.

Expectations

To achieve tenure and promotion or promotion, a faculty member shall hold the appropriate terminal degree and must satisfy the departmental criteria for that rank in the following areas:

1. Evidence of Teaching Effectiveness as measured by various criteria, such as self-evaluation, peer evaluation, department chairperson's evaluation, appropriate student performance, and student evaluation. Teaching effectiveness, in addition to in-class performance, shall include course planning, organization, and development. For evaluation of librarians, librarian effectiveness is equated with teaching effectiveness, and includes those activities directly supporting the educational mission of Southeast: reference work, information literacy, collection development, acquisitions, bibliographic control, archival management, access services, administrative activities, and library systems/technology. The faculty member may not be compelled by unit criteria, committees, or individuals to submit student evaluation data as evidence of teaching effectiveness (Student Evaluation of Instruction Policy). The absence of such data may not be construed negatively.
2. Evidence of Professional Growth as demonstrated by scholarly, research, and creative activities, involvement in professional organizations and societies, and participation in seminars, institutes, and educational opportunities.
3. Evidence of Service as indicated by the fulfillment of departmental

duties and responsibilities, such as academic advising, involvement and leadership in departmental, college, and university committees, contributions to student and professional organizations, and representation of the discipline or Southeast in the larger community: locally, regionally, nationally, and internationally.

Exceptions. Departmental criteria are developed with an acknowledgment that on rare occasions faculty members who do not meet minimum standards in every area may be able to support such a powerful case for promotion that their applications deserve consideration through the regular promotion process. In those unusual instances, the dossier (see below for definition) must indicate that the objective criteria are not completely met, and the faculty member's dossier must unequivocally demonstrate exceptional merit.

3. Development of Criteria

Each department has the responsibility to develop, maintain, and, when necessary, recommend changes to its tenure and promotion criteria. Nothing in those criteria may contradict other provisions of the Faculty Handbook. For example, departmental criteria shall not require that a faculty member submit student evaluations if other Handbook policy prohibits such a requirement.

Departmental Criteria will be reviewed by the department Tenure and Promotion Advisory Committee every 5 years and brought into compliance with current Faculty Handbook policy and procedures.

Departmental criteria for tenure and promotion, promotion, and post-professorial merit should be organized by the headings Teaching Effectiveness, Professional Growth, and Service and contain within each heading those activities that the department considers relevant accompanied by the expectations for achieving promotion. Once developed or modified, these criteria are subject to the approval of the College Tenure and Promotion Advisory Committee, college dean, University Tenure and Promotion and Sabbatical Leave Advisory Committee, and provost. Once approved, and until revised by the department, these criteria shall serve as the sole basis upon which faculty members are evaluated for tenure and

promotion. No committee or individual evaluating a dossier may impose criteria upon a faculty member in excess of those itemized in the departmental criteria. New sets of criteria or revisions to existing criteria shall be approved through the process described below. Until such time as new or revised criteria are approved, existing criteria remain in force.

1. The Departmental Tenure and Promotion Advisory Committee develops draft criteria, which are then approved by a majority vote of the tenured and tenure-track faculty of the department.
2. The criteria are transmitted to the dean for the dean to share with the College Tenure and Promotion Advisory Committee. If both the dean and the college committee approve the recommended departmental criteria, the criteria will be sent to the chairperson of the University Tenure and Promotion and Sabbatical Leave Advisory Committee.
3. If the recommendations of the College Tenure and Promotion Advisory Committee or the dean differ from those of the department, the dean or college committee chairperson will submit the suggested changes, along with supporting rationale, to the department chairperson within 45 calendar days of receipt of the criteria during the academic year (or within a mutually agreed upon time period during summer). If this deadline is not met, the department chairperson will contact the provost for resolution. Following deliberations in the department, the recommended departmental criteria will again be submitted to the dean and college committee for review. If differences persist with either the college committee or the dean, the recommendations of the department, college committee, and the dean shall be submitted within 30 calendar days of receipt of the criteria during the academic year (or within a mutually agreed upon time period during summer) to the chairperson of the University Tenure and Promotion and Sabbatical Leave Advisory Committee. If this deadline is not met, the department chairperson will contact the provost for resolution. The University Tenure and Promotion and Sabbatical Leave Advisory Committee shall either endorse the criteria or return them to the department with suggested changes, along with supporting rationale (with a copy sent to the dean), to repeat steps 1 through 3.
4. If the criteria are approved by the University Tenure and Promotion and Sabbatical Leave Advisory Committee, they shall be transmitted

to the provost for final approval.

5. If the provost approves the criteria, the provost shall so inform the department, dean, and members of the university committee. If the provost does not approve the criteria, the provost shall meet with the university committee to resolve the disagreement. If the disagreement cannot be resolved, the university committee shall return the criteria, along with any suggested changes and supporting rationale, to the department for its consideration.

For a period of three years following the final approval of a revision of the departmental criteria, a faculty member applying for tenure and promotion, promotion, or post-professorial merit may elect to be evaluated by the previous criteria instead of the new ones.

4. The Dossier

The faculty member's promotion dossier shall comprise the Summary Form, a Record of Service of accomplishments organized according to the departmental tenure and promotion criteria, a professional curriculum vita, letters of support from professional colleagues addressing the three areas of Teaching Effectiveness, Professional Growth, and Service, and any supporting materials that the faculty member wishes to include.

The submission of electronic dossiers will be required for all new tenure track or tenured faculty appointments beginning fall 2014. Tenured or tenure track faculty members with appointments prior to fall 2014 will not be required to use this system, but will have the option of using it should they so choose.

Period Covered by Dossier. The period covered by the faculty member's Record of Service should be

from the time of original employment (including any activities contractually counting towards tenure and/or promotion), or

from the time of any previous, successful application for tenure and promotion, promotion, or post-professorial merit

until the date when the final version of the dossier is submitted for consideration for tenure and promotion, promotion, or post-professorial

merit.

Preparation of the Dossier. The tenure and promotion and post-professorial merit processes involve critical reviews by individuals and committees on several levels. The evaluations and judgments made during these processes must be based solely on evidence presented in the dossier as measured against the departmental criteria. For this reason, the collection and organization of evidence are vital. Thorough documentation enables the reviewers to make judgments based on sound evidence and greatly enhances the prospects of a favorable recommendation. Conversely, inadequate documentation can seriously reduce the possibility of a favorable recommendation even though the performance of the faculty member may otherwise warrant it.

Procedures *Faculty Senate Bill 14-A-19 begins here*

The submission of electronic dossiers will be required for all new tenure track or tenured faculty appointments beginning Fall 2014. Tenured or tenure track faculty members with appointments prior to Fall 2014 will not be required to use this system, but will have the option of using it should they so choose.

The copyrights, intellectual property and privacy of the faculty member submitting an electronic dossier will be rigorously maintained at every stage of the online submission and review process. Other than the designated reviewers (tenure and promotion advisory committees, chairs, deans, provost, and president), only learning management system administrators will have access to the dossier storage and submission system. No student workers will at any time have access to the system, or to any developing or stored dossiers.

Faculty members will have full, configurable and editable access to their online dossiers from the time of hire until such time as the revisions in response to the departmental tenure and promotion committee's suggestions (as per the preliminary review section of the policy) are complete, and will have read-only access at all times after this submission including access to all designated reviewer recommendations. In addition, the faculty member will have all the normal opportunities to add letters of response or intention to appeal to the dossier as is outlined in the policy calendar section. The calendar will remain the same for both electronic and

hard-copy dossier submissions except in the case of electronic dossier submission system failure as outlined below.

Learning management system administrators will be available to help faculty as they begin to use the new system. Departments will evaluate available equipment relative to the needs of faculty preparing electronic dossiers and request additional equipment funding from the Office of the Provost if necessary.

Learning management system administrators will be notified in a timely manner by the chairs of departmental, college, and university tenure and promotion committees as to their current membership, or as to changes in membership, in order that the permissions to view dossiers can be configured in accordance with the tenure and promotion calendar section.

The submission dates, times and deadlines outlined in the calendar section of the policy below will be the same for hard-copy and electronic dossiers. Designated reviewers will be notified electronically when dossiers are available to them in accordance with the tenure and promotion policy calendar section. When a preceding designated reviewer uploads their recommendation, the chair of each committee or the reviewing administrator will notify the appropriate learning management system administrator who will then make the dossier available to the next designated reviewer. Once a designated reviewer has uploaded the recommendation, that reviewer will no longer have any access to the dossier. Any university-wide failure of the electronic dossier system on the day prior to or day of a submission deadline will result in a due date of 5:00 p.m. on the workday following the day on which the electronic dossier system has been restored and any data loss of the faculty member's file has been recovered. Learning management system administrators will be responsible for notifying the applicant that the electronic dossier system has been restored and the data recovered.

Under no circumstances may anything be added to the electronic dossier except for the necessary recommendations and letters of response. All recommendations by designated reviewers will be made with faculty member notification both by electronic means, and by a formal hardcopy sent to the faculty member.

The language in the surrounding tenure and promotion policy will be understood to be applicable to the electronic dossier. Words such as "written," "added," "submitted," "forwarded," and "signed" can be understood in the context of an online process.

When the review and recommendation process is complete and faculty members have received the recommendation of the Board of Regents, they will have the opportunity to download and save a complete copy of their dossier (including all attached letters and recommendations). The faculty member may at that point ask the learning management system administrators in charge of the system to permanently delete their dossier from the system. It will be the faculty members' responsibility, however, to keep their own copies of their dossiers.

It is understood that this is a new system and there will need to be adjustments and changes made over time. Designated reviewers will be briefed by learning management system administrators on the system and on any subsequent updates. No failure of the system and/or of a reviewer to follow appropriate procedures will be allowed to negatively affect the faculty member's candidacy. Also, a faculty member's decision not to use this system (for those appointed prior to Fall 2014) will in no way negatively affect the progress or the recommendation of that faculty member's candidacy.

As a part of the review of departmental tenure and promotion criteria, mandated by the above Development of Criteria policy, all departments will in the Fall of 2014 undertake a review of their departmental criteria to ensure that the criteria are in compliance with all handbook policies and procedures (e.g. the appropriate use of student evaluation of instruction data). The department chairperson will have the responsibility of ensuring that the electronic template matches departmental criteria and complies with all policies and procedures of the *Faculty Handbook*.

Each department chairperson, in consultation with the departmental tenure and promotion advisory committee, will work with learning management system administrators to ensure that their departmental criteria are accurately represented by whatever electronic form or template is used for the electronic dossier, and that said template is configurable by

faculty members in order to best represent their strengths and accurately portray their professional activities.

File size and type guidelines:

File size and type guidelines should be reviewed and updated every 3 years beginning with an initial review in the Fall of 2015.

Faculty members wishing to include high quality audio, video, or presentation files with their dossier will be allowed to submit CDs, DVDs or other similar storage devices to their departmental tenure and promotion advisory committee who are most qualified to review these materials. The faculty member may also submit excerpts or smaller format versions of these supporting materials to the electronic dossier in the formats specified below.

Beginning Fall 2014 the file sizes and format guidelines are as follows:

Audio: MP3 files at 160 Kbps

Video: MP4 files of 640x480, 720p

Text: Limited to 1200 pages

No dossier shall exceed 30 Gb total storage.

Approved by Faculty Senate, Bill 14-A-18, Reviewed by President April 24, 2014, Posted for 15 Day review April 25, 2014

**Please reference Resolution 17-1 [here](#).*

5. Guides for Collecting Evidence

The suggestions that follow are intended to assist departments and faculty members in collecting evidence to be included in the dossier. They are not requirements; rather, they are presented as general guides. When integrated with the criteria, these guides suggest how faculty members can most clearly substantiate their performances in a well-documented academic profile, and therefore present the strongest case possible.

Evidence of Teaching Effectiveness. None of the criteria is more important in the promotion process than that of teaching effectiveness. The faculty member, recognizing the inevitable range of opinion with respect to teaching effectiveness, should include all evidence accumulated as part of

the promotion material. The complexity of this area suggests the collection of data from a variety of sources:

1. Course planning activities play an important role in subsequent classroom activities; for example, syllabi and course outlines, bibliographies, methods for testing and evaluation, texts, and assignments required of students may be used to demonstrate the quality of the planning process as it relates to teaching.
2. Classroom and laboratory activities form another measure of teaching effectiveness; for example, student and peer evaluations of actual performance, peer evaluation of effectiveness of educational approaches, and the quality of faculty-student interaction are areas in which documentation could be provided. This information may be collected from observations by students, peers, and/or department chairpersons.
3. Analyses of team-teaching situations, video-taped presentations, and/or group interactions may also be submitted.
4. Academic performance of students is another factor which may be considered in making judgments concerning teaching effectiveness. This might include such factors as appraisal of student development, pre-test/post-test performance, evidence of students' ability to perform in subsequent sequenced courses, demonstrable competencies, special student awards or recognition, placement and follow-up studies, creative exhibits and concerts developed by students.
5. Adaptability and disciplinary currency demonstrated in the teaching/learning process may also be used. In this respect, a faculty member may call attention to the extent of course revisions made, how objectives were met, how student feedback was employed to enhance teaching effectiveness, and/or personal assessment mechanisms developed.
6. Other systematic reviews of instructional strategies appropriate to particular disciplines may also be helpful in adjudicating teaching effectiveness.

Evidence of Professional Growth. Documentation of activities in this area is essential if this criterion is to receive the high priority it deserves. The approaches used to provide evidence may vary widely from one discipline

to another and may vary considerably within a discipline, depending upon the nature of the activity. The measurements of the value of recitals, exhibits, and presentations may be diverse, but the common goal is to provide evidence of scholarly or creative activity within a wider forum than the particular classroom or laboratory. Providing evidence of scholarly or creative activity makes possible the judgment of peers within the discipline. Quantification of such scholarly/creative activity is difficult, and the sheer volume of such activities is not the sole or primary measure. The following points may be considered.

1. Books, articles, and reviews are common forms used to demonstrate scholarly activity. Complete bibliographic information and copies of the material augmented by reviewer comments when available are helpful. Some indication of the stature of the publication (juried, circulation, national/regional scope) may provide assistance in judging the scholarly activity of the faculty member. In the case of joint authorship, faculty members should indicate their contribution.
2. Documented innovations in pedagogy that have had an effect upon teaching within a discipline, more broadly than a specific course, may be submitted.
3. Exhibitions, public performances, and concerts provide another source of information, particularly in the visual and performing arts. For example, evidence may be provided that reveals the significance of the activity or event, whether the works were "juried," whether they were made on an invited basis, and what awards were received.
4. Advanced study and other forms of professional development may provide additional basis for judgment. For example, special participation in national workshops or programs, endorsements by experts in the field, advanced course work, and personal evaluations of new pedagogical methods may add another perspective.
5. Leadership in professional associations may be demonstrated by office held, a description of the responsibilities, an indication of the size of the organization, time committed, the selection process for the position, and the type of association in which the leadership was demonstrated.
6. The importance of conducting workshops, consulting, and jurying may be revealed by the significance of the activities, their resulting effect, the level or stature of the group being served, and requests for repeated performance.

Evidence of Service. This criterion plays an important role in the promotion process. Under its broad heading high priority is given to service to students through formal and informal contacts as academic advisers and counselors. The area also embraces participation on committees on the department, college, and university levels, as well as various professional roles in the community at large.

In developing documentation, individuals may present various forms of evidence such as

1. Assignment and performance of academic advising.
2. Involvement in student organizations.
3. Committee participation at the departmental, college, and university levels is an essential professional responsibility. Documentation in this area may be provided through the use of peer and committee chairpersons' evaluations of the effectiveness of the role performed, descriptions of the responsibilities and their impacts, identification of committee work, and the types of leadership performed.
4. Contributions to the broader university community may be illustrated through peer, chairperson, and administrative letters of support, notation of special performances and/or presentations, and special recognitions or awards received.
5. Involvement in off-campus activities may be demonstrated by evidence of activities in continuing education or other outside agencies and institutions.
6. Evidence may be presented which indicates significant discipline-oriented professional service to the community at large through the identification of the groups served and the level of activity provided.

6. Faculty Tenure and Promotion Advisory Committees

The review of a faculty member for the purposes of promotion is a critical decision-making process in the professional advancement of the individual. Next to tenure, it is the most significant action that can be taken in regard to the status of a faculty member. The deliberative action taken in the process serves as a primary component in the review of dossiers. The committee structure integral to this process provides a framework for

collegial activity by fostering faculty and administrative dialogue. The chairs of each review committee submit recommendations to the corresponding administrator. The chairperson, dean, and provost coordinate procedures at their respective levels and also submit recommendations to the next level.

Because the process requires an independent and unbiased review of a faculty member's dossier at each level, no one shall serve on a tenure and promotion review committee at more than one level. (With regard to Kent Library, the department shall function as the committee, the director functions as chair, and the dean functions also as the college committee.) This does not preclude a member of any one of these committees writing a recommendation for a faculty member. If a committee member becomes ineligible to serve because of a change of status, a replacement to fulfill the unexpired term shall be named by the original electing authority according to its election procedures. The committee shall be responsible for determining a procedure to be followed in the event that one of its members is applying for promotion or post-professorial merit.

The three committees in sequential order are as follows:

Departmental Tenure and Promotion Advisory Committee. The functions of the Department Tenure and Promotion Advisory Committee are 1) to develop and review departmental tenure and promotion criteria and procedures and 2) to make recommendations regarding a faculty member's qualifications to the department chairperson, who will then forward those recommendations to the dean. Each department will establish a tenure and promotion advisory committee consisting solely of tenured faculty. Because one tenured department faculty member will serve on the college committee and another could possibly serve on the university committee (and because such individuals are not eligible also to serve on the departmental committee) the departmental committee will not consist of all tenured faculty in the department. Beyond these constraints, the department shall choose whether the committee shall consist of the remaining eligible faculty or of some smaller number of those faculty. Members of this committee and its chairperson are to be selected using procedures agreed upon by a vote of all tenured and tenure-track faculty in the department. The chairperson of the department shall not serve on the committee, not participate in the committee process, and not be present

during committee deliberations.

In those departments where the department determines that there are insufficient tenured faculty to constitute a working tenure and promotion advisory committee, the tenured faculty of the department shall be augmented by a sufficient number of tenured faculty from other departments to achieve the desired number.

These members shall be chosen using procedures agreed upon by a vote of all tenured and tenure-track faculty in the department. None shall be eligible to serve in this capacity if they would be in a position of evaluating any faculty member's dossier at more than one level, or if they are department chairpersons.

College Tenure and Promotion Advisory Committee. The functions of the College Tenure and Promotion Advisory Committee are 1) to review and approve departmental tenure and promotion criteria and procedures and 2) to make recommendations regarding a faculty member's qualifications to the dean, who will then forward those recommendations to the provost. Each college (or free-standing "school" composed of academic departments made up of faculty) will establish a College Tenure and Promotion Advisory Committee comprising tenured faculty, at least one representing each department. These departmental representatives shall be elected by procedures agreed upon by a vote of the tenured and tenure-track faculty in each department. No member of this committee may also serve on a Departmental Tenure and Promotion Advisory Committee in the same college or school. Members are elected only by tenured and tenure track faculty from among tenured faculty in the department. Should a department lack sufficient tenured members, it shall elect a tenured representative from another department as its representative on the College Tenure and Promotion Advisory Committee. None shall be eligible to serve in this capacity if they would be in a position of evaluating any faculty member's dossier at more than one level, or if they are department chairpersons. The dean shall not serve on the College Tenure and Promotion Advisory Committee, shall not participate in, and shall not be present during deliberations of the committee. The committee shall determine its own chairperson. The college dean is responsible for coordinating tenure and promotion procedures at the college level, for making recommendations on tenure and promotion to the provost, and for transmitting recommendations of the college

committee to the provost.

University Tenure and Promotion and Sabbatical Leave Advisory Committee. The purposes of the University Tenure and Promotion and Sabbatical Leave Advisory Committee are to 1) review and approve departmental promotion criteria, 2) make recommendations regarding a faculty member's qualifications for tenure and promotion, promotion, and post-professorial merit to the provost, and 3) make recommendations for sabbatical leave in accordance with the sabbatical leave policies and procedures. The committee is composed of one tenured faculty member from each college (or free-standing "school" composed of academic departments made up of faculty) and Kent Library elected to the committee by a vote of the tenured and tenure track faculty in each unit. Though elected from each of these units, members are not representatives of their respective units, but rather of the faculty as a whole. Members shall be elected by secret ballot through a process conducted within each unit (as defined above). The provost shall inform the dean or director of each unit when an election is necessary. The dean or director shall invite all eligible faculty members to become candidates. There must be at least two candidates on the ballot. The chairperson and another member of the College Tenure and Promotion Advisory Committee shall together count the votes and announce the outcome. In the event that no candidate receives a majority of the votes, the dean or director shall conduct a run-off election between the top two candidates. (Deans, department chairpersons, and faculty with over 50% administrative release time are ineligible to serve. Should the responsibilities of faculty members elected to the committee change to include more than 50% administrative responsibilities, they must resign from the committee. A replacement member shall be elected by the unit for the remainder of that individual's term or release from administrative duties, whichever is the shorter time period.) In the event that a vacancy occurs on the University Committee resulting from a member's resignation, that vacancy shall be filled by a special election in the relevant unit to complete the term, employing the same procedures as for the regular election. Faculty members serve terms of four years with the terms of one or two members expiring every year. Members may be re-elected. The committee shall annually elect its own chair. The dean of graduate studies shall be responsible for convening the initial annual meeting at which the chair is elected. The dean is not a voting member of this committee and may only be present during committee deliberations if invited by the committee for consultation.

7. Evaluation of Probationary Faculty Members

The probationary faculty member is to be evaluated each semester for the first two years and once each year for the remaining years of the probationary period. Evaluation in the fifth and/or sixth year will be conducted in the fall semester. Evaluations will include at least two observations by members of the Departmental Tenure and Promotion Advisory Committee of classes taught by the probationary faculty member. At least one observation per year must be made by the department chairperson. Classroom observations must be conducted at a mutually agreeable time; the faculty member must be informed in advance of all evaluative visits. The faculty member may provide a set of class objectives to the evaluator ahead of the visit. These visits will be preceded by a discussion between the faculty member and evaluator regarding the objectives of the class period to be evaluated. Following the evaluation, the evaluator will review the evaluation with the faculty member. The probationary faculty members may also invite other individuals to observe their teaching (or its equivalent) for purposes of evaluation.

The department chairperson, after consideration of the teaching evaluations made by the Departmental Tenure and Promotion Advisory Committee members and reflection on the chairperson's own evaluation of the probationary faculty member's progress towards tenure and promotion, will prepare a written report appraising the performance of each probationary faculty member at each evaluation period, i.e., each semester during the first two years and each year in subsequent years. These reports are submitted to the probationary faculty member, the dean of the college, and the provost, and shall be signed by each acknowledging that the reports have been seen and read. Should the probationary faculty members disagree with the evaluative reports, they may indicate that disagreement by means of an explanatory note or letter that shall be permanently attached to the evaluation. It is the responsibility of the department chairperson to confer with the probationary faculty member to discuss the contents of each written report and the professional evaluation it summarizes. Upon the request of the probationary faculty member or at the discretion of the department chairperson, follow-up conferences may be scheduled.

At the beginning of the third year, the department chairperson shall inform the faculty members of their option to choose to be reviewed in either the third or fourth year. (The faculty members' selection shall not restrict their option of selecting the fifth or sixth year to submit an application for tenure and promotion to Associate Professor.) Faculty members shall inform the department chairperson of their choice of a third or fourth year review, and the chairperson shall inform the Departmental Tenure and Promotion Advisory Committee.

For dates specified in this section, materials and/or recommendations will be due by 5:00 p.m. on the listed day. Should any of these dates fall on a weekend or university holiday, materials and/or recommendations will be due on the business day after the date specified.

By March 1st of the chosen (third or fourth) year, the probationary faculty members will submit their Records of Service to the chairperson for review by the Departmental Tenure and Promotion Advisory Committee and the chairperson. The evaluation of the probationary period constitutes a general review of the probationary faculty member's progress toward tenure and promotion. As a part of this review, the Departmental Tenure and Promotion Advisory Committee shall identify the faculty member's strengths and weaknesses with respect to the departmental tenure and promotion criteria. By March 31st a conference shall be called by the Departmental Tenure and Promotion Advisory Committee and include the faculty member, the entire committee and the department chairperson to discuss the committee's preliminary review. This meeting provides an opportunity for the faculty member and colleagues to discuss the faculty member's record of service and future direction.

Within five working days of this meeting, the Departmental Tenure and Promotion Advisory Committee shall prepare a letter identifying its recommendation and specifically stating how well the faculty member is making progress towards meeting each of the departmental tenure and promotion criteria. A copy of the Departmental Tenure and Promotion Advisory Committee's letter shall be sent to the faculty member. The Record of Service and letter(s) shall then be forwarded to the department chairperson.

By April 15, the department chairperson shall prepare a letter identifying their recommendation and specifically stating how well the faculty member is making progress towards meeting each of the departmental tenure and promotion criteria. A copy of the department chairperson's letter shall be sent to the faculty member and the Departmental Tenure and Promotion Advisory Committee.

Following receipt of these letters, the faculty member shall have the option of submitting to the department chairperson within five business days a letter of response that shall be attached to the chairperson's letter. A copy of these letters will be forwarded to the dean who will then forward them to the provost.

The third or fourth year review is a critical event in the progress of a probationary faculty member toward tenure and promotion and should not be underestimated. In the event that a probationary faculty member cannot demonstrate evidence of addressing unsatisfactory evaluations received during previous semesters, the Departmental Tenure and Promotion Advisory Committee may recommend termination of the contract.

Amended by Faculty Senate Bill 11-A-20, April 20, 2011, reviewed by President April 2011, approved by Board of Regents October 21, 2011

8. General Guidelines

Individual faculty members are responsible for the collection, organization, and presentation of material to support their applications.

Only professional accomplishments while serving at the current rank (or since the previous successful application for post-professorial merit) will be considered. Throughout the process, all parties and/or committees shall afford open access to the dossier by the faculty member. Faculty members may withdraw their dossiers from consideration at any level of the promotion or post-professorial merit process, except when tenure is involved. (Withdrawal when tenure is involved is described under "Tenure and Promotion Eligibility Standards").

For every tenure track or tenured faculty member hired by Southeast, the initial contract shall explicitly state when that individual is eligible for tenure and promotion or promotion. For faculty hired to begin service at

mid-year (i.e. January), the provost shall inform the faculty member upon signing the initial contract of employment of the choice to be eligible for tenure and promotion or promotion one semester earlier or one semester later than a faculty member hired at the beginning of the academic year.

The department has the principal, but not exclusive, responsibility to evaluate how qualified the faculty member is for tenure and promotion or promotion. This is appropriate since both tenure and promotion relate to the specific discipline. However, the department constitutes but one emphasis in the college and the college one component of the university; the dean of the college, the provost, and the president have roles in the effective operation of the tenure and promotion processes. Ultimately, as in all major decisions, it is action by the Board of Regents that is legally binding.

Throughout the process defined below, evaluators will generally either recommend or not recommend promotion of the faculty member. However, in the cases of faculty members in the final year of their probationary period, the evaluators will recommend the following:

1. tenure and promotion, OR
2. denial of tenure and promotion, but instead a recommendation of extension of employment by term contract when it is in the best interests of Southeast, OR
3. denial of tenure and termination of the faculty member's contract at the end of the following year of service.

Should disagreements arise during the process described in this policy, individual faculty members may seek redress through the procedures herein established. All institutional procedures and judgments in these matters should uphold and protect free speech, fair comment, objective dissent, and critical thought, attributes that lie at the heart of a free intellectual life.

9. Calendar

Materials and/or recommendations will be due by 5:00 p.m. on the listed day. Should any of the following dates fall on a weekend or university holiday, materials and/or recommendations will be due on the business day after the date specified.

Tenure and promotion, promotion, or post-professorial merit steps will be completed by the following dates:

August 15 - The provost shall inform deans, chairpersons, and the faculty members eligible to be considered for tenure and promotion, promotion, or post- professorial merit that they may submit a dossier to the department chairperson. For faculty members entering their final year of the probationary period, the provost must inform all parties that the faculty member must submit an application for tenure and promotion to Associate Professor.

Preliminary Review

November 15 - Faculty members who wish to apply for tenure and promotion, promotion, or post-professorial merit shall submit their dossiers to the department or unit chairperson, who shall forward it to the Department Tenure and Promotion Advisory Committee. In those cases where the department or unit chairperson is applying for tenure and promotion, promotion, or post-professorial merit, the tenured and tenure track faculty of the department or unit shall select, with the assistance of the dean, an individual to fulfill the department or unit chairperson's responsibilities.

December 15 - The Departmental Tenure and Promotion Advisory Committee chair shall notify the faculty member in writing of deficiencies in or recommended modifications to the dossier.

Final Review

A faculty member's application for tenure and promotion, promotion, or post- professorial merit will continue forward through the following process unless it receives two consecutive negative recommendations at the college level or above, with the following exceptions:

In the event that a faculty member's application receives negative recommendations from the University Tenure, Promotion, and Sabbatical Leave Advisory Committee and provost, the faculty member may appeal to the president. During this appeal, faculty members may introduce any

evidence they wish.

If in the sixth or final year of the probationary period, a faculty member's application for tenure and promotion to Associate Professor has received support from the Departmental Tenure and Promotion Advisory Committee and department chairperson, but not from the College Tenure and Promotion Advisory Committee and dean, the faculty member may ask the University Tenure and Promotion and Sabbatical Leave Advisory Committee for review. If the university committee supports the application, it continues forward. Alternatively, if the university committee upholds the college recommendation, the application stops.

Faculty members may withdraw their dossiers from further consideration at any time in the process except in the final year when tenure is involved. (Withdrawal when tenure is involved is described under Tenure and Promotion Eligibility Standards.)

January 15 -The faculty member shall submit a revised tenure and promotion, promotion, or post-professorial merit dossier to the Departmental Tenure and Promotion Advisory Committee. Once the dossier is submitted, no further amendments to its contents may be made by the faculty member, unless in response to a recommendation as delineated below. (A letter of response shall not insert information into the dossier that was not included in the original submission.) In addition, no evaluator may mark on the dossier or add anything to the dossier, except for the Recommendation Form, without prior consultation with and written approval by the faculty member involved.

January 25 - The Departmental Tenure and Promotion Advisory Committee shall prepare the Recommendation Form identifying its recommendation and specifically stating the reasons why the faculty member meets or fails to meet each of the departmental tenure and promotion criteria. A copy of the Recommendation Form shall be sent to the faculty member and the original added to the dossier. The dossier shall then be forwarded to the department chairperson. Within two business days of receipt of the recommendation, faculty members shall have the option of notifying the department chairperson in writing that they wish to submit a letter of response to the recommendation. The written notification

shall be added to the dossier. The actual letter of response must be submitted within five business days of receipt of the recommendation (with a copy to the chairperson of the Departmental Tenure and Promotion Advisory Committee), at which time it will also be added to the dossier.

February 10 - The department chairperson shall prepare the Recommendation Form identifying the chairperson's recommendation and specifically stating the reasons why the faculty member meets or fails to meet each of the departmental tenure and promotion criteria. A copy of the Recommendation Form shall be sent to the faculty member and the original added to the dossier. The dossier shall then be forwarded to the dean. Upon receipt of the faculty member's dossier, the dean will forward it to the College Tenure and Promotion Advisory Committee.

Within two business days of receipt of the recommendation, faculty members shall have the option of notifying the chairperson of the College Tenure and Promotion Advisory Committee in writing that they wish to submit a letter of response to the recommendation. The written notification shall be added to the dossier. The actual letter of response must be submitted within five business days of receipt of the recommendation (with a copy to the department chairperson), at which time it will also be added to the dossier.

March 1 - The College Tenure and Promotion Advisory Committee shall prepare the Recommendation Form identifying its recommendation and specifically stating the reasons why the faculty member meets or fails to meet each of the departmental tenure and promotion criteria. A copy of the Recommendation Form shall be sent to the faculty member and the original added to the dossier. The dossier shall then be returned to the dean.

Within two business days of receipt of the recommendation, faculty members shall have the option of notifying the dean in writing that they wish to submit a letter of response to the recommendation. The written notification shall be added to the dossier. The actual letter of response must be submitted within five business days of receipt of the recommendation (with a copy to the chairperson of the College Tenure and Promotion Advisory Committee), at which time it will also be added to the dossier.

March 15 - The dean shall prepare the Recommendation Form identifying the dean's recommendation and specifically stating the reasons why the faculty member meets or fails to meet each of the departmental tenure and promotion criteria. A copy of the Recommendation Form shall be sent to the faculty member and the original added to the dossier. The dossier shall then be forwarded to the provost. Upon receipt of the faculty member's dossier, the provost will forward it to the University Tenure and Promotion and Sabbatical Leave Advisory Committee.

Within two business days of receipt of the recommendation, faculty members shall have the option of notifying the chairperson of the University Tenure and Promotion and Sabbatical Leave Advisory Committee in writing that they wish to submit a letter of response to the recommendation. The written notification shall be added to the dossier. The actual letter of response must be submitted within five business days of receipt of the recommendation (with a copy to the dean), at which time it will also be added to the dossier.

April 15 - The University Tenure and Promotion and Sabbatical Leave Advisory Committee shall prepare the Recommendation Form identifying their recommendation and specifically stating the reasons why the faculty member meets or fails to meet each of the departmental tenure and promotion criteria. A copy of the Recommendation Form shall be sent to the faculty member and the original added to the dossier. The dossier shall then be returned to the provost.

Within two business days of receipt of the recommendation, faculty members shall have the option of notifying the provost in writing that they wish to submit a letter of response to the recommendation. The written notification shall be added to the dossier. The actual letter of response must be submitted within five business days of receipt of the recommendation (with a copy to the chairperson of the University Tenure and Promotion and Sabbatical Leave Advisory Committee), at which time it will also be added to the dossier.

May 5 -The provost shall prepare the Recommendation Form identifying the provost's recommendation and specifically stating the reasons why the faculty member meets or fails to meet each of the departmental tenure and

promotion criteria. Copies of the Recommendation Form shall be sent to the faculty member, department chairperson, and dean and the original added to the dossier. The dossier shall then be forwarded to the president.

Within two business days of receipt of the recommendation, faculty members shall have the option of notifying the president in writing that they wish to submit a letter of response to the recommendation. The written notification shall be added to the dossier. The actual letter of response must be submitted within five business days of receipt of the recommendation (with a copy to the provost), at which time it will also be added to the dossier.

The president has the responsibility of making recommendations to the Board of Regents concerning the tenure and promotion, promotion, or post-professorial merit of eligible members of the faculty. The Board shall make the final decision on granting tenure and promotion, promotion, or post-professorial merit to faculty members.

Within one week of the meeting at which the Board of Regents renders its decision on a faculty member's application for tenure and promotion, promotion, or post-professorial merit, the President will inform the faculty member in writing of the decision of the Board.

10. Appeals

Embedded within the preceding process is the provision providing faculty members with the opportunity to challenge any evaluation at any level (i.e., department, college, university) with which they disagree by including in the dossier a written response. The written response then becomes part of the dossier reviewed and considered at the next level. In addition, appeals regarding claims that a policy or procedure has been misapplied or violated will be handled in accordance with the Grievance Policy.

11. Rewards for Promotion and Post-Professorial Merit

A faculty member who receives promotion or post-professorial merit

shall receive a base pay increase and a one-time individual professional development allocation (in addition to existing professional development funding). The base pay increases will be funded by a pool of monies included in the University's annual cost of continuing determined through the annual budget review process. Post-Professorial Merit increases will be funded by a pool consisting of no more that 12.5 percent of the aggregate amount of each year's faculty salary increase determined through the annual budget review process. If there is a year in which there is no faculty salary increase, contingencies will be made to fund Post-Professional Merit through the annual budget review process. The amounts of the base pay increase and the professional development allocations (see table below) shall be reviewed during the fiscal year budget review process for even numbered years.

Monetary Amounts for Fiscal Years 2004 to 2009		
Level	Base Pay Increase	Professional Development
Associate Professor	\$6400	\$1000
Professor	\$7900	\$1000
Post-Professional Merit	\$5000*	\$1000

*Adjusted in 2007 from \$4000

12. Summary Form

Name _____ Department _____

Present Rank _____ Length of Service at University _____

Years of Service at Each Rank:

Instructor _____ Associate Professor _____

Assistant Professor _____ Professor _____

Post-Professorial Merit _____

Degrees Held _____ Institution _____ Date _____

All applicants must include the above summary form in the front of the dossier.

Former Promotion Policy:	Former Tenure Policy:
<p><i>Approved by Faculty Senate, Bill 76-A-12 Revised and Amended-November 1980</i></p> <p><i>Approved by Senate – November 1980</i></p> <p><i>Approved by Board of Regents – January 1981</i></p> <p><i>Amended by Faculty Senate, Bill 83-A-07</i></p> <p><i>Approved by Faculty Senate – December 1983</i></p> <p><i>Approved by Board of Regents – December 1983</i></p> <p><i>Amended by Faculty Senate, Bill 00-A-11</i></p> <p><i>Approved by Faculty Senate – May 2000</i></p> <p><i>Approved by Board of Regents – June 2000</i></p> <p><i>Revised & Approved by Faculty Senate 03-A-06 – May 14, 2003</i></p> <p><i>Approved by Board of Regents – June 27, 2003</i></p> <p><i>Amended by Faculty Senate, Bill 04-A-04, Approved by Board of Regents December 11, 2004</i></p>	<p><i>Approved by Faculty Senate, Bill 76-A-10 – April 1977</i></p> <p><i>Approved by Board of Regents – May 1979</i></p> <p><i>Amended by Faculty Senate, Bill 82-A-05: Revised – December 1982</i></p> <p><i>Approved by Board of Regents – February 1983</i></p> <p><i>Amended by Faculty Senate, Bill 83-A-03 – March 1983</i></p> <p><i>Approved by Board of Regents - April 1983</i></p> <p><i>Amended by Faculty Senate, Bill 03-A-05, May 14, 2003</i></p> <p><i>Approved by Board of Regents – June 27, 2003</i></p>
Combined Tenure and Promotion Policy:	
<p><i>Approved by Faculty Senate, Bill 08-A-04, May 7, 2008; Approved by Board of Regents May 9, 2008</i></p> <p><i>Approved by Faculty Senate, Bill 14-A-18; Reviewed by President April 24, 2014, Approved by Board of Regents June 26, 2014</i></p>	

G. Grievance

Policy *Faculty Senate Bill 07-A-04 begins here.*

The purpose of this grievance policy is to provide faculty members with a process to address and resolve differences only on matters pertaining to the specific application of University policies and operating procedures. It is appropriately utilized to address allegations of violations of due process. These matters include, but are not limited to, operating procedures, policies, practices, or standards in connection with specific application of decisions, academic freedom, retention, promotion, tenure, privileges and responsibilities, and terms and conditions of employment, etc. This grievance process does not apply, however, to issues that arise out of the application of a policy or procedures for discrimination and harassment issues, which should be addressed to the Assistant to the President for

Equity Issues and Diversity. With respect to tenure and promotion, the Grievance Policy applies only to the misapplication of policy and procedure during the tenure or promotion process. When faculty disagree with tenure or promotion decisions reached through the appropriate application of tenure or promotion policies, these disagreements must be resolved using the existing tenure or promotion appeals process.

The grievance process is an advisory process. The role of both the administrators and the Faculty Senate Grievance Committee is to hear and make appropriate decisions and recommendations on grievance complaints. The role of the Faculty Senate Grievance Committee is to determine whether established policies and procedures have been appropriately applied and properly followed and to advise the Faculty Senate Executive Committee of their findings. Faculty and administrators are strongly encouraged to resolve their differences through informal means whenever possible. Should such informal efforts fail, however, the grievance process provides an opportunity for a faculty member or group of faculty members to seek formal resolution of complaints.

Procedure

Informal Dispute Resolution Procedure

The informal grievance process is initiated by the grievant without the submission of a Faculty Senate Grievance Form, which formalizes the grievance process. Individuals are strongly encouraged to follow the informal grievance process, although it is not required. The informal process is designed to facilitate a timely resolution at the lowest level possible and with minimal paperwork. The first meeting is initiated in writing to inform those who will participate in the informal resolution and to document the beginning date of the process, but is not to be part of any personnel file.

1. Faculty members, or "grievant," who believe they have a grievance concerning the application of a specific policy or procedure should first discuss the matter informally with their department chair and attempt to develop a satisfactory resolution. The faculty member should initiate this informal discussion by making a written, dated request for a meeting with the chair. The request should also identify the specific policies and procedures in question, and briefly describe the nature of the action(s) being grieved.

2. During the meeting with the Chair, the faculty member should: (1) indicate that the grievance is at the informal discussion stage, (2) explain the action(s) giving rise to the grievance; (3) explain how the faculty member believes the specific policies and procedures in question have been violated; and (4) indicate how the faculty member believes the issue(s) should be resolved.
3. The informal meeting(s) may include the department chair, the grievant, and the party against whom the grievance is directed. The meeting(s) of the chair with the grievant and the individual (or administrative committee or body) against whom the grievance is directed may also be conducted separately if it would be helpful in facilitating resolution of the issues. The objective of the informal discussion process is to see if the issues can be resolved at the informal meeting stage without the faculty member having to initiate the formal grievance resolution procedure.
4. Any resolution and/or decisions arrived at during the informal discussion stage should be communicated verbally by the department chair to each participant within ten (10) business days from the date of the informal discussion meeting. The chair's statement of resolution(s) and/or decision(s), if deemed acceptable by all parties, the matter will be considered closed. If a resolution is reached, any submitted documentation will be returned to the grievant. If the resolution has been made clear to all parties, but the grievant is not satisfied, the grievant may initiate a formal grievance. If no satisfactory resolution is reached through the informal discussion process, the chair should so indicate to each participant. The chair should also record the date and that the grievance was not resolved, but should not include details of the informal grievance in any official file. The faculty member may then elect to file a formal written grievance by following the process outlined below.
5. Department chairs may not propose or approve any resolution that is inconsistent with University policies, procedures or practices.
6. The informal discussion should be held with the party's immediate supervisor or next level of supervision. For example, if the grievance is initiated by or against a department chair, the informal discussion should be held with the grievant's college dean, following the same process outlined above.

Formal Dispute Resolution Procedure

The formal grievance procedure includes the submission of a Faculty Senate Grievance Form, interviews with administrative personnel at successive levels, and respective opportunities to resolve the grievance. It may also include a review and hearing by the Faculty Senate Grievance Committee, with a recommendation to the Faculty Senate Executive Committee, a letter to the Provost from the Faculty Senate Executive Committee which addresses the Grievance Committee's recommendation, and a review and response by the Provost.

STEP I: Formal Written Grievance

- a. If an acceptable resolution is not reached informally, faculty members may pursue their grievance by submitting a formal written grievance to their department chair within ten (10) business days of the conclusion of the informal process. The formal written grievance should (a) indicate whether the informal discussion process has occurred, that the grievance has not been satisfactorily resolved, that the grievance is proceeding to the formal procedure; (b) describe the issue(s) and action(s) encompassed by the grievance and, if appropriate, state the reasons why the informal process did not satisfactorily resolve the problem in the faculty member's view; (c) explain how the faculty member believes the specific university policies or procedures at issue have been improperly applied; and (d) indicate how the faculty member believes the problems(s) should be resolved. Copies of these materials should also be provided to the individual(s) against whom the grievance is directed.
- b. The department chair will investigate/review the matter and will provide a written response to the faculty member and the individual(s) against whom the grievance is directed within ten (10) business days of receiving the formal written grievance. The chair's response will be deemed acceptable by the grievant and the matter will be considered closed unless the grievant initiates a Step II grievance with the dean of the college within ten (10) business days of receiving the chair's response.
- c. The department chair may not propose or approve any resolution

that is inconsistent with University policies, procedures, or practices.

- d. If the grievance is by or against a department chair, Step I of the formal process should be submitted to and conducted by the chair's college dean, following the same process outlined above.

STEP II: Review of Step I Grievance Response

- a. If the grievant is not satisfied with the response provided at Step I of the formal grievance process, they may appeal the decision by submitting a written appeal to the appropriate college dean (or a vice provost if the grievant is a college dean) within ten (10) business days of receiving the Step I response. This appeal must include copies of the original formal grievance, the department chair's or college dean's response at Step I, a statement by the grievant specifying why they believe the Step I decision is incorrect or unacceptable, and a proposed resolution. Copies of these materials should also be provided to the Step I responder and the individual(s) or parties against whom the grievance is directed.
- b. The appropriate college dean/vice provost will meet with the grievant and conduct an investigation/review of the grievance appeal. Within ten (10) business days of receipt of the appeal, the appropriate college dean/vice provost will provide a written response to the grievant, with copies to the Step I responder and the individual(s) against whom the grievance is directed.

STEP III: Request for a Hearing with the Faculty Senate Grievance Committee

- a. If the decision at Step II of the grievance procedure is not satisfactory to the faculty member, the faculty member may request a review and a hearing before the Faculty Senate Grievance Committee. Any such request for review shall be filed with the Faculty Senate Grievance Committee within ten (10) business days after the grievant has received the Step II response.
- b. The request for review shall include (a) a copy of the original formal grievance, (b) copies of the written response to the grievance provided at Step I and Step II, (c) copies of the appeal

- filed at Step II, (d) an explanation of why the grievant believes the Step II decision is unsatisfactory or unacceptable, and (e) a proposed resolution. The faculty member shall simultaneously provide copies of these materials to the Step I and II responders and to the individual(s) against whom the grievance is directed.
- c. Within twenty (20) business days of the request for review, the Faculty Senate Grievance Committee Chair shall notify the faculty member and the individual(s) against whom the grievance is directed in writing whether the committee believes a hearing is warranted and if so, the notice should include the date, time, and location of the hearing. The parties must be given at least twenty (20) business days written notice of the hearing date. The hearing date may be rescheduled by the parties only upon a showing of good cause as determined by the Faculty Senate Grievance Committee.
 - d. The Faculty Senate Grievance Committee chair shall also instruct the parties to identify the witnesses, if any, that they may wish to present and the general subject matter of each witness's anticipated testimony. This information should be provided to the Faculty Senate Grievance Committee Chair and to the other party or parties no later than ten (10) business days before the hearing date. The Faculty Senate Grievance Committee chair has the authority to limit the number of witnesses if it is determined that the proposed witnesses will present repetitive, unnecessarily cumulative, or irrelevant evidence. The parties shall be responsible for ensuring that their witnesses are present for the hearing.
 - e. The hearing is not a formal legal proceeding and formal rules of evidence shall not apply. The committee shall, however, have the authority to reject or curtail evidence that is repetitive, that unnecessarily protracts the proceedings, and/or has no relevance to the grievance. The proceedings will be recorded by a professional transcriptionist and transcribed.
 - f. The hearing will be a closed proceeding, with only the committee members, the parties, and the witnesses (who will be present only during their testimony). The grievant and the individual(s) against whom the grievance is directed may, however, each be accompanied by an observer. The observer may consult with and

assist the grievant, but may not conduct any portion of the hearing. The observer may not be acting in the capacity of an attorney; no party may be represented by an attorney at the hearing.

- g. The Faculty Senate Grievance Committee shall make a written recommendation within ten (10) business days of the conclusion of the hearing and receipt of the transcribed proceedings. The recommendation will be sent the same day to the grievant, the individual(s) against whom the grievance is directed, and the Faculty Senate Executive Committee. The Faculty Senate Executive Committee will be provided with materials regarding the grievance. The Faculty Senate Executive Committee shall within ten (10) business days review the recommendations of the Faculty Senate Grievance Committee and will construct a written response that includes the following: the recommendation of the Faculty Senate Grievance Committee and a statement of the Faculty Senate Executive Committee's support or nonsupport of those recommendations. The Faculty Senate Grievance Committee's recommendation and the Faculty Senate Executive Committee's response will be forwarded by the Faculty Senate Executive Committee simultaneously to the Provost, the grievant, the individual(s) against whom the grievance is directed, and the Faculty Senate Grievance Committee. The Provost will be provided with the materials regarding the grievance.

STEP V: Review of the Faculty Senate Executive Committee Recommendation by the Provost

The Provost will conduct whatever review the provost deems necessary, and will make a recommendation. The Provost will provide a written response within ten (10) business days of receiving the recommendation from the Faculty Senate Executive Committee. This written response will be sent simultaneously to the grievant, the individual(s) against whom the grievance is directed, the appropriate department chair and dean, the Faculty Senate Grievance Committee, and the Faculty Senate Executive Committee. If the Provost's decision is appealed by the grievant, then the documentation materials, including all previous recommendation materials and the written response from the Faculty Senate Executive Committee, will be forwarded to the

University President. If no appeal is made, and the grievance process is concluded, the documentation materials will be sent to the Faculty Senate Chair (see section III.F.).

Appeal to the President

1. If the grievant is dissatisfied with the decision of the Provost, they may request reconsideration by filing a written request with the President no later than ten (10) business days following the receipt of the Provost's written decision.
2. Following receipt of the request for reconsideration, the President shall conduct whatever review the President deems necessary to resolve the issues that have been raised. The President will provide a written decision regarding the appeal within ten (10) business days of receipt of the request for reconsideration. The President's decision shall be final. The original documentation materials can then go to the Faculty Senate Chair for storage.

Report to the Faculty Senate

Following resolution of the grievance, the Faculty Senate Executive Committee may report issues to the Faculty Senate when it believes a grievance has raised an issue of broader relevance to the faculty. The report shall not include names or identifying information, and may be reserved for a semester end or year-end summary of the state of all grievances brought against the University in the previous semester or year.

General Provisions

1. Failure to Meet Timelines
 - a. A faculty member's failure to submit a grievance or appeal within the time frames set forth in the grievance procedure will end the faculty member's ability to pursue the matter and the grievance shall be deemed resolved based on the University's last action or response.
 - b. For purposes of the time frames set forth herein, "business day" will be defined for timeliness purposes as any weekday, Monday through Friday, when regular Fall, Spring, or Summer

semester classes are in session and campus offices are open. University break times will not be counted.

- c. In the event the appropriate administrator or committee fails to make a timely response as herein stipulated, the faculty member may proceed to the next step in the grievance process.

2. Extensions of Timelines

- a. The timelines at each level may be extended by the parties involved and the appropriate administrator or committee chair.
- b. For good cause shown, including, but not limited to, sick leaves, funeral leaves, university-related business travel, unavoidable absences from campus or other unavailability of participants, the appropriate administrator or committee chair may grant a request for extension by either party. Any extension granted should be as brief as possible and practicable under the circumstances.
- c. At any level, if the appropriate administrator or committee chair deems the complexity of the grievance such that the response deadline is unrealistic, up to an additional ten (10) calendar days may be added to the response deadline by the administrator or committee chair, who shall be responsible for providing notice and justification of the extension to the parties within the originally designated time frame.
- d. Notice of any change in timelines or scheduling must be provided in writing to all participants by the appropriate administrator or committee chair. For purposes of the Step III hearing, the respective parties are responsible for notifying their proposed witnesses.

3. Joint Proceedings

If more than one faculty member grieves the same action, they may, by mutual agreement between themselves and the Provost, pursue their grievances jointly under these procedures. The group may, by mutual agreement, elect one or more of their number to act on behalf of the group throughout the grievance procedure. In such circumstances, the Faculty Senate Grievance Committee reviewing the grievance will conduct a joint hearing, which all members of the group may attend.

4. Confidentiality

The grievance procedure shall be conducted with the

highest level of sensitivity to the privacy of all concerned. Members of the Faculty Senate Grievance Committee, Faculty Senate Executive Committee, the Provost, the grievant(s)', respondents, colleagues, witnesses, and all others concerned are expected to treat as highly confidential the oral and documentary evidence presented and the deliberations occurring at all stages of the processing of grievance, except as necessary for the preparation of a grievance or grievance response, or consistent with the notice requirements set forth herein, and/or as otherwise may be required by law. Similarly, except as otherwise provided herein or as authorized by the Provost or the Chair of the Faculty Senate, or as may be required by law, the decisions and responses at each level shall be treated as confidential by all participants and by all members of the University community.

5. Reprisal or Retaliation

No faculty members shall be subjected to disciplinary action or retaliation because they have initiated or participated in good faith in the processing of a grievance.

6. Storage of Materials Related to the Grievance

Supporting documents, files, transcription, or any other media shall be stored in a locked file cabinet in the Faculty Senate office for a period of seven (7) years, after which time they will be destroyed.

Faculty Senate Bill 07-A-04, Approved by the Board of Regents 12/14/07

H. Termination of Faculty Employment

1. Termination During the Probationary Period

A continuing probationary appointment may be terminated at the end of any academic year, but written notice of the University's intention to terminate the appointment shall be given by the administration to the faculty member: (1) by March 1 during the first or second year of service (exclusive of the summer session) if the initial appointment was made for a fall semester; (2) by the first class day of the spring semester for the third, fourth, fifth and sixth year of service (exclusive of the summer session) if the initial appointment was made for a fall semester; (3) by November 1 during the first or second year of service (exclusive of the summer session) if the initial appointment was made for a spring semester; (4) by the first day of

class of the fall semester for the third, fourth, fifth, and sixth year of service (exclusive of the summer session) if the initial appointment was made for a spring semester.

2. Academic Due Process

This statement deals with procedural standards and guides to be followed when the fitness of either a tenured faculty member or a non-tenured faculty member, whose term of appointment has not expired, is questioned. While it is necessary that certain legal requirements be followed, the spirit and intent of establishing simple rules for the protection of all parties that may be involved remain as the primary objectives here. These rules are designed to promote a sense of fair play and recognition of the mutual rights, as well as obligations, of the parties.

Should the fitness of a faculty member be seriously questioned, it is the initial responsibility of the department involved to deal with the issue. The chairperson is responsible for convening the department, which will then elect a review committee which is representative of the department faculty. This committee will study and make recommendations to the department chairperson on questions concerning ethical conduct and satisfactory performance of professional responsibilities.

Questions involving possible breach of ethics, failure to meet professional responsibilities, and the like may be initiated at any level, either administrative or faculty, and should be referred first to the department chairperson. The department chairperson, after discussing the matter with the individual faculty member involved, will refer the issue to the review committee if in their opinion there is substance to the charges. Following the findings of the committee, the department chairperson will submit a written report with their recommendation to the faculty member in question and to the dean of the college for appropriate action.

If no agreement is reached and there remains a dispute, formal proceedings may be invoked by the administration. Faculty members whose fitness is in controversy shall be continued in their positions until removed by action of the Board of Regents. Should such continuance constitute a clear and present danger, either to the University, the students, the public, or to themselves, the faculty member may be suspended by the President or

the Provost until final action is taken by the Board of Regents. The faculty members' pay shall be continued unless they are suspended or removed by the Board of Regents.

Formal proceedings are those which are brought to the attention of the Board of Regents to inquire into the fitness of a faculty member. Such proceedings are initiated by written charges, which must involve the incompetency of faculty members, or their neglect or refusal to perform their duties, or their dishonesty, drunkenness, or immoral conducts.

The written charges must also give notice that a hearing to consider the charges will be held before the Board of Regents on a particular day and at a certain time and place, that faculty members may be present with or without counsel, and that they may produce witnesses or other evidence on their behalf at the hearing.

The notice and charge must be handed to faculty members personally, or it may be sent to them by registered mail at their most recent address as listed in the University Directory or other known location. If delivered personally, an affidavit of service must be presented to the Board of Regents by the person who performed the service. If service is had by mail, a return receipt properly signed by faculty members or their agent for service shall be presented to the Board of Regents. The affidavit or return receipt must reveal that the faculty member received the charge and notice at least ten (10) days before the hearing is conducted before the Board of Regents. Should faculty members not be present for service or should registered mail notice not be perfected, a hearing shall not be had until after thirty (30) days following the mailing of the notice or the attempt to perform personal service. Should faculty members or their attorney request additional time in which to prepare their defense or to seek counsel, the Board of Regents may grant such additional time and continue or postpone the hearing to another day and time.

The President of the Board of Regents shall conduct the hearing at the time and place called for in the notice or at the postponed time if additional time is requested. Such hearing shall not be public, and either party may ask that all witnesses not be present while any person is testifying. The Board President shall administer an oath or affirmation to all persons who

may give evidence.

The formal legal rules of evidence need not be followed, and the President shall determine what evidence may or may not be presented. The proper University administrative official or attorney shall present the case against the faculty member, and such member or their attorney may have the right to cross examine any witness testifying against them.

Faculty members may produce witnesses on their behalf, who may be cross examined. They may also produce any other evidence which they may deem favorable to their positions.

At any time during the proceedings, any member of the Board of Regents may question any witness or call for a point of order of procedure to be clarified.

After the testimony has been adduced and each side concluded its evidence, the Board of Regents shall retire and deliberate on the charges brought against the faculty member.

The Board of Regents may determine that the charges are not properly founded and, if so, shall so declare. If the Board decides that the charges have merit, faculty members may be disciplined by the Board, but no faculty members shall be removed except for incompetence, neglect or refusal to perform their duties, dishonesty, drunkenness, or immoral conducts. The findings and conclusions of the Board of Regents shall be in writing and delivered to faculty members or their attorney.

In the event the Board of Regents desires, it may appoint a committee of five faculty members to investigate any complaint concerning a member of the faculty. It is assumed that when any complaint has to do with the competency of a faculty member, the Regents shall appoint the faculty committee to investigate same. Such committee may hold a hearing concerning any charges lodged against the faculty member and shall follow the same procedure set out for the Board of Regents when a hearing is conducted before that body. Such committee when appointed, after making an investigation and conducting a hearing, shall recommend to the Regents

either that the complaint is or is not well-founded, and if the finding is that the complaint is well-founded, shall recommend to the Board disciplinary action, including the possible suspension or expulsion of the faculty member. Upon the receipt of the committee recommendation, the Regents shall make the final decision on the complaint. In any such case, the faculty member shall have the right of appeal from the recommendation of the faculty committee. Should such appeal be taken, the procedure before the Board of Regents outlined above shall be followed.

Approved by Faculty Senate, Bill 75-A-01

Approved by Board of Regents - November 1997

3. Termination Initiated by a Faculty Member

Faculty members, tenured or non-tenured, who wish to terminate employment shall give due notice of their intentions in writing to the department chairperson with copies to the college dean and the Provost at the earliest opportunity, but no later than April 15 of the academic year in which they are resigning.

4. Retrenchment

Policy *Faculty Senate Bill 10-A-14 begins here*

In the face of a financial exigency, defined by AAUP in Regulation 4(c) as “an imminent financial crisis that threatens the survival of the institution” that cannot be alleviated by less drastic means than the termination of certain academic and nonacademic programs and faculty appointments, the Board of Regents may need to officially declare a state of financial exigency, resulting in a process of retrenchment, “a reduction of expenses.” The process of retrenchment will occur only when a “demonstrably bona fide” condition of financial exigency exists. The president, in consultation with Budget Review Committee and Faculty Senate (in accord with AAUP’s recommendation that “a faculty body should participate in the decision that financial exigency exists,” but does not have “primary responsibility with respect to these decisions”), will determine the need to recommend a declaration of financial exigency. The president will present the findings, including data or other supporting materials, to the Board of Regents for consideration. Only the Board of Regents can declare a state of financial exigency.

The steps for declaring a state of financial exigency are as follows:

1. After consulting with the Budget Review Committee, the president will consult with the Faculty Senate, with supporting data and materials that show a financial crisis exists which cannot be managed except by a discontinuance or merger of programs, or reduction of faculty or other personnel. Faculty Senate will provide verbal comments and a written response to the president.
2. The president then notifies the faculty that they are recommending to the Board of Regents that a financial exigency should be declared.
3. The Board of Regents takes action on the recommendation from the president. If appropriate, the Board officially and publicly acknowledges the financial crisis and declares a state of financial exigency.

Teaching and learning are the primary reasons for the University's existence, and maintenance of academic programs should be the highest priority during a process of retrenchment. However, faculty appointments may be terminated before the end of their specified term because of the merger or discontinuance of programs or departments during financial exigency. The guiding principle of faculty termination is programmatic need. Upon the determination of programmatic need, faculty may be considered for retention in the following order: tenured, probationary tenure-track, regular non tenure track (RNTT), term contract, and part-time.

Approved by the Faculty Senate date: Dec 1, 2010, Approved by the Board of Regents date: Dec 8, 2010

Procedures *Faculty Senate Bill 11-A-1 begins here*

Initial Procedure for Recommending All Program Mergers, Reductions, Discontinuance, or Faculty Reductions within Financial Exigency:

1. Following the university's procedure for Academic Program Review, the provost will initiate the Academic Program Review. The Faculty Advisory Committee for Academic Program Review will identify programs that are candidates for merger, reduction, or discontinuance, or number of faculty positions for reduction, then will make recommendations to the provost.
2. The provost reviews the recommendations and the associated data from the Program Review, and makes their recommendation to the president.

3. The president reviews the information and makes their recommendation to the Board of Regents.
4. The Board of Regents takes action on the recommendations.
5. If a program has been selected for discontinuance, the provost informs students of its upcoming elimination. The affected students are advised that provisions have been made to continue to offer courses for a limited period of time so that juniors and seniors enrolled in the program will have an opportunity to graduate from that program. Freshmen and sophomores in the program are advised to move into other related programs at Southeast Missouri State University.

Procedure for Faculty Termination in Financial Exigency with Program Discontinuance:

1. The deans of the Colleges or Schools with programs affected by retrenchment inform the chairs and faculty about the affected programs.
2. Within each program designated for discontinuance, before any faculty positions are terminated, programmatic need must be determined by a special advisory committee consisting of the department's tenured and probationary tenure-track faculty and chairperson, who will convene to recommend a phase-out schedule for any discontinued courses and a termination date for any discontinued program. If no Department Advisory Committee is available, the College/School Tenure and Promotion Committee will serve as advisory committee for the department.
3. The advisory committee will determine:
 - a. ongoing programmatic needs for unaffected programs (those programs in the department/College/School which are not being discontinued) and the University,
 - b. courses which need to remain in the University curriculum,
 - c. the frequency, numbers (quantity), and sequence of the retained courses, which leads to a determination of the number of faculty to retain, and
 - d. qualified faculty who have the credentials to teach courses within the unaffected departmental programs or to teach retained courses from the discontinued program.

4. Prior to any analysis and evaluation by the Department Advisory Committee, criteria for making recommendations regarding programmatic need, courses to retain, and qualifications of faculty to teach courses must be submitted to the university's legal counsel through the Office of the Provost for consideration and advice.
5. The foremost issue to be considered by the Departmental Advisory Committee will be which faculty are qualified to teach in departmental programs and courses, in adherence to the primary criterion of programmatic need. The individual faculty members' votes will be submitted by secret ballot to the department chair and will remain confidential.
6. Based upon the Department Advisory Committee's recommendations, the department chair will recommend which faculty positions should be discontinued. RNTT, term contract, and part-time faculty who are not essential to or not qualified for programmatic need will be the first faculty to be released. Following this, should further need remain for programmatically non-essential or non-qualified tenured or probationary tenure-track faculty positions to be discontinued, the department chair will send their recommendations for discontinuance and a written explanation to the dean who will forward the recommendations and explanation to the College/School Tenure and Promotion Committee, which will serve as the College/School Advisory Committee.
7. Any member of the College/School Advisory Committee who is also considered to be a potentially affected faculty member, according to the department chair's recommendation, will be replaced during the College/School Advisory Committee deliberations. The dean will appoint a replacement, first from the replaced member's department or, if a replacement is not available from the department, from the tenured members of another department in the College or School.
8. The tenured and probationary tenure-track faculty under consideration for discontinuance by the College/School Tenure and Promotion Committee will have three weeks in which to prepare their professional dossiers for review by the College/School Committee. The criteria for this review will be teaching effectiveness, professional achievements and qualifications, and service to the university as described in that department's Tenure and Promotion Guidelines for promotion, with an examination period of the previous five years.

9. Based upon the criteria described above, the College/School Committee creates a ranking of faculty retention for the affected department. Their recommendation is forwarded to the dean.
10. The dean reviews the recommendation and forwards their recommendation and that of the College/School Committee to the provost. The affected faculty member is notified of the dean's recommendation. Affected faculty members may respond to the notification within 5 working days.
11. The provost reviews the recommendations of the dean and College/School Committee and forwards their recommendation to the president, along with the College/School Committee's and the dean's recommendations.
12. The president reviews the documents and consults with the provost on a recommendation to the Board of Regents.
13. The president makes their recommendation to the Board of Regents.
14. The Board of Regents takes action on any recommendations by the president.
15. The provost determines the possibility of reassignment for affected tenured or probationary tenure-track faculty to vacant tenure-track academic positions for which the affected faculty member is qualified, that would be in the best interests of the receiving academic program and would enhance the educational mission of the University. Reassignment would be at the faculty member's current rank and tenure-track status. Based on review of the proposed reassigned faculty member's professional dossier, the receiving department makes a recommendation to the dean and provost on whether to accept that faculty member.
16. As part of the process of transfer, the receiving program must review the faculty member's record with respect to future promotions, using the receiving department/program's promotion criteria, and apprise the faculty member of that evaluation. The reassigned faculty member may elect to take up to a 3-year grace period, without prejudice, in which to apply for future tenure or promotion using the receiving department's guidelines.
17. If reassigned to a tenure-track position, faculty members will retain their current ranks and same tenure-track statuses, receive a salary equal to the average salary listed for that department and rank, or, if none is available, by the CIP code (Classification of Instructional

Programs) for that position and percentage of CUPA (College and University Professional Association) at the College/School average for that position, and adhere henceforth to the Tenure and Promotion Guidelines of the program to which they are reassigned.

18. If a tenure-track position is not vacant, but an RNTT position for which the faculty member is qualified is vacant, the tenured/probationary tenure-track faculty member may choose to enter that position. The receiving department will have the option to hire the tenured/probationary tenure-track faculty member as a tenure-track or RNTT appointment. If the receiving department elects to retain the vacant position as RNTT, the faculty member choosing to accept the RNTT position must relinquish rank and tenure-track status. If the department elects to hire at the faculty member's current rank and tenure-track status, the position becomes tenure-track, retaining all the rights appertaining therein, and the next vacant tenure-track position in that department will revert to an RNTT position. In either case, the starting salary provided will adhere to the salary guidelines described above.
19. The provost communicates to the affected faculty members their decision on reassignment, based upon the receiving program's need, the University's best interests, and the existence of a vacant position.
20. The provost makes their recommendation to the president.
21. The president reviews the recommendation and informs the Board of Regents of their recommendation, as appropriate.
22. The Board of Regents takes action on any recommendation by the president.
23. Written notice of the institution's intention to terminate a faculty appointment is given by the provost to the member of the faculty by:
 - (a) March 1 during the first or second academic year of service, exclusive of the summer session;
 - (b) the first class day of the spring semester for the third, fourth or fifth year of service, exclusive of the summer session;
 - (c) the first class day of the fall semester for the remaining years of non-tenured or tenured service, exclusive of the summer session.If the financial exigency is not declared so as to provide tenured faculty notice of termination by the first day of the fall semester, a minimum of one year's notification will be given.
24. On the recommendation of the Budget Review Committee and the president, the Board of Regents, may determine what, if any,

severance payments will be made beyond the effective date of termination, and may take into account the length of service of the faculty member.

25. The provost will provide a personal letter of reference for each terminated faculty member, stating that the termination is due to financial exigency and is not a negative reflection of the faculty member's performance.
26. The University will provide career counseling and placement services for the released faculty.
27. The institution will not hire in the same area of teaching expertise of an involuntarily terminated probationary tenure-track or tenured faculty member for three years following the date that the program is approved for discontinuance by the Board, unless reinstatement at previous rank, same tenure-track status, and salary is first offered to that faculty member, within a one month time period in which the faculty member may accept or decline the offer.
28. Deviations from the above procedure for faculty reduction or program discontinuance may be appealed. Appeals are limited to claims regarding whether the Procedure for Faculty Termination in Financial Exigency with Program Discontinuance has been followed. The Faculty Senate Grievance Committee will provide the opportunity for the affected faculty member(s) to demonstrate a claim of deviation in the procedure.
29. The steps for declaring that financial exigency is over are as follows:
 - a. At such a time as the president believes, after consultation with the Faculty Senate and Budget Review Committee, that the University no longer has a financial emergency that cannot be managed except for further discontinuance, reduction, or merger of programs, or reduction of faculty or other personnel, the president will notify the faculty that they are recommending to the Board of Regents that the financial exigency should be declared over.
 - b. The Board of Regents will then officially and publicly acknowledge that the state of financial exigency is declared over.
30. After the Board of Regents declares that the financial exigency is over, no new processes for discontinuance, reduction, or merger of programs, or reduction of faculty or other personnel for reasons of

financial exigency will thereafter be initiated. Any process of discontinuance, reduction, or merger of programs, or reduction of faculty or other personnel initiated because of the financial exigency *prior to* the Board's declaration will, however, proceed to completion.

Procedure for Faculty Termination in Financial Exigency without Program Discontinuance:

1. In a state of financial exigency, the provost reviews programmatic need and, after consultation with the appropriate chairperson and deans, determines the allocation of faculty positions.
2. The provost recommends the faculty allocations to the president.
3. The president informs the affected administrators and faculty of their decision on faculty allocation.
4. The department's full-time tenured and probationary tenure-track faculty, including the chairperson, will convene as a special advisory committee. If no Department Advisory Committee is available, the College/School Tenure and Promotion Committee will serve as advisory committee for the department. The advisory committee will determine:
 - a. ongoing programmatic needs for the department and the University,
 - b. the frequency, numbers (quantity), and sequence of the courses, which leads to a determination of the number of faculty to retain, and
 - c. qualified faculty who have the credentials to teach the courses within the department's programs.
5. Prior to any analysis and evaluation by the special advisory committee, criteria for making recommendations regarding programmatic need, courses to retain, and qualifications of faculty to teach courses must be submitted to the university's legal counsel through the Office of the Provost for consideration and advice.
6. The foremost issue to be considered by the departmental advisory committee will be which faculty are qualified to teach in departmental programs and courses, in adherence to the primary criterion of programmatic need. The individual faculty members' votes will be submitted by secret ballot to the department chair and will remain confidential.

7. Based upon the Department Advisory Committee's recommendations, the department chair will recommend which faculty positions should be discontinued. RNTT, term contract, and part-time faculty who are not essential to or not qualified for programmatic need will be the first faculty to be released. Following this, should further need remain for programmatically non-essential or non-qualified tenured or probationary tenure-track faculty positions to be discontinued, the department chair will send their recommendations for discontinuance and a written explanation to the dean who will forward the recommendations and explanation to the College/School Tenure and Promotion Committee, which will serve as the College School Advisory Committee.
8. Any member of the College/School Tenure and Promotion Committee who is also considered to be a potentially affected faculty member, according to the department chair's recommendation, will be replaced during the College/School Advisory Committee deliberations. The dean will appoint a replacement, first from the replaced member's department or, if a replacement is not available from the department, from the tenured members of another department in the College or School.
9. The tenured and probationary tenure-track faculty under consideration for discontinuance by the College/School Tenure and Promotion Committee will have three weeks in which to prepare their professional dossiers for review by the College/School Committee. The criteria for this review will be teaching effectiveness, professional achievements and qualifications, and service to the university as described in that department's Tenure and Promotion Guidelines for promotion, with an examination period of the previous five years.
10. Based upon the criteria described above, the College/School Committee creates a ranking of faculty retention for the affected department. Their recommendation is forwarded to the dean.
11. The dean reviews the recommendation and forwards their recommendation and that of the College/School Committee to the provost. The affected faculty member is notified of the dean's recommendation. Affected faculty members may respond to the notification within 5 working days.
12. The provost reviews the recommendations of the dean and College/School Committee and forwards their recommendation to

the president, along with the College/School Committee's and the dean's recommendations.

13. The president reviews the documents and consults with the provost on a recommendation to the Board of Regents.
14. The president makes their recommendation to the Board of Regents.
15. The Board of Regents takes action on any recommendations by the president.
16. The provost determines the possibility of reassignment for affected tenured or probationary tenure-track faculty to vacant tenure-track academic positions for which the affected faculty members are qualified, that would be in the best interests of the receiving academic program and would enhance the educational mission of the University. Reassignment would be at the faculty member's current rank and tenure-track status. Based on review of the proposed reassigned faculty member's professional dossier, the receiving department makes a recommendation to the dean and provost on whether to accept that faculty member.
17. As part of the process of transfer, the receiving program must review the faculty member's record with respect to future promotions, using the receiving department/program's promotion criteria, and apprise the faculty member of that evaluation. The reassigned faculty member may elect to take up to a 3-year grace period, without prejudice, in which to apply for future tenure or promotion using the receiving department's guidelines.
18. If reassigned to a tenure-track position, faculty members will retain their current ranks and same tenure-track statuses, receive a salary equal to the average salary listed for that department and rank, or, if none is available, by the CIP code (Classification of Instructional Programs) for that position and percentage of CUPA (College and University Professional Association) at the College/School average for that position, and adhere henceforth to the Tenure and Promotion Guidelines of the program to which they are reassigned.
19. If a tenure-track position is not vacant, but an RNTT position for which the faculty member is qualified is vacant, the tenured/probationary tenure-track faculty member may choose to enter that position. The receiving department will have the option to hire the tenured/probationary tenure-track faculty member as a tenure-track or RNTT appointment. If the receiving department elects

to retain the vacant position as RNTT, the faculty member choosing to accept the RNTT position must relinquish rank and tenure-track status. If the department elects to hire at the faculty member's current rank and tenure-track status, the position becomes tenure-track, retaining all the rights appertaining therein, and the next vacant tenure-track position in that department will revert to an RNTT position. In either case, the starting salary provided will adhere to the salary guidelines described above.

20. The provost communicates to the affected faculty members their decision on reassignment, based upon the receiving program's need, the University's best interests, and the existence of a vacant position.
21. The provost makes their recommendation to the president.
22. The president reviews the recommendation and informs the Board of Regents of their recommendation, as appropriate.
23. The Board of Regents takes action on any recommendation by the president.
24. Written notice of the institution's intention to terminate a faculty appointment is given by the provost to the member of the faculty by:
(a) March 1 during the first or second academic year of service, exclusive of the summer session; (b) the first class day of the spring semester for the third, fourth or fifth year of service, exclusive of the summer session; (c) the first class day of the fall semester for the remaining years of non-tenured or tenured service, exclusive of the summer session. If the financial exigency is not declared so as to provide tenured faculty notice of termination by the first day of the fall semester, a minimum of one year's notification will be given.
25. On the recommendation of the Budget Review Committee and the president, the Board of Regents, may determine what, if any, severance payments will be made beyond the effective date of termination, and may take into account the length of service of the faculty member.
26. The provost will provide a personal letter of reference for each terminated faculty member, stating that the termination is due to financial exigency and is not a negative reflection of the faculty member's performance.
27. The University will provide career counseling and placement services for the released faculty.

28. The institution will not hire in the same area of teaching expertise of an involuntarily terminated probationary tenure-track or tenured faculty member for three years following the date that the faculty member is approved for discontinuance by the Board, unless reinstatement at previous rank, same tenure-track status, and salary is first offered to that faculty member, within a one month time period in which the faculty member may accept or decline the offer.
29. Deviations from the above procedure for faculty reduction may be appealed. Appeals are limited to claims regarding whether the Procedure for Faculty Termination in Financial Exigency Without Program Discontinuance has been followed. The Faculty Senate Grievance Committee will provide the opportunity for the affected faculty member(s) to demonstrate a claim of deviation in the procedure.
30. The steps for declaring that financial exigency is over are as follows:
 - a. At such a time as the president believes, after consultation with the Faculty Senate and Budget Review Committee, that the University no longer has a financial emergency that cannot be managed except by termination of faculty or other personnel without program discontinuance, the president will notify the faculty that they are recommending to the Board of Regents that the financial exigency should be declared over.
 - b. The Board of Regents will then officially and publicly acknowledge that the state of financial exigency is declared over.
31. After the Board of Regents declares that the financial exigency is over, no new processes for termination of faculty or other personnel for reasons of financial exigency will thereafter be initiated. Any process of reduction of faculty or other personnel without program discontinuance that was initiated because of the financial exigency *prior to* the Board's declaration will, however, proceed to completion.

Approved by Faculty Senate Bill 11-A-1 Feb 16, 2011, Reviewed by President Feb 16, 2011 and posted for 15 Day Review March 7-March 30, 2011

CHAPTER 3

Faculty Professional Responsibilities

A. Professional Ethics

Professors, guided by deep convictions of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end they devote their energies to developing and improving their individual scholarly competence. Professors accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise this freedom of inquiry.

Faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the students as individuals and adhere to their proper roles as intellectual guides and counselors. They make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect their true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of students for their private advantage and acknowledge significant assistance from them.

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

Faculty members seek above all to be effective teachers and scholars. Although they observe the stated policies and procedures of the institution, they maintain their right to criticize and seek policy revision. They determine the amount and character of the work they do outside the institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their services, individual faculty members recognize the effect of that decision upon the programs of the institution and give due notice of such intentions.

Faculty members have the rights and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibilities to their subjects, to their students, to their profession, and to the institution. When they speak or act as private persons, they avoid creating the impression that they speak or act for the college or University. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

B. Southeast Missouri State University Conflict of Interests Policy

Preamble

A fundamental principle of ethics is that any person who exercises discretionary authority on behalf of the University may not use, or appear to use, this authority for their own personal benefits.

It is, therefore, the basic policy of Southeast Missouri State University that all members of the University community have a duty to be free from the influence of any conflicting interests (as well as free from the influence of any interests which may appear to be conflicting) when they act on behalf of the University or represent it in negotiations or advise others within the University community with respect to dealing with third parties. Members of the University community are expected to act on behalf of the University on the sole basis of that which is in the best interests of the University without favor or preference (and without prejudice) to the third parties based on personal considerations.

General Policy:

The Regents, faculty, employees and agents of the University shall faithfully discharge their duties and shall refrain from knowingly engaging in any outside matters of financial interest incompatible with the impartial, objective and effective performance of their University duties. They shall not realize personal gain in any form which would influence improperly the conduct of their University duties. They shall not knowingly use University property, funds, position, or knowledge gained as a result of association with the University for personal or political gain. They shall be alert to and abstain from conduct which has the "appearance" of conflict of interests. They shall inform their supervisors in writing of reasonably foreseen potential conflicts. The faculty and staff members are expected to use their best judgment in carrying out their duties and responsibilities as deemed appropriate to the individual's profession and the University's mission.

Use of Confidential Information:

Confidential information about the University obtained by reason of position or employment by the University shall not be used for personal financial gain or to the unfair advantage of another person.

Outside Business Interests and Employment:

Employees of the University, whether employed full time or part time, should avoid outside business interests or employment which may interfere with the performance of their duties to the University.

Commercial transactions with students should be avoided, particularly if the employee has decision-making authority over a student with respect to University matters, such as grades, advisement, academic probation, disciplinary sanctions, scholarships, loans, or student employment.

Notification of outside employment for remuneration or of outside business interests requiring substantial personal attention (including consultation requests and employment at other academic institutions) must be given in writing in accordance with the applicable personnel policy.

Business Policies and Procedures Manual: [03-11] Other Employment Practices: Outside Employment

Any outside employment for remuneration must be reported in writing to the employee's supervisor. Prior approval is not necessary.

Faculty Handbook: Faculty Professional Responsibilities: Outside Employment:

1. Academic Year - Faculty members under contract for full-time employment have a paramount responsibility to the University. Notification of any outside employment for remuneration during the academic year, including employment at other institutions, must be given in advance and in writing to the department chairperson, college dean, and Provost. Prior approval is not necessary, but reporting is required.
2. Summer - Faculty members not under contract to provide services to the University during the summer months may be engaged in other employment.

Consultation:

Consultation, whether income-producing or otherwise, is the application of professional and scholarly expertise in the external community. It is the policy of the University to permit consulting activities that

1. Are related to the professional interests and development of the faculty member or employee.
2. Do not interfere with regular duties.
3. Do not utilize University materials, facilities or resources except as may be allowed under University business policies.
4. Are in agreement with the American Association of University Professors/American Council on Education (AAUP/ACE) Statement on Conflict of Interests and with the requirements of accreditation for the particular school or unit in question.
5. Do not compete with the work of the University and are not otherwise contrary to the best interests of the University.
6. Do not violate federal or state law.
7. Do not represent a conflict of interests under other policies of the

University.

Patents and Copyrights:

Textbooks, tapes, software, and other learning materials, or property or equipment, for which a patent or copyright is held by an employee of the University or members of the employee's family, may be purchased for use by the University so long as the employee involved does not participate in the decision to make such purchase and any royalties for the purchase or use of such material, property or equipment are returned to the University, and provided such purchases or use shall not be in violation of R.S. Missouri Sec. 174.220. Also see Patents and Copyrights Policy as printed in the Southeast Missouri State University Faculty Handbook.

Use of University Stationery and Logos:

Neither the name of the University nor any of its graphic identification symbols are to be used in printed materials intended to endorse or promote individual enterprises or to otherwise enhance private gain without the prior written permission of the University President. Official University stationery may not be used in outside business, personal and other private or political activities of employees.

Nepotism:

University employees shall not participate in the selection, hiring, promoting, job assignment, demotion, disciplining, or supervision of another employee who is related within the fourth degree of consanguinity of affinity.

Disclosure:

University personnel shall promptly notify the appropriate supervisory authority in writing of known conflict of interest situations and shall refrain from participation in the matters involved. This reporting requirement is in addition to, and does not relieve University personnel from, the responsibility of making disclosures required by Chapter 105 of the Missouri statutes pertaining to conflict of interests.

Sanctions:

Conduct by University personnel that violates state law or the University's policies, regulations or rules pertaining to conflict of interests shall constitute a breach of duty to the University and shall be subject to disciplinary action, including possible termination of employment. Such conduct may also be subject to criminal prosecution under Chapter 102 of the Revised Statutes of Missouri.

Dispute Resolution:

Complaints concerning conflict of interests shall be presented in writing to the Dean of the Graduate School officer of the University, who shall investigate the complaint and attempt to bring about an informal resolution of the matter. If the matter cannot be satisfactorily resolved informally, the matter shall be referred to the Provost (in case of academic personnel) or the Personnel Director of the University (in case of non-academic personnel), and the matter shall then be handled under the appropriate disciplinary procedures applicable to the employee involved.

Non-Discrimination:

The University shall not discharge, threaten, or otherwise discriminate against any person because of report, verbal or written, of a violation or suspected violation of this policy or of the law relating to conflict of interests.

Reservation of Right to Amend Policy:

This policy may be amended at any time, and from time to time, as the Board of Regents may deem necessary or appropriate or as may be required by law. To the extent necessary, any other policies of the University which are in conflict with this policy are deemed amended so as to conform to this policy, and this policy shall be deemed amended, in necessary, so as to conform to applicable law.

Approved by Board of Regents – December 5, 1991;

State of statutes as related to conflict of interest policy approved by Board of Regents on December 5, 1991.

Statutory Requirements:

All University policies are subject to the requirements of applicable state and federal laws and regulations. Personnel dealing with state and federal

authorities in connection with grants, contracts, or other matters are responsible for inquiring into the possibility of conflict of rules or regulations applicable to the particular matter and acting appropriately. Principal applicable Missouri statutory requirements are summarized below, but reference to the full text should be made in the event of questions:

1. No faculty member, officer or employee of the University shall keep for sale or be interested, directly or indirectly, in the sales of any school furniture or apparatus, books, maps, charts, or stationery used in the University; nor be interested, directly or indirectly, in any contract or purchase for building or repairing any structure, or for fencing or ornamenting the grounds, or furnishing any supplies or material for the use of the University. (R.S.Mo. Sec. 174.220)
2. No faculty member, officer, or employee of the University shall:
 - a. Act or refrain from acting in any capacity in which he or she is lawfully empowered to act by reason of any payment, offer to pay, promise to pay, paid by the University (R.S.Mo. Sec. 105-452[1])
 - b. Use confidential information obtained in the course of or by reason of his/her employment or official capacity in any manner with intent to result in financial gain to himself or herself, his or her spouse, dependent child, or any business with which he or she is associated. (R.S.Mo. Sec. 105-452[2])
 - c. Disclose confidential information obtained in the course of or by reason of his or her employment or official capacity in any manner except as authorized by law. (R.S.Mo. Sec. 105.452[3])
 - d. Perform any service for the University for any receipt or compensation other than of the compensation provided for the performance of his or her official duties, except on transactions made pursuant to an award a contract let or sale made after public notice and competitive bidding, provided that the bid or officer is the lowest received and provided further that such faculty member, officer or employee shall take no part in the establishment of specifications for the contract or in the consideration of the bids. (R.S.Mo. Sec. 454[2])
 - e. Sell, rent or lease any property to the University for consideration in excess of five hundred dollars per year unless

the transaction is made pursuant to an award on a contract let or sale made after public notice and, in the case of property other than real property, competitive bidding, provided that the bid or offer accepted is the lowest received. (R.S.Mo. Sec. 454[2])

- f. Participate in influencing or making any decision of the University when the result of the decision may be the acceptance of the performance of a services or the sale, rental, or lease of any property to the University for a consideration in excess of five hundred dollars to such faculty member, officer, or employee, or to the spouse or dependent child of such regent, officer, or employee, or to any business with which such faculty member, officer, or employee is associated unless the transaction is made pursuant to an award on a contract let or sale made after public notice and (in the case of property other than real property) competitive bidding, provided that the bid or offer accepted is the lowest received. (R.S.Mo. Sec. 105.454[3])
- g. Attempt to influence a decision of the University during his or her term of office of employment and for a period of one year thereafter for any consideration other than the compensation provided for the performance of the official duties of such faculty member, officer, or employee. (R.S.Mo. Sec. 105.454[4]); (R.S.Mo. Sec. 105-454[5])
- h. Perform any service for any consideration for any person, firm, or corporation after termination of his or her office or employment in relation to any case, decision, proceeding or application with respect to which he or she was directly concerned or in which he or she personally participated during the period of his or her service of employment. (R.S.Mo. Sec. 105-454[6])
- i. Serve in a decision-making capacity in any proceeding in which he or she knows that:
 - 1. A party to the proceeding is any of the following: himself or herself; his or her great-grandparent; his or her grandparent; his or her parent, stepparent, guardian, or foster parent; his or her child, stepchild, foster child, or ward; his or her niece or nephew; his or

her brother or sister; his or her uncle or aunt; his or her cousin; any business entity in which he or she has an ownership interest; any trust in which he or she has any legal equitable or beneficial interest. (R.S.Mo. Sec. 105.464[1(1)])

2. He or she knows the subject matter is such that he or she may receive a direct financial gain from any potential result of the considered as prohibiting participation in any proceeding by reason of the fact that the University is a party to the proceeding (R.S.Mo. Sec. 105.464[2])

C. Teaching and Related Practices

1. Teaching and Related Responsibilities

1. Teaching Assignments During the Academic Year

Policy *Faculty Senate Bill 14-A-13 begins here*

The normal teaching load for tenured or tenure-track faculty per semester is the equivalent of twelve (12) credit hours, with a range of nine (9) to fifteen (15) hours and an academic year maximum of not more than twenty-four (24) hours. Credit to contact hour equivalencies are set by the department in accordance with the student credit hour definition (handbook chapter 5.A) and their accrediting body, where applicable. The normal teaching load for RNTT faculty is 15 credit hours per semester, with an academic year maximum of not more than 30 hours. In addition to teaching, a faculty member is expected to perform other services in the interests of the department and the students it serves, e.g., committee work and advising students. While departmental faculty members are expected to share in these activities, the variety and volume of services administered through a department will result in diversity among individual teaching and non-teaching assignments. These assignments should be made with the aim of making the best utilization of faculty talents while distributing the load as equitably as possible, if not in each semester, then over several semesters.

In some instances, a faculty member may be asked to teach a remunerated class overload. Normally, a faculty member will teach no

more than one overload class per year and not more than one (1) per semester.

Approved by the Faculty Senate Bill 14-A-13, Reviewed by President April 24, 2014, Approved by the Board of Regents June 26, 2014

Procedures *Faculty Senate Bill 14-A-14 begins here*

The responsibility for making teaching assignments rests with the department chairperson, with the advice of the department and the approval of the college dean and Provost. In cases where the department chairperson is not the immediate supervisor of a faculty member (due to a potential conflict of interest, for example), the faculty members' teaching assignments will be made by the person designated as their supervisor.

Approved by the Faculty Senate Bill 14-A-14, Reviewed by President April 24, 2014, Posted for 15 Day Review April 25, 2014

2. Teaching Assignments During the Summer Session

Policy *Faculty Senate Bill 14-A-36 begins here.*

The maximum faculty summer salary from all sources of income (teaching, research and alternative assignments) is 33% of the academic year contract. Faculty members are neither required to teach in the summer nor are they guaranteed summer employment. Rather, course offerings in the summer are determined by student demand and programmatic needs. Since these determinants vary from discipline to discipline, teaching opportunities in the summer vary from department to department

Summer employment is generally restricted to full-time tenure-track faculty and regular non-tenure-track faculty. If full-time tenure-track or regular non-tenure-track faculty are unavailable or unable to teach the course in question, then the course may be taught by adjunct faculty. Department chairpersons are responsible for compliance with this provision regarding courses with prefixes assigned to that department. The Dean of University Studies is responsible for compliance regarding courses with University Studies prefixes.

Department chairpersons should offer one class or section to each faculty member qualified to teach the class before offering another faculty member a second class or section. Teaching assignments for spawned sections (additional sections created to handle excess demand) will be made at the discretion of the department chair.

Approved by Faculty Senate 10/29/14, Reviewed by President 4/14/15, Approved by Board of Regents 5/8/15

Procedures *Faculty Senate Bill 14-A-37 begins here.*

There are seven standard summer sessions. Courses should be scheduled according to the regular weekly calendar within one of these sessions. However, under special circumstances, and with the approval of the vice Provost, non-standard schedules may be implemented for the current summer school term.

Credit hours for summer courses (including but not limited to: lectures, labs, workshops, private lessons, and internships) are determined following the Student Credit Hour Definition Policy in Chapter 5.

For all courses (face-to-face, online, blended) it is the responsibility of the college or school to ensure that minimum credit hour requirements are met. When courses are concurrently taught by an instructor (e.g. 400/600 level courses), the work load should be split evenly into each course. This also applies to ITV courses for which the load is divided evenly among the number of sections making up the one course. When a course is team-taught the load should be split equally between those individuals.

Once the summer schedules have been prepared by the departments and approved by the college deans and the Provost, each college dean notifies the faculty members in their college of their projected employment status for that summer. Projected teaching assignments are specified, noting enrollment minimums needed in order for classes to be offered. Contracts are authorized for classes achieving minimum enrollment levels through pre-enrollment. If classes do not achieve minimum enrollment levels through pre-enrollment, either they are canceled by the department chair or tentative contracts are issued, stipulating that the classes will be offered only if minimum enrollment levels are reached through regular enrollment. Enrollment capacity for online courses is 30 for undergraduate courses and 25 for graduate courses. Summer online courses should normally be initially listed with a single section. If that section fills, the department chair may then open a second one. Additional sections may be opened as necessary to meet demand. All decisions regarding finalization of the summer schedule are

made by the director of the summer session with the advice of department chairpersons and college deans and the approval of the Provost. If special situations regarding faculty teaching load arise, the dean should contact the Provost to request an exception for that summer.

For each credit hour taught in a summer session, the maximum salary is calculated at 2.75% of the base salary for the previous year. All courses must meet enrollment criteria as set by the university. The salary for each course will be prorated based on student enrollment on the last day to add a summer session class or to withdraw with 100% refund from a summer class. Under no circumstances will the prorated salary exceed the maximum calculated salary or be less than 50% of the maximum salary. For undergraduate courses, the salary for each assignment will be prorated by dividing the maximum salary by twelve (12) and then multiplying by the number of students enrolled in that course. For graduate courses, the salary will be prorated by dividing the maximum salary by ten (10) and then multiplying by the number of students enrolled in that course.

Approved by Faculty Senate 10/29/15, Reviewed by President 4/14/15, Posted for 15 Day Review 4/15/15

3. Outside Employment or Coursework

Policy *Faculty Senate Bill 14-A-29 begins here.*

Faculty members, whether full-time or part-time, are permitted to have outside employment, subject to the provisions of Chapter 3, Section B of the Faculty Handbook. Faculty members, whether full-time or part-time, are permitted to take coursework at this university or any other. Neither outside employment nor the taking of additional coursework should be permitted to interfere with the faculty members' performance of their duties to the University. Activities or employment detailed under approved departmental promotion and tenure guidelines for professional development are not considered as conflicts of interest under Chapter 3, Section B of the Faculty Handbook.

Approved by Faculty Senate Bill 14-A-30, President Review 4/14/15, Board of Regents Approval 6/19/15

Procedures *Faculty Senate Bill 15-A-16 begins here.*

- a. **Academic Year outside employment** - Faculty members under contract for full-time employment have a paramount responsibility to the University. Though faculty members may spend their free

time in a variety of outside pursuits, if they specifically undertake outside employment, University officials may be asked about that by the general public. Therefore, notification of any outside employment for remuneration during the academic year, or of outside business interests requiring substantial personal attention (including consultation requests and employment at other academic institutions) must be given in advance and in writing to the department chairperson. The department chairperson will determine necessity of reporting to the college dean who then determines necessity of reporting to the Provost. (If faculty members undertaking such outside employment are department chairpersons, they must inform the college dean.) Prior approval is not necessary, but reporting is required. Activities or employment detailed under approved departmental promotion and tenure criteria for professional development do not need to be reported.

- b. **Summer outside employment** – Faculty members not under contract to provide services to the University during the summer months may be engaged in other employment. Those under contract to provide services to the University during the summer months, if their contractual period with the University overlaps periods of outside employment, are subject to the reporting requirements outlined above. Activities or employment detailed under approved departmental promotion and tenure criteria for professional development do not need to be reported.
- c. **Course-work** – To enroll for course work, creditable for rank, tenure, and/or salary purposes, a faculty member must secure the endorsement of the department chairperson and the college dean and the approval of the Provost, based on a written request describing the faculty member’s proposed educational plans. Such plans to pursue additional graduate work shall be limited to colleges and universities accredited by the North Central Association or other such accrediting associations.

Within a single department, the number of faculty having their highest advanced degree or doing graduate work from any one institution usually shall not exceed one third of the total of those within the department holding advanced degrees and enrolled programs leading to advanced degrees.

Approved by Faculty Senate Bill 15-A-16, President Review 12/20/15, 15 Day Review 1/21/16

4. Notification of Necessity to Miss a Class

Faculty members are expected to meet all classes and keep all office hours. If faculty members are unable to meet a scheduled class because of sudden illness or other emergency, they should notify the department chairperson or, if that person is unavailable, the college dean or the Provost. When the absence is anticipated, it is the faculty member's responsibility to make arrangements to cover the class, subject to the approval of the department chairperson and the college dean.

5. Class Syllabi

Policy *Faculty Senate Bill 14-A-17 begins here*

Faculty members are required to provide a class syllabus to the students in each class or section taught. The syllabus may be in either hard copy form or electronic form.

*Approved by Faculty Senate Bill 14-A-17 March 26, 2014, Reviewed by President April 24, 2014,
Approved by Board of Regents June 26, 2014*

Procedures *Faculty Senate Bill 14-A-23*

The class syllabus must contain the following information, regardless of order:

1. Catalog description, including descriptive statement, prerequisites, credit hours, course number, and title.
2. Semester
3. Contact hours of course (if different from credit hours)
4. Instructor name and contact information, including office phone, office location, and e-mail address
5. Statement of whom to contact with concerns (use required wording)
6. Office hours and location if different from office location
7. Course Objectives (optional; include if listed in Course Approval Document)
8. Student Learning Outcomes
9. Accessibility statement (the official statement and/or a link/URL to official statement)

10. Civility statement (the official statement and/or a link/URL to official statement)
11. Academic honesty statement (the official statement and/or a link/URL to official statement)
12. Grading scale and policies
13. Course specific required materials (textbook, supplies, subscriptions, safety items, etc.)
14. Class meeting times and places (if applicable the delivery medium such as lab, online, blended, ITV, webinar, etc.)
15. Final exam date/time/place
16. Class content – outline or schedule

A faculty member may choose to include additional information in the syllabus specific to the course, including (but not limited to) provisions regarding use of electronic devices, expected class behavior, technology needs or expectations, etc.

Approved by Faculty Senate Bill 14-A-17 April 10, 2014, Reviewed by President April 24, 2014, Posted for 15 Day Review April 25, 2014

2. Eight-Week Midterm Grades

Policy *Faculty Senate bill 12-A-22 begins here*

During the eighth week of each spring and fall semester, midterm grades will be reported to the Registrar's Office in an approved fashion for each undergraduate student in each class, as an indication of that student's academic performance as of that time. Internships, independent study classes, eight-week classes, and graduate classes are exempt from these reporting requirements. Interim grades will be reported in the same format (letter grade, credit/no credit) as the final course grade for that class. For studio, clinical, field classes, etc., in which progress may be difficult to assess by conventional means, a department may develop guidelines by which the instructor can gauge student progress for reporting purposes.

Amended by Faculty Senate Bill 12-A-22 April 4, 2012, Reviewed by President April 23, 2012, Approved by Board of Regents May 12, 2012

Procedures *Faculty Senate Bill 12-A-23 begins here*

A student's reported midterm grades shall be made available by the Registrar's Office to: 1) that student through an on-line mechanism, 2) that student's faculty advisor, 3) the college advising center to which that student is assigned, and 4) other units/entities authorized by the student

to receive them, such as Athletic Advising, International Programs, Learning Assistance Programs, fraternities, sororities, etc. These units/entities shall receive the student progress information which they require solely through this reporting mechanism, and shall not request faculty assessment of student progress through other means. Faculty who receive such requests are entitled to refuse or disregard them.

A student who receives a midterm grade below a C, or one indicating unsatisfactory progress, shall receive a follow-up e-mail from the Dean of Students. In this e-mail, the student will be provided with suggestions for improving performance, be notified of available university resources, and be encouraged to take responsibility for their own academic successes. The midterm grade will be replaced by the final grade, and no permanent record of the midterm grade will be kept.

Amended by Faculty Senate Bill 12-A-23 April 4, 2012, Reviewed by President April 23, 2012, Posted for 15 Day Review April 2012.

3. Advisement of Students

Policy *Faculty Senate Bill 17-A-6 begins here.*

Each student is assigned an advisor, who may be a professional staff advisor or a faculty member in the student's major department. All faculty members should be prepared to serve as academic advisors as assigned by the department chairperson. The department chairperson is expected to make faculty advising assignments as equitably as possible in relation to faculty members' teaching and university service assignments.

Approved by Faculty Senate 2/22/17, Reviewed by President 10/2/18, Approved by Board of Regents N/A

Procedures *Faculty Senate Bill 17-A-7 begins here.*

Undergraduate students who have not yet declared a major are advised by [Academic Advising](#). Undergraduate students who have declared a major may be assigned a faculty advisor in their major department, subject to the department's policies for assigning advisors. Each college has a designated liaison in Academic Advising to assist faculty advisors and work with students as assigned. Each regional campus has a designated advisor to handle all advising at that location.

Undergraduate students should consult with their assigned advisor each semester to discuss their progress to graduation. Students with double

majors will normally have an advisor for each degree and should consult with both advisors each semester. If an undergraduate student cannot or will not attend an advising session, advisors may send the student's registration code by email, provided the student first acknowledges in writing or email that the advising session is being declined. Graduate students will be assigned a faculty advisor in their major department and should consult with their advisor and thesis advisor (if applicable) on a regular basis to discuss their progress to graduation.

Advising for students in online degree programs may be conducted electronically. For all other students, after an initial face-to-face advising session with a newly-assigned advisor, alternative communication methods may be utilized for subsequent advising. Advising conducted through alternative communication methods should address the same progress to graduation and course selection components as a face-to-face session. While not required, students are strongly recommended to consult with their advisors before dropping or adding courses beyond those advised for a given semester.

International students should consult with the Office of International Education and Services before they can drop below full-time status or add an internship.

All advisors have a responsibility to maintain current information about the university's technology and resources used in advising, academic policies and procedures, and changes to curriculum that impact advising. Advisors should also be aware of and maintain standards for documentation of advising sessions. Faculty advisors have the option of utilizing the Master Advisor program to enhance their ability to provide high quality advising to undergraduate students.

Approved by Faculty Senate 2/22/17, Approved by President 10/2/18, Posted for 15 Day Review 10/8/18

4. Class Attendance

Policy *Faculty Senate Bill 12-A-18 begins here.*

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an

absence is associated with a University-sanctioned activity, the instructor will provide an opportunity for assignment makeup. However, it is the instructor's discretion to provide, or not to provide, makeup work related to absences for any other reason.

A student not present for class during the entire initial week of a scheduled course may be removed from that course roster unless notification by the student is provided to the course instructor by the end of the first week.

Amended by Faculty Senate Bill 12-A-18 April 4, 2012, Reviewed by President April 23, 2012, Approved by Board of Regents May 12, 2012

Procedures *Faculty Senate bill 12-A-19 begins here*

Faculty will keep written records of course attendance. Financial Services may require last day of attendance from faculty members for students receiving certain types of federal funds. Faculty must be able to document last day of attendance, or last log-in for an online course.

A student who is absent from class during the first week of a course, or who has not logged into an online course, may be removed from the course through the online instructor initiated drop, unless notification by the student is provided to the course instructor by the end of the first week.

Amended by Faculty Senate Bill 12-A-19 April 4, 2012, Reviewed by President April 23, 2012, Posted for 15 Day Review April 2012

5. Office Hours

Each faculty member is required to schedule at least three office hours per week and should otherwise be accessible for conferences with students by appointment. A schedule of each faculty member's regular office hours should be posted for the convenience of students and a copy made available to the department chairperson.

6. Examinations and Grades

Policy *Faculty Senate Bill 16-A-10 begins here*

Periodic assessments are expected in every course and a final assessment is required for each course. An assessment is an examination or other

evaluation instrument developed to measure a student's academic performance. The final assessment for a face-to-face or blended course is due at the time established in the final examination schedule. For online (composed of 100% online) courses, the final assessment is due during the finals period. Faculty requests for exceptions will be granted, only in cases of extreme hardship, by the department chairperson.

Amended by Faculty Senate Bill 12-A-20, Reviewed by President April 23, 2012, Approved by Board of Regents May 4, 2012 Amended by Faculty Senate Bill 16-A-10, Reviewed by President 9/28/16, Approved by Board of Regents 12/16/16

Procedures *Faculty Senate Bill 12-A-21 begins here*

A student seeking to take a final examination at an alternate time must submit a request in writing or by e-mail to the instructor.

Faculty members are encouraged to submit final grades to the Registrar's Office as soon as possible after the final examination and no later than the deadlines established by the Registrar's Office.

Amended by Faculty Senate Bill 12-A-21 April 4, 2012, Reviewed by President April 23, 2012, Posted for 15 Day Review April 2012

7. Incomplete Grades

Policy *Faculty Senate Bills 12-A-26 begins here*

An incomplete ("I") may be given when the undergraduate student is doing passing work but is unable to complete all requirements because of unusual or unique circumstances acceptable to the instructor. In no case may an "I" be agreed to by an instructor prior to the drop date. An "I" may not be used to permit a student to repeat a course or to improve a grade.

8. Grade Appeal

Policy *Faculty Senate Bill 13-A-01 begins here.*

Faculty members of Southeast Missouri State University should communicate to students early in the term a clear statement of the grading practices and procedures that will be used to determine the student's final grade. Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled, and the evaluation of student academic performance is an essential responsibility of the faculty. Grading procedures and criteria should be included in the course outline provided to students. If a student believes those practices

and procedures were not consistently and accurately followed when the faculty member determined the student's final grade for the course, the student shall have the right to appeal the case first with the faculty member, then with the department chair, and finally, with a committee of faculty members. It should be noted that grade appeals are for rare instances of arbitrary and capricious grading on the part of the faculty member. Arbitrary and capricious grading, as that term is used here, comprises any of the following:

1. The assignment of a grade to a particular student on some basis other than the performance in the course;
2. The assignment of a grade to a particular student according to more exacting or demanding standards than were applied to other students in the course;
3. The assignment of a grade by a substantial departure from the instructor's previously announced standards.

For instances not dealing with arbitrary and capricious grading, such as a mistake made in the grading process, students should first seek to resolve the grading mistake with the faculty member.

Approved by Faculty Senate Bill 13-A-01 January 30, 2013, Reviewed by President April 5, 2013, Approved by Board of Regents April 10, 2013

Procedures *Faculty Senate Bill 13-A-2 begins here.*

The grade appeal procedure is primarily for the review of allegedly arbitrary and capricious grading, and not for review of the instructor's evaluation of the student's academic performance.

In order to maintain accurate records, faculty members are recommended to retain certain items for various time periods. These are:

1. Grade records. These should be retained for at least one year following the completion of an academic year.
2. Class outlines. These should be retained for at least one year following the completion of an academic year.
3. Course papers/projects/etc. These should be retained by the instructor for a period of at least one semester following the completion of a course. When graded assignments are returned to students during a course, students should be alerted to retain

these materials themselves until the grading and appeal periods have been completed.

Students should be encouraged to resolve immediate grading questions when they occur and keep copies of exams, projects, and other graded assignments at least until grade reports are received following the completion of a course.

Appeal Steps

Step 1.

If the final course grade is in question, the student should first discuss the grade fully with the instructor of the course. This informal appeal may occur at any time within the first six weeks of the next regular semester (Fall or Spring) following the receipt of the grade, but it is strongly suggested that this inquiry take place as soon as possible.

If an informal appeal does not resolve the problem, the student may file a formal written appeal to the instructor by October 1 (Fall semester) or March 1 (Spring semester). Included in the written appeal should be the basis for the appeal and copies of pertinent documents which support the appeal. The letter should include the full name of the student, the student's ID number, course number, course title, semester and year enrolled, section number, and the name of the instructor. The instructor of the course should respond in writing to this appeal request within two weeks of receiving the request and no later than October 15 (Fall) or March 15 (Spring). If the instructor is no longer available on campus, the department chair may try to contact the instructor or may act in place of the instructor. The unavailability of the instructor may necessitate a slight change in time frame, if so determined by the department chair.

Step 2.

If the matter cannot be resolved by interaction with the instructor for any reason, the student may file a written appeal with the department chair within two weeks of receiving the instructor's response, or by November 1 (Fall) or April 1 (Spring). The department chair may request

a meeting with the student and the instructor in order to mediate a possible settlement of the disagreement and must respond to the appeal within two weeks, or by November 15 (Fall) or April 15 (Spring). It is neither the right nor within the responsibility of the department chair to change the grade, but rather to find whether any error may have been made and to counsel the faculty member on this regard. If the instructor is no longer available on campus, the department chair may try to contact the instructor or may act in place of the instructor. The unavailability of the instructor may necessitate a slight change in time frame, if so determined by the department chair. In the event that the Department Chair is the instructor whose grade is being questioned, the College Dean will function as noted above. Should the Dean or other administrative officer be the instructor whose grade is being questioned, the Chair of the department to which the administrator is assigned will handle the appeal process.

If the student still believes the grade was issued in error, one further step may be taken.

Step 3.

If the matter is still not resolved through mediation with the department chair, a three member committee shall be appointed by the chair to handle the final appeal. This committee shall be made up of three full-time tenured or tenure track faculty members, two of whom should be from outside the department in which the appeal was initiated, and may be a regular standing committee or a committee specially convened as circumstances warrant. A written appeal, including supporting documentation, must be made by the student to this committee. This appeal should be received in the departmental office no more than two weeks following the department chair's recommendation. It is requested that the committee then investigate the matter and render a decision within one month. This committee may reject the student's appeal, request that the faculty member change the grade to an appropriate level, or, as a last resort, change the grade themselves. The decision of the faculty appeal committee constitutes the final level of university appeal open to the student.

Under no circumstances may a grade appeal be initiated more than one semester after the grade has been issued.

*Approved by Faculty Senate Bill 00-A-1 February 16, 2000, Approved by Board of Regents March 24, 2000
Approved by Faculty Senate Bill 13-A-2, January 30, 2013, Review by President April 4, 2013, Posted for 15
Day Review April 11, 2013.*

9. Repeating Courses

Policy *Faculty Senate Bill 13-A-03 begins here.*

Undergraduate students who have received a grade below an 'A' in a course may repeat the course, provided they have not completed a course for which the repeated course is a prerequisite. Individual academic units and programs may set more stringent conditions and restrictions than these on the repeating of courses, so long as the conditions and restrictions are clearly communicated to students in advance. Thus, students should visit with an academic adviser to determine whether re-enrollment is advisable, since certain department or divisional policies may be important in this regard. Furthermore, students should be aware that repeating a course may have an impact on financial aid, insurance, veterans benefits, entrance to professional schools, participation in athletics, immigration status, and other academic and non-academic matters.

*Approved by Faculty Senate Bill 13-A-03 January 30, 2013, Reviewed by President April 5, 2013, Approved by
Board of Regents April 11, 2013*

Procedure *Faculty Senate Bill 13-A-04 begins here*

When a course is repeated, the first grade remains on the student's permanent record, but the latter grade is used in computing grade points and hours accumulated. In the calculation of honors at graduation, all course grades are to be considered by the Registrar.

*Approved by Faculty Senate Bill 13-A-04 January 30, 2013, Reviewed by President April 5, 2013, Posted for 15
Day Review April 11, 2013*

10. Student Evaluation of Instruction

Policy *Faculty Senate Bill 12-A-8 begins here.*

Student evaluation of instruction at Southeast Missouri State University shall be conducted for four distinct purposes:

1. to enable individual faculty members to continually improve the

- quality of their classroom instruction,
2. to provide individual faculty members with a measure of perceived effectiveness of instruction,
3. to enable students to provide input concerning the quality and content of classroom instruction,
4. to acquire institution-wide measures which may be used to compare and contrast Southeast with other universities.

Student Evaluation for Improvement of Classroom Instruction and Content

In recognition of the strong teaching mission of Southeast Missouri State University, formal faculty evaluation processes and incentives shall be implemented and maintained to encourage continuing improvement in instruction and a commitment to quality instruction by all faculty.

Procedures and processes should not only include rigorous peer review and self-evaluation of instructional effectiveness but also systematic, credible student evaluation of instruction.

All faculty shall be evaluated by systematic, anonymous student evaluations in all sections of each course taught. Those faculty teaching the same students in an integrated framework of interconnected courses, such as the College of Education's Block program, may have the option to administer just one evaluation per set of courses.

Approved by the Faculty Senate Bill 12-A-8, Reviewed by President December 7, 2012, Approved by Board of Regents December 14, 2012

Procedures *Faculty Senate Bill 12-A-34 begins here.*

The course/instructor evaluation instrument(s) used within a department during the semesters when a nationally-normed, university-wide evaluation instrument is not utilized must be approved by a 2/3 vote of the faculty of that department. The instrument(s) should recognize the diversity of subject matter, instructional styles, and student groups across and within disciplines. Faculty may add additional questions to the instrument(s) to ensure that all appropriate data needed for instructional improvement are provided.

The student evaluation is to be administered by the departmental chair or designate. Appropriate procedures will be developed by the Center for Scholarship in Teaching and Learning and/or department chairs to require timely administration and processing of the evaluations and to ensure the integrity of the entire student evaluation process. Instructions for completing the instrument and adequate time for the completion in class will be provided. Students will be informed (a) that the data and written comments on the evaluation form are confidential, (b) that the data will be an important part of the information considered in improving instruction at Southeast Missouri State, and (c) that the instructor will not have access to the data until final grades have been processed. The faculty member will not be present during the evaluation, and the results will not be available until after final grades have been processed.

The Center for Scholarship in Teaching and Learning will assist in the processing of the evaluations. The results will be returned to the faculty member. Evaluations will also be forwarded by the department chair to the dean of the college for all courses in a semester when a summary measure of teaching effectiveness selected by Faculty Senate is below the nationally-normed 20th percentile for at least two courses in the same semester. The dean, in consultation with the department chair and faculty member, may then suggest further classroom evaluation by peers, attendance at instructional development activities provided by the Center for Scholarship in Teaching and Learning, or attendance at other instructional development workshops or programs relevant to the appropriate discipline. It is expressly understood that the department chair and dean of the college will use the results only for encouraging teaching improvement, and not for any other personnel decisions. It is also understood that evaluations with response rates that are too low to be reliable will not be forwarded to the dean of the college. The Center for Scholarship in Teaching and Learning will receive a copy of the results from the nationally-normed instrument and may receive a copy of the department assessment if the faculty member so desires. The results of the evaluation of the department chair will be distributed to the dean and a faculty member designated by the department. Confidentiality among these individuals must be maintained. Any other use of the results requires the approval of the faculty member, except in cases where the aggregate data are used for specific institutional reporting purposes.

As part of its commitment to improving and assuring quality

instruction, the University shall provide professional development resources and assistance to improve teaching effectiveness. The Director of the Center for Scholarship in Teaching and Learning will be responsible for coordinating effective mentoring systems, seminars, workshops, instructional materials, and other professional development activities and for ensuring that faculty development is suggested and professional development resources provided to support improvement of instructional quality.

In summary, student evaluation of instruction may be viewed as part of a continuous, formative process of assessment used to measure the effectiveness of classroom instruction by faculty members. This process should culminate in an overall view of the instructional and content effectiveness of the courses being examined.

Student Evaluation for Comparing and Contrasting Southeast with Other Universities

A nationally normed student rating form will be selected by a method recommended by the Faculty Senate and will be designated for this institution-wide purpose. This student rating form will be administered campus-wide, every spring semester, in every section of every class taught, except where the use of the instrument is deemed invalid by the developer or where an integrated set of courses may best be evaluated by a single administration of the evaluation instrument. The costs of administration of this form shall be borne by the Office of the Provost. The data collected from this administration will be used to compare and contrast Southeast to other universities. The nationally normed instrument will be administered campus-wide during specified semesters as described above. Separate departmental evaluation instruments, if approved by the department as previously described, may be administered during these same semesters if so desired by the department and/or the individual faculty member.

Appropriate Use of Student Evaluation of Instruction Information in Personnel Decisions

Faculty members may voluntarily choose to report numerical results from the nationally-normed instrument and/or the specific department assessment form(s) for evidence of teaching effectiveness in personnel decisions (such as promotion, tenure, merit pay, termination, etc.). Faculty

members may not be compelled to submit student evaluation results for these purposes (see “Prohibited Use” below). Instead, however, faculty members should describe their responses to the numerical results and/or students’ written comments. They may describe the content or teaching techniques that contribute to their success or describe changes in content or teaching techniques they have made or will make, or innovations they have made or planned that might enhance teaching effectiveness. They may describe how more recent results reflect a previous change in teaching activities. They can reflect on what the results reveal or confirm. They may explain the assistance they sought from their colleagues, the Center for Scholarship in Teaching and Learning, and/or professional organizations. The narrative thus developed would be reflective and explain how faculty members used the results of student evaluation of instruction to improve teaching. Narratives would be included in the faculty member’s record of service as evidence of the implementation and response to student evaluation of instruction. Developing a response to student evaluations rather than merely reporting the summary numbers is more consistent with the formative intent of student evaluations at the individual faculty member level. It would allow faculty to avoid focusing on maximizing numbers, but rather concentrate on explaining their response to the numbers and students’ written comments.

When developing recommendations or making decisions on faculty teaching effectiveness, committees and individuals must take into account other activities presented by the faculty member consistent with accomplishment in teaching effectiveness, including but not limited to:

- peer evaluations
- portfolios
- course improvement activities
- curriculum improvement activities
- team teaching activities
- faculty self-evaluation statements concerning philosophy and teaching techniques
- pre-test/post-test measures designed to assess gains in student knowledge
- other “value added” outcomes measures
- documented informal or formal mid-semester student evaluations of instruction accompanied by reflections thereon
- other measures of effectiveness prescribed by departmentally-approved criteria

Faculty members may voluntarily choose to report the numerical summary results of student evaluation of instruction with or without a narrative such as that described above. It is, however, improper for individuals or committees to draw inferences about the presence or absence of such data, as explained below. Such individuals or committees should also be aware that, because of the necessity of a transition period to this policy from the preceding one, faculty members could be submitting mixed evidence of teaching effectiveness for a period of several years. This is acceptable, and no adverse inferences may be drawn in such cases.

Prohibited Use of Student Evaluation of Instruction Information in Personnel Decisions

Because standardized rating instruments and department assessments may not adequately capture the nuances and variations across disciplines or between types of courses within a discipline, the use of the results of these evaluations may not be compelled in any kind of personnel decision (such as promotion, tenure, merit pay, termination, etc.) and may only be used if the individual faculty member wishes them to be so used. Individuals and bodies involved in such personnel decisions are expressly directed not to draw any inferences whatsoever about the absence of these results from any faculty member's dossier. Demonstrating teaching effectiveness, however, is the responsibility of faculty members and may be achieved in a variety of ways, such as those listed in the preceding section. It is important to reiterate that student evaluation of instruction is just a part of the teaching effectiveness. Ratings and written comments from students should be viewed as ongoing components of the overall process of professional growth and teaching improvement. Relying solely on student evaluations to assess the effectiveness of teaching and learning is inappropriate.

Approved by Faculty Senate 3-24-99. Amended Faculty Senate Bill 98-A-05. Amended Faculty Senate Bill 99-A-03.

Approved by Faculty Senate Bill 12-A-34, President Review 12/12, 15 Day Review 1/13

11. Family Educational Rights and Privacy Act/Buckley Amendment

Policy *Faculty Senate Bill 12-A-30 begins here*

The University maintains students' educational records in a manner consistent with the Family Educational Rights and Privacy Act of 1974

(Buckley Amendment), Missouri statutes R.S.MO. 610.021(6) and 610.010(4), and the implementation of these acts. These acts are designed to protect the privacy of students and parents regarding access to records and release of such records, and to provide opportunity for a hearing to challenge such records should they be inaccurate, misleading, or inappropriate.

Under the University's Open Meetings and Open Records Policy, adopted by the Board of Regents October 30, 1987, public records are closed to public inspection and copying to the extent that they relate to scholastic probation, expulsion, or graduation of identifiable individuals and personally identifiable student records.

Amended by Faculty Senate Bill 12-A-30 April 11, 2012, Reviewed by President April 23, 2012, Approved by Board of Regents May 12, 2012

Procedures *Faculty Senate Bill 12-A-31 begins here*

The faculty member should be aware of the following areas affected by the Buckley Amendment:

1. What kinds of records are covered? The Buckley Amendment covers all records, files, documents and other materials which contain information directly relating to a student and which are maintained by an educational agency such as a University. The location or format of the record does not matter. Discipline folders, health files, grade reports, and other records found in a cumulative folder or computer file are all covered. Schools are required to provide a list of all the records maintained on students.
2. Under what circumstances is it all right to post grades? Grades may be publicly posted only if the student is not identified in any way. Posting of names, initials, social security numbers, or student identification numbers is not allowed. A faculty member can assign a code or number known only to the student and post the grades by these numbers. The numbers must be listed in a manner that assures that the students' numbers do not appear in the list in the positions that coincides with their places in an alphabetical listing of the students enrolled in the class.
3. Are there any student records that a school can refuse to show a student? Yes, the following:
 - a. A teacher's or counselor's "personal notes" (these are notes that

- school officials make for their own use and are not to be shown to anyone else, except a substitute);
- b. Records of school security police if they are kept separate from the rest of the school's files, if the security agents do not have access to any other school files, and if they are used for law enforcement purposes only within the local area;
 - c. Personnel records of school employees;
 - d. Psychiatric or "treatment" records (but students can let a doctor of their own choice look at them);
 - e. Financial records of parents.

Note: School officials cannot refuse to show students a record simply because it was sent to them by someone outside the school system.

4. Must the school show the record to students immediately upon request? No. Under the Buckley Amendment, the school has 45 days to grant the request.
5. Can the school destroy records after the student has requested to see them? Such action is a violation of the Buckley Amendment. However, schools may remove or destroy records prior to a request.
6. What if the student does not understand the records? An explanation must be provided by the school of the meaning or intent of statements made in the records.
7. May students obtain copies of school records? Under the Buckley Amendment, they may obtain a copy:
 - a. When records are transferred to another school, and
 - b. When information is released to third parties.

In addition, if receiving copies is the only practical way access can be obtained (e.g., the parents live in California, and the records are in New York), the school will have to make copies. Local school regulations will govern requests for copies in other situations and will also establish the amount that can be charged for each copy.

Remember: Students have the right to see the records and take notes from them even if the school refuses to copy the papers for them.

8. If students think information is misleading or false, how can they get it removed? First, the student may ask the school to remove it and explain why. If the school official agrees, then the matter is closed. If the school official disagrees, then a hearing can be requested by the

student. A hearing is a meeting between the student and school officials that is presided over by an impartial individual (known as a hearing officer) or committee. The hearing's purpose is to let each side present the evidence in dispute within the school record and to let the hearing officer decide who is right.

9. What information may be disclosed without prior written consent? Directory information may be disclosed without prior written consent if a confidential flag does not appear in the Student Information System. The University defines directory information as student's name; local and permanent address and phone number; date and place of birth; whether student is currently enrolled; dates of attendance; major field of study; anticipated date of graduation; degree(s) earned, if any, date, major, and honors received; participation in officially recognized activities and sports; weight and height of members of athletic teams; and most recent previous educational institution attended. Students may request restriction of release of directory information by completing a request available in the Registrar's office or online through the portal.
10. What information requires the student's written permission for release? The student's written permission is required for release of non-directory information. Examples of non-directory information include parent name, address and phone number; class schedule; class attendance; grades; withdrawals, suspensions; and Southeast ID number. If you have a question concerning release of student information, contact the University Registrar. (Note: In addition to the University's liability for knowingly violating the Buckley Amendment, individuals are also held personally liable for knowingly violating this legislation.)
11. Who may see a student's records without consent?
 - a. School officials in the same university with a "legitimate educational interest," meaning that they must require the student's education records in the course of performing their instructional, supervisory, advisory, and administrative duties of the University;
 - b. School officials in the University to which the student intends to transfer (but only after the student has had a chance to

- challenge the contents);
 - c. Various state and national education agencies when enforcing federal laws;
 - d. Anyone to whom the school must report information as required by state statute (the state statute must have been in effect prior to November 19, 1974);
 - e. Accreditation and research organizations helping the school;
 - f. Student financial aid officials; and
 - g. Those with court orders.
12. May police, probation officers, or employers see student records without consent? No. Under federal law, police, probation officers, and employers cannot see or receive information from student records without obtaining the student's consent. If, however, the state has a statute that was in effect before November 19, 1974, requiring schools to give these individuals such data, then the school has the discretion to do so.
13. May the school ask students to sign a blanket consent form at the beginning of the school year so they do not have to request each release of a record or its information? No. The school must contact the student each time someone requests to see any records.
14. What must the school tell a student who is asked for consent to release records? The student must be told what records have been requested, why the request has been made, and who will receive the records.
15. Where can I find more information on the Buckley Amendment? The University officer charged with ensuring compliance with the Buckley Amendment is the Vice President for Enrollment Management and Student Success who can provide more information if needed.

Amended by Faculty Senate Bill 12-A-31, April 11, 2012, Reviewed by President April 23, 2012, Posted for 15 Day Review April 2012

12. Guidelines for Classroom Copying; Photocopying Copyrighted Material for Teaching

Policy *Faculty Senate Bill 15-A-7 begins here.*

Southeast Missouri State University respects the rights of copyright holders and copyright laws, and expects its faculty, staff, and students to do so as well. It is the responsibility of the University community to make a good faith effort to comply with United States Copyright law and related

University policies. The Copyright Act of 1976 (P.L. 94-553) precludes copying materials to avoid payment to authors and publishers for the use of copyrighted materials. Copyrighted works may be reproduced for classroom use and for research without securing permission and without paying royalties when the circumstances amount to what the law calls "fair use."

In 1976, educators along with publishers developed a set of minimum standards of fair use which were set forth in the "Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions" and the "Guidelines for Educational Uses of Music," in Section C (Fair Use) of "Circular 21: Reproduction of Copyrighted Works by Educators and Librarians," published by the United States Copyright Office (<http://copyright.gov/circs/circ21.pdf>). These two sets of guidelines together are hereafter referred to as the 1976 Educator Guidelines. These standards can be used as a practical approach to determine fair use. Any copying that falls within these guidelines is considered to be fair use and permissible. For all other material, prior permission of the copyright owner is to be obtained prior to photocopying material.

The purpose of the 1976 Educator Guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of the Copyright Act of 1976. The responsibility for determining whether copyrighted material can be copied will reside with the individual faculty or staff member.

Approved by Faculty Senate 3/25/15, Reviewed by President 5/27/15, Approved by Board of Regents 6/19/15

Procedures *Faculty Senate Bill 15-A-8 begins here.*

1. Procedures for Departmental Copying

- a. When copying copyrighted material on department/office copiers, faculty and staff should consult the guidelines contained in the 1976 Educator Guidelines to determine if the material they are going to copy requires permission from the copyright owner.
- b. Any material reproduced from a copyrighted source must include a notice of copyright at the beginning of the article.
- c. Departments shall prominently post near their copying machines a notice of the existence and source of availability of the

University's policy statement concerning reproducing copyrighted materials.

2. Procedures for Copy Center and Printing Service Copying

- a. A notice of copyright must be included at the beginning of the article to be copied.
- b. Printing and Duplicating and the Copy Centers shall prominently post a notice of the existence and source of availability of the University's policy statement concerning reproducing copyrighted materials.

3. Procedures for Copyrighted Materials that are Reproduced and Sold to Students

Printed or copied course material which contains copyrighted materials must be sold to students only through the University bookstore (Southeast Bookstore). Southeast Bookstore has established procedures for obtaining permission and paying permission fees to copyright holders. Departments preparing course packets for sale to students should contact Southeast Bookstore for specific requirements and procedures.

Approved by Administrative Council 1992

4. University Procedures on Copyrighted Audiovisual and Online Instruction Resources

For guidelines relating to audiovisual resources and online instruction, faculty should consult Southeast's Copyright Manual (<http://www.semo.edu/it/pdf/CopyrightManual.pdf>) and additional resources found on the Information Technology website (<http://www.semo.edu/it/policies/copyright.html>).

Approved by Faculty Senate 3/25/15, Reviewed by President 5/27/15, Posted for 15 Day Review 6/3/15

13. Textbook Policies

The objective of the Southeast Bookstore/Textbook Rental Department is to support the educational mission of the University by providing textbooks to the undergraduate students through a cost effective rental system.

The University policy regarding the rental system is that textbooks

shall be adopted for a period of two calendar years with a limit of one book per course and with all sections of a course using the same text.

A variance of the limit of one book per course is automatically granted for:

1. Five hour Courses
2. Volume I and Volume II books
3. Interdisciplinary Courses

Requests for exceptions from the stated policy shall be decided at the department or School of University Studies level and should be based on academic needs and sound financial principles. The bookstore manager will be available for consultation with the department chairperson when necessary.

In order to protect the financial soundness of Textbook Rental, adoptions will be processed in the following order: first, all requests in compliance with the stated policy, and second, all requests for exceptions to the stated policy in the order in which they were received by Textbook Rental until the limit of budget for new acquisitions is reached.

A report will be compiled and distributed each semester, stating the number of variations granted by each department. The reports will be distributed to the Administrative Council and the department chairpersons.

Revised, July 1992, Updated August 15, 1997

14. Guidelines for the Establishment and Operation of Academic Internship Programs

The academic internship is a viable extension of the formal academic setting that affords students an opportunity to gain valuable professional experiences and to ensure that these are interfaced with the learning objectives in the student's major area of study. As a learning alternative, the internship provides career-related experiences that build upon and extend the more formal student experiences on campus.

This joint educational venture requires close cooperation between the various campus constituencies involved in the program and the agencies, organizations, or businesses associated with the program. Colleges and departments have specific responsibilities in terms of ensuring quality, academic standards, and consistency of operation. Faculty members assume various roles of supervising students, maintaining relations with professional supervisors, and ensuring effective administration of the program. Students assume responsibility for achieving the appropriate learning outcomes while working under the close supervision of the faculty member and one or more recognized professionals in the work setting.

Basic Definition

An academic internship affords the student a unique opportunity to combine formal learning experiences with the professional work setting. Internships are planned experiences that are approved prior to enrollment for credit. Internship programs may be established for between three and fifteen semester hours of credit. As a normal guide, it is expected that for three hours of credit, the student would be employed in a supervised learning experience for at least 120 hours spread over the academic session. While the number of hours provides the basis for a set time frame, the emphasis throughout the internship is on the quality of the planned learning experiences.

To ensure that the internship is a meaningful learning experience requires clarity in process, consistency in standards, and shared responsibilities among various constituencies. To assist in this process, the following guidelines are utilized.

1. College Responsibilities

- a. The internship program should be implemented and maintained in a manner consistent with the guidelines outlined in this document.
- b. Regular curricular processes should be followed for the establishment and review of internship programs.
- c. Assurances should be made that the internship program is a natural extension of the desired learning outcomes appropriate to the major.
- d. Assurances should be made that the internship program is

properly administered and that appropriate understandings have been developed with the cooperating business or organization.

- e. Assurances should be made that affiliated site sponsors follow practices consistent with institutional equal opportunity/Dean of the Graduate School guidelines.

2. Department Responsibilities

- a. The internship programs should be a regular part of the instructional program for majors in the department.
- b. The procedure for initiating an internship program should be the same as that for adding a course to the regular curriculum.
- c. The matters of scheduling supervision, academic credit, evaluation, instructor work load, prerequisites, eligibility, etc., should be resolved at the department and college levels through the same procedures provided for other courses.
- d. The department chairperson involved in the internship programs should exercise special care to ensure that instructor workloads be adjusted appropriately.
- e. Departments should review and scrutinize their internship programs regularly and carefully to ensure that quality is maintained and that recognized goals of the department are being met.
- f. In instances where federal funds are available for internship programs, the departments should avail themselves of the advice and assistance of the University officer who is knowledgeable about federal procedures to be followed in applying for such funding.
- g. The department should ascertain whether each proposed field supervisor is a recognized professional in the subject area of the internship program.

3. Faculty Member Responsibilities

- a. The faculty member is responsible for coordinating contacts with the field supervisors with whom the internship is to take place, for arranging the work program in consultation with the field supervisor, and for maintaining this contact with each field

- supervisor until the student has successfully completed the experience.
- b. The faculty member responsible for the internship program should provide an appropriate course syllabus and seek approval in a manner similar to that provided for regular courses.
 - c. The faculty member should supervise the student and work closely with field supervisors.
 - d. The faculty member should carefully screen field supervisors and work environment situations.
 - e. The faculty member should arrange times and dates of student participation with the field supervisor and should resolve any scheduling problems which the student encounters.
 - f. The faculty member should apprise the student of what is expected and assign the student's grade at the end of the semester.
 - g. The faculty member should follow up on the student's progress with periodic contacts with the supervisor as well as conferences and reports from the student.
 - h. The faculty member should file a schedule of work experiences and activity guidelines with the department.
 - i. The faculty member should ensure that the quality of the internship continues from semester to semester.

4. Professional Field Supervisor Responsibilities

- a. The professional field supervisor should assist the faculty member in planning relevant and desirable work experiences for the student participant.
- b. The professional field supervisor should provide guidance to the students in their internship programs.
- c. The professional field supervisor should work closely with the faculty member to make certain the intended learning takes place.
- d. The professional field supervisor should remunerate the student if such has been agreed upon in advance.
- e. The professional field supervisor should record attendance of the student on the internship.

- f. The professional field supervisor should notify the faculty member if any major deviations from the intended program become necessary or desirable.
- g. The professional field supervisor should evaluate the student's participation in the internship program and submit the evaluation to the faculty member.

5. Student Responsibilities

- a. The student is answerable to the field supervisor for on-the-job performance and to the faculty member for academic, course-related matters.
- b. The student should clearly understand the nature of the internship program in terms of credit hours, salary (if any), method of grading, duration of the program, and the number of hours required for the program.
- c. The student is required to attend all scheduled meetings and to complete all assignments and the schedule of activities agreed upon by the faculty member and the professional field supervisor.
- d. The student is expected to provide all transportation, personal equipment, and supplies not provided by the affiliated sponsor.
- e. The student is expected to write and submit follow-up reports, a comprehensive final report, and/or a listing of work experiences to be graded or evaluated by the faculty member.

These guidelines are based upon the recommendations as presented in Faculty Senate Bill 78-A-02 Academic Services, 1982

D. Research

1. Policy Regarding the Role of Research on Campus *Faculty Senate Bill 12-A-6 begins here.*

A major goal of the University is to "contribute to the general advancement of knowledge by stimulating research, scholarly activity, and creative endeavor relevant to the academic and public service programs of the University." Such activities are integral aspects of the teaching/learning environment and directly support the major teaching function of the University. Within the context of the goal statements,

research, scholarly activity, and creative endeavor emerge as key elements in the progress of Southeast Missouri State University toward mature "University" standing. With respect to teaching, these pursuits augment the capabilities of faculty members and enrich the learning experience of students. They also serve as a means to fulfill personal interests, strengthen individual competence, and continue to maintain a fresh and informed grasp of new instructional methods and the assessment of existing ones. Faculty members who are involved in the ongoing pursuit of knowledge or who are creative artists seem more apt to stimulate intellectual curiosity and exploration in their students. In short, research, scholarly activity, and creative endeavor afford still another avenue for upgrading the quality of education that the University provides.

Updated October 5, 2005

The University values these professional growth activities not only as a means to increase knowledge in an ever-expanding universe of thought but also as a practical means to benefit society. Such activities may be viewed along a continuum from the most "pure" or theoretical to the more informal which might be found in a classroom setting. Indeed, the classroom often functions as a laboratory where these ideas and activities are inspired and launched, ultimately to the good of society. Embryonic research and scholarly and creative activity compiled in the University can provide impetus, therefore, for more ambitious research activities relevant to the needs of society that extend beyond the University.

Several factors influence the shape and course of such activities within a University. In some instances, for example, personal challenge, the quest for knowledge, or scientific curiosity may stimulate an individual faculty member. Often, financial support for the project must then be secured from the University, government, or private sources. In other instances, funding opportunities anticipate and/or stimulate research activities. When this is true, the goals, guidelines, and practices of these funding sources will frequently dictate the nature of faculty research and scholarly and creative activity.

Although forces outside the University may influence these activities, faculty attitudes, department priorities, and the general posture of the University also shape their nature. The University seeks to foster an

academic climate supportive of quality research that will satisfy individual and University goals while operating within the context of broader societal needs. Encouraging such research endeavors does not lessen the University's commitment to its other functions, but rather enhances and strengthens all institutional activities.

Support from faculty colleagues, department chairpersons, deans, and other administrators provides a sound base for research and scholarly and creative activities at Southeast Missouri State University. In addition to outside sources, faculty members have access to department, college, and divisional funds as they may become available for the express purpose of fostering research among the faculty.

2. Policy Regarding the Role of the Office of Research and Grant Development

The Office of Research and Grant Development is an academic service dedicated to enriching the professional development of faculty and equivalent-level staff by providing those individuals with opportunities for research and/or public service. In turn, those activities augment the instructional processes of the University.

By monitoring the current research and development interests of public agencies, private philanthropic organizations, and business, the office provides faculty with an important repository of information which can aid them in their efforts to keep abreast of new trends in virtually any field of study.

The office provides faculty with a central location from which they can seek colleagues from around the campus and the state whose specialized knowledge or talent is needed for a complex research study. Research and Grant Development will assist faculty when they seek to identify and contact professional associations. The knowledge and skills of the office director also serve as a valuable asset.

The office provides three types of services: technical assistance, information management, and skill/knowledge development. Technical assistance is given in the proposal preparation phase, the proposal submission phase, and the project administration phase. Information management includes searching for or identifying potential funders, monitoring external events, and communicating that information to the

University community. The development of skills and knowledge related to the process of grantsmanship takes place in one-on-one sessions with interested parties, formal events such as workshops, and linkage with individuals whose talents, pooled with the proposal's author(s), might enhance the proposal's chances of acceptance.

The Office of Research and Grant Development Procedures and Guidance manual can be viewed at: <http://www.semo.edu/grants/manual.htm>.

Updated August 15, 1997

Updated October 5, 2005

Updated by Change Form May 28, 2008

3. Research Funds

Policy *Faculty Senate Bill 11-A-31 begins here*

The Grants and Research Funding Committee of the Faculty Senate was organized to encourage faculty involvement in research, scholarship, and creative projects.

*Amended by Faculty Senate Bill 11-A-31 November 2, 2011, Reviewed by President November 2011,
Approved by Board of Regents December 15, 2011*

Procedures *Faculty Senate Bill 11-A-32 begins here*

Proposal categories:

1. Research or objective inquiry into any acknowledged disciplinary field using any recognized research method;
2. Creative projects, performances or imaginative work in any acknowledged area of aesthetic expression.
3. Research programs which promote further professional development.

Eligibility:

1. All members of the University faculty with the exception of those whose resignations or terminations will have taken effect after the proposed receipt or expenditure of allocated funds;
2. Prospective new faculty members contingent upon their appointment to the faculty;
3. Staff members at professional levels comparable to academic faculty;
4. Emeritus faculty.

Detailed guidelines and application procedures for these faculty development grants are periodically revised and published in a separate booklet by the Grants and Research Funding Committee. Please see

http://www.semo.edu/facultysenate/committees/grantsandresearch_docs.html

Amended by Faculty Senate Bill 11-A-32, November 2, 2011, Reviewed by President November 2011, Posted for 15 Day Review November 2011

4. Patents and Copyrights

Policy *Faculty Senate Bill 12-A-6 begins here.*

The purpose of this policy is to protect the rights and benefits of Southeast Missouri State University, the people of Missouri, and the inventor, discoverer, or author in matters pertaining to patents and copyrights. Within this purpose it should be recognized that the objectives of the University do not encompass the invention or development of a product or process for commercial use. Patentable inventions, processes, etc., will instead be a by-product of the usual intellectual endeavors of the faculty and staff of the University.

Any invention or discovery made by an employee of the University or resulting from research carried on under the direction of an employee in which the University may have an interest shall be promptly reported by such discoverer to the Grants and Research Funding Committee. The committee shall review related data and information and make recommendations concerning financial terms and problems concerned with the development and administration of such inventions and discoveries and patents secured thereon. The committee shall make recommendations to the President concerning the disposition and terms of administration of such inventions and discoveries.

Amended by Faculty Senate Bill 12-A-06, February 29, 2012, Reviewed by President March 7, 2012, Approved by Board of Regents March 23, 2012

Procedures *Faculty Senate Bill 12-A-07 begins here*

Except in cases where other arrangements have been specifically agreed to in writing, Southeast Missouri State University shall permit University employees and students to retain in full all copyright and patent privileges resulting from their usual intellectual endeavors. In cases where University support or sponsorship has been provided, the recovery of institutional costs shall:

1. Begin only when residual profits have been accrued as a result of individual or group ownership of copyrights or patents.
2. Be limited to fifty percent of the residual profits accrued as a result of individual or group ownership of copyrights or patents.
3. Continue until all institutional costs have been recovered or until additional residual profits have not been accrued for a period equal to two years after the last instance in which residual profits were accrued, whichever comes first.

Residual profits shall be defined herein as total profits generated by a copyrighted or patented product or process minus all costs borne by the individual or group owning those products' or processes' copyright or patent privileges.

In all cases where University support or sponsorship has not been provided, the cost of administering or procuring copyright or patent privileges will not be borne by the University unless agreed to in writing by the Board of Regents. University support or sponsorship will be defined herein as:

1. Direct assignment by the University of an individual or group to conduct a specific intellectual endeavor whose only aim is the meeting of the objectives of the University and not the production, improvement, or discovery of a copyrightable or patentable product or process.
2. Financial Aid in the form of grants, scholarships, awards, or purchased materials or supplies from University funds provided by the state of Missouri.

In all cases where University support or sponsorship has been provided and institutional costs have been recovered, all monies resulting from the recovery of institutional costs shall be returned to the funding unit of the University from which support or sponsorship was provided.

Southeast Missouri State University and its Board of Regents disclaim and expressly deny any liability or responsibility for patent infringement or

negligence on the part of any person or entity who may elect to obtain a patent or copyright under the provisions of this policy.

Portions of the above sections include portions of Faculty Senate, Bill 83-A-04

Amended by Faculty Senate Bill 12-A-7 approved by the Faculty Senate February 29, 2012 and by the President March 7, 2012, Posted for 15 Day review March 2012

5. Research Corporation

Through its membership in AASCU, the University is able to use the services of the Research Corporation to assist faculty in obtaining a patent. The Research Corporation will evaluate the patent potential of an invention based on receipt of a Disclosure Submission and Invention Administration Agreement. Neither the faculty member nor the institution bears any direct cost for the evaluation, nor if the invention is accepted, for the cost of filing. The Research Corporation will assume responsibility for marketing the product. Gross receipts are shared with the faculty member (subject to the University Patent Policy) receiving 57.5% of the gross income. Specific details may be obtained from the Office of Research and Grants.

6. Additional Information Regarding Copyrights

Faculty wishing more information about copyrights under federal law should consult Title 17 of the U.S. Code, especially Sections 106 and 107, portions of which are duplicated below:

Faculty Senate Bill 88-A-11 begins here.

Exclusive Rights in Copyrighted Works

Subject to (other provisions of the law). . . , the owner of copyright under this title has the exclusive rights to do and to authorize any of the following:

1. To reproduce the copyrighted work in copies or phonorecords;
2. To prepare derivative works based upon the copyrighted work;
3. To distribute copies or phonorecords of the copyrighted work to the public by sale or other transfer of ownership, or by rental, lease, or lending; and
4. In the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures

and other audiovisual works, to perform the copyrighted work publicly.

Limitations on Exclusive Rights: Fair Use

Notwithstanding the provisions of (the previous section). . . , the fair use of a copyrighted work, including such use by reproduction in copies of phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research is not an infringement of copyright.

In determining whether the use made of a work in any particular case is a fair use, the factors to be considered shall include

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

Approved by Faculty Senate, Bill 88-A-11 - November 9, 1988, Approved by Board of Regents - December 1988, Policy sections above not otherwise indicated were amended by Faculty Senate Bill 12-A-6 approved by the Faculty Senate February 29, 2012 and by the Board of Regents March 23, 2012

7. Photocopying Copyrighted Materials for Research

Please refer to section on PHOTOCOPYING COPYRIGHTED MATERIALS FOR TEACHING AND RESEARCH

8. Scientific Misconduct

Policy *Faculty Senate Bill 12-A-14 begins here*

Preamble

Science rests on a foundation of mutual trust. To an extraordinary degree, that trust is thoroughly justified. However, scientists are subject to all human frailties and temptations, including at times the temptation to engage in scientific misconduct. Though such misconduct is rare, once

misconduct is detected, it must be dealt with quickly and forcefully in order to sustain the atmosphere of trust necessary for science. Not only must individual scientists behave in a trustworthy manner, scientists must also take collective responsibility for detecting, judging, and controlling scientific misconduct. This is not an easy task for an enterprise founded on integrity; trust must not be replaced with suspiciousness. However, when there is ample reason to suspect misconduct, that information should be brought to the attention of individuals responsible for assuring that scientists connected with their institution are behaving responsibly. To that end, Southeast Missouri State University has established a policy on scientific misconduct, has designated an officer responsible for receiving allegations of scientific misconduct, and has created a process for resolving such allegations.

A crucial element of any fair and effective policy on scientific misconduct is a process that will distinguish instances of genuine and serious misconduct from insignificant deviations from acceptable practices. The policy proposed in this document will allow such distinctions to be made in a manner that minimizes disruptiveness and protects the conscientious, honest scientist from false, trivial or mistaken accusations.

Definitions

Misconduct

Misconduct includes fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Inquiry

An information-gathering and initial fact-finding to determine whether an allegation of misconduct warrants an investigation.

Investigation

A formal examination and evaluation of all relevant facts to determine if an instance of misconduct has taken place. If misconduct is confirmed, the investigation should determine the seriousness of the offense and the extent of any adverse effects resulting from the misconduct.

Guiding Principles of This Policy

1. To maximize confidentiality for the respondent (the person accused of misconduct) during the full process and for the complainant (the person alleging misconduct).
2. To assure the respondent a fair hearing.
3. To minimize the number of individuals involved in the inquiry and investigative stages.
4. To follow and be consistent with the spirit of the guidelines published by the National Institutes of Health.

Approved by Faculty Senate, Bill 90-A-05 - April 4, 1990

Approved by Board of Regents - May 4, 1990

Reenacted with slight amendment by Faculty Senate Bill 12-A-14 approved by the Faculty Senate April 4, 2012 and by the Board of Regents May 12, 2012

Procedures *Faculty Senate Bill 12-A-15 begins here*

These procedures shall apply to faculty, administrative and professional staff, and graduate students. The University process for handling allegations of scientific misconduct involves three stages: inquiry, investigation, and resolution. All parties involved in the process shall be entitled to consultation with legal counsel (at their own expenses) in all meetings relating to the alleged misconduct.

Initiation of an Inquiry

Southeast Missouri State University has a responsibility to pursue an allegation of scientific misconduct fully and to resolve questions regarding the integrity of research. In the inquiry and any investigation which may follow, the University will attempt to focus on the substance of the issues and be vigilant so that personal conflicts between colleagues do not obscure the facts.

In order to address all allegations of scientific misconduct expeditiously, Southeast Missouri State University designates the Dean of the Graduate School as the administrator to whom allegations are to be reported. If they have a conflict of interests with a case, the allegation will be pursued by the Provost in accordance with the procedures described in this policy document.

The Dean of the Graduate School will pursue all allegations to resolution. They will consult in confidence with any individual who comes forward with an allegation of scientific misconduct. If the Dean of the Graduate School determines that the concern should be addressed through this policy, the subsequent inquiry and investigation procedures will be discussed with the complainant. If the complainant chooses not to make a formal allegation but the Dean of the Graduate School believes there is sufficient cause to warrant an inquiry, the matter will be pursued. In such a case, there is no complainant for the purposes of this document.

Even if the respondent leaves the institution before the case is resolved, Southeast Missouri State University has a responsibility to continue the examination of the allegations and reach a conclusion. Further, Southeast Missouri State University will cooperate with the processes of other involved institutions to resolve such questions.

Inquiry

Purpose

Whenever an allegation of misconduct is filed, the Dean of the Graduate School will initiate an inquiry--the first step of the review process. In the inquiry stage, factual information is gathered and expeditiously reviewed to determine if an investigation of the charge is warranted. An inquiry is not a formal hearing; it is designed to separate allegations deserving of further investigation from frivolous, unjustified, or clearly mistaken allegations.

Structure

The inquiry process may be handled with or without a formal committee. Regardless of the approach chosen, it is the responsibility of the Dean of the Graduate School to ensure that the inquiry is conducted in a fair and just manner. The Dean of the Graduate School shall informally review any allegation of misconduct and confer on the merit of the allegation and need to form an inquiry committee with a dean of one of the colleges not represented by the complainant or respondent. The Dean of the Graduate School will determine whether the allegation should be addressed through this policy. If individuals are chosen to assist in the inquiry process, they should have no real or apparent conflicts of interests with the

case in question, be unbiased, and have an appropriate background for judging the issues being raised. If the alleged scientific misconduct is a failure to comply with regulations regarding the use of human subjects or laboratory animals in research, members of the inquiry committee may be selected by the Dean of the Graduate School from the appropriate University compliance committee(s) for human and/or animal subjects.

Process

Upon initiation of an inquiry, the Dean of the Graduate School will notify the respondent in writing within a reasonable period of time of the charges and the process that will follow. If the committee method is to be used, the committee members will be appointed and convened.

Whether a case can be reviewed effectively without the involvement of the complainant depends upon the nature of the allegation and the evidence available. Cases that depend specifically upon the observations or statements of the complainant cannot proceed without the open involvement of the individual; other cases that can rely on documentary evidence may permit the complainant to remain anonymous. During the inquiry, confidentiality is essential in order to protect the rights of all parties involved.

The respondent will be given copies of written documents (if any) that support the allegations. To ensure the safety of any written documents associated with the allegation, committee members will be asked to review a copy of such documents within the office of the Dean of the Graduate School.

When the inquiry is initiated, the respondent will be reminded of the obligation to cooperate in providing the material necessary to conduct the inquiry. Uncooperative behavior may result in immediate implementation of a formal investigation and other appropriate institutional sanctions. The respondent will be invited to present a written response to the allegations, and this response will become a part of the case file maintained by the Office of the Dean of the Graduate School.

Due to the sensitive nature of an alleged case of scientific misconduct, the University will strive to resolve each case expeditiously. The inquiry

phase will normally be completed and a written report of the findings filed for the institution's own record within thirty days of written notification to the respondent. A thirty-day period meets the federal regulatory requirements. If the committee anticipates that the established deadline cannot be met, a report, citing the reasons for the delay and progress to date, will be filed with the Dean of the Graduate School, and the respondent and appropriately involved individuals will be informed by the thirty-fourth day.

Findings of the Inquiry

The completion of an inquiry is marked by a determination of whether or not an investigation is warranted. There will be written documentation to summarize the process and conclusion of the inquiry. The complainant and respondent will be informed by the Dean of the Graduate School of the outcome of the inquiry. Allegations found to require investigation will be forwarded to the investigative body discussed below. At this point, any agency sponsoring the research will be notified of a pending investigation.

If an allegation is found to be unjustified but has been submitted in good faith, no further formal action other than informing all involved parties will be taken. The proceedings of the inquiry, including the identity of the respondent, will be held in strict confidence to protect the parties involved.

If confidentiality is breached, the University will take reasonable steps to minimize the damage to reputations that may result from inaccurate reports. If an allegation is found to be unjustified and to have been maliciously motivated, disciplinary actions will be taken against anyone under University jurisdiction so involved.

Southeast Missouri State University will seek to protect the complainant against retaliation. Less senior people are particularly vulnerable. Individuals under the University's jurisdiction found engaging in acts of retaliation will be disciplined in accordance with appropriate institutional policies.

Investigation

Purpose

An investigation will be initiated only after an inquiry issues a finding that an investigation is warranted. The investigation's purpose is to explore further the allegations and determine whether there has been scientific misconduct. In the course of an investigation, additional information may emerge that justifies broadening the scope of the investigation beyond the initial allegations. The respondent will be informed in writing when significant new directions of investigation are undertaken. The investigation will focus on accusations of misconduct as defined previously and examine the factual materials of each case. The investigation will look carefully at the substance of the charges and examine all relevant evidence.

Structure

The investigating body will be a five-person ad hoc committee appointed by the Dean of the Graduate School to handle the investigation. Members of the investigative committee should be chosen from within the University. Appropriate individuals outside the University may be selected if sufficient qualified members cannot be found from within the institution. Those investigating the allegations will be selected in full awareness of the closeness of their professional or personal affiliation with the complainant or the respondent. Any prospective member who has a conflict of interests in a case will not be permitted to be involved in that case. It is important, however, that the committee members have appropriate research expertise to assure a sound knowledge base from which to work.

Process

Upon receipt of the inquiry finding that an investigation is warranted, the Dean of the Graduate School will initiate the investigation promptly. The complainant and respondent will be notified in writing of the investigation; the written summary of the inquiry stage will be included with this notification. All involved parties are obligated to cooperate with the proceedings in securing additional data related to the case. All necessary information will be provided to the respondent in a timely manner to facilitate the preparation of a response. The respondent will have the opportunity to address the charges and evidence in detail in consultation with legal counsel if they wish.

In the interim, the University will, if necessary, act to protect the health and safety of research subjects, patients, and students. Administrative action could range from complete suspension to slight restrictions in the research activities of the respondent. Interim administrative action will be taken in full awareness of how it might affect other individuals and the ongoing research within the institution.

The written record for the investigative stage will be handled in the same manner as for the inquiry stage, i.e., one copy of the record will be given to the respondent. A second copy, maintained by the Office of the Dean of the Graduate School, will be available for inspection by the committee.

All significant developments during the investigation, as well as the final findings of the committee, will be reported to any sponsor of the research. When the investigation is concluded, all entities initially notified of the investigation will be informed of its final outcome.

The University will attempt to complete an investigation within 120 days. If the deadline cannot be met, an interim report will be submitted by the committee to the Dean of the Graduate School with a request for an extension.

Findings of the Investigation

The findings of the investigative committee will be submitted in writing to the Dean of the Graduate School. The respondent will receive the full report of the investigation.

Appeal/Final Review

In the event of a finding of scientific misconduct, Southeast Missouri State University will provide the respondent with an appeal opportunity. The grounds should be based either on the failure of the University to follow appropriate procedures or the presence of new evidence.

An appeal based on procedural violations should be made in writing to the Dean of the Graduate School. The appeal should be filed within 30 days of notification to the respondent of the committee's findings and include a

list of specific violations. A proper reaction to the appeal should be made in writing by the Provost within two weeks of the filing of the appeal.

An appeal based on new evidence should be made in writing to the Dean of the Graduate School. The appeal should be filed within 30 days of the committee's findings and include a description of the new evidence and its relevancy to the case. A written reaction should be sent to the respondent from the Dean of the Graduate School within two weeks of the filing of the appeal. The decision of the appeal is final. The reaching of such a decision; or the failure of the respondent to submit an appeal within the stated 30 days; is considered to exhaust the appeal process.

Resolution

No Findings of Misconduct

When the investigation finds no support for allegations of scientific misconduct, all federal agencies, sponsors, or other entities initially informed of the investigation will be notified by the Dean of the Graduate School. The findings of the investigation will be sealed and retained in a confidential and secure file within the Office of the Graduate Studies.

If the allegations of misconduct were found to have been maliciously motivated, the appropriate administrative official (e.g., college dean or Provost) will be notified so appropriate disciplinary action can be taken against the responsible University employee. If the allegations, however incorrect, were found to have been made in good faith, no disciplinary measures will be taken, and efforts will be made to prevent retaliatory actions.

Findings of Misconduct

Notification - All federal agencies, sponsors, or other entities initially informed of the investigation will be notified of the findings of misconduct once the appeal process has been exhausted.

Consideration will also be given to formal notification of other involved parties after the appeal process has been exhausted. The following list of such parties is illustrative but not complete.

- Co-authors, co-investigators, collaborators

- Editors of journals in which fraudulent research was published
- Sponsoring agencies and funding sources with which the individual has been affiliated
- Professional societies

Disciplinary Action - University disciplinary action will be in proportion to the misconduct. Possible actions could include termination of employment. The Dean of the Graduate School, in consultation with the respondent's college dean, shall recommend appropriate disciplinary action to the Provost.

*Approved by Faculty Senate, Bill 90-A-05 - April 4, 1990 Approved by Board of Regents - May 4, 1990
Reenacted with slight amendment by Faculty Senate Bill 12-A-15 approved by the Faculty Senate April 4, 2012
and by the President April 23, 2012, Posted for 15 Day Review April 2011*

9. Research Involving Human Subjects

Policy *Faculty Senate Bill 16-A-13 begins here.*

Southeast Missouri State University recognizes its role in society to further human knowledge, to advance the sum of such knowledge through teaching and research, and to protect the rights and welfare of human subjects involved in research. Similarly, the University acknowledges the rights of the faculty, staff, students, and administrators to utilize appropriate educational methods and research techniques in their classes, in instructionally related activities and in Student Services programming and activities.

Human subjects are involved in many areas of research in which there is potential risk to the individual, such as experimental research utilizing drugs, vaccines, and radioactive materials. Less obvious are classroom or Student Services programming-related research activities in which different types of risks to human subjects may be present.

It is the policy of the University to establish and utilize procedures regarding research involving human subjects that protect the rights and well-being of those subjects, that facilitate the creation and dissemination of knowledge, and that maintain compliance with federal laws and regulations. Central to this effort shall be an Institutional Review Board (IRB), established

and operating under provisions of Title 45 Code of Federal Regulations Part 46 (45 CFR 46) and regulated by the Office for Human Research Protections and any other federal agencies applicable to the specific research being conducted. The procedures of the IRB will be consistent with these federal regulations and operational standards. Any research activity conducted by the faculty, staff, students, or administrators involving human subjects will be reviewed by the IRB in accordance with established procedures.

Academic Affairs Revised April 1993

Reenacted with slight amendment by Faculty Senate Bill 13-A-17 approved by the Faculty Senate March 13, 2013, Reviewed by President April 5, 2013 and by the Board of Regents April 10, 2013. Revised by Faculty Senate Bill 16-A-13, Reviewed by President 11/15/16, Approved by Board of Regents 12/16/16.

Procedures *Faculty Senate Bill 16-A-14 begins here*

There shall be an Institutional Review Board (IRB) that shall be charged to maintain familiarity with federal guidelines concerning the use of human subjects in research; to review and recommend appropriate changes in institutional policies and procedures concerning the use of human subjects in research; and to review and make recommendations concerning proposed use of human subjects in research at the University.

Composition and Selection of the IRB

The Provost shall appoint the committee chair and voting membership of the IRB as follows:

1. One member from each college and Kent Library (from two nominees from each submitted by the College Councils),
2. One representative from the community who is not otherwise affiliated with the University and who is not part of the immediate family of a person who is affiliated with the University,
3. One representative from the division of student services, and
4. The Dean of Graduate Studies.

The terms of membership for the IRB members shall be three years, staggered to ensure an orderly rotation of members. Because members are required to undergo extensive training regarding federal rules and procedures, they shall not be limited to serving only one three-year term. Members may, however, not exceed two consecutive three-year terms, but may be reappointed following a one-year hiatus. The Dean of the School of Graduate Studies shall not be subject to any term limit. In

addition to the above voting members, the IRB may also invite the participation of an undefined number of non-voting liaisons to assist it. A quorum of the Board shall be defined as a majority of its total voting membership.

Duties of the IRB

It shall be the responsibility of the IRB to develop procedures for the submission and review of proposals for research involving human subjects so as to implement the policy established in this section. The IRB is authorized to develop its own internal operating procedures not inconsistent with this section and with federal law or procedures.

The IRB shall maintain a web page or similar mechanism to make available to the University community the appropriate forms, guidelines, etc. to be used when seeking approval for research involving human subjects. At least annually, the IRB shall issue a report on its activities to the Provost, with a copy provided to the Faculty Senate.

Academic Affairs Revised April 1993

Reenacted with slight amendment by Faculty Senate Bill 13-A-18 approved by the Faculty Senate March 13, 2013 and by the President April 11, 2013, Posted for 15 day review on April 11, 2013 Significantly revised by Faculty Senate Bill 16-A-14, Reviewed by President 11/15/16, Posted for 15 Day Review 12/5/16

E. Service

Faculty Senate Bill 12-A-2 begins here

Service is identified in the Faculty Tenure and Promotion Policy as one of the “critical areas” in which faculty can make a contribution to the University, the community, and the profession, and by which they are judged for purposes of tenure, promotion, and merit. Service to the University may take many forms including, but not limited to, academic advising, membership and leadership on committees, sponsorship of student organizations, providing student recommendations, and participation in commencement exercises. Faculty members should consult their departmental Promotion and Tenure criteria to understand how service is construed in their own department.

1. Commencement

Commencement exercises are held two times annually--in the winter and spring.

Approved by Faculty Senate Bill 12-A-2 February 1, 2012, Reviewed by President February 2, 2012, Board of Regents approval March 23, 2012

Faculty Senate Bill 12-A-3 begins here

Procedures Regarding Full-Time Faculty Attendance at Commencement Exercises

1. Each faculty member is expected to attend one commencement exercise a year
2. Each department is expected to have approximately one third of its members present for each exercise.
3. Department chairpersons are responsible for scheduling the distribution of faculty among the winter and spring exercises.

Amended by Faculty Senate Bill 12-A-3 approved by the Faculty Senate Feb. 1, 2012 and by the President Feb, 2, 2012, Posted for 15 Day Review February 2012

F. Academic Distinction in the Department of Major

Policy *Faculty Senate Bill 11-A-12 begins here*

Academic Distinction in the Department of the Major is earned by completing a scholarly paper or special project under the supervision of a committee of at least three (3) degreed faculty and/or staff members. The project may not be used to earn any other form of credit, except that it may be used to satisfy the honors research (HN 499) requirement with the approval of the department chair and the director of the Jane Stephens Honors Program. The steps detailed below must be followed, including deadlines. Failure to meet criteria and/or deadlines will disqualify the student from earning this honor.

Approved by Faculty Senate Bill 11-A 12 April 6, 2011, Reviewed by President April 2011, approved by Board of Regents May 13, 2011

Procedure *Faculty Senate Bill 11-A-13 begins here*

1. The student must first read the information in this handbook about Academic Distinction in the Department of the Major. When the student has a tentative topic, the student will identify a member of the faculty in the major to serve as the proposed chair of the project.
2. The student completes the form "Application for Academic Distinction in the Department of the Major" available in the Registrar's Office.

3. The Registrar's Office determines whether the student meets minimum qualifications:
 - a. Completion of a minimum of 75 degree hours
 - b. Minimum grade point average of 3.25 in the major
 - c. Minimum overall grade point average of 3.0
 - d. The student must apply and complete steps 1-8 prior to the first day of classes in the student's graduation or commencement semester, whichever is first.

After evaluation of the student's eligibility, the Registrar's Office will forward a completed copy of the form to the proposed committee chair.

4. If the student meets the minimum qualifications, they, in consultation with proposed committee chair, will describe the proposed scope and nature of the project or paper, with a tentative thesis statement and the plan for completion. The proposal will be forwarded to the chair of the department of the student's major.
5. Upon the chair's approval, the student, committee chair, and department chair will develop a proposed committee member list numbering not less than two (2) faculty or staff members, in addition to the committee chair.
 - a. If the project proposed is of an interdisciplinary nature, the committee shall include representative(s) from all disciplines.
 - b. At least one member of the committee must not serve in the department of the major.
 - c. Members who fulfill the requirements of Item a may also fulfill the requirements of Item b. For example: If the study involves effects of indigenous cultures on pre-school age children, and the student's major is Child Development, a member of the Anthropology faculty could serve both as a representative of one of the disciplines and also as a member not in the department of the major.
 - d. The Chair of the student's department of major shall serve as an ex-officio member of the committee, and shall not be considered one of the three required committee members.

6. Using the “Proposed Committee” form available in the Registrar’s Office, the proposed project and committee composition will be forwarded to the dean of the college housing the student’s major. The dean may:
 - a. Approve the committee and project
 - b. Disapprove the committee or the project or both
 - c. Return the proposal for clarification

The dean’s office shall notify the student, department chair, committee chair, and Office of the Registrar of the dean’s decision, using copies of the “Proposed Committee” form. The Registrar’s Office shall review the composition of the committee to verify all criteria are met and notify the committee chair of the outcome.

7. Upon approval of the project and committee, the committee chair convenes a meeting of the committee. The chair of the department, as an ex-officio member, shall be invited, but not required, to attend.
8. The committee may choose any one of three actions:
 - a. Approve the project as described
 - b. Suggest amendments to the project
 - c. Disqualify the project entirely

If the committee disqualifies the project, the rationale must be stated and reported to the dean of the college and the Registrar’s Office. Normal reasons for disqualification would include plagiarism or a project that does not require scholarly activity above and beyond normal classroom requirements. If the committee accepts the project, notification is provided to the department chair, dean of the college and the Registrar’s Office using the “Committee Action Report” form available in the Registrar’s Office.

9. The student will complete the project, distribute copies of written material associated with the project for review to all committee members, and meet again with the committee to provide an oral defense of the project. The department chair is invited, but not required, to attend the oral defense. Deadlines for completion and distribution of the finished project are: one calendar year after the committee’s initial meeting, or, if the student is graduating, as listed below:

Graduation/Commencement	Deadline
Spring	End, 8 th week of the spring semester
Summer & participating in Spring Commencement	End, 8 th week of the spring semester
Summer & not participating in Spring Commencement	Eight weeks before end of summer semester
Fall	End, 8 th week of the fall semester

10. Upon completion of oral defense, the committee may choose one of three actions:
- a. Accept project
 - b. Reject project
 - c. Return project to the student for revisions, which must be completed within two weeks.

The committee shall inform the department chair and dean of its actions, using the "Acceptance Page for Completion of Academic Distinction" available in the Registrar's Office.

11. The department chair and dean will review the project and either reject it or accept it as completed. If accepted, the department chair and dean complete their portion of the "Acceptance Page for Completion of Academic Distinction" and forward copies of the form to the student, committee chair, and Registrar's Office no later than six (6) weeks prior to commencement or end of the student's last term of study, whichever is earlier.
12. Upon acceptance of the project at all levels, the student shall provide final copies of the project, including the acceptance page noted above, to each member of the committee and the department chair, in either printed or electronic form. The student shall also present to the Collections Librarian in Kent Library a copy of the project in electronic form. The deadline to accomplish this is six (6) weeks prior to

commencement or end of the student's last term of study, whichever is earlier.

Approved by Faculty Senate Bill 11-A-13 April 6, 2011, Reviewed by President May 3, 2011, Posted for 15 Day Review May 10, 2011-June 1, 2011

G. Jane Stephens Honors Program

Policy *Faculty Senate Bill 11-A-14 begins here.*

Philosophy, Purposes, and Goals

By offering educational opportunities tailored to the special needs, aspirations, and motivations of students whose intellectual and creative abilities are outstanding, the Jane Stephens Honors Program underscores Southeast Missouri State University's commitment to quality and excellence in matters of knowledge, creativity, and leadership. The goals of the Stephens Honors Program reflect this basic commitment. These goals are:

1. To encourage an intellectual orientation by providing a model of academic endeavor which emphasizes analytical thought, insight into the methodologies of different disciplines, and cross-disciplinary synthesis.
2. To address the special needs of outstanding students by providing a center of identity for formulating personal goals, developing self-esteem, and increasing the desire for self-directed learning.
3. To contribute to the general advancement of learning by encouraging the active pursuit of academic goals, as exemplified by research, scholarly activity, and creative endeavor.

Approved by Faculty Senate Bill 11-A-14 April 6, 2011, Reviewed by President April 2011, Approved by Board of Regents May 13, 2011

Faculty Senate Bill 17-A-15 begins here.

Procedure for Admissions to the Honors Program

Entering students are eligible for admission into the Stephens Honors Program if they meet the following criteria: a cumulative high school grade point average of at least 3.50 on a 4.0 scale (or its equivalent) and an ACT composite test score of at least 27 (or its equivalent).

Students who do not meet the standards may be admitted to the program by petition if, at the end of at least 15 semester hours of college work, they have earned a cumulative grade point average of 3.50 or above.

Participation in the Honors Program

To answer questions concerning participation in the Honors Program contact the Honors Program or review the [Honors Program's website](#).

Procedures for Program Completion

1. In order to remain in the program after admission, a student must 1) maintain a minimum grade point average of 3.50 and 2) maintain active involvement in the program. Falling below the required minimum cumulative GPA of 3.50 in any semester will cause the student to be placed on Honors probation. If at the end of the probationary semester the student's cumulative GPA is 3.50 or higher, the student will be returned to regular Honors status. If the cumulative GPA is still lower than 3.50 but the semester GPA is 3.50 or higher, the student will remain on Honors probationary status. If the semester GPA for a probationary semester is lower than 3.50, Honors status will be discontinued. A student may apply for readmission to the program if the cumulative GPA is raised to 3.50 or higher.

To maintain active involvement in the Stephens Honors Program, the student must meet the following rate of progress toward accumulating the 24 hours of Honors credit needed to complete the program.

Honors hours completed at Southeast Missouri State University	Total hours completed at Southeast Missouri State University
3	30
9	60
18	75
21	90

2. Failure to meet these credit hour minimums will result in students being placed on Honors probation. If the requisite number of Honors credits is accumulated by the end of the next semester, the student will be returned to regular Honors status; otherwise, Honors status will be discontinued. Students may petition the Faculty Honors Council for an

exemption from the criteria for active involvement if they were not able to meet those standards due to extenuating circumstances, or if they have significant involvement in Honors Program activities other than course work (e.g., serving on the Student Honors Council, presenting a paper at an Honors conference).

3. To complete the Honors Program, a student must:
 1. Earn a cumulative grade point average of 3.50 or above.
 2. Earn a minimum of 24 hours of Honors credit, including 6 hours at the 300- and/or 400- levels.
 3. Complete a senior level research project. This project must be approved by a member of the Honors Faculty, who serves as the supervisor of the project, and by the Director of the Honors Program.
4. Students who complete the Honors Program requirements will be recognized as follows:
 1. They will be designated Honors Scholars.
 2. They will be identified at both the Honors Convocation and the Commencement ceremony.
 3. They will receive a medallion to be worn at the commencement exercises.
 4. Notification of completion of the Honors Program requirements will be added to their academic transcript.

Procedures for Establishing Honors Curriculum

Honors Credit. Honors credit may be earned in two ways: (1) by taking specially designated Honors sections of courses in the University curriculum; (2) by contracting for Honors credit in non-Honors sections.

1. Honors Sections. Honors sections may be designated for any course in the University curriculum. This arrangement permits the creation of Honors sections in any lower-division course, whether or not it directly serves general education requirements, and in advanced upper-division courses, should sufficient demand arise. However, sections of courses in the University Studies curriculum should predominate. Honors sections will be designed and taught so as to contribute to the goals and objectives of the Honors Program; at the same time, they will

meet the content requirements of their non-Honors counterparts.

Credit by Contract. An individual Honors Student may contract with a member of the Honors Faculty to receive Honors credit in any course in the University curriculum. This arrangement permits students to earn Honors credit in courses which cannot support the creation of specially designated Honors sections (for example, independent study and research). The Honors contract will ensure that the student undertakes independent work which satisfies the goals and objectives of the Honors Program; at the same time, it will ensure that the normal content requirements of the course are met.

2. **General Characteristics of the Honors Course.** While meeting the defined objectives of their non-honors counterparts, honors courses are expected to emphasize creative and active learning, analysis and synthesis, and application of background knowledge. Particular attention is paid to student initiative, methodological awareness, depth of investigation, and diversity of learning resources. Student initiative is encouraged. There is less reliance upon drill, lecture, and textbook review, and greater reliance upon independent readings, class discussion, question and answer sessions, collective problems solving, and student conducted research. Methodological awareness is the nature of professional activity in the discipline, historical development of the discipline, and current issues and problems.

Depth of investigation is found where material is covered in greater detail, where greater emphasis is placed in implications and underlying principles, and where intellectually more demanding issues and problems are discussed. Diversity of learning resources implies less reliance upon traditional textbook presentation of material, and greater reliance upon a variety of sources, including professional articles and books, books of current and historical interest, elected readings from periodicals, library resources, visiting faculty, and team teaching. Methods of student evaluation are expected to be consistent with the nature and intent of an Honors course as here defined.

3. The criteria used to evaluate students in Honors sections should be equivalent to the criteria used to evaluate students in non-Honors

sections. Honors sections should be distinguished by the qualities described above rather than by the amount of work required or by the difficulty of attaining a given grade.

Procedures for Course Approval

1. It is not necessary to seek special course approval for Honors sections, since they are, indeed, sections of already approved courses. However, it is the responsibility of the department and college within which the Honors section is offered, and the Director of Honors, to ensure that the course design satisfies the requirements of an Honors course.
2. To earn Honors credit by contract, the student must provide a written description of the work to be done in addition to the regular course work. The proposed Honors work must be approved by the instructor, and the Director of Honors. When the student completes the approved Honors work, the instructor notifies the Director of Honors; the Director of Honors notifies the Registrar; and Honors credit is duly indicated in the student's transcripts.

Procedures for Designating Honors Faculty

Honors courses are to be taught by members of the honors faculty. Honors faculty must have:

1. A doctorate or the appropriate terminal degree. Any exceptions must be approved by the department chairperson, college dean, and the Faculty Honors Council.
2. At least two years university-level teaching experience and a demonstrable record of excellence in teaching.
3. An ongoing record of scholarship and/or professional development.
4. Recommendations from the appropriate chairperson and dean.

Administrative Procedures

Program oversight is provided by the Director of Honors. The Director of Honors reports to the Dean designated by the Provost and acts on the advice of the Faculty Honors Council. The Faculty Honors Council will be composed of one representative from each college and Kent Library, an honors student representative, and the Director of Honors. College

representatives will be selected by their respective college councils and in the case of Kent Library by the Library faculty. The student representative is elected by honors students. The Director acts as chair of the Faculty Honors Council.

Approved by Faculty Senate Bill 11-A-14 April 6, 2011, Reviewed by President May 3, 2011, Posted for 15 Day Review May 10, 2011-June 1, 2011

Updated and approved by Faculty Senate 2/25/15, Reviewed by President 4/14/15, Posted for 15 Day Review 4/15/15

Amended by Faculty Senate Bill 17-A-15, President Review 2/2/17, 15 Day Review 5/8/17

CHAPTER 4

Professional Development Opportunities

A. Professional Development Program

Faculty Senate Bill 11-A-21 begins here

The University utilizes a multi-faceted professional development program to serve the professional aspirations of the individual faculty member, as well as the instructional and programmatic needs of the University in its service to students. Elements of this program include opportunities for funding for professional development activities of the individual faculty member, participation in other institutional grant programs, and several different types of professional leave. These opportunities are described below.

Individual Professional Development Program

The Faculty Tenure and Promotion Policy requires that a one-time individual professional development allocation be awarded to a faculty member who receives promotion or post-professorial merit. These funds are to be used by faculty members to support their professional development activities broadly construed, subject to the conventional university and state financial procedures.

Department Level Professional Development Program

Each academic year funds are allocated to every academic department on a full-time-equivalent basis to help individual faculty members defray the costs of their professional development activities, including attending professional meetings. Each department will establish procedures for the distribution of these funds, subject to the conventional university and state financial procedures.

College Level Professional Development Program

The Faculty Development Program at the college level exists to provide support and opportunity for faculty members to realize their potential and to improve the quality and effectiveness of the total educational effort of the University. To this purpose the Provost will allocate a specific sum of money to each college at or near the beginning of each fiscal year to support the professional needs of the faculty. The funds will be made available according to the "College Level Professional Development Procedures."

Other Institutional Professional Development Support

The University may maintain a variety of internal grant opportunities for faculty to fund certain specified activities or goals. The eligibility requirements, funding levels, and application and selection procedures shall be determined by the granting entity.

On occasion, faculty members may be offered a release from part of their usual teaching loads in order to pursue approved development goals. These arrangements are typically negotiated on an ad hoc basis.

Sabbatical Leave Program

As an institution of higher education, the University is committed to maintaining a quality learning environment in which faculty and students can develop skills and ideas, acquire knowledge, and engage in creative activities covering a wide range of disciplines and fields. As an expression of this commitment, the University provides a sabbatical leave program for tenured faculty to enhance their professional competence and the total teaching/learning environment. The sabbatical leave, therefore, represents a dual investment--an investment of time and expertise on the part of the individual faculty member and a financial investment by the University--which promises to result in improved teaching, enriched programs, and the advancement of knowledge and creative activity at the University.

Sabbatical Purposes

A sabbatical leave may be granted tenured faculty for the purpose of professional advancement. A sabbatical leave is not automatic; rather, it is awarded on the basis of professional need and accomplishment. The leave provides a means for improving teaching or instructional programs, engaging in research or writing for publication, pursuing creative

activities, developing programs directly related to institutional needs, or exploring alternative career patterns. Sabbatical requests require prior joint faculty/administrative endorsement.

Because of the diversity of fields and disciplines within the University, it is possible to define a wide range of activities that constitute legitimate use of a sabbatical leave. Such activities may include, but are not limited to, the completion of books, monographs, or articles; completion of creative projects; professional travel, study or other work contributing to projects already underway; development of new instructional programs; extensive revision of existing programs; post-doctoral experiences and study; and advanced preparation for academic respecialization. If the respecialization is administratively prompted, it is assumed that a majority of those costs would come from outside the sabbatical program funds. A sabbatical leave is not to be used for work toward the completion of an advanced degree.

Definition of Sabbatical Leave

A sabbatical leave is a leave of absence taken for a full academic year at one-half salary plus one-half the maximum elective contribution for the Family Medical Care Plan under Southeast Missouri State University's Cafeteria Plan or for one semester at full salary. The base salary is that which would have been forthcoming in the year of the sabbatical. While on sabbatical leave, the faculty member is an employee of the University and will receive all benefits due to faculty who are regularly employed. Faculty on sabbatical leave will receive their salaries in regular payments, as they would if they were normally employed.

Since it is essential to maintain the integrity of programs and offerings at the University, arrangements must be made to compensate for the absence of faculty members on sabbatical leave.

Eligibility requirements, application and selection processes, and related procedural provisions shall be set out in the "Sabbatical Leave Procedures."

Other Leaves

In addition to sabbatical leaves, there are other types of leaves which may be available to the faculty member. In most cases, these leaves will permit the faculty member to take advantage of professional development and/or other types of personal enrichment opportunities. These leaves are of two main types:

Leave Without Compensation

A faculty member on this type of leave receives no salary, but will be given the opportunity to continue under the University benefits package by compensating the institution for the costs of continuing coverage, subject to the terms of existing University policy on faculty compensation. The faculty member may apply for and receive faculty development funds in accordance with conventional college procedures.

Leave With Compensation

A faculty member on this type of leave receives salary, benefits, and/or other compensation, the amount of which is determined through the deliberative process which awards the leave. This type of leave entails a teaching and/or financial commitment, the nature of which is also determined through that deliberative process. These leaves are of two types:

1) Leave To Complete Appropriate Terminal Degree

In certain circumstances, leave with compensation will be awarded to faculty members to facilitate their completion of the appropriate terminal degrees. These leaves will only be available to faculty hired in fields where market forces make it unlikely that a candidate with similar qualifications or characteristics and with the terminal degree can be hired.

2) Leave To Pursue Other Professional Development Opportunities

In certain circumstances, other professional development opportunities may be presented to the faculty member which are unique in their value to that person and the University; or which have such time constraints as to justify treating them outside the

framework of the conventional sabbatical leave policy. Leaves may be awarded to support faculty pursuit of these opportunities.

Procedures regarding these Other Leaves shall be set out in the “Faculty Leave Program Procedures.”

Faculty Senate Bill 11-A-24 begins here.

Faculty Leave Program Procedures:

In all cases, it is essential that the temporary absence of a faculty member on leave not unreasonably compromise the quality of educational programs. The determination of the impact of the absence of a faculty member will be made by that person's department, as qualitative judgments regarding the program are most suitably made by those within that discipline. If an applicant's department agrees that appropriate measures can be taken to ensure that the absence of the applicant will not unreasonably compromise the quality of the program, the application can go forward. If the department determines that the absence of the applicant cannot be reasonably compensated for, the application will be denied and will not go forward.

Decisions regarding allocation of faculty resources among departments are normally made by the dean and the Provost. If they agree that sufficient resources are available to provide for overloads, part-time or term instructors, or other means the department feels necessary to reasonably maintain the quality of a department's program during the leave of a faculty member, the application shall go forward for action by the President and/or Board of Regents as necessary. It is understood that a lack of sufficient resources may be reason for a department to withdraw its approval of a leave application.

A faculty member applying for a leave shall be given a timely written response to that request from the appropriate individual(s) or group(s) considering the request. A faculty member applying for a leave to pursue a terminal degree must have a written educational plan approved by the appropriate parties in accordance with the requirements of the section of the Faculty Handbook on Faculty Professional Responsibilities.

Procedures contain portions of:

Faculty Senate Bill 93-A-1, approved by Faculty Senate January 27, 1993

Amended by Faculty Senate Bill 11-A-24, approved by Faculty Senate April 20, 2011, by President April 20, 2011, Posted for 15 Day Review April 2011

Professional Travel

When conducted under the auspices of the University, faculty professional travel will follow established procedures, maintained here: <http://www.semo.edu/pdf/FinAdm-07-02TravelProcedure.pdf>.

Chapter contains portions of:

Faculty Senate Bill 93-A-1, approved by Faculty Senate Jan. 27, 1993

Faculty Senate Bill 87-A-02R, approved by Faculty Senate Apr. 1987, by Board of Regents May 1987

Faculty Senate Bill 85-A-05, approved by Faculty Senate Apr. 1985, by Board of Regents June 1985

Faculty Senate Bill 10-A-06, approved by Faculty Senate Mar. 24, 2010, by Board of Regents June 22, 2010

Entire chapter amended by Faculty Senate Bill 11-A-21, approved by Faculty Senate April 20, 2011, by Board of Regents October 21, 2011

B. Professional Travel Provisions

Each academic year funds are allocated to every department and college on a full-time-equivalent faculty basis to help faculty members defray the costs of attending professional meetings. Each department and college should establish procedures for the distribution of travel funds. Specific requests for travel funds must be approved by the department chairperson and the dean of the college.

Departments or divisions are responsible for establishing internal procedures for obtaining the required authorizations prior to the commencement of travel. Travel expenses are reimbursable only when the required authorizations are obtained prior to incurring the expenses.

All travel outside of the continental United States requires prior written authorization from the President or appropriate Vice President or Provost. All travel, both outside and within the state of Missouri, except local travel, requires prior written authorization from the appropriate supervisor. Unless otherwise required by the appropriate supervisor, authorization when such travel is necessary to job requirements is assumed for travel within the University's service area (as defined by Missouri statutes) or within a 150-mile radius of the campus.

Satisfactory arrangements for missed classes are to be made by the faculty member and recorded on the Request to Be Away From Assigned Duties form which must be approved by the department chairperson and dean.

Reimbursement is made for necessary and reasonable travel expenses incurred for authorized University business. Reimbursement is not allowed for personal expenses, such as extra meals, alcoholic beverages, travel insurance, laundry, or for business expenses not in compliance with University policies and procedures. For sponsored projects, reimbursement of travel expenses must be in full compliance with the specific terms of the project, as well as with University policy and procedures. If a sponsored project specifically provides for special accountability of travel expenses, this fact must be noted on the Monthly Expense Report. Exceptions to allowed travel expenses guidelines must be approved by the Vice President for Business and Finance. The following are general guidelines on reimbursable expenses. Consult the Travel section in the Business Policies and Procedures Manual for additional explanations and procedural information.

Lodging. An itemized statement furnished by the hotel is required for reimbursement of actual costs. Summary statements or credit card receipts are not acceptable.

Meals. Reasonable and necessary amounts are allowed for meal expenses. Consult the Business Policies and Procedures Manual for current rates. Meal allowances in excess of these rates may be reimbursed only with approval by the Vice President for Business and Finance. Meal receipts are not required for reimbursement purposes except for meals which exceed standard per diem allowance rates.

Tips. Reasonable amounts (not to exceed fifteen percent for meals) will be reimbursed.

Telephone, Telegraph, Fax and Copying. Expenses incurred for official business will be reimbursed. A receipt is required if the cost is \$20.00 or more.

Meeting Expenses. Registration or other meeting expenses may be claimed when necessary to carry out the purpose of the trip. A

receipt on the form normally used by the organization is required if the fee is \$20.00 or more.

Transportation. To be fully reimbursed by the University, the traveler must use the most economical and feasible mode of transportation available consistent with the authorized purpose of the trip. If a more economical transportation price can be obtained by traveling on non-working days (e.g., a Saturday layover), a justification statement outlining the realizable savings and including documented airfare rates and additional meal and lodging expenses should be attached to the request for funding.

Commercial flights should be by air coach, tourist or its equivalent where possible. Air travel may be charged to personal credit cards, but arrangements can also be made in advance using a Purchase Requisition form. The customer ticket/receipt stub bearing the cost and destination and all unused tickets must be submitted for reimbursement.

If a personal vehicle is used, the driver will be reimbursed at a mileage rate not to exceed the State of Missouri Travel Regulations based on map mileage of the most direct route. Consult the Business Policies and Procedures Manual for current rates. The mileage rate is subject to reduction by the department chairperson, dean or administrative head. To be fully reimbursable, the total cost of driving (including meals and lodging en route) is not to exceed the equivalent cost of commercial air coach or tourist fare. If two or more authorized persons travel together in one personal vehicle, only the owner will be reimbursed at the established mileage rate. While using a personal vehicle on University business, the driver's personal auto insurance policy provides primary coverage.

A limited number of University vehicles are available for employee use. The Department of Public Safety schedules fleet vehicles for the use of employees traveling on University business. All University vehicles are assigned in accordance with University policy regulating their use. The driver of a University vehicle will be reimbursed for all necessary operations, such as gas, oil and repairs, if University credit cards are not available or honored and when receipts are submitted for reimbursement.

Other modes of transportation may be used when the cost is less than or equivalent to other methods or when scheduled commitments require deviation from normal means of transportation. Authorized persons are permitted to travel by rail using first class with a roomette. For local/regional travel, the University has a contract with a local car rental agency which provides economical rates. Contact the Purchasing Department for contract information. For distant travel, travelers may rent vehicles as required for business purposes. Unless specifically approved, subcompact, compact, or mid-size cars should be rented. The rental of luxury or sport model cars is not reimbursable. While renting a car on official business, employees are covered by the Missouri State Legal Expense Fund for liability, comprehensive or collision insurance. Collision damage waivers, loss and damage waivers, or other forms of insurance purchased from rental car agencies are not reimbursable.

Miscellaneous transportation and related expenses may include taxi, bus, airport limousine, tolls or parking expenses. A receipt is required if the expense is \$20.00 or more.

A cash advance of up to 75% of the approved travel application, excluding airfare, can be made upon request for trips which have anticipated travel expenses of \$75.00 or more. A Travel Application form must be submitted to the appropriate supervisor in sufficient time for it to be forwarded to the Controller's Office at least ten business days prior to travel. The travel advance check will be prepared the week prior to travel commencement and forwarded to the Bursar for pickup. Travel advances should be repaid within 30 days after the end of the month in which the travel was completed. Submission of a Monthly Expense Report with expenses greater than or equal to the amount of the advance constitutes repayment of the advance. If actual travel expenses are less than the advance, the difference is to be repaid to the University at the time the Monthly Expense Report is submitted. Monthly Expense Reports not submitted with a check to repay advances when applicable within thirty (30) days after the end of the month in which the travel was completed will result in the deduction of the advance from the employee's next paycheck. The Travel section in the Business Policies and Procedures Manual should be consulted for additional procedural information.

All authorized travel expenses are to be reported on a Monthly Expense

Report. Monthly Expense Reports are to be submitted to the Controller's Office promptly upon completion of travel but no later than thirty (30) days after the end of the month in which travel was completed. Due to IRS regulations, suspension of travel privileges and/or the deduction of any outstanding travel advances from the employee's paycheck may occur for Monthly Expense Reports associated with travel advances which are not submitted within this time period. The Travel section in the Business Policies and Procedures Manual contains detailed information on completion of the Monthly Expense Report.

C. College Level Professional Development

Policy *Faculty Senate Bill 10-A-06 begins here*

The Faculty Development Program at the college level exists to provide support and opportunity for faculty members to realize their potential and to improve the quality and effectiveness of the total educational effort of the University. To this purpose the Provost will allocate a specific sum of money to each college at or near the beginning of each fiscal year to support the professional needs of the faculty. The funds will be made available as follows:

Faculty Senate Bill 11-A-22 begins here

1. Each college, school, and Kent Library shall maintain a Faculty Development Committee, composed of one (or, at the discretion of the unit, two) representative(s) from each department within the unit, such representatives being elected by the full-time faculty in each department.
2. The Faculty Development Committee shall recommend to the faculty of the unit a membership rotation plan for the Committee, as well as a procedure to be used for allocation of the available funds. The allocation procedure may consist of:
 - a. an allocation of the funds on a per capita basis to each full-time faculty member in the unit,
 - b. a competitive application process incorporating criteria and priorities, or
 - c. some other procedure.

The initial membership rotation plan and allocation procedure shall be effective once approved by a majority of unit faculty voting in a unit-wide meeting, by mailed paper ballot, or by electronic ballot. Annually,

the Committee shall review the unit procedures and submit to the faculty any suggested revisions, subject to the required majority approval, as above.

3. One-tenth of the total amount allocated to the college, school, or Kent Library for the fiscal year shall be designated for use by the dean. These funds will be used at the dean's discretion to support development activities for faculty members of the unit, and shall be listed in the annual reports, as below.
4. For units that use a competitive application process, the dean shall receive applications and forward them to the Faculty Development Committee. The Committee shall evaluate the applications in accordance with the approved procedures, and shall submit its recommendation to the dean regarding the funding level. The dean will consider recommendations to fund proposals in a timely fashion. If approval is granted, the dean will provide for the appropriate disbursement of the award. If approval is not granted, the dean will provide explanation to the committee. If there is substantial disagreement on the awarding of funds, the matter will be referred to the College Council for final dispensation.

For units using a per capita allocation, the funds shall be available to faculty members in the same manner as the departmental-level faculty development funds.

5. Within two months of the end of each fiscal year, the dean will compile and publish or distribute (in printed or electronic form) to the faculty of the college, school, or Kent Library a list of recipients of all development grants awarded, purposes, funds expended, and the remaining balance of all available funds.
6. Information concerning the unit procedures, funding periods, and/or applications shall be made available through the dean, department chairpersons, or members of the Faculty Development Committee.
7. Unit procedures and criteria that were in force at the time of the approval of this policy, and that are not in conflict with it, shall remain in force until revised according to the provisions above.

Procedures contain portions of:

Faculty Senate Bill 87-A-02R, approved by Faculty Senate Apr. 1987, by Board of Regents May 1987

Faculty Senate Bill 10-A-06, approved by Faculty Senate Mar. 24, 2010, by Board of Regents June 22, 2010

Amended by Faculty Senate Bill 11-A-22, approved by Faculty Senate April 20, 2011, by President April, 2011, Posted for Review April 2011

D. Sabbatical Leave

Policy *Faculty Senate Bill 19-A-6 begins here.*

As an institution of higher education, the University is committed to maintaining a quality learning environment in which faculty and students can develop skills and ideas, acquire knowledge, and engage in creative activities covering a wide range of disciplines and fields. As an expression of this commitment, the University provides a sabbatical leave program for tenured faculty to enhance their professional competence and the total teaching/learning environment. The sabbatical leave, therefore, represents a dual investment of time and expertise on the part of the individual faculty member and a financial investment by the University –which promises to result in improved teaching, enriched programs, and the advancement of knowledge and creative activity at the University.

Program Purposes

A sabbatical leave may be granted to tenured faculty for the purpose of professional advancement. A sabbatical leave is not automatically granted, but rather awarded through a competitive selection process involving both faculty peers and administration. Benefit to the professional development of the faculty member and the University are the central component in the evaluation of proposals as is presentation of a coherent project demonstrating high probability of completion within the sabbatical time frame. The leave provides a means for improving teaching or instructional programs, engaging in research or writing for publications, pursuing creative activities, or developing programs directly related to institutional needs. Sabbatical requests require joint faculty/administrative endorsement.

Because of the diversity of fields and disciplines within the University, it is possible to define a wide range of activities that constitute legitimate use of a sabbatical leave. Such activities may include, but are not limited to, the completion of books, monographs, or articles; completion of creative projects; professional work contributing to projects already underway; development of new instructional programs; extensive revision of existing programs; post-doctoral experiences and study; and advanced preparation for additional academic specialization. If the additional specialization is administratively prompted, it is assumed that some of those costs would come from outside

the sabbatical program funds. A sabbatical leave is not to be used for work toward the completion of an advanced degree.

Sabbatical Leave, Compensation, and Benefits

A sabbatical leave is a leave of absence taken for one semester at full base salary or for a full academic year at one-half base salary. The base salary is that which would have been forthcoming in the year of the sabbatical. While on sabbatical leave, the faculty member is an employee of the University and will receive all benefits due to faculty who are regularly employed. Faculty on sabbatical leave will receive their salaries in regular payments, as they would if they were normally employed.

Faculty Replacement

Since it is essential to maintain the integrity of programs and offerings at the University, arrangements must be made to compensate for the absence of faculty members on sabbatical leave.

Amended by Faculty Senate Bill 19-A-6, President Review 11/11/19, BOR Approval N/A

Procedures *Faculty Senate Bill 19-A-7 begins here.*

Eligibility and Special Conditions

1. Only tenured faculty are eligible to apply for a sabbatical leave.
2. A sabbatical leave may not be taken prior to the seventh year of full-time employment at the University. Faculty are eligible to apply in their sixth year of full-time employment or in any year thereafter for a sabbatical leave to be taken in the following year.
3. A sabbatical leave may be granted to the same person only once every seven years.
4. The applicant agrees to return to the University for at least one year following the year of the sabbatical.
5. An individual may combine a grant, such as a Fulbright, or other professional awards with a sabbatical leave. Any employment for financial gain during the period of the sabbatical leave must be approved in advance by the Provost. Normally, the total income after sabbatical leave expenses should not exceed the salary which would have been forthcoming in the period of the sabbatical leave.
6. Applications should contain a clear explanation of the impact of the faculty member's absence on departmental programs and of measures to be taken to absorb this impact, including an accounting of the

financial commitment necessary to compensate for the faculty member's absence. As a guiding principle, no more than five percent of the faculty may be on leave in any academic year.

Faculty Replacement

When an individual is on one-semester leave at full pay, departments are expected to make appropriate adjustments in course offerings and faculty loads to maintain their responsibility to serve students. Such arrangements must be approved by the dean. In those cases where appropriate adjustments cannot be made within existing resources, additional resources may be provided by the college dean or the Provost if available. The awarding of the sabbatical will be contingent upon the approval of suitable arrangements. When an individual is on leave for the entire academic year at half pay, the remaining one half of the salary will be made available for part-time replacement without disruption of departmental funding.

Preparation of Sabbatical Proposals

Applicants should indicate the relevance of their proposals to University goals and department objectives, including the enhancement of academic programs and instruction, and the professional growth of the faculty member. Faculty should follow the sabbatical leave guidelines outlined herein and use the form posted on the Provost's website. If an applicant's department and/or college has additional criteria, it is the applicant's responsibility to address them. The objectives of the sabbatical leave should be clearly defined, and the proposed use of time, including travel, should be justified with reference to these objectives. If the proposal requires a formal relationship with another institution or agency, these details must have full documented endorsement of the outside group.

In addition, there should be evidence relating to the quality of the proposal and the qualifications of the applicant to achieve the proposal's objectives. Such evidence will typically include an updated Curriculum Vitae and supporting letters from colleagues within the same discipline as the applicant at the University. Supporting letters from colleagues outside the University are appropriate when another institution or agency is involved.

Finally, sabbatical proposals should demonstrate substantial promise of success. Evidence should be included indicating the likelihood that the

project can be completed in the allotted period of time and that the proposed use of time is sufficient to achieve the stated objectives. If a book or article is planned, evidence that it is publishable or will receive professional distribution should be included. If academic specialization or post-doctoral study is intended, there should be evidence that the faculty member's newly acquired knowledge and skills will be put to use in the classroom or in other professional activities at the University.

Assessment of Sabbatical Leave Proposals

The primary consideration in the assessment of sabbatical leave proposals is the potential value of the proposed project to the applicant's professional development, student discipline, department, college, or University.

In general, consideration will also be given to the following:

- the evidence of preliminary planning to complete the project;
- the qualifications of the applicant to undertake the project; and
- the applicant's record of teaching, professional growth, and University service.

The calendar for sabbatical application and review is as follows:

Materials and/or recommendations will be due by 5:00 p.m. on the listed day. Should any of the following dates fall on a weekend or university holiday, materials and/or recommendations will be due on the business day after the date specified. Sabbatical application and review steps will be completed by the following dates:

May 1

The Provost's Office will inform faculty of the application deadline for sabbatical leave requests.

September 1

Faculty applying for sabbatical leave for the following academic year should submit their proposals, including all supporting materials, to the department chairperson for review by the Department Tenure and Promotion and Sabbatical Advisory Committee and the department chairperson.

October 1

For each proposal, the department chairperson will forward to the dean the recommendations from the chairperson and the Department Tenure and Promotion and Sabbatical Advisory Committee. Proposals are then to be reviewed by the dean and the College Tenure and Promotion and Sabbatical Advisory Committee.

November 1

For each proposal, the dean will forward to the Provost all proposals with the recommendations from the dean and the College Tenure and Promotion and Sabbatical Advisory Committee (along with the recommendations from the previous levels). Proposals are then to be reviewed by the Provost and the University Tenure and Promotion and Sabbatical Leave Advisory Committee.

December 1

For each proposal, the Provost will forward to the President all proposals with the recommendations from the Provost and the University Tenure and Promotion and Sabbatical Advisory Committee. All proposals are then reviewed by the President.

February 1

The President shall notify applicants.

Final Report

The office of the Provost will make public to the university community the name and project titles of those who are sabbatical leave recipients for each academic year.

Within sixty days after returning to regular employment, recipients of a sabbatical leave will submit electronic copies of a final report to the respective department chairperson, dean and Provost. The final report should contain a brief summary of the proposal, a review of the objectives, an assessment of the accomplishment, and copies of articles, monographs or creative works prepared during the sabbatical. The Provost will forward an acceptance of the report to the individual faculty member and send copies to the department chairperson, dean and President.

Procedures contain portions of:

Faculty Senate Bill 85-A-05, approved by Faculty Senate Apr. 1985, by Board of Regents June 1985

Amended by Faculty Senate Bill 11-A-23, approved by Faculty Senate April 20, 2011, by President April 20, 2011, Posted for 15 Day Review April 2011

Amended by Faculty Senate Bill 19-A-7, President Review 11/11/19, Posted for 15 Day Review 11/22/19

E. Funding for Results

Click [here](#) to go to the Funding for Results website

 CHAPTER 5

Academic Policies

A. Student Credit Hour Definition

Policy *Faculty Senate Bills 12-A-24 begin here*

Southeast Missouri State University defines a credit hour as follows (adapted from Federal Statute 34 CFR 600.2):

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Application to Various Course Types

In accordance with this definition and with State of Missouri standards, this definition is applied to the various types of course offerings at Southeast Missouri State University in this manner:

Type	Supervised Minutes/credit hour (Minimum)	Expected unsupervised student time (Minimum)
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Private lesson (e.g. Private lessons for music, etc.)	450	1800
Lecture (e.g. Lecture, independent study, readings, webinar)	750	1500
Workshop (e.g. Workshops, 8XX course numbers)	1200	1050
Lab (e.g. Lab, studio, independent research, rehearsal & production)	1500	750
Internship (e.g. Internship, clinical, practicum, field study, travel, thesis, special projects)	2250	

For private lessons, lecture, workshop, and lab, the time requirements refer to time with direct instructor supervision. Internship time may include any combination of time supervised by approved experts outside the institution, time supervised by an instructor, or independent work with a product evaluated by an instructor.

Approved by Faculty Senate April 11, 2012, Approved by President April 23, 2012, Approved by Board of Regents May 12, 2012

Procedures *Faculty Senate Bill 12-A-25 begins here*

Application During Course Proposal Or Revision

Any proposal for a new course or for a revision to the time allocation in an existing course must identify the course type and must justify the proposed course credit hours by describing the amount of time spent by the students in lecture, lab, or other activities in accordance with the standards in the Student Credit Hour Policy. A course may include components from more than one defined type, such as lecture and laboratory, with each portion contributing to the total credit hours.

If a proposed course falls outside of the categories defined in the policy, the credit hours assigned must be justified by reference to the federal standard and the time spent in course activities.

Online and blended courses must justify the credit hours assigned by providing evidence of achievement of student learning outcomes comparable to those achieved in an equivalent face-to-face course.

In general, a course should not award significantly more than one credit per week in a session. For instance, it would be inappropriate to offer a three-credit course in one week.

Approved by Faculty Senate 4/11/12, Reviewed by President 4/23/12, Posted for 15 Day Review April 2012

B. Course and Curricular Approval Process

The University is composed of individuals with various perspectives and of substructures that represent the diverse nature of its mission. The organizational structures at Southeast Missouri State University foster open communication and place specific responsibilities on individual members in their respective departments. The department has a primary role in the curriculum development process and is responsible for the development and maintenance of its curriculum and instructional programs. In terms of the curricular responsibilities, the department is charged to:

1. Develop and maintain current curricula, instructional programs, and course syllabi.
2. Encourage appropriate curriculum modifications, changes, and innovations in programs offered by the department.
3. Approve internal modifications and solicit input from other departments where program changes and offerings may impact.
4. Establish and utilize procedures for reviewing and evaluating existing and new courses, programs, and curricula.
5. Maintain strong departmental academic, instructional, and grading standards. Select library and other materials related to its curriculum and establish internal procedures for effective and appropriate use of instructional media and other learning activities.
6. Foster the development of undergraduate and graduate programs within University guidelines.

1. Review Committees

While the primary responsibility for course and curricular development and review rests with the department, the collegial process in the

University ensures open discussion of and dialogue about instructional related questions. Beyond the department, there are six review committees that may be involved in one or more aspects of the review process.

Faculty Advisory Committee for Academic Program Review

All programs will be reviewed by the Faculty Advisory Committee for Academic Program Review through the Regular (cyclical) Program Review procedure involving a review of each program at least every five years.

Academic Program Review

Policy *Faculty Senate Bill 17-A-18 begins here.*

All programs will be reviewed by the Academic Program Review Committee through a cyclical procedure at least every five years. The overall purpose of program review is to assess each unit's program quality, effectiveness, and continued viability; to stimulate program planning and improvement; to continue to fulfill our mission to the students, communities, and people that we serve; and to encourage the unit's development in strategic directions that reflect the University's priorities. The fundamental principle in program review is the use of multiple measures to assess programs.

When necessary due to major financial constraints or other major institutional or state-level factors, the president, after consulting with the provost and the Faculty Senate, may initiate an Extraordinary Program Review with specific instructions and timelines. Guidelines for the data required in program review reports should be developed by the Office of the Provost with input from the Faculty Senate or its designated body.

If a program is discontinued, the University will make every reasonable effort to assist affected students in the completion of their degree program.

Approved by Faculty Senate 9/20/17, Approved by Board of Regents 12/15/17

Faculty Senate Bill 17-A-19 begins here.

Procedures

Determination of Program Review: There are three methods of program selection and initiation of review.

1. Cyclical reviews occur via a five-year cycle in which each program is given a particular year for review to occur.
2. Noncyclical reviews may be initiated by the provost based on the needs of academic affairs or by a recommendation from the Academic Program Review Committee.
 - a. If the Academic Program Review Committee recommends that a program be reviewed in a year other than in the program's regular cycle, the provost will review the committee's recommendation and supporting materials and determine whether to approve the noncyclical review.
 - b. The provost will announce, by the end of the semester prior to the semester in which the review will occur, the programs to undergo a noncyclical review and any variation from the standard review criteria and timeline.
3. An Extraordinary Program Review may be initiated by the president as described in the Policy Section for the Academic Program Review Committee.

Membership on the Academic Program Review Committee:

The faculty of each department will nominate a tenured faculty member who will then stand for a college-wide election administered by the college dean. The names of the two faculty who garner the most votes from each College will be forwarded to the provost, who in consultation with the president will appoint one of them as committee member. Non-rotating members will include a representative from the Office of the Provost, the chair of the Faculty Senate, the chair-elect of the Faculty Senate, the moderator of the Chairperson's Forum, the dean of Graduate Studies, and an additional college dean. The committee will be chaired by the representative of the Office of the Provost. Appointment terms will be staggered for continuity.

Election timeframe and term limits: Regular elections for an open position on the Academic Program Review Committee normally will take place in the first full week of April. Those faculty will serve a three-year term, with a maximum of two consecutive terms.

Procedure for Regular (cyclical) Program Review

1. If a program submits to either an initial accreditation or reaffirmation of accreditation, the University will attempt to use materials from the accreditation procedure for the internal program review process. The program review process will vary depending on whether the program is classified as accredited or non-accredited. Guidelines to be used by each classification are provided on the provost's website http://www.semo.edu/provost/faculty_info/form-downloads.html, and will be reevaluated at least every five years.
2. Standard institutional data required for the self-study will be made available by Institutional Research by March 15 for reviews scheduled in the subsequent academic year.
3. A department self-study, following guidelines provided on the provost's website, is due to the appropriate college dean no later than September 1 of the academic year when the review is scheduled.
4. An external reviewer will be selected and used for non-accredited programs using the selection process, guidelines, and report format provided on the provost's website. Arrangements should be made so the external reviewer's final report is submitted to the dean no later than October 1.
5. Accredited programs will submit the most recent comprehensive report used for a successful initial accreditation or reaccreditation.
6. The college dean reviews the department's self-study along with the external reviewer's report or the most recent accreditation report, and submits these materials along with their analysis and recommendation to the provost by November 15. The provost will forward these materials to the Academic Program Review Committee.
7. The Academic Program Review Committee conducts a detailed analysis of the self-study and all other documentation and submits a detailed report with analysis and recommendations to the provost by March 1. Before submitting their final report, the Academic Program Review Committee will schedule a meeting with all department faculty to clarify and discuss issues of concern. Possible committee recommendations may include:
 - a. maintaining the program,
 - b. eliminating the program,

- c. eliminating the program but keeping the University Studies and service courses,
 - d. merging similar programs,
 - e. partnering or collaborating with other institutions to offer the program,
 - f. planning future programs,
 - g. activities or initiatives for the program to undertake.
8. The provost reviews the self-study, dean's recommendation, external reviewer or accreditation report, and the Academic Program Review Committee report, and provides a recommendation to the president.
 9. If a program will be eliminated as a result of the program review process, the Faculty Senate, the University community as a whole, and the faculty in the program are informed by the provost about the decision by June 30. Procedures related to program elimination can be found in Chapter 5C of the Faculty Handbook: Process for Academic Restructuring.
<http://www.semo.edu/facultysenate/handbook/5c.html>
 10. The provost also informs affected students in the program being discontinued. These students are advised of provisions made to continue offering these courses for a limited period of time.

Approved by Faculty Senate 9/20/17, Reviewed by President 12/12/17, 15 Day review 12/18/17

College Council

The College Council serves as a review body for all course and curricular proposals generated by departments or interdisciplinary units in the college. These items should be acted upon in a timely fashion.

The College of Education, acting through its College Council, has primary responsibility for ensuring that teacher education programs provide a consistently organized, unified, and coordinated approach to teacher education as outlined in the following section entitled College Council: College of Education. All items involving professional teacher education are referred from the College of Education Council.

Graduate Council

The Graduate Council reviews for approval proposals concerning graduate courses, graduate degrees, curriculum changes, new graduate

programs and degrees, and instructionally related policies and procedures. Specific responsibilities of the council are outlined in the last section of this document. Items involving teacher education are submitted by the College of Education Council to the Graduate Council. All other graduate items move from the college/school directly to the Graduate Council.

University Studies Council

The University Studies Council reviews for approval proposed curricular changes, allocations for funding, review and assessment activities, and other programmatic policies and procedures related to the University Studies program.

Academic Council

The Academic Council serves as a clearinghouse, an appeals body, and a recommending body to the Provost for all curricular changes. Proposals involving undergraduate teacher education flow from the College of Education Council to the Provost; graduate proposals flow from the Graduate Council to the Provost; and University Studies recommendations flow from the University Studies Council to the Provost. All other significant curricular changes are submitted by the appropriate college directly to the Provost.

Honors Council

The Honors Council reviews, for approval, proposals for variable topic seminars and colloquia. It advises the Director of Honors on the appropriateness of proposed honors sections of existing courses and on policies and procedures for the program as a whole. Proposals for all honors courses flow from the college/school to the Honors Council.

2. Approval Process

The course and curricular approval process maintains the responsibilities of the initiating unit and the collegial process inherent in the University structure. This process includes separate procedures for course approval and for curricular approval. Beyond the college/school level, the course approval procedure is normally one of notification unless questions arise about the course proposal. Graduate, University Studies, and teacher education courses follow the procedures as described in this document. The

curricular approval process, on the other hand, requires specific action at various levels within the University.

Course Approval Process

After the College Council and the dean have endorsed new courses or significant changes in courses, the dean will submit the proposed courses or changes to be posted for a 10 business day review. If questions arise about the proposals, deans or department chairperson(s) should meet to resolve the issue(s).

If questions are not resolved after consultation, the Registrar will refer undergraduate course proposals and objections to the Provost for consideration by the University Academic Council. Where appropriate, the Registrar will refer proposals and objections to the University Studies Council and to the Graduate Council. These items will be dealt with in a timely fashion by the appropriate review bodies.

If no objections are raised, the course proposals will be considered to be approved. Upon approval, the Registrar will inform the Registrar and affected units.

Curricular Approval Process

The programmatic approval process is similar to that for course approval. Prior to the initiation of the programmatic approval process, however, new degrees and majors will need preliminary endorsement by the Academic Council and the Provost. (See Guide to Institutional Planning)

After the College Council and the dean have endorsed new programs or changes in existing curricula, the dean will distribute the proposals to other academic deans and the Registrar for information. Significant programmatic revisions and new programs are forwarded to the Provost and, when appropriate, to the Graduate Council for review. These items also are reviewed by the Academic Council and must be approved by the Provost. In addition, new programs and program deletions must be approved by the President, the Board of Regents, and the Coordinating Board for Higher Education.

Course and Programmatic Flow Charts

In general terms, the review of all course and curricular items follows the flow charts illustrated by Figures 1-3.

Approved by the Academic Council - September 4, 1990

Faculty Senate Bill 13-A-24 begins here.

Online Course and Program Approval Procedures

1. All online courses must be offered through the Office of Instructional Technology (OIT) using the current learning management system.
2. The Coordinator of Southeast Online is assigned responsibility for the coordination of online instruction, programming, and reservation of seats for online students as needed.
3. Procedure for proposing a new online program:
 - a. A new online program that has not been offered face-to-face:
 - i) Must go through the program approval process as detailed on the Provost's website.
 - ii) Additionally, a proposed new online program must be discussed with the Office of Online Learning before submission to College Council.
 - b. A program that has previously been approved face-to-face, which is to be offered online:
 - i) Must be approved for online presentation by the home department.
 - ii) It must then be discussed with the Office of Online Learning. Issues such as marketing, support needs, scheduling, state authorizations, and instructional design will be addressed.
 - c. In either case, when a new program is to be offered online, an informational notice should go to Academic Council and the Provost's office. Institutional Research will notify the Higher Learning Commission of the addition.
4. Procedure for developing a new online course:
 - a. A new online course that has not been offered face-to-face:
 - i) Must go through the normal approval process for any new course.
 - ii) After approval, the faculty member developing the new online course must have certified online faculty status or meet at least once with the Instructional Designer to discuss best practices in

- online pedagogy, and to plan additional meetings if needed for assistance in course development.
 - b. A course that has previously been approved face-to-face, which is to be offered online:
 - i) Must be approved by the department and department chairperson prior to being sent to the Associate Dean for Online Learning.
 - ii) After approval, the faculty member developing the new online course must have certified online faculty status or meet at least once with the Instructional Designer to discuss best practices in online pedagogy, and to plan additional meetings if needed for assistance in course development.
- 5. Procedure for becoming an online instructor:
 - a. Any faculty member who plans to teach an online course and who has not done so previously at Southeast must meet at least once with the Instructional Designer to discuss best practices in online pedagogy, and to plan additional meetings if needed.
- 6. Procedure for becoming certified online faculty:
 - a. The CSTL and OIT will offer training opportunities for faculty to become “certified online faculty”. This optional certification may contribute to a faculty member’s evidence of teaching effectiveness for tenure, promotion, and merit, if appropriate to department criteria.
- 7. When course schedules are drafted, college deans should submit a list of proposed online courses, including the name of the instructor, to the Associate Dean for Online Learning. This list should identify any new online courses and any new online instructors. The Associate Dean for Online Learning will review the list of proposed courses to ensure that the above procedures have been followed.

The Associate Dean for Online Learning will share information on proposed online course offerings each semester with the Director of Kent Library, Dean of University Studies, Textbook Services, and any other affected support offices.

Approved by Faculty Senate Bill 13-A-24, April 24, 2013, Approved by President – May 1, 2013, Posted for 15 Day Review June 2013

3. College Council: College of Education

The College Council is to serve on behalf of the College of Education as a coordinating and reviewing body for all teacher education programs. Under the leadership of the Dean of the College of Education, who serves as chairperson, the committee has primary responsibility for ensuring that programs offered on campus provide a consistently organized, unified, and coordinated approach to teacher education. Recognizing that teacher education, and particularly secondary and K-12 programs, are the joint responsibility of the academic departments, their respective colleges, and the College of Education, it is understood that there would be a dual approval process for curricular matters and there would be joint appointments for faculty who teach both professional education courses and courses in the academic major.

Council Charge

The Council, acting on behalf of the College of Education, is charged to:

1. Review all existing and proposed teacher education programs, including majors, minors, specializations, and professional courses housed both within and outside the College of Education for students in teacher education programs. After consultation with appropriate academic units, it should develop recommendations for Academic Council action.
2. Initiate proposals and seek advice from other individuals or units in the University and relevant professional groups outside the University on proposals related to teacher education programs.
3. Provide leadership and guidance in the establishment and implementation of follow-up studies and evaluations of teacher education programs.
4. Review and recommend to the Provost policies and procedures regarding the advising, selection, admission, and retention of students; goals and implementation strategies; and program decision-making processes for teacher education programs.
5. Establish policies to be carried out by the department and committee structure of the College of Education ensuring appropriate qualification and assignment of faculty, appropriate faculty load, faculty development and faculty evaluation for all professional

education faculty (i.e., persons who teach one or more courses in professional education, provide professional services to education students such as advising or student teaching supervision, or administer some portion of the professional education unit).

6. Establish and maintain clear channels of communication with the various constituencies involved in teacher education programs. See Figure 3.

Curricular Responsibilities

The primary responsibility for the initiation, development, and implementation of teacher education programs lies with the faculty of the College of Education. The College of Education, acting through its College Council after referral from the appropriate department, is responsible for reviewing and approving such program changes and significant modifications as follows:

1. Changes in courses or new courses required in undergraduate and graduate teaching curricula, majors, minors, specializations, and concentrations.
2. Proposals for new degrees, curricula, majors, minors, specializations, and concentrations in teacher education.
3. Proposals to alter degrees, curricula, majors, minors, specializations, and concentrations that would affect the design and content of the teacher education program.
4. Changes in the list of approved majors, minors, specializations, or concentrations in teaching curricula.
5. Changes in semester-hour requirements in teaching curricula, majors, minors, specializations, and concentrations.

Approved by the Academic Council - February 7, 1989

Course and Programmatic Flow Chart for Teacher Education

The review of all curricular items for the College of Education follows the flow chart illustrated by Figure 3.

4. Graduate Council

The Graduate Council has the primary monitoring and policy responsibility for graduate studies. Under the leadership of the Dean of the

Graduate School, who serves as chairperson, the council has primary responsibility for initiating, reviewing, and coordinating policies which affect graduate education. While the council has a primary leadership function, the responsibility for the design and modification of graduate programs rests with the departments.

Council Charge

The council is charged to

1. Initiate and recommend policies and procedures for the administration of the graduate programs of the University on matters relating to admissions, retention, curricular requirements, residency requirements, research papers and theses, advanced standing, examination, and any other duties necessary for the successful operation of the graduate programs.
2. Approve or disapprove the recommendations originated within a college/school and considered by the College Council on the addition, deletion, or modification of graduate curricula and programs.
3. Carry on a continuous evaluation of the graduate programs of the University and recommend appropriate revisions and improvements.
4. Conduct studies and make recommendations on matters referred to the council by appropriate University bodies.
5. Confer with the Academic Council, college councils, and other appropriate committees on matters of mutual concern.

Council Membership

As representatives of the graduate faculty, members are expected to have sufficient knowledge of graduate studies to enable them to protect the autonomy of department offerings and provide responsible self-government within University-wide policies and procedures in graduate studies. Members must be regular appointees to the graduate faculty and be elected by the graduate faculty in their respective college/school to serve terms of three years. Membership on the council is composed as follows:

Designated Liaison Officers

The Provost and the chairperson of the Academic Affairs Committee of the Faculty Senate.

Graduate Student Representatives

Graduate students will have representation on the Graduate Council. Graduate student representatives will be invited to serve based on nominations by members of the Graduate Council.

Faculty Representatives

There will be two members from each college/school elected by the graduate faculties of the respective colleges for three-year terms.

Additionally, any college/school accounting for more than twenty-five percent of the total graduate credit hours produced during the preceding calendar year will be entitled to elect two additional representatives to the Graduate Council for each twenty-five percent of total graduate hours produced.

The Graduate Council will be chaired by the Dean of the Graduate School and will elect a Vice Chairperson annually.

Curricular Responsibilities

The primary responsibility for the initiation, development, and implementation of graduate programs lies with the faculty. The council is responsible for reviewing and approving such program changes and significant modifications as follows:

1. Changes in courses or new courses for which graduate credit is awarded or proposed.
2. Proposals for new degrees, curricula, and majors at the graduate level.
3. Proposals to significantly alter degrees, curricula, and majors at the graduate level.

Council Functions

The council is responsible for fulfilling the charges as stated and effectively disseminating its actions. In fulfilling this leadership role, the chairperson will:

1. Distribute council minutes to members, department chairpersons,

- deans, and the Provost.
2. Submit recommendations regarding non-curricular proposals to the Provost.
 3. Accept graduate curricular items from the College Councils for approval by the council.
 4. Submit for action to the Academic Council proposals for significant programmatic revisions and new degree programs.

Academic Services, 1982

C. Academic Restructuring

Policy *Faculty Senate Bill 10-A-15 begins here*

Southeast Missouri State University must occasionally readjust to changes in funding and student needs, other than during a state of financial exigency. Reorganization or elimination of programs may be needed to balance priorities with resources. Such decisions will be based on sound educational and financial considerations.

The University recognizes two types of restructuring:

1. **Minor academic restructuring:** involves reorganization or renaming of departments, centers, or programs which does not involve the discontinuance of tenured or tenure-track faculty positions. Minor restructuring need not follow the longer, major academic-restructuring process.
2. **Major academic restructuring:** involves program or department discontinuance, creation, reorganization, or merger of departments, Colleges, and Schools. Major restructuring may involve the discontinuance of tenured, tenure-track, or RNTT positions.

A proposal for Academic Restructuring must be submitted in the approved format as defined in the Procedures section.

If a program is discontinued, the University will make every reasonable effort to assist affected juniors, seniors, and graduate students in the completion of their program degree.

*Amended by Faculty Senate Bill 10-A-15 December 1, 2010, Reviewed by President December 2010,
Approved by Board of Regents December 8, 2010*

Procedures *Faculty Senate Bill 11-A-2 begins here***Proposal Format:**

1. Rationale, two pages or less: a Statement of Purpose stating the name of the current program, the name of the proposed program, if applicable, the name of the initiator of the proposal, an explanation of the reasons for the changes, and an explanation of costs and benefits of the proposed changes.
2. Supporting Materials: supporting data up to ten pages that includes impact upon students, personnel considerations, budget, and resource considerations. If the proposal is made by the Faculty Advisory Committee for Academic Program Review, the affected department's associated impact documents should also be attached.

Procedure for Minor Academic Restructuring:

1. A minor restructuring proposal may be initiated by a department, chair, dean, or the provost and must be written in the approved format. For purposes of this process, the library is considered a department that reports directly to its dean.
2. The proposal will be evaluated by the appropriate department, College/School Council(s), and dean(s), and, when appropriate, by the Graduate Council or University Studies Council.
3. The proposal, in the appropriate format, is posted for a 30-day review.
4. If no written objections are submitted, the proposal is forwarded to the provost for consideration and action.
5. If any written objections are filed, the objection and the proposal with its written approvals and dissenting statements is submitted to the Academic Council for deliberation. The Academic Council's recommendation is sent to the provost for decision.
6. If students are significantly affected, the provost informs students of the changes.

Procedure for Major Academic Restructuring:

1. A major restructuring proposal may be recommended by the Faculty Advisory Committee for Academic Program Review as a part of the ongoing program-review process.
2. A proposal may be initiated by a department, chair, dean, or the provost and must be written in the proposal format. The written proposal is submitted to the provost for distribution to all affected departments. For purposes of this process, the library is considered a department that reports directly to its dean.
3. Consideration of proposals proceeds from the initiator to a) the affected departments, b) their respective College/School Councils and deans, c) the Graduate School Council or School of University Studies Council, if appropriate, d) the Academic Council and provost, and e) the president. Each deliberating body forwards with the proposal a report endorsing or rejecting the proposal, indicating the degree of support and suggestions, and including any separately authored minority viewpoints. Department chairpersons and deans may, if they wish, submit separate reports. Copies of these reports are sent to all affected departments, academic deans, and the provost.
4. The provost reviews the recommendations and associated data, and makes their recommendation to the president.
5. The president reviews the information, determines the next course of action, and makes their recommendation to the Board of Regents, as appropriate.
6. The Board of Regents takes action on any recommendations presented by the president.
7. If a student program is affected, the provost informs students that a program is being discontinued. The affected students are advised that provisions have been made to continue to offer courses for a limited period of time so that juniors and seniors enrolled in the program will have an opportunity to graduate from that program. Freshmen and sophomores in the program are advised to move into other related programs at Southeast Missouri State University.

Timeline for Major Academic Restructuring:

1. In the first week of the fall or spring semester: the proposal is submitted to the provost.

2. Within 5 working days of the submission date: The provost distributes the proposal to all affected departments. Departments consider the proposal. The initiator is allowed to present the proposal to each affected department.
3. Within 15 working days of the distribution to departments, with 5 additional working days waiver through permission from the provost: All proposal documents are submitted to the appropriate College/School Councils. College/School Councils consider the proposal. Authors of department-level reports are allowed to present their positions, summarized in a one-page written document.
4. Within 15 working days of the distribution to College/School Councils, with 5 additional working days waiver through permission from the provost: All College/School Council documents are submitted to the appropriate deans. The deans consider the proposal. Authors of College/School Council-level reports are allowed to present their positions, summarized in a one-page document.
5. Within 5 working days of the submission to the deans, with 5 additional working days waiver through permission from the provost: All documents from the department, College/School Councils, and dean levels are submitted to the Academic Council (and Graduate Council and University Studies Council, as appropriate) for recommendations. The affected parties may present their positions to the Council(s), summarized in a one-page document.
6. Within 10 working days, with 5 additional working days waiver through permission from the provost: Academic Council submits its recommendations, the reports, and all other documents to the provost.
7. Within 5 working days of responses being submitted to the provost: The provost submits a recommendation and all documents to the president for their recommendation.
8. Within 10 days of the provost's recommendations being submitted to the president: The president informs the provost and the affected parties of their response to the provost's recommendations and informs the Board of Regents of their recommendation, as appropriate.

9. The Board of Regents takes action on any recommendations by the president.

Procedure for All Faculty Terminated through Major Academic Restructuring:

1. When a major restructuring proposal is approved which affects faculty positions, the affected department's full-time tenured and probationary tenure-track faculty, including the chairperson, will convene as a special advisory committee to recommend a phase-out schedule for any discontinued courses and a termination date for any discontinued program. If no Department Advisory Committee is available, the College/School Tenure and Promotion Committee will serve as advisory committee for the department. The advisory committee will determine:
 - a. ongoing programmatic needs for unaffected programs (those programs in the department/College/School which are not being discontinued) and the University,
 - b. courses which need to remain in the University curriculum,
 - c. the frequency, numbers (quantity), and sequence of the retained courses, which leads to a determination of the number of faculty to retain, and
 - d. qualified faculty who have the credentials to teach courses within the unaffected departmental programs or to teach retained courses from the discontinued program.
2. Prior to any analysis and evaluation by the special advisory committee, criteria for making recommendations regarding programmatic need, courses to retain, and qualifications of faculty to teach courses must be submitted to the university's legal counsel through the Office of the Provost for consideration and advice.
3. The foremost issue to be considered by the departmental advisory committee will be which faculty are qualified to teach in departmental programs and courses, in adherence to the primary criterion of programmatic need. The individual faculty members' votes will be submitted by secret ballot to the department chair and will remain confidential.
4. Based upon the Department Advisory Committee's recommendations, the department chair will recommend which faculty positions should be discontinued. RNTT, term contract,

and part-time faculty who are not essential to or not qualified for programmatic need will be the first faculty to be released. Following this, should further need remain for programmatically non-essential or non-qualified tenured or probationary tenure-track faculty positions to be discontinued, the department chair will send their recommendations for discontinuance and a written explanation to the dean who will forward the recommendations and explanation to the College/School Tenure and Promotion Committee, which will serve as the College/School Advisory Committee.

5. Any member of the College/School Advisory Committee who is also considered to be a potentially affected faculty member, according to the department chair's recommendation, will be replaced during the College/School Advisory Committee deliberations. The dean will appoint a replacement, first from the replaced member's department or, if a replacement is not available from the department, from the tenured members of another department in the College or School.
6. The tenured and probationary tenure-track faculty under consideration for discontinuance by the College/School Tenure and Promotion Committee will have three weeks in which to prepare their professional dossiers for review by the College/School Committee. The criteria for this review will be teaching effectiveness, professional achievements and qualifications, and service to the university as described in that department's Tenure and Promotion Guidelines for promotion, with an examination period of the previous five years.
7. Based upon the criteria described in #5 above, the College/School Committee creates a ranking of faculty retention for the affected department. Their recommendation is forwarded to the dean.
8. The dean reviews the recommendation and forwards their recommendation and that of the College/School Committee to the provost. The affected faculty member is notified of the dean's recommendation. Affected faculty members may respond to the notification within 5 working days.
9. The provost reviews the recommendations of the dean and College/School Committee and forwards their recommendation to the president, along with the College/School Committee's and the dean's recommendations.

10. The president reviews the documents and consults with the provost on a recommendation to the Board of Regents.
11. The president makes their recommendation to the Board of Regents.
12. The Board of Regents takes action on any recommendations by the president.
13. The provost determines the possibility of reassignment for affected tenured or probationary tenure-track faculty to vacant tenure-track academic positions for which the affected faculty members are qualified, that would be in the best interests of the receiving academic program and would enhance the educational mission of the University. Reassignment would be at the faculty member's current rank and tenure-track status. Based on review of the proposed reassigned faculty member's professional dossier, the receiving department makes a recommendation to the dean and provost on whether to accept that faculty member.
14. As part of the process of transfer, the receiving program must review the faculty member's record with respect to future promotions, using the receiving department/program's promotion criteria, and apprise the faculty member of that evaluation. The reassigned faculty member may elect to take up to a 3-year grace period, without prejudice, in which to apply for future tenure or promotion using the receiving department's guidelines.
15. If reassigned to a tenure-track position, faculty members will retain their current ranks and same tenure-track statuses, receive a salary equal to the average salary listed for that department and rank, or, if none is available, by the CIP code (Classification of Instructional Programs) for that position and percentage of CUPA (College and University Professional Association) at the College/School average for that position, and adhere henceforth to the Tenure and Promotion Guidelines of the program to which they are reassigned.
16. If a tenure-track position is not vacant, but an RNTT position for which the faculty member is qualified is vacant, the tenured/probationary tenure-track faculty member may choose to enter that position. The receiving department will have the option to recommend the tenured/probationary tenure-track faculty member as a tenure-track or RNTT appointment. If the receiving department elects to retain the vacant position as

RNTT, the faculty member choosing to accept the RNTT position must relinquish rank and tenure-track status. If the department elects to hire at the faculty member's current rank and tenure-track status, the position becomes tenure-track, retaining all the rights appertaining therein, and the next vacant tenure-track position in that department will revert to an RNTT position. In either case, the starting salary provided will adhere to the salary guidelines described above.

17. The provost communicates to the affected faculty members their decision on reassignment, based upon the receiving program's need, the University's best interests, and the existence of a vacant position.
18. The provost makes their recommendation to the president.
19. The president reviews the recommendation and informs the Board of Regents of their recommendation, as appropriate.
20. The Board of Regents takes action on any recommendation by the president.
21. Written notice of the institution's intention to terminate a faculty appointment is given by the provost to the member of the faculty by: a) March 1 during the first or second academic year of service, exclusive of the summer session; b) the first class day of the spring semester for the third, fourth or fifth year of service, exclusive of the summer session; c) the first class day of the fall semester for the remaining years of non-tenured or tenured service, exclusive of the summer session. If the financial exigency is not declared so as to provide tenured faculty notice of termination by the first day of the fall semester, a minimum of one year's notification will be given.
22. On the recommendation of the Budget Review Committee and the president, the Board of Regents, may determine what, if any, severance payments will be made beyond the effective date of termination, and may take into account the length of service of the faculty member.
23. The provost will provide a personal letter of reference for each terminated faculty member, stating that the termination is due to financial exigency and is not a negative reflection of the faculty member's performance.
24. The University will provide career counseling and placement services for the released faculty.

25. The institution will not hire in the same area of teaching expertise of an involuntarily terminated probationary tenure-track or tenured faculty member for three years following the date that the program is approved for discontinuance by the Board, unless reinstatement at previous rank, same tenure-track status, and salary is first offered to that faculty member, within a one month time period in which the faculty member may accept or decline the offer.
26. Deviations from the above procedure for faculty reduction or program discontinuance may be appealed. Appeals are limited to claims regarding whether the Procedure for All Faculty Terminated through Major Academic Restructuring has been followed. The Faculty Senate Grievance Committee will provide the opportunity for the affected faculty member(s) to demonstrate a claim of deviation in the procedure.

Amended by Faculty Senate Bill 11-A-2 February 16, 2011, Approved by President February 16, 2011, Posted for 15 Day Review March 7-30, 2011

D. Academic Honesty

Policy *Faculty Senate Bill 19-A-9 begins here.*

Academic honesty is one of the most important practices influencing the character and vitality of an educational institution. Academic misconduct, also known as academic dishonesty, is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts, which would deceive, cheat, or defraud, resulting in the promotion or enhancement of one's scholastic record. Knowingly or actively assisting any person in the commission of any of the above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty as found in "The University Statement of Student Rights" in the Student Handbook and in "Academic Policies and Procedures" section of the Undergraduate and Graduate Bulletins. The University requires that all assignments submitted by students be the work of the individual student submitting the work. An exception would be group projects assigned by the

instructor; in this situation, the work must be that of the group. Academic dishonesty includes plagiarism and cheating which are individually described as follows:

Plagiarism:

In speaking or writing, plagiarism is the act of claiming someone else's work as one's own. This includes paraphrasing without crediting the original source. If there is any doubt, the student should consult his or her instructor or any manual of term paper or report writing. Violations of academic honesty by plagiarism include, but are not limited to:

1. Presenting the exact words of a source without quotation marks and/or proper attribution;
2. Using another's intellectual property such as computer source code, algorithm, laboratory report, or creative works;
3. Presenting information, images, judgments, ideas, or facts summarized from a source without proper attribution; or
4. Self-plagiarism, using work previously submitted for an assignment for a different assignment without proper attribution and instructor approval.

Cheating:

Cheating includes using or relying on the work of someone else in an inappropriate manner or contributing to another's work in a likewise manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;
2. Copies another student's work or intentionally allows others to copy one's own assignments, examinations, source codes, or other intellectual property;
3. Works in a group when they have been told to work individually or solicits someone else to complete an assignment in part or in whole;
4. Uses unauthorized reference material or electronic devices during an examination;
5. Has someone else take an examination or takes the examination for another;
6. Logs into another student's account or allows another person to log into one's account. This includes any account associated with the

course including, but not limited to, the university's learning management system and publisher's electronic course resource.

General Responsibilities for Academic Honesty:

It is the Provost's responsibility to ensure that both students and faculty have access to accurate information about their rights and responsibilities regarding academic honesty and dishonesty. The faculty member is responsible for informing students of the standards of honesty for the course's examinations and assignments. Sanctions for violations of academic honesty will be listed in the course syllabus.

The course syllabus will include a grade sanction policy. Sanctions may include but are not limited to: require the student to redo the work, fail the student on the work, require the student to receive additional instruction regarding academic honesty as provided by the University Library, Writing Center, or other University resources, or a referral to the Dean of Students. Only the Dean of Students and the Office of Student Conduct may permanently remove a student from a course or suspend or expel a student from the university.

The fundamental responsibility for upholding the standards of academic honesty rests upon the student. It is the student's responsibility to be familiar with, and abide by, the University policy on academic honesty at all times and in all situations.

Amended by Faculty Senate Bill 11-A-16 April 6, 2012, Reviewed by President April 2011, Approved by Board of Regents May 13, 2011

Amended by Faculty Senate Bill 19-A-9, Reviewed by President 11/11/20, BOR Approval N/A

Procedure for Adjudicating Alleged Violations of Academic Honesty *Faculty Senate Bill 19-A-10 begins here.*

Faculty members who observe or detect evidence of academic dishonesty should notify the student within five business days of discovering the alleged violation of the academic honesty policy. This contact may be made in person, by email, through the course website, or through written feedback on the assignment when it is returned to the student. If the alleged violation of academic dishonesty is first detected by someone other than the faculty member, that person should bring the evidence to the faculty

member, who will then initiate the appropriate procedure for dealing with the allegation if warranted. The purpose of this initial contact is to notify the student of the allegation and the sanction to be imposed according to the course syllabus and in alignment with the policy on academic honesty. Sufficient information should be provided at this time for the student to understand the nature of the allegation as well as the sanction, and the student should be informed that a meeting with the faculty member may be requested within five business days if the student wants to discuss the specific details or dispute the allegation. If the student does not respond or chooses to decline a meeting, the faculty member may opt to follow the reporting procedures described in scenario two below.

Meetings with students in online and ITV classes may be conducted via e-mail with the e-mail content serving as evidence. Meetings with students in face-to-face classes may also be conducted via e-mail. Prior to notifying or meeting with the student, the faculty member may consult with the department chair, the appropriate dean, and/or the Office of Student Conduct. If the faculty member believes the allegation is egregious enough to warrant sanctions beyond what is listed in the course syllabus, the faculty member should refer the matter to the department chair for a formal hearing.

The following sections are the procedures to be adhered to by the faculty member and/or student in all possible outcomes. If the faculty member is the department chair, a tenured departmental designee will assume the department chair's role in this protocol and references to the department chair should be read as departmental designee.

Initial Meeting between Faculty Member and Student

During the meeting between the faculty member and the student, the faculty member will present the evidence supporting the allegation to the student. The student will have the opportunity to present evidence to provide alternative explanations or refute the faculty member's evidence. After due consideration of the student's evidence, the faculty member determines whether the student has violated the academic honesty policy and which course of action to follow:

1. The Faculty Member Determines that the Student is Not in Violation of the Academic Honesty Policy

If the faculty member determines that the student has not violated the academic honesty policy, the process stops, and the matter is considered resolved. Any sanctions imposed will be reversed and no further action is required.

2. The Faculty Member Determines that the Student is in Violation of the Academic Honesty Policy and the Student Accepts the Allegations and Sanctions

If the faculty member determines that the student has violated the academic honesty policy, the faculty member provides written notification to the student confirming the meeting has taken place, the violation and the sanction imposed according to the course syllabus. If deemed appropriate by the faculty member, written notification will also be sent to the department chair, the college dean, the Dean of Students, and the Office of Student Conduct. This notification should include the faculty member's name, student's name and S0 number, course number and name, the term in which the offense occurred, the offense, a summary of the faculty member and student's discussion, and the sanctions imposed. The notification should clearly identify that the matter was resolved between the faculty member and the student and that no further action is warranted. If a student drops the course as a result of the allegation and sanction, the faculty member may still send notification to the parties listed above.

1. Student Accepts the Allegations and Faculty Recommends Sanctions Beyond Those Listed in the Course Syllabus

The faculty member submits written notifications to the student and the department chair within five business days after the initial meeting of the faculty member and the student. This notification normally should not exceed two pages and should include:

- a. Basic information at the top of the notification: faculty's name, student's name and S0 number, course number and name, the term in which the offense occurred, the offense and a summary of the faculty member and student discussion.
- b. A statement indicating that the faculty member chose to pursue formal resolution of the matter due to egregious violations of

- the academic honesty policy or due to disputed facts and confirmation that the student accepted the allegations and/or sanctions.
- c. A statement of the specific portions of the academic honesty policy that were allegedly violated.
 - d. A summary of the evidence that supports each allegation with the evidence specifically tied to each allegation.
 - e. A summary of the student's responses including both e-mail responses and verbal responses made during the meeting.
 - f. Sanctions that were specified in the course syllabus,
 - g. A description of the reason(s) that the faculty member concluded that the alleged acts are egregious, and a recommendation for sanctioning of the student.
 - h. The detailed evidence supporting the allegation, appearing as an Appendix to the notification.
 - i. E-mail exchanges related to the allegation, appearing as an Appendix to the notification.

The department chair will submit written notification of events to the college dean and the Office of Student Conduct, with copies sent to the student, the faculty member, and the Dean of Students within five business days of receiving notification from the faculty member. The notification must be sent even if the department chair disagrees with the faculty member's position. The original materials from the faculty member will be included with the notification from the department chair.

Upon receiving notification from the department chair, the Office of Student Conduct will schedule a judicial conference to address the allegations and the faculty member and the department chair's sanctions within five business days. The Office of Student Conduct will review the documentation, communicate with the student and impose sanctions as warranted. In addition, the Office of Student Conduct will communicate the final results (including sanctions imposed) to the student, faculty member, department chair, college dean and Dean of Students. Sanctions shall not be considered final until the process is completed by the Office of Student Conduct.

2. The Student Does Not Accept the Outcome of the Initial Meeting: Initiation of a Formal Hearing

If the student does not accept the faculty member's allegations or sanctions, the student may contest the faculty's decision through a formal hearing with the department chair. Within five business days of the initial meeting, the faculty member shall submit a written request for a formal hearing to the student, the department chair, and the Office of Student Conduct. This notification will contain the same nine items of information described above in section three. Once the process for a formal hearing is initiated, any sanctions imposed should be considered tentative until the process has been completed and the results delivered by the Office of Student Conduct.

Upon receipt of the request for a formal hearing, the Office of Student Conduct will immediately initiate written contact with the student to review:

- a. The student's right in the judicial process,
- b. The allegations against the student, and
- c. The hearing procedures.

The Office of Student Conduct will also inform the students that he/she may select a person of the student's choosing to accompany the student to the formal hearing. However, this person may act only in an advisory capacity during the formal hearing.

The department chair shall consult with the Office of Student Conduct or the Dean of Students regarding the student's due process rights before proceeding with the formal hearing. The department chair shall conduct any hearings in accordance with the standards provided in the University's Code of Student Conduct found in the Student Handbook.

The department chair will contact the student within five business days of receiving the request for a formal hearing from the Office of Student Conduct. In this communication, the department chair will inform the student of the allegation(s) and the proposed faculty and department chair recommended sanctions. In the initial communication, the department chair will offer the student a chance to reply to the charges

and provide an opportunity for the student to accept the proposed faculty and department chair recommended sanctions.

The student has five business days to respond to the communication from the department chair. For students in an ITV or online course the formal hearing will occur via e-mail. The formal hearing for all students will consist of: a summary of allegation(s), the evidence, a summary of faculty/student communications, and additional sanctions as deemed appropriate by the department chair.

The department chair will give due consideration to the student's response, including whether the student replied to the allegations or accepted the sanctions. The department chair may seek additional information from the faculty member and/or the student prior to rendering a decision.

The department chair will submit written notification of the formal hearing results to the appropriate college dean and the Office of Student Conduct within five business days of the formal hearing conclusion, with a copy to the student, the faculty member, and the Dean of Students. This notification should identify whether the student is found in violation of the academic honesty policy.

- a. If the student is found in violation of the academic honesty policy, the notification should also include the details of the formal hearing (allegations, evidence, responses from all parties) sanctions imposed by the department chair.
- b. If the student is not found in violation of the academic honesty policy as a result of the formal hearing, the case will be dismissed. Notification of this result will be submitted to the student, faculty member, college dean, Office of Student Conduct and the Dean of Students. No sanctions will be applied, and the matter will be considered resolved.

If the student is found in violation at the department chair level:

- a. The Office of Student Conduct will schedule a judicial conference to address the allegation(s) and the faculty member and department

chair's sanctions within five business days of receiving notification from the department chair.

- b. The Office of Student Conduct will review the documentation, meet with the student, and finalize sanctions as warranted.
- c. The Office of Student Conduct will send written notification to the student, faculty member, department chair, college dean and the Dean of Students confirming the final results and sanctions imposed.

Appeals of the Results of a Formal Hearing:

Either the student or the faculty member may appeal the result of the formal hearing.

1. An appeal must be made within five business days after the decision is rendered.
2. Appeals must be in writing through e-mail, local mail or personal delivery.
3. There are two levels of the appeals process. The first level is made to the Dean of Students, who will seek a recommendation from the All University Judicial Board prior to making a determination about the appeal. The Provost is the second and final level of appeal.

The appeals process is not for retrying or rehearing a case. At each level, an appealed case merits being heard based on the following conditions.

1. An excessive sanction when compared with previous sanctions for similar violations under similar circumstances. Specific sanctions in the syllabus are not subject to appeal.
2. The discovery of significant new information relevant to the case.
3. Procedural error regarding the student's rights involving error in the administration of judicial procedures by the faculty, department chair or Office of Student Conduct.

Decisions made during the appeals process can result in one of the following.

1. The sanction being altered based on a finding that the sanction is inconsistent with past practice.
2. A new hearing being granted based on new information.

3. A new hearing being granted because the Procedure for Adjudicating Alleged Violations of Academic Honesty was not applied appropriately.

No grade penalty shall be considered final until the appropriate judicial process determines that an act of academic dishonesty has occurred. If the charges cannot be resolved prior to the end of the current semester, a grade of 'I' should be assigned pending the outcome of the hearing. The 'I' will remain on the student's transcript until the charges are resolved. If the charges are still not resolved before the time frame for the 'I' expires, the faculty member will request from the Registrar's Office an extension of the grade of 'I'. The faculty member and the department chair will be notified of the outcome of the disciplinary case in order to assign a grade for the course. If the student is found not to be in violation of the Academic Honesty Policy at the conclusion of the appeals process, neither the faculty member nor any other member of the University community may take any other action against the student regarding the allegations considered in the appeal.

Approved by Faculty Senate, Bill 85-A-07, October 9, 1985, Approved by President, November, 1985, Approved by Board of Regents, December 5, 1985, Revised & Approved by Faculty Senate, Bill 03-A-04, April 23, 2003, Approved by President, April, 2003, Approved by Board of Regents, May 16, 2003, Approved by Faculty Senate, Bill 05-A-06, April 20, 2005, Approved by Board of Regents, Bill 05-A-06, April 19, 2006, Approved by Faculty Senate Bill 11-A-17 April 6, 2011, Approved by President May 3, 2011, Posted for 15 Day Review May 10 – June 1, 2011; Amended by Faculty Senate Bill 19-A-10, President Review 11/11/20, Posted for 15 Day Review 11/22/19

E. Academic Fresh Start

Policy *Faculty Senate Bill 11-A-7 begins here*

The Academic Fresh Start policy is an appeals procedure which allows a student returning to Southeast Missouri State University after a prolonged absence to request academic forgiveness of prior cumulative grade point average. The policy is designed for undergraduate students who have gained maturity outside higher education and have demonstrated acceptable academic performance following their return.

Amended by Faculty Senate Bill 11-A-7, Reviewed by President April 2011, Approved by Board of Regents May 13, 2011

Procedures *Faculty Senate Bill 11-A-8 begins here*

The granting of an Academic Fresh Start is subject to the following conditions:

1. Academic Fresh Start applies only to returning undergraduate students who had previously completed 30 or fewer semester hours and have had an absence of at least three calendar years from any post-secondary institution.
2. Academic Fresh Start will affect all courses (including transfer credit) taken prior to the three-year absence. It may be elected only one time and is irrevocable.
3. A minimum of 12 semester hours of graded courses with a grade point average of 2.0 must be completed after returning to Southeast before an Academic Fresh Start may be requested. For purposes of consideration for Academic Fresh Start, degree and non-degree credit courses will be used to compute grade point average. No requests will be considered after the student's first application for a baccalaureate degree.
4. The student must submit a written request to the Office of the Registrar. The request must have the written approval of the student's advisor or designee.
5. Upon the approval of the University Registrar, the student will be granted an Academic Fresh Start. The student's permanent academic record will remain a record of all coursework completed, including transfer credit recorded on the permanent academic record. Courses taken prior to the three year absence will not be used in computing grade point average and CANNOT be used to meet any requirements (e.g., degree, prerequisite, certification).

Note: Academic Fresh Start is a policy of Southeast Missouri State University and may not be recognized by outside agencies or other institutions.

CHAPTER 6

Information Technology

A. Computer Use on Campus

Policy *Faculty Senate Bill 16-A-5 begins here.*

Use of Southeast Personal Computer Keys

1. Access to University-provided data processing resources is controlled by the issuance of personal identification codes. Employees or students receiving a personal identification code assume responsibility for all computing activity performed under that code (whether they personally perform the activity or not).
2. Computer facilities made available by personal identification code should only be used to conduct University business (either job- or class-related activities).
3. Use of personal identification codes may not be transferred to another person or group. No person or group other than the person to whom it was issued may use that person's code.

Use of Computer Facilities

User Priorities

According to the [Business Policy and Procedure Manual: Information Technology and Networks](#), "Access to information technology and network systems owned, operated or leased by Southeast Missouri State University is given for the sole purpose of supporting the University's education, research, and service mission. Users of the University's information technology and network systems are responsible for using the systems in a manner consistent with this mission and in compliance with local, state, and federal laws, MORENET regulations, and all policies and procedures of the University."

Registered guests are permitted to use university computer facilities according to established Information Technology procedures. (See Procedures section of Chapter 6).

Restrictions

Persons below high school age are not permitted to use university computer facilities unless registered with a temporary guest login.

Under no circumstances are users permitted to duplicate copyrighted programs on University equipment.

Users are not permitted to alter computer hardware or change hardware configurations in University computer laboratories.

Theft, or deliberate destruction of University equipment (i.e., hardware, software, manuals, etc.) will be reported to the Department of Public Safety; users will be held financially liable for the replacement cost of lost or stolen resources.

University Inspection of Personal Electronic Information

According to Section 5 of the [Information Technology and Network Systems Acceptable Use Policy and Procedures](#), "Electronic information on University networks or equipment, including, but not limited to, electronic mail and personal information, is subject to examination by the University where:

1. It is necessary to maintain or improve the functioning of University computing resources
2. There is a suspicion of misconduct under University procedures, or suspicion of violation of Federal or State laws or
3. It is necessary to comply or verify compliance with Federal or State law"

Software Copyright Policy

According to the [Southeast Missouri State University Copyright Manual](#), "Southeast Missouri State University respects the rights of copyright holders and the copyright laws, and recognizes that in an electronic age copyrighted works are particularly vulnerable to misuse and unintended further distribution.... [The Copyright Manual provides] a summary of current interpretations of U. S. Copyright law as it relates to the use of copyright-protected works in the classroom and library at the University, and to provide guidelines and procedures for obtaining copyright permissions to use these works.... As such, it offers information and clarification about compliance with relevant portions of the United States Copyright Act, U.S.C. Title 17." ([Copyright Manual](#), p. 4).

Persons loading software on any University computer must adhere to all licensing requirements for the software, except where allowed by University site licenses. Copying software licensed to the University for personal use is a

violation of the University Acceptable Use Policy. ([Acceptable Use Policy, Guideline #3](#)).

Use of Academic Servers

Faculty retain the right of access and control over their intellectual property hosted on academic servers (any servers for teaching and learning online) subject to MORENET regulations, including:

1. Access to the Learning Management System for professional duties, including teaching, research, and student advising
2. Ownership and control over personal intellectual property hosted on academic servers
3. Due process in the event of account or access closure, including notification and sufficient time to remove any personal data from academic servers
4. Confidentiality in development of projects, research, promotion and tenure documents, or other legitimate faculty interests

The principles of academic freedom extend in their entirety to the online environment.

Faculty Senate Bills 85-A12, 88-A-12, 88-A-13, and 88-A-14 are hereby repealed February 24, 2016.

Approved by Faculty Senate, Bill 16-A-5 February 24, 2016, Reviewed by President August 9, 2016, Approved by Board of Regents September 9, 2016.

Procedures *Faculty Senate Bill 16-A-6 begins here.*

Use of Personal Computer Access Codes (Southeast Keys)

The personal identification code used to access university-provided data processing resources is referred to as a Southeast Key. The Department of Information Technology recommends that users change their Southeast Key passwords at least every six months. Passwords should not be displayed openly in written material.

Use of Computer Facilities

Users agree to comply with all guidelines and restrictions outlined in this Chapter and the [Information Technology and Network Systems Acceptable Use Policy and Procedures](#). Violation “may result in denial of access to University computer resources and other disciplinary actions provided or authorized by Southeast Missouri State University.” (Acceptable Use Policy Item #8)

Guest use of computer facilities provides a secure connection to the Southeast LAN and WiFi network. For a guest account, a temporary username and password must be requested of the Information Technology Department by a Southeast Missouri State University academic or administrative unit. The

responsible academic or administrative unit is required to obtain and retain current identifying information about the guest user before allowing guest access. Accounts are set to expire after 1-10 consecutive days, depending upon the request. The sponsoring department is responsible for providing the account and password to the guest. All guests must abide by the [Information Technology and Network Systems Acceptable Use Policy and Procedures](#).

Software Copyright Procedures

Southeast Missouri State University does not condone any illicit use of software. What constitutes licit use depends upon the individual software licensing agreement. Negotiation of liberal site licensing agreements with vendors is encouraged. Generally speaking, the following will be considered to be lawful use of software by someone who owns the license to a copy of computer software:

1. Configuring the software and making other reasonable modifications specifically designed to fit the software to the user's needs. (Note: In some instances, such action may void any warranty on the software.)
2. Configuring the operating systems and installing and configuring software on a faculty member's office devices to fit the user's needs as allowed by manufacturer and license agreements.
3. Using the software on only one machine at a given time.
4. Selling or giving the original copy and documentation to another, provided that the transferor keeps no copies whatsoever of either the software or documentation and provides the transferee only the original copies. (This assumes that the copy of the software is owned by the transferor rather than borrowed or leased.)

The following are actions that are considered illicit and may subject the actor to sanctions by the University:

1. Providing copies of copyrighted or licensed software to others while maintaining copies for one's own use unless there is a specific provision in the license allowing such activity. The activity is forbidden even if the software is provided without cost for an educational purpose.
2. Using software or documentation known to have been obtained in violation of the copyright law or a valid license provision. Use of a copy of a copyrighted program obtained from another party for which no license exists that allows such a transfer will be presumed to be knowing, and the burden of demonstrating that the use was innocent will rest with the user.

3. Using a copyrighted program on more than one machine at the same time, including use on a campus network or multiple workstations accessing the same copy of the program unless a specific license provision permits such activity.

Approved by Faculty Senate, Bill 16-A-6 February 24, 2016, Reviewed by President August 9, 2016, Posted for 15 Day Review August 10, 2016

Faculty Senate Bill 19-A-2 begins here.

B. Guidelines Regarding Ownership of Online Courses and of Online Content Used in Other Courses

Policy *Faculty Senate bill 19-A-2 begins here.*

It is the policy of the University that faculty members maintain ownership of and can share at their discretion the content of online courses that they have created, as well as online content that they have created to be used in non-online courses, such as those delivered in a face-to-face or blended fashion. In certain limited circumstances, however, the University may continue to utilize for a limited time, as defined in the Procedures portion of this section, the content of an online course that was created during a faculty member's period of employment at the University. The University shall not have any claim to ownership or use of online content created to be used in non-online (such as face-to-face or blended) courses, unless such rights have been acquired by the University through contract.

Approved by Faculty Senate Bill 19-A-2, President Review 06/20, BOR Approval 6/13/19

Procedures *Faculty Senate Bill 19-A-3 begins here.*

The rights to the content of an online course developed by a faculty member during his or her employment at the University are owned solely by that faculty member unless the content of the course was developed under a contract specifically stating that the faculty member and the University both have ownership rights. In such cases of dual ownership, the University through its administrative officials may, for example, assign the content of the course to other faculty members to teach. Similarly, the faculty member may also make full use of the content of the course, including, for example, teaching it at other institutions.

There may be circumstances where a faculty member who has been scheduled to teach an online class to which he or she solely owns the rights becomes unavailable to teach that class on short notice. In such circumstances, to meet genuine programmatic needs that cannot be accommodated in any other way, the University is authorized to make the content of that class available to another faculty member to teach that class for one semester only, including summer and winter session. For the University to exercise this option, however, the faculty member's unavailability must have become known within two months of the scheduled beginning of the course. The most likely causes for unavailability with such a short notice might include illness, death, or leaving the employment of the university. Other types of unavailability, such as a sabbatical or other type of leave, or partial release for administrative assignment, usually involve longer institutional processes that would provide more than two months notice, and hence would permit other accommodation for programmatic needs. If the unavailability of the faculty member occurs during a semester and continues into the next semester, that person's course content may be used for the remainder of the initial semester as well as the next full semester, including summer and winter session.

In a situation where the University is authorized by this section to make the content of an online class available to a faculty member to teach it, that faculty member may utilize his or her professional judgement to make slight modifications to the content, as long as the course as taught is consistent with the course approval document for that course. At the end of the one full semester's permitted use, if the faculty member who created the course content remains unavailable to teach it, a decision must be made to discontinue offering the course, or to ask another faculty member to develop new content for the course to be taught in the future. This could not include modifying the content of the borrowed course but must involve de novo development of new content unless arrangements are made for co-ownership with the University.

Course material that is housed on servers belonging to publishers are subject to publisher's agreements.

 CHAPTER 7

Other Policies and Areas of Interest to Faculty

Faculty Senate Bill 16-A-3 begins here.

A. Guidelines for Partisan Political Action on Campus

Policy *Faculty Senate Bill 11-A-33 begins here,*

A University exists, in part, as an institution in which the free and vigorous exchange of ideas is not only welcomed but encouraged. Partisan political activity should be welcomed on the campus of Southeast Missouri State University as an important ingredient in the life of the mind and in the broad education of the students. The University should remain strictly neutral regarding partisan political activity. Therefore, procedures shall be set forth and maintained to enhance the neutrality of the University with respect to partisan political activity.

For purposes of this policy and the procedures promulgated to accompany it, the following definitions shall apply:

1. "University" shall include the actual legal entity and any employee(s) or representative(s) thereof authorized to speak on behalf of the actual legal entity.
2. "Partisan" shall include political parties, candidates thereof, and officials of a political party or political party related campaign.

Policy contains portions of Faculty Senate Bill 90-A-07 May 14, 1990

Approved by the Board of Regents June 18, 1990

Amended by Faculty Senate Bill 11-A-33 November 16, 2011

Approved by the Board of Regents March 23, 2012

Reviewed by President November 2012

Faculty Senate Bill 11-A-34 begins here.

Procedures

1. The University shall not support or endorse any candidate for local, state, or national office, nor shall it endorse or support any political committee organized for the purpose of supporting any candidate for office, nor shall it permit any activity on campus by any person, candidate, or political committee which suggests that the University endorses or supports any candidate or committee.
2. The University shall not make any contribution, real or in kind, to or expenditure on behalf of any clearly identifiable candidate (or highly likely candidate) for any

office. For the purposes of these guidelines, the terms "contribution" and "expenditure" are defined by relevant state and federal laws.

3. The University shall not make any expenditure associated with an event that expressly advocates the nomination, election, or defeat of any specific candidate(s) or party.
4. The University shall not make any expenditure associated with an event at which campaign contributions are solicited, made or accepted.
5. The University shall specifically request in writing that legally independent organizations affiliated with the University (e.g., the Boosters, the Foundation, etc.) agree to adhere to these guidelines. Failure of such organizations to so agree should give the University reason to reconsider the nature of the relationship which exists between the University and such organizations.
6. The presence of a candidate for office or political office holder at an event sponsored by the University or on campus as a result of an invitation by the University shall not constitute a violation of these guidelines unless the election or defeat of an identifiable candidate or party is advocated at the event or campaign contributions are solicited, made, or accepted at the event.
7. The presence of a political candidate, office holder, or political party on campus for the purpose of an educational exercise (e.g., a discussion of the nature of political campaigns) shall not constitute a violation of these guidelines unless the election or defeat of an identifiable candidate or party is advocated at the event or campaign contributions are solicited, made, or accepted at the event.
8. Since the University is a place in which the free and open exchange of ideas is both welcomed and encouraged, no political candidate or political party or organization on campus for the purpose of an educational exercise shall restrict in any way the freedom of expression or freedom of assembly of those at the event. This provision is not intended to prevent the University itself from enacting reasonable restrictions (e.g., limiting the number of persons within a facility, preventing the shouting down of a speaker, etc.).
9. While it is recognized that participation in political activity is part of the total educational experience of our students, the University shall not require or encourage that students be excused from class in order to attend campaign events and partisan political events, nor shall the University require or encourage any deviation from its routine operation or its published calendar.
10. The provision of facilities, generally open for noncommercial use, by the University to a candidate or political committee shall not constitute a violation of these guidelines unless such facilities are denied to opposing candidates or parties. The University should take great care, and should see that affiliated organizations take great care, in such provision of facilities not give the appearance of support for one candidate or party at the expense of another. Facilities generally open for commercial use shall be made available only under normal commercial terms.

Limitations and Exclusions

1. These procedures are not meant to restrict any student political organizations (e.g., College Republicans, Young Democrats, candidates for elective Student Government offices, etc.) from the conduct of their usual activities, which are by their nature partisan or campaign-related. These organizations, however, should take care that their actions not be misconstrued as actions of the University.
2. These procedures are not meant to restrict or in any way apply to the actions of individual University employees outside of their official responsibilities.

Procedures contain portions of Faculty Senate Bill 90-A-07 May 14, 1990

Approved by the Board of Regents June 18, 1990

Amended by Faculty Senate Bill 11-A-34 November 16, 2011

Reviewed by the President November 2011

Posted for 15 Day Review November 2011.

B. Other Areas of Interest to Faculty:

The focus of the *Faculty Handbook* is on those policies and procedures that directly affect members of the faculty in their faculty role. The *Business Policies and Procedures Manual*, which contains policies and procedures applicable to the broader institution, also contains statements that pertain to members of the faculty. The *Manual* in its entirety can be viewed at:

<http://www.semo.edu/finadm/procedures/index.htm>.

1. Affirmative Action / Equal Employment Opportunity

View the Affirmative Action/Equal Employment Opportunity Plan in the *Business Policies and Procedures Manual* online at

<http://www.semo.edu/finadm/procedures/index.htm>.

2. Sexual Harassment Policy

View the Title IX Compliance, Sexual Discrimination, Sexual Harassment, Sexual Misconduct/Sexual Violence Policy in the *Business Policies and Procedures Manual* online at <http://www.semo.edu/finadm/procedures/index.htm>.

3. Notice of Nondiscrimination

University policy prohibits discrimination on the basis of race, ethnicity, religion, national origin, sex, sexual orientation, gender identity, age, genetic information, disability, or protected veteran status in any of its programs or activities. Harassment based on any of these classifications is a form of discrimination that also violates University policy and will not be tolerated.

The official statement of the University Nondiscrimination Policy may be viewed in the *Business Policy and Procedures Manual* online at

<http://www.semo.edu/finadm/procedures/index.htm>.

Any person having inquiries concerning Southeast Missouri State University's compliance with the regulations implementing ADA, Title VI, Title IX, or Section 504 is directed to contact the Coordinator of Institutional Equity and Diversity, Office of Institutional Equity and Diversity (<http://www.semo.edu/equityissues/>), One University Plaza, (573) 651-2524. Any person may also contact the Assistant Secretary for Civil Rights, U. S. Department of Education regarding the institution's compliance with the regulations implementing Title VI., Title IX., or Section 504 and the Office on Americans with Disabilities Act, Civil Rights Division, U.S. Department of Justice; Equal Employment Opportunity Commission; or state human rights agency regarding issues related to the ADA.

The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1990 (ADA) is a wide-ranging civil rights law intended to protect Americans from discrimination based on disability. The ADA addresses access to employment, public accommodations, commercial facilities, state and local government services, transportation and telecommunications. A disability is a physical or mental impairment that substantially limits one or more of the major life activities of such individual, a record of such an impairment, or being regarded as having such an impairment. Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty.

All entities supported fully or partially by state funds, including educational institutions, must comply by assuring that their services, programs, policies, etc., do not discriminate against or exclude from full participation individuals with disabilities. The University must reasonably accommodate known disabilities of qualified applicants, employees and students. Reasonable accommodation is a modification or an adjustment to a job, work environment, learning environment or learning activity that will enable a qualified individual with a disability to perform essential job or learning functions. The purpose of providing accommodations in learning environments and activities is to enable the individual to develop and demonstrate mastery of the subject to a degree that reflects their abilities and efforts and not the disabilities. Although alternative methods of delivery and evaluation may be required, academic standards should not be compromised. For further information regarding ADA, please visit: <http://www.ada.gov/> .

In postsecondary education, requests for accommodation and support services must originate with the student. Students who enter the University with a documented disability should fill out and submit the Request for Services form located on the Disability Services web page: http://www.semo.edu/ds/program_info.html. Students who think they may have a disability may contact Disability Services for information on obtaining diagnostic services and proper documentation. Information about a student's disability is confidential. Disability Services will, upon the student's request, notify

appropriate faculty of the student's disability and suggest reasonable accommodations. Methods to implement these accommodations should be jointly decided by the faculty member and student involved in the learning activity. In cases where agreement cannot be reached, Disability Services will act as a consultant. Disability Services will provide faculty and students with information on the availability and use of auxiliary aids, such as special computers, calculators, Brailers, and communications devices, and the procedures for obtaining special materials, such as Brailed or "Talking" books. Disability Services will also assist students in finding individuals to serve as readers, scribes, note takers, sign language interpreters, etc. Disability Services also serves as a resource for faculty by offering information on different disabilities and strategies for accommodation.

Southeast Missouri State University's Accessibility Plan

Although certain facilities are not fully physically accessible to people with disabilities, Southeast Missouri State University will take such means as are necessary to ensure that no qualified person with a disability is denied the benefits of, excluded from participation in, or otherwise subject to discrimination because Southeast Missouri State University's facilities are physically inaccessible to or unusable by persons with disabilities. The accessibility standards required by federal law for "existing facilities" are that the recipient's programs or activities when viewed in their entirety must be readily accessible to persons with disabilities and that a qualified individual with a disability shall not be excluded from participation in or be denied the benefits of services, programs, or activities because a facility is not accessible.

Southeast Missouri State University may meet these standards through such means as reassignment of classes or other services to accessible locations, redesign of equipment, assignment of aides, alterations of existing facilities, and construction of new accessible facilities. Southeast Missouri State University is not required to make structural changes in existing facilities where other methods are sufficient to comply with the accessibility standards described above.

Because scheduling classes and arranging housing in accessible facilities may require reasonable advance planning, students with disabilities accepted for admission who desire support services and/or accommodations should identify themselves within five (5) days of the start of the semester of enrollment and indicate the nature of the accommodation needed. Students should contact Disability Services:

http://www.semo.edu/ds/program_info.html.

4. Tobacco Use in the Workplace Policy

View the Tobacco Use in the Workplace Policy in the *Business Policies and Procedures Manual* online at <http://www.semo.edu/finadm/procedures/index.htm>.

5. University Communications & Marketing

Information about University Communications & Marketing can be found online at <http://www.semo.edu/communications-marketing/>.

6. Guidelines for Users of the Copy Center

The following guidelines have been formulated to assist in the orderly and efficient operation of the Copy Center. It is hoped that the statements which appear below will assist those who wish to make use of these services by informing them of the policies and procedures which govern their requests.

The Copy Center in Parker Room 105 offers services such as copying, binding, laminating, stapling, folding, foam board mounting, etc. A wide variety of paper sizes, weights, grades, and colors are available. Parker 105 also serves as a transaction point for printing services from one of the University's contracted vendors.

The Copy Center accepts work from students, faculty, staff, and the general public.

Authorization for Printing

Costs for University work will be charged to index numbers provided at the time of the request. The Copy Center accepts jobs brought into the center, through campus interoffice mail, and through email addressed to copycenter@semo.edu. Requests should include an index number, quantity, and delivery instructions.

Requests for personal printing and copying jobs can be purchased with a credit card, cash, or check at the time of pickup.

Requests by student organizations for printing and copying can be charged if a completed voucher is provided from Campus Life & Event Services or may be purchased with a credit card, cash, or check at the time of pickup.

Printing and copying services by external organizations may be charged to departments or offices on campus if approved by the financial manager. An index number must be provided to the Copy Center. Reimbursement is the responsibility of the department or office charged.

7. Guidelines for On-Campus Promotion of Events

Information about the Promotion of Events can be found online at <http://www.semo.edu/campuslife/>.

8. University Travel Policies and Procedures

Information about the University Travel Policies can be found online at <http://www.semo.edu/accountspayable/travel.html>.

9. Policy and Procedures for Prevention of Alcohol/Drug Abuse

View the Policy and Procedures for Prevention of Alcohol/Drug Abuse in the Business Policies and Procedures Manual online at

<http://www.semo.edu/finadm/procedures/index.html>.

Chapter retitled and reorganized by Faculty Senate Bill 16-A-3 approved by Senate January 27, 2016, Reviewed by President August 9, 2016, Posted for 15 day Review August 10, 2016

CHAPTER 8

Appendix

Faculty Senate Bill 00-A-08 removed "Faculty Senate and University Committee Structure" from chapter 8 and placed a revised version in section I.G.4.a. 8/28/07

Faculty Senate Bill 82-A-02 begins here. Approved by the Faculty Senate, April 1982

Modified and Approved by President, August 1982

Amended by Faculty Senate, September 1982

Amended by Faculty Senate, April 1985

Updated August 15, 1997

A. Faculty Senate Constitution

Preamble

Southeast Missouri State University is a complex organization composed of interrelated components, to each of which is delegated a particular function for achieving the primary ends of the University, which are the discovery and the dissemination of knowledge through teaching, research, and service.

The faculty of Southeast Missouri State University believes that the institution best fulfills its purpose when its several components act in harmony and cooperation to achieve the common goals of the educational community.

The faculty of this institution further believes that this cooperative endeavor is most likely to succeed when each component understands its proper powers and distinctive functions and at the same time views these powers and functions as shared and interdependent.

With these principles in mind, the faculty of Southeast Missouri State University, seeking to define itself accurately; to outline its rights, responsibilities, and powers precisely to describe its functions exactly; and to set forth clearly its relations to the other components of the University, hereby establishes and promulgates this Constitution of the Faculty Senate of Southeast Missouri State University.

1. Articles

Article I: Name

The name of this assembly shall be the Faculty Senate of Southeast Missouri State University.

Article II: Purposes

As the official representative body of the entire faculty, the Faculty Senate of Southeast Missouri State University shall uphold the principles of the collegial form of governance; encourage mutual contributions from the various sections of the University community; provide an appropriate forum for discussing matters involving the professional staff; inform all segments of the academic community of the Faculty Senate's concerns, findings, and actions; safeguard and advance the welfare and effectiveness of the University; serve as a regular channel of communication between the faculty and the administration and, through the office of the University President, between the faculty and the Board of Regents and review proposals and develop recommendations for changes in academic policy. The University vests in its faculty, acting through its representative body, the Faculty Senate, the ultimate authority to make formal recommendations for new University academic policy and changes in existing policy.

Article III: Membership

Membership of the Faculty Senate shall be determined by application of the formula given below.

A. Plan of Representation.

1. Department Units.
 - a. The Faculty Senate shall by resolution establish department units with representation of faculty members as equal as practicable.
 - b. Librarians shall have one representative.
 - c. On or before October 1 of each year, the Provost shall certify to the Faculty Senate Membership Committee the official faculty roster of all full-time faculty members by department. On or before November 1, the Membership Committee shall recommend to the Faculty Senate for approval any necessary adjustments in representation. The committee shall strive for maximum representation for each department unit.
2. The University President may appoint one member of the administrative staff to serve as the Administrative Liaison. The Student Government Association may appoint a student to serve as its liaison. Liaison members shall not vote.

B. Eligibility for Membership on the Faculty Senate.

1. All full-time faculty members who have completed one academic year of service at this University are eligible to be candidates for the position of department unit representative.
2. In the event a member of the Senate shall lose eligibility as a result of resigning from the staff, as a result of change of status, or as a result of

resignation from the Senate, the Senator shall promptly be replaced by the elected alternate.

3. If the alternate position is vacated, a department unit election shall be conducted to replace that alternate.
4. The Faculty Senate Membership Committee shall be the final judge, with Faculty Senate approval, of voting eligibility and the qualifications of Senate membership by procedures described in Senate Bylaws.
5. The Faculty Senate may enact bylaws to set forth specific requirements for attendance and individual decorum during its meetings.

C. Term of Office.

1. The term of office for Senate members shall be three years.
2. One-third of the membership shall be elected each year.
3. In departmental units having two or more representative positions, only one representative may be elected in a given year.

Article IV: Elections

A. Eligibility for Voting for Representatives.

1. All full-time faculty members are eligible to vote.

B. Process of Election.

1. The Faculty Senate Membership Committee shall conduct all elections.
2. The primary and general elections for departmental unit representatives shall be completed by March 31 each year.
3. The secret ballot shall be used in all elections. In counting ballots cast in any election, over-voted or unofficial ballots shall be disqualified.
4. The Faculty Senate Membership Committee shall send a notice of impending elections to qualified voting faculty members at least 15 days prior to the initial balloting.
5. Faculty who wish to stand for election must give written notice of that fact to the Chairperson of the Membership Committee within seven days of the date appearing on the election notice and inform in writing all members of the department unit of this intention.
6. If only two faculty members from a department unit declare themselves candidates, no primary election will be necessary.
7. In a primary election, the voter shall cast a ballot for one candidate. The two candidates receiving the highest number of votes in each department unit shall be entered in the general election as nominees for the position of unit representative.
 - a. In case of ties in the primary election, a member of the Membership Committee shall in the presence of the candidates break the tie in any manner approved by the affected candidates.

- b. Each departmental unit shall then vote in a general election to select its representative. The candidate receiving the highest number of votes shall serve as department unit representative, and the other candidate shall be declared the unit alternate.

Article V: Officers

A. The Faculty Senate shall choose its officers from the elected members of the Faculty Senate. The officers shall consist of a Chairperson, Chairperson-Elect, and such other officers as the Faculty Senate may deem necessary.

1. The term of office shall be for one year.
2. The officers of the Senate and the Chairperson of the Membership Committee shall constitute an Executive Committee of the Faculty Senate. The powers, duties, and responsibilities of this committee, if not named in the constitution, shall be established in Faculty Senate Bylaws.
3. The Executive Committee shall serve as the liaison between the Faculty Senate and the University President.

B. Election of officers shall be held at the organizational meeting of the Senate- elect following the spring election. The Senate Chairperson shall call and preside over this meeting.

1. The Chairperson shall ask for nominations from the floor for each office separately.
2. If only two nominees are named for any office, election shall be by a simple majority of Senate members present and voting.
3. If one candidate receives a simple majority vote of the Senate members present and voting.
4. All elections shall be conducted by secret written ballot.

C. The Faculty Senate may remove an officer by a three-fourths vote of its membership at a regular meeting no sooner than one week following the introduction of the removal motion.

D. The Senate Chairperson shall appoint a parliamentarian from the Senate membership.

1. The Faculty Senate Constitution and Senate Bylaws shall be the authority for the parliamentarian.
2. On points of order not outlined in the Senate Constitution or Bylaws, the latest edition of Robert's Rules of Order shall be the authority.
3. The parliamentarian shall be responsible for an annual review of Senate Bylaws and for making recommendations to the Senate for any

necessary changes.

Article VI: Meetings

A. Organizational, Initial, Regular, and Special Meetings.

1. **Organizational Meeting.** An organizational meeting shall be held by the Senate-elect following the spring elections for the purpose of electing a Chairperson, Chairperson-Elect, a Membership Committee, and such other officers as have been deemed necessary. No other business shall be conducted at this meeting.
2. **Initial Meeting.** The initial business meeting of the Faculty Senate shall be held during the first two weeks in May.
3. **Regular Meetings.** At least one regular meeting of the Senate shall be scheduled during each of the months of September, October, November, February, March, and April. Other regular meetings may be scheduled by the Senate Chairperson.
4. **Special Meetings.** Special meetings may be called by the Senate Chairperson on request of the Executive Committee or the University President or upon receipt of a petition signed by twenty-five or more faculty members. Senate members and alternates shall be notified of the time, meeting place, and purpose for the meeting. Discussion and action taken shall be limited to the stated purpose.

B. Convening of Meetings.

1. Meetings of the Faculty Senate shall be scheduled by the Senate Chairperson.
2. The regular Senate meeting time shall be between 3:00 and 5:00 on Wednesday afternoon.
3. Every effort should be made by each department chairperson to ensure that the Senate member's academic schedule does not conflict with the Senate meeting time.
4. Faculty Senate meetings are open to all members of the University community and other interested persons, but without voice unless recognized by the Senate Chairperson.
5. The Senate reserves the right to meet in Executive Session, to which liaison representatives may be invited.
6. A simple majority of the Senate membership shall constitute a quorum for the transaction of business.
7. If a Senate member is unable to attend a meeting, that Senator shall notify the department unit alternate, who shall serve in the absent member's place, having the same rights and privileges of any other Senator.
8. The agenda for Senate meetings shall be determined by the Senate

Chairperson after consultation with the Executive Committee and mailed to the Senate members and alternates at least two days prior to the meeting.

9. Both Senate and non-Senate members may submit in writing items to be placed on the agenda.

C. The Legislative Process.

1. The Faculty Senate may adopt bylaws to regulate the legislative process.
2. Senate Bylaws shall be approved, amended, or rescinded with one-week prior notice during a regular meeting by a simple majority of Senate members present and voting.
3. Any member of the University community, when recognized by the Senate Chairperson, may introduce items of new business for Senate consideration.
4. Action cannot be taken on items of new business until a subsequent meeting except when two-thirds of the Senate membership present votes to suspend the rules.
5. Passage of legislation shall require a simple majority of Senate members present and voting. Voting shall be viva voce, by show of hands, or by the calling of the roll when requested by a Senate member.

Article VII: Functions, Duties and Responsibilities

A. Under a collegial form of governance, all segments of the University community are involved in reviewing and making recommendations for changes in existing policies. The University vests in its faculty, acting through its representative body, the Faculty Senate, the ultimate authority to make formal recommendations for new University academic policy and changes in existing policy. Regular areas of Faculty Senate concern include, but are not limited to, the following:

1. Responsibility for determining the position of the faculty on any matter of University policy.
2. Development of procedures for academic freedom, tenure, and due process.
3. Programs for faculty welfare.
4. Representation of faculty interests to the administration in University financial matters.
5. Form and content of the Faculty Handbook.
6. Responsibility for the University curricula and requirements for graduation.
7. Direct involvement in the process of selection of administrative officials

- by selecting and/or serving on search committees.
8. Planning and utilization of buildings and grounds.
 9. Standards for student admission, remaining in good standing, and scholastic performance.
 10. Policies governing student welfare, activities, freedoms, and discipline.
 11. Such other matters as might come to merit regular consideration by the Senate or which shall be designated as areas of Senate action by the University President or the Board of Regents, assuming Senate acceptance.

B. Faculty Senate and University Committees

The Faculty Senate reviews proposals and develops recommendations for changes in academic policy through its committee system. While the function of University committees is to facilitate the administration of existing University policies, the function of Faculty Senate committees is to recommend policy in academic affairs and in all other matters involving the faculty. Recommendations must be approved by the Faculty Senate unless the authority to make such recommendations has been specifically delegated. The Faculty Senate may create such committees as it may find necessary to carry out its responsibilities and such committees may include faculty, staff and student members. The appointment, charges, and membership of these committees shall be regulated by appropriate bylaws to this Constitution.

C. Procedures Governing the Submission of Recommendations to the University President and the Board of Regents.

1. Recommendations from the Faculty Senate to the University President shall be submitted along with two copies of the Faculty Senate Recommendation Form. Sufficient copies of the recommendation will be provided so that a copy can be given to the University President, each member of the Board of Regents, and the Administrative Liaison to the Faculty Senate.
2. The University President will sign both copies of the Faculty Senate Recommendation Form and return one copy with the appropriate box checked to the Faculty Senate Chairperson. This action shall take place preferably within 15 days, but not later than 30 days, after receipt of the recommendation. The second copy shall be retained by the University President as a record of his action.
3. In the event the University President wishes the Faculty Senate to reconsider a recommendation, he will make suggestions for modification in writing or refer the Faculty Senate to other sources for specific information.
4. If it becomes clear that the Faculty Senate and the University President

cannot reach an agreement on a recommendation, the Faculty Senate, has the right to submit the recommendation to the Board of Regents for its consideration. This process shall consist of two steps:

- a. Before such a recommendation can be considered for placement on the Board's agenda, it must be submitted to the Board of Regents in writing for its review.
- b. Following such a review, if the issue remains unresolved, the Senate shall request that the recommendation be placed on the Board's agenda at its earliest convenience or within 60 days. The Faculty Senate Chairperson or any other person authorized by the Senate has the right to appear before the Board of Regents to present the case for the Faculty Senate and to receive an answer with all deliberate speed.

Article VIII: Procedure for Amending

A. This Constitution may be amended only during the regular academic year and only in the sequential procedure herein outlined, except as provided in Article VIII. C below.

1. Any member of the Faculty Senate may introduce an amendment in writing during a regularly scheduled meeting of the Senate.
2. The amendment shall be referred to the committee responsible for constitutional revision for review and recommendation to the Senate. The Administrative Liaison shall be an ex officio member of this committee.
3. An amendment must be placed on the agenda of the Faculty Senate within thirty(30) days of its introduction.
4. An amendment must be voted on by the Faculty Senate at a regularly scheduled meeting within thirty (30) days after being placed on the Senate agenda.
5. Approval of an amendment by the Faculty Senate requires a two-thirds majority vote of Senate members present and voting.

B. If it is approved by the Faculty Senate, the amendment with ballot attached shall be sent to all faculty members, along with any recommendations of the Faculty Senate, not more than thirty (30) days after Step A has been completed.

1. The amendment shall be voted on by the faculty within fifteen (15) days following its submission to the faculty.
2. A two-thirds majority of votes cast by the faculty is required to ratify an amendment.
3. The approved amendment shall become a part of the Senate Constitution and shall be entered under the appropriate article.

C. Editorial Modifications

1. Without recourse to the procedure prescribed above, the Faculty Senate may by a two-thirds vote editorially modify the constitutional language to reflect changes in such matters as official titles of University officers and administrators, administrative and academic units, and University and Faculty Senate committees, provided that the modified language introduces no substantive alteration in the principles or procedures governed by the article(s) so modified.
2. Such editorial modifications shall be published to the faculty within two weeks after Senate action but shall not require formal ratification and shall take effect fifteen (15) days after such notice, unless objections in writing shall have been received from five percent (5%) of the total faculty. In case of such objections, the modifications shall proceed through the normal ratification process prescribed in Article VIII. B above.

Comprehensively Revised, 1977, Amended, 1981, Adopted by the Faculty Senate, February 1982, Amended, April 1982, Amended, May 1983, Amended, April 1993, Updated August 15, 1997

B. Faculty Senate Bylaws

Faculty Senate Resolution 01-2 begins here.

[NOTE: The bylaws are numbered so as to correspond to relevant sections of the Faculty Senate Constitution. For example, By-Law Section 4 "Elections" relates to Article IV of the Constitution, which also covers elections.]

Section 1--Name

(reserved)

Section 2--Purposes

(reserved)

Section 3--Membership

3.00 Duties/Responsibilities of Senators

3.10 Senators are expected to:

- a. Assertively and capably represent the interests of faculty to the administration, to the broader University community, and to the community at large.
- b. Attend meetings of the Senate and meetings of the Senate committee(s) to which they are appointed.

- c. Prepare themselves for meaningful participation in the meetings of the Senate and its committees.
- d. Take on and capably accomplish the research and projects necessary for the effective operation of the Senate and its committees.
- e. Inform their department of Senate issues and actions.
- f. Represent the views of their department(s) in the meetings and activities of the Senate.
- g. Recruit faculty colleagues for service on committees, task forces, etc.

3.20 "Department Units" authorized in Article III, Section B (1) of the Faculty Senate Constitution shall be defined as "academic departments," and each department shall be entitled to one Senator. Changes in representation necessitated by changes in department alignment shall be accomplished by means of Senate resolution.

Section 4--Elections

(reserved)

Section 5--Officers

5.00 Duties/Responsibilities of the Officers of the Faculty Senate

5.10 The duties of the Chairperson are to:

- a. Preside over all meetings of the Faculty Senate, including the organizational meeting of the Senate-elect following the spring elections.
- b. Supervise the functioning of the Faculty Senate.
- c. With the advice of the Executive Committee, prepare an agenda for each Faculty Senate meeting and mail said agenda to the Senate members and alternates at least two business days prior to the meeting.
- d. Schedule all meetings of the Faculty Senate.
- e. Represent the faculty to the administration and to the Board of Regents.
- f. Serve as a member of the Executive Committee.
- g. Serve as ex officio member of all Senate committees.
- h. Act as spokesperson for the established policies and positions of the faculty to officers of the administration, to the press, to student leadership representatives, and, consistent with Board policies and regulations, to the Board of Regents.
- i. In recognition of the considerable time commitment of this position, the administration grants six credit hours reassignment per semester for the academic year in which the individual serves.

Amended by Faculty Senate Resolution 15-2, 12/2/15, Amended by Faculty Senate Resolution 16-2, 4/20/16

5.20 The duties of the Chairperson-Elect are to:

- a. Act as Chairperson in the temporary absence of the elected Chairperson.
- b. Under the direction of the Chairperson, supervise the functioning of Faculty Senate committees.
- c. Serve as an ex officio member of the Membership Committee.
- d. Serve as a member of the Executive Committee of the Faculty Senate.
- e. Assist in the supervision of the working of the Senate in such manner as directed by the Chairperson of the Faculty Senate.
- f. Serve as Chair of the Johnson Faculty Centre Governing Committee.
- g. In recognition of the considerable time commitment of this position, the administration grants three credit hours reassignment per semester for the academic year in which the individual serves.

Amended by Faculty Senate, Res 07-03, 8/28/07, Amended by Faculty Senate Resolution 16-2, 4/20/16

5.30 The duties and responsibilities of the Executive Committee are to:

- a. Serve as consultant to the Senate Chairperson.
- b. In the legislative process, serve as the liaison between the Faculty Senate and the University President.
- c. Call special meetings of the Faculty Senate, as needed.
- d. Assist the Senate Chairperson in preparing the agenda for Senate meetings.
- e. To see that every item legitimately proposed for Senate action does indeed come before the Senate within a reasonable period of time after the item has been proposed.
- f. Function on behalf of the Faculty Senate under the following circumstances and conditions: When classes are not in session, the Faculty Senate shall have an opportunity to respond to proposed administrative decisions and activities that normally fall within the domain of the Senate if a quorum cannot be obtained. During such times, the Executive Committee is empowered to act as a quorum of the full Senate. If a quorum of the Executive Committee is not present on campus, the current Chairperson of the Senate or the highest ranking Executive Committee member present on campus will formally ask the University Provost to delay administrative action on the matter in question until the Executive Committee can meet and act.

5.40 Succession of Officers.

5.41 If the office of the Faculty Senate Chairperson becomes permanently vacant, the Chairperson-Elect of the Faculty Senate shall become the Chairperson.

5.42 When the office of the Faculty Senate Chairperson-Elect becomes permanently vacant, an election shall be held immediately to fill the office of Chairperson-Elect.

Section 6--Meetings and Legislative Process

6.10 The agenda for organizational, initial, and regular meetings of the Senate shall be determined by the Senate Chairperson in accordance with Article VI, Section B (8) of the Faculty Senate Constitution and shall be posted on the Faculty Senate web site and communicated electronically to all Senators, Alternates, and others on the Senate mailing list at least two business days before the meeting. Notices and agendas of special meetings (as authorized by Article VI, Section A (4) of the Constitution) must be communicated electronically to the same parties, but may be done with less advance notice if circumstances do not permit two business days' notice.

Amended by Faculty Senate Resolution 15-3, 12/2/15

6.40 A Department unit alternate may attend a meeting of the Senate in place of an absent Senator in accordance with Article VI, Section B (7) of the Constitution. In addition, the Department faculty may establish a mechanism to select a temporary representative to attend a meeting which neither the Senator nor the alternate is able to attend. For a temporary representative to have voting rights, notice of such temporary appointment must be given by either the Senator or alternate and received by a member of the Executive Committee or the Senate staff secretary prior to the meeting.

6.50 In accordance with Article VI, Section C (5) of the Constitution, voting in the Faculty Senate shall be by voice, by show of hands, or by roll call. When a roll call vote is requested by a member of the Faculty Senate, it shall be taken and the votes shall be recorded in the minutes and the appropriate documents of the Senate.

6.55 Types of legislation. Senate legislation shall take one of the following forms:

6.551 A "bill" is an item which requires the approval of the university President or Board of Regents in order to go into effect. A bill is typically used to change university policy or procedure, such as those policies and procedures contained in the Faculty Handbook.

Amended by Faculty Senate Resolution 21-1, 3/31/21

6.552 A "resolution" does not require any further approval beyond the Senate. A resolution may be used to express the sense of the Senate on an issue, or to conduct internal Senate matters, such as revising by-laws.

6.56 In accordance with Article VII, Section C (3) of the Constitution, the University President may grant the Administrative Liaison the power to make suggestions for modification to Faculty Senate recommendations on the University President's behalf.

Updated by Faculty Senate Resolution 21-1, 3/31/21

6.57 Submissions of recommendations to the University President. In accordance with Article VII, Section C (2) of the Constitution, the University President has 30 days after receipt of recommendations from the Faculty Senate to return a signed Recommendation Form. The University President can also suggest modifications to recommendations in accordance with Article VII, Section C (3) of the Constitution.

Updated by Faculty Senate Resolution 21-1, 3/31/21

6.571 If after 30 days the Faculty Senate Chairperson has not received a signed Recommendation Form or a suggestion for modification from the University President, the Faculty Senate Chairperson shall compose a formal inquiry on the status of the recommendation. Copies shall be sent to the University President, the Administrative Liaison, and each member of the Board of Regents. The Chairperson shall inform the Senate of the status of the recommendation at the next Faculty Senate meeting. It is recommended that the Chairperson should make informal inquiries before 30 days.

Updated by Faculty Senate Resolution 21-1, 3/31/21

6.572 If after 30 days after the inquiry into the status of the recommendation the Faculty Senate Chairperson has not received a signed Recommendation Form or a suggestion for modification from the University President, the Faculty Senate Chairperson shall bring a resolution to the next Faculty Senate meeting asking if the Senate wishes to submit the recommendation directly to the Board of Regents, as allowed under Article VII, Section C (4) of the Constitution.

Updated by Faculty Senate Resolution 21-1, 3/31/21

6.573 If the University President rejects a recommendation from the Faculty Senate without suggested modifications, or the University President and the Faculty Senate cannot come to an agreement, the Faculty Senate Chairperson shall bring a resolution to the next Faculty Senate meeting asking if the Senate wishes to submit the recommendation directly to the Board of Regents, as allowed under Article VII, Section C (4) of the Constitution.

Updated by Faculty Senate Resolution 21-1, 3/31/21

6.58 15-day Review. After the consultation with the University President, the Faculty Senate will submit a written response to the proposed bill. The proposed bill or revisions, with recommendations by the Faculty Senate and the University President, will be submitted for campus review via Newswire, email, or other

appropriate means. Comments from the campus community should be submitted to the Faculty Senate and the University President within a minimum of 15 working days. Barring substantive concerns raised during the comment period, the bill will take effect as outlined in the proposal. Substantive concerns will be discussed within 15 working days by the Faculty Senate and the University President.

Updated by Faculty Senate Resolution 21-1, 3/31/21

6.60 Records of the Faculty Senate. The records of the Faculty Senate are vital materials for documenting the history of the University. Therefore, the records of the Senate, including all bills, resolutions, committee reports, and minutes, will be preserved in the collections of the University Archives. The University Archivist and the Faculty Senate Documents Committee are charged to create and maintain procedures for transferring records to the Archives regularly, at least at annual intervals.

Amended by Faculty Senate Resolution 15-4, 12/2/15

6.61 The Faculty Senate shall maintain a web site which shall contain at a minimum the following information: (1) a current list of Senators and Alternates and their contact information, (2) a list of the current Senate officers and their contact information, (3) a list of the Senate legislative and reporting committees, their chairpersons and members, and their current contact information, (4) a searchable index of approved minutes of Senate meetings, resolutions adopted, bills adopted (with their approval or rejection by the University President noted in the heading), and committee or officer reports issued, (5) an online forum for discussion of Faculty Senate issues by all faculty, (6) copies of, or links to, the Faculty Senate Constitution and Bylaws, and (7) a link to the web site of the Missouri Association of Faculty Senates and such information as is suggested by that organization.

Amended by Faculty Senate Resolution 15-5, 12/2/15

6.62 Minutes of the meetings of the Faculty Senate shall be taken by the Senate staff secretary, and shall include summaries of oral reports and copies of written reports presented, resolutions and/or bills introduced or adopted, records of motions made and their outcome, and insofar as practicable, summaries of the main themes of discussion. By the second business day after adjournment, a draft of the minutes of a meeting shall be communicated electronically to all Senators, Alternates, and others on the Senate mailing list, and shall be posted on the Faculty Senate web site with a notation of their draft status. By the second business day after adjournment of the meeting at which the minutes are approved, copies of the approved minutes (containing a notation of their approved status and date) shall be communicated electronically to the same parties, and shall be posted on the Faculty Senate web site replacing the draft version. In addition, links to these documents shall be communicated to the campus through the Southeast Newswire or similar means.

Section 7--Functions, Duties and Responsibilities

Chair of the Faculty Senate is an ex officio, non-voting member of all Faculty Senate reporting committees

7.50 Committee Structure of the Faculty Senate

7.51 The Faculty Senate may on its own initiative or upon recommendation of the Membership Committee create or dissolve committees at any meeting by simple majority vote, a quorum being present. To expedite its business the Faculty Senate may grant executive, legislative, and judicial authority to certain Senate committees by the adoption of appropriate bylaws. Faculty Senate committees are charged directly by the Senate and each must report to the Senate through its Chairperson. The chairperson of the committee is responsible for keeping the Senate informed of committee activities by appropriate interim reports and formal recommendations. The number of established Faculty Senate committees should not be increased appreciably in the future. Two means are available to achieve this objective: a) Ad hoc committees should be utilized to handle specific, short-term issues. The charge to such a committee must specify a deadline for the committee action. Members are appointed to these committees in the same manner as they are appointed to established Faculty Senate committees. b) When a long-term issue arises, an attempt should be made to find an existing Faculty Senate committee which may handle the issue approximately within its existing charge. If the charge of an existing committee is closely related to a long-term issue, the charge of the committee should be expanded to cover the issue. Only as a last resort should a new permanent committee be charged.

7.52 The Faculty Senate normally maintains a group of relatively permanent committees, of two main types. Legislative Committees are made up primarily of members of the Faculty Senate. They are charged to fulfill certain responsibilities of the Senate, such as developing legislation to modify existing University policy and/or procedures. Reporting Committees may be made up primarily of faculty who are not members of the Faculty Senate. They are charged by the Senate to conduct certain non-legislative activities on behalf of the faculty, and to report their work to the Faculty Senate.

7.53 Legislative Committees shall, as a routine component of their legislative activities, take steps to inform, consult with, and/or invite input from groups or parties external to the Senate who might be affected by a measure under consideration. The purpose of soliciting this type of input is to guarantee that multiple perspectives are considered during the early policy formulation stages. This does not mean that the final Senate proposal is required to have the support of all potentially affected groups, and nothing in this section shall be construed to

require the Senate to abrogate its unique role in University governance as described in the Faculty Handbook.

7.55 Procedures Regarding Legislative Committees:

7.5503 A voting member who is unable to attend a meeting of a Faculty Senate legislative committee may, by providing clear notice to the Committee or its chair, designate another voting member of that committee to cast a proxy vote on behalf of the absent member.

7.5504 Makeup of Legislative Committees: The Membership Committee, after elections for new Senators are completed, shall solicit requests from individual Senators regarding their preference for assignment to specific legislative committees. The Membership Committee shall prepare a recommended assignment of Senators to legislative committees so that, insofar as possible, each college, school, and Kent Library is represented on each committee. The Executive Committee shall also recommend a Senator to serve as Chairperson for each legislative committee and may recommend a Senator to serve as Vice Chair in an apprenticeship role, provided that no committee may be chaired by the same person for more than two consecutive years. For legislative committees other than the Membership Committee, faculty who are not Senators but who meet the same eligibility qualifications as required of Faculty Senators, may serve as additional voting members. These non-Senator voting members shall serve one-year renewable terms, and shall make up no more than one-half of the voting membership of a committee.

Amended by Faculty Senate Resolution 11-08, 11/16/11, Amended by Faculty Senate Resolution 15-7, 12

7.5505 Procedures Regarding Legislative Committees: By the first Wednesday in April, the Membership Committee shall notify the faculty of available positions on Faculty Senate legislative committees. Interest in serving on specific committees should be communicated to the Membership Committee by faculty by the second Wednesday in April. After preparing a recommended assignment of each Senator to a legislative committee, the Membership Committee may supplement the makeup of each committee by recommending from the pool of faculty applicants, non-Senators to serve as additional voting members of that committee. These recommendations shall be made with the goals that each college, school, and Kent Library be represented on each committee.

Amended by Faculty Senate Resolution 11-08, 11/16/11

7.5506 Procedures Regarding Legislative Committees: By the fourth Wednesday in April, the Membership Committee shall form its recommendations and designation of a chair and vice chair (when applicable) for each committee. The recommendations of the Membership Committee regarding the makeup of the legislative committees shall be confirmed by the Faculty Senate by no later than its

last meeting of the Spring semester. Appointments are effective immediately upon confirmation. The Legislative Committees of the Faculty Senate shall consist of the following:

Amended by Faculty Senate Resolution 11-08, 11/16/11, Amended by Faculty Senate Resolution 15-7, 12/2/15

7.551 Membership Committee--the membership of the Membership Committee shall consist of one Senator from each of the colleges, schools, and Kent Library, elected by the Senate in accordance with Article VI, Section A (1) of the Faculty Senate Constitution. In addition, the Chair and Chair-Elect of the Faculty Senate shall serve on the Membership Committee. The chair of the Membership Committee shall be elected from within the committee by its members. Membership Committee members, other than the Chair of the Membership Committee, shall also serve on other Faculty Senate legislative committees. The Membership Committee is charged: to recommend changes in the Faculty Senate committee system on basis of continuing study of the system; to review continuously the Faculty Senate committee assignments to secure equitable utilization of faculty talents and interests; to nominate members of Faculty Senate Committees to the Faculty Senate; to nominate faculty members for positions on University Standing Committees to the President of the University; to be available to the University President for recommendations concerning the organization and personnel of all University Standing Committees; to recommend termination of committee membership for faculty who do not fulfill committee obligations; to conduct all Faculty Senate elections and report the results to the Faculty Senate; and to recommend to the Faculty Senate any necessary adjustments in Faculty Senate representation.

In addition, because the Membership Committee Chair also serves as a member of the Executive Committee, and these additional duties require considerable time commitment, the administration grants three credit hours reassignment during the spring semester of the academic year in which the individual serves.

Amended by Faculty Senate, Resolution 05-01, Amended by Faculty Senate, Res. 07-03, 08/28/07, Amended by Faculty Senate, Res. 12-1, 3/21/12, Amended by Faculty Senate Resolution 16-2, 4/20/16

7.552 Academic Affairs Committee-in addition to the voting members who shall be assigned to the committee according to Section 7.5504, the following serve as non-voting members: the Provost, the Graduate Dean, the Vice President for Enrollment and the Registrar. The Academic Affairs Committee is charged: to study and make recommendations concerning academic policies and standards; to review admissions and academic standing policies and to recommend appropriate changes; to propose calendars for each academic period on an annual or multi-year basis; to consider and make recommendations regarding calendar topics such as the number of class meetings per credit hour, length of class sessions, number of class meetings per week and semester.

Amended by Faculty Senate, Resolution 07-03, 08/28/07

7.553 Documents Committee--the Documents Committee is charged: to review proposals to amend the Faculty Senate Constitution and formulate them as recommendations to the Faculty Senate; to review periodically the contents of the Faculty Handbook to ensure that the contents reflect current University policy; to recommend changes in the Faculty Handbook to make it consistent with current University policy or practice; to prepare, distribute, and tabulate ballots for amendments to the Faculty Senate Constitution; and to make certain that Faculty Senate records are preserved according to the requirements of Section 6.60.

Amended by Faculty Senate, Res. 07-03, 08/2/07

7.554 Faculty Compensation Committee--in addition to the voting members who shall be assigned to this committee according to Section 7.5504, the following serve as non-voting members: the Provost, the Vice President for Business and Finance, and the Director of Institutional Research. The Faculty Compensation Committee is charged: to research all relevant contexts in which the determination of faculty salaries and benefits at the University should be considered (e.g. AAUP reports, regional salary report, etc.); to recommend criteria by which faculty salaries at the University are to be determined; to monitor the availability and costs of various benefits and retirement programs; to make recommendations to the Faculty Senate regarding faculty participation in benefits and retirement programs.

Amended by Faculty Senate, Res. 07-03, 08/28/07

7.555 Governance Committee--the Governance Committee is charged: to collect information (e.g., from other universities and from the AAUP) on alternative governance models; to study ways in which the role of the faculty in university governance can be improved; and to recommend organizational changes in the patterns of university governance.

7.556 Professional Affairs Committee--in addition to the voting members who shall be assigned to this committee according to Section 7.5504, the Provost may serve as a non-voting member. The Professional Affairs Committee is charged: to monitor and review matters which affect the professional growth of faculty members; to monitor the promotion, tenure, and merit policies and practices of the University; to make recommendations concerning promotion, hiring, termination, retrenchment, and tenure policies and practices; to make recommendations concerning the general professional stature of the faculty (e.g., sabbatical policies, professional development funds, travel allowances); to make recommendations regarding the intellectual property rights of faculty members; to recommend rights/privileges and emeritus/emerita status for retiring faculty.

Amended by Faculty Senate, 07-03, 08/2/07, 10/4/2017

7.60 Procedures Regarding Reporting Committees:

The term for faculty members of all Faculty Senate reporting committees (unless otherwise directed by the Senate) shall be three years, one third of the

membership being rotated each year. The number of faculty, administrators/staff, and students who should serve on Faculty Senate committees shall be recommended by the Membership Committee. In accordance with the appointment procedure set forth below, the Membership Committee shall recommend all appointments for reporting committees, including the chairs, to the Faculty Senate, which must act on these recommendations. The Chair of the Faculty Senate is an ex officio, non-voting member of all Faculty Senate reporting committees.

7.601 Appointment Process

7.6011 By the third Monday in March, the Chair of the Faculty Senate should notify the Membership Committee of any requests for changes in membership on Faculty Senate reporting committees other than those which occur through normal rotation. Such requests may be initiated by individual committee members, by the chairs of the several committees, or by the Faculty Senate Chair, who may also submit a request for specific expertise which may enhance the functioning of particular committees; the Membership Committee should attempt to match these requests to available faculty applicants.

7.6012 Appointment Process: By the first Wednesday in April, the Membership Committee shall notify the faculty of available positions on Faculty Senate reporting committees. Interest in serving on specific committees should be communicated to the Membership Committee by faculty by the second Wednesday in April.

Amended by Faculty Senate Resolution 11-08, 11/16/11

7.6013 Appointment Process: The Membership Committee shall fill vacancies from among faculty applicants. By the fourth Wednesday in April, the Membership Committee shall form its recommendations, including a plan of rotation and designation of a chair for each committee; chairs shall serve one-year terms but may succeed themselves. Faculty Senate confirmation shall occur no later than the last meeting of the Senate in the Spring semester. Appointments are effective immediately upon confirmation.

Amended by Faculty Senate Resolution 11-08, 11/16/11

7.6014 Chairs of Faculty Senate reporting committees should notify the Membership Committee when unexpired faculty positions on committees become vacant during the academic year. The Membership Committee will recommend replacement members through appropriate channels from available faculty applicants.

7.6015 Removal of Faculty Committee Members. Chairs of Faculty Senate reporting committees should notify the Chair of the Membership Committee when

a faculty member does not fulfill normal committee responsibilities (e.g., when the member regularly does not attend committee meetings). The Membership Committee will then determine a) if the matter should be dropped; b) if an inquiry should be sent to the faculty member; c) if the faculty member's removal from the committee should be recommended. Any recommendation for removal will be presented to the Faculty Senate for action. By a majority vote, notice of the vote having been given at the previous meeting, the Senate may remove members from Faculty Senate committees. Replacements for members who are removed from committees will be made through the established procedures for filling vacancies.

7.61 Faculty Senate Reporting Committees. The Reporting Committees of the Faculty Senate shall consist of the following:

7.611 Grants and Research Funding Committee--the membership of the Grants and Research Funding Committee shall consist of one faculty member from each of the colleges, schools, and Kent Library; one alternate faculty member from each of the colleges, schools, and Kent Library; and the Director of Institutional Research, who shall serve as a non-rotating member. (Serving as an alternate on this committee does not preclude membership on another committee.) The Grants and Research Funding Committee is charged: to encourage and promote scholarly activity of the faculty; to solicit local funding support for scholarly activity; to devise guidelines for the administration of such funds; to publicize the nature and extent of research aid available; to receive and evaluate proposals and to recommend allocation of funds to the Provost; and to make patent and copyright recommendations to the Provost.

7.612 Grievance Committee--the membership of the Grievance Committee shall consist of one faculty member from each of the colleges, schools, and Kent Library. The Grievance Committee is charged: to hear and make appropriate recommendations regarding complaints of individuals or of groups of faculty members concerning specific application of University policies, practices, standards, and decisions (e.g., academic freedom, tenure, and due process); to report issues to the Faculty Senate when it believes a grievance has made the issue of broader relevance to the faculty; to hear and make appropriate recommendations regarding complaints or charges of actions implying malfeasance, moral turpitude, or incompetence that are believed to be damaging to the personal and professional reputation of a faculty member or administrative official; to prepare a written report to be forwarded to the Faculty Senate Executive Committee, which within 20 business days shall frame the recommendation of the Grievance Committee to be communicated to the appropriate decision maker(s) or decision-making body(ies) for timely action.

Amended by Faculty Senate, Resolution 04-05

7.70 Faculty Senate Role in University Standing Committees

7.71 University standing committees are charged by the President of the University and must report to the President and/or an individual designated by the President. Section 1G of the Faculty Handbook define[s] procedures for Faculty Senate participation in the University committee system.

Amended by Faculty Senate Resolution 15-6, 12/2/15

7.72A complete list of University committees, including their charges, membership structure, and dates of creation/dissolution for each, shall be kept current and made available at the President's website.

Amended by Faculty Senate Resolution 15-6, 12/2/15

Section 8--Amendment of Constitution

(reserved)

Adopted by the Faculty Senate, 1977, Amended, July 1983, Updated August 15, 1997, Reorganized and revised April 26, 2000, Amended April 18, 2001 by Faculty Senate Resolution 01-2, Amended February 19, 2003 by Faculty Senate Resolution 03-01, Amended April 30, 2003 by Faculty Senate Resolution 03-03

Revised August 2004

C. Johnson Faculty Center

The Johnson Faculty Center located at 530 N. Pacific St. is an American Foursquare home built in 1908. Prior to 1961, it was owned by Dr. B.F. Johnson, Chairperson of the Mathematics Department at the then Third District State Normal School. Dr. Johnson worked in the Department from its start in 1897 as the lone professor until his retirement in 1940. In 1961, the home was sold by his daughter, Mary Johnson Tweedy, to Southeast Missouri State College for the sum of \$26,000 on the conditions that it was to be used as a faculty house for events and lodging and be named in her father's honor. The Architecture Company renovated the building for an estimated \$122,000. It became the Johnson Faculty Center in 1988 after first being the Center for Regional History and then the University of Missouri Extension Division. The building has subsequently been used for campus events, housing of university guests and speakers, retirement parties, International student events, and for Historic Preservation Association club events and meetings. The Johnson Faculty Center is predominately funded through the Johnson Faculty Restricted Fund and Mary Johnson Tweedy Endowed Funds.

Updated by Faculty Senate Resolution 21-2, 4/14/21

1. Bylaws

Article I - Governing Committee

A. General Powers:

The Johnson Faculty Center Committee shall have full power to conduct, manage, and direct the operations of the Center in accordance with the University's policies and under the auspices of the Board of

Regents.

B. Composition of the Johnson Faculty Center Committee:

The Johnson Faculty Center Committee shall consist of the Chair Elect of the Executive Committee of the Faculty Senate of Southeast Missouri State University and one representative from each of the colleges as recommended by the Membership Committee of the Faculty Senate and approved by the Senate.

C. Vacancies:

Should a vacancy occur on the Johnson Faculty Center Committee, the appropriate procedure outlined in the Faculty Handbook shall be followed to fill the position.

D. Regular and Special Meetings:

1. Meetings of the Johnson Faculty Center Committee shall be held at least once each semester on such dates as the Chairperson of the Committee may determine.
2. Special meetings of the Johnson Faculty Center Committee may be held whenever called by the Chairperson of the Committee.

Amended by Faculty Senate Resolution 21-2, 4/14/21

Article II – Miscellaneous

A. Financial Affairs

Along with the Johnson Faculty Restricted Fund and Mary Johnson Tweedy Endowed Funds, income generated through rent from the guest suites will be credited to the Faculty Center and used as a portion of the money available to support its annual budget. The Center will adhere to the standard University budgeting process and submit an annual budget request.

Amended by Faculty Senate Resolution 21-2, 4/14/21