



# **Faculty Handbook**

## Of Southeast Missouri State University

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## 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  
Statement of "what" or "why"  
Answers major operational issue(s)

#### Procedures

Focuses on implementation  
Narrow application  
Prone to change  
Often started in detail  
Statements of "how," "when," and "who"  
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 workday 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 4/3/21, Board of Regents Approval N/A*

## CHAPTER 1: ORGANIZATION AND GOVERNMENT

*Faculty Senate bill 24-A-13 begins here.*

### Mission and Vision Statements

Southeast Missouri State University provides student-centered education and experiential learning with a foundation of liberal arts and sciences, embracing a tradition of access, exceptional teaching, and commitment to student success that significantly contributes to the development of the region and beyond ([semo.edu/about/mission-vision.html](https://semo.edu/about/mission-vision.html)).

The current strategic action plan of the University is provided by the Office of the President ([semo.edu/about/president/strategic-action-plan.html](https://semo.edu/about/president/strategic-action-plan.html)).

### Missouri Coordinating Board for Higher Education

The Missouri Coordination 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. More information regarding the role and responsibilities of the CBHE can be found online ([dhewd.mo.gov/cbhe/](https://dhewd.mo.gov/cbhe/)).

### Board of Governors

All legal power and authority are vested by statute in a bipartisan six-member Board of Governors (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.

The Board has the authority to govern and set policy for the University. The Board may adopt regulations, rules, and policies consistent with the University mission, with law, and the regulations and rules of the Coordinating Board for Higher Education of the State of Missouri. The Board has the authority, among other things, to determine and periodically review and adopt the purposes and mission of the University; establish, review, and approve new academic programs or changes to existing ones; authorize the granting of diplomas and conferring of degrees based upon the recommendation of the President; and approve the grant of tenure based on the recommendation of the President. The Board's role in the various policies and procedures set forth in this Handbook are set forth in the relevant policies and procedures. More information regarding the Board of Governors and its current membership can be found online ([semo.edu/about/board/](https://semo.edu/about/board/)).

### 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 - Board, 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 Trustees 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.

### *Administrative Organization Charts*

The Office of the President releases annually updates including the organizational charts as well as the committees and councils that steer the University's initiatives ([semo.edu/about/president/university-info/](https://semo.edu/about/president/university-info/)).

### The President: Role, Responsibility, Review and Selection

**Policy** *Faculty Senate bill 15-A-11 begins here.*

#### **Role and Responsibilities**

The President of the University is responsible to the Board of Governors 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 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 Governors. 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 Governors 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 Governors 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 Governors. As a result of the 360-degree review, the Board of Governors 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 Governors. Normally, the Faculty Senate serves as the channel of communication between the faculty and the Board of Governors 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 Governors.

### *The Selection Process*

One of the most important responsibilities of the Board of Governors 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 Governors 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 Governors to be interviewed. The same process, with slight modification, was utilized again in 1977, 1990, 1996, and 2015.

*Approved by the Faculty Senate 5/1986, Approved by Board of Regents 6/1986, Updated 8/15/97; Faculty Senate bill 15-A-11 approved by Faculty Senate 5/6/15, Reviewed by President 5/7/15, Approved by Board of Regents 6/19/15*

### *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, 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 Governors 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 committee.
8. Works with the Vice President for Financial 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 the 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 review. 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 will initiate the Provost review process outlines below every four years after the appointment of the Provost.

### Review Process

1. At the initiation of the review, the President shall send a letter to all Vice Presidents, the deans of the various colleges, the Dean of 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 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 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 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 will meet with the Provost to discuss the report. At this meeting, the President will provide the Provost with an opportunity to respond to all parts of the report.
6. After due deliberation, the President 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 will submit to the President of the Board of Governors a summary document including the information describer 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 Governors.

### 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.

### 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 committees, 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 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 Governors for confirmation.

*Approved by the Faculty Senate, 5/1986, Approved by Board of Regents 6/1986, Updated 8/15/97.*

### 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.

### Administrative Positions

Academic Affairs is composed of nine major academic administrative units that report directly to the Provost. These units include the Harrison College of Business and Computing, College of Education, Health and Human Studies College of Humanities and Social Sciences, Holland College of Arts and Media, College of Science, Technology, Engineering and Mathematics, Graduate Studies, General Education Program, Extended Studies, and Academic Information Services. The dean or director of each unit assumes responsibility for overall leadership of the designated area.

### Dean of Academic Information Services and Director of Kent Library

The Dean of Academic Information Service 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.

### Dean of Extended Studies

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

### Vice Provost and Dean of Graduate Studies

The Vice Provost and Dean 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.

### Dean of the General Education Program

The Dean of the General Education Program is responsible for providing leadership for the General Education 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 General Education 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 General Education Program was organized and is operated.

### The Role of the General Education Program

The General Education Program has the responsibility to provide a University response to the needs of the General Education 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 General Education Program seeks to integrate 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 General Education Program Responsibilities

The Dean of the General Education Program is responsible for providing overall leadership for the General Education 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 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 program.

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 the General Education 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 elicit the professional trust and respect of the faculty teaching General Education 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 General Education Program 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 program.

#### Personnel

1. Provides leadership in establishing teaching standards in General Education courses.
2. Supervises the evaluation of the office personnel.
3. Coordinates the duties and responsibilities of directors and coordinates within the program.

### *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 General Education courses and assists in securing support for them.
4. Encourages development of interdisciplinary efforts. Coordinates assessment activity within the program.

### *Communication*

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

*Updated August 15, 1997*

### *Director, Center for Teaching and Learning*

The Director of the Center for 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.

### *Vice President for Equity, Access, and Behavioral Health & Dean of Students*

The Vice President for Equity, Access, and Behavioral Health & 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 Professional Development. Currently, these units include the Learning Assistance Programs, the Center for Behavioral Health and Accessibility, 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.

### *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.

### *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. This 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 achievements 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 allocations 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 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 4/20/16, President Reviewed 9/28/16, Board of Regents Approval 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, President Review 4/14/15, Board of Regents Approval 5/8/15; Amended by Faculty Senate bill 16-A-16, President Review 10/2/18, 15 Day Review 10/8/18*

#### Specific Duties of the Dean

**Procedure** Faculty Senate bill 14-A-21 begins here.

The following listing is representative by 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 probational 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 ensure 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 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*

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 Governors for confirmation.

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

## Department Chairs

**Policy** *Faculty Senate bill 23-A-8 begins here.*

### The Responsibilities of Department Chairpersons

The chairperson is the departmental administrative officer with faculty and administrative responsibilities. The department chairperson serves as a liaison between the department faculty and the administration. The chairperson should be able to evaluate issues with a broad point of view and perceive the consequences of decisions. The department chairperson assumes responsibility for those decisions assigned to the department by university policies and procedures. The department chairperson considers advice and judgment from department faculty when making recommendations, especially those regarding curriculum development. A representative list of responsibilities is given in the procedure section.

### The Evaluation of Department Chairpersons

The evaluation of a chairperson is a collegial process encouraging faculty participation in departmental governance and provides balance to administrative decision-making responsibilities. Evaluations of a department chairperson consider the many factors impacting the performance of a department and the faculty and programs within the department.

The assessment of a department chairperson involves both formal and informal evaluation mechanisms and periodic and extraordinary evaluations. Evaluations constructively assess individual performance and suggest areas for improvement. During any evaluation process, the department chairperson retains the right to resign the position. The resignation of the department chairperson will stop any evaluation process.

**Formal and Informal Evaluations.** Departmental colleagues and administrators informally provide insights to the department chairperson to improve overall leadership effectiveness. The dean meets with the department chairperson annually to discuss administrative performance as part of their Annual Merit review process (see the Department Chairperson Procedures section for details). A written summary of this meeting is shared with the chairperson and the provost.

**Periodic Department Chairperson Evaluation.** In addition to the annual merit evaluation a department chairperson is evaluated during the third year after the initial appointment. By August 1 of the review year, the dean will inform the chairperson and provost, and initiate a department evaluation by discussing the process and agreeing on the specific procedures to be followed. This evaluation will occur the following semester, avoiding the last four weeks when possible. Continuing appointment as chairperson is subject to this evaluation. After the initial evaluation, periodic evaluations will continue on a three-year cycle unless an extraordinary review is initiated (See the procedures section for extraordinary review procedures).

### Guidelines for the Periodic Evaluation of Department Chairperson

1. Adequate time should be provided throughout the process so individuals can effectively participate.
2. Individual faculty and staff responses are collected by the dean before any written documents are shared.
3. Input from faculty staff, other chairpersons, and administrators should be properly balanced.

4. The evaluation should remain constructive.
5. Full departmental involvement should be stressed.
6. The need to provide anonymity should be balanced with the need to fulfill professional responsibility.
7. Opportunities for chairperson self-assessment are expected.

#### The Selection of a New Chairperson

1. When a chairperson vacancy occurs, the department, dean and provost consult, and the provost determines whether the search process is internal or external. Internal or external candidates apply to an external search.
2. The dean of the college arranges a meeting of all full-time faculty members in the department. At this meeting, two decisions are made: first, an equitably representative selection of departmental members of the search committee are identified, 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 with a candidate shall serve on the search committee. At least one search committee member must be a current or former chairperson from another academic department at the university. Both the dean of the college and the search committee should agree on who will serve in this capacity. This external member operates as a full member of the committee.

*Approved by Faculty Senate 3/20/24, President Review 4/9/24, Amends 13-A-30*

#### Responsibilities of the Chairperson

**Procedures** *Faculty Senate bill 23-A-9 begins here.*

These responsibilities are presented as guidelines for chairpersons providing academic leadership and as a guide for the assessment of department chairpersons. The administrative responsibilities of the department chairperson include, but are not limited to:

1. Serve as a liaison between department faculty, students, and staff to upper
2. Administration.
3. Communicate college and university decisions to the faculty;
4. Maintain open lines of communication within the department;
5. Encourage and support the development of curricula;
6. Prepare and finalize class schedules;
7. Manage the budget, staff, records, and instructional resources;
8. Conduct regular department meetings and distribute minutes;
9. Maintain building and equipment safety and function in collaboration with appropriate university offices.
8. Recruit, retain, mentor, and evaluate faculty and staff and make recommendations regarding employment (e.g., continuation, promotion, tenure, termination, salary adjustments, and leaves of absence);
9. Enhance the departmental reputation on and off campus;
10. Coordinate and monitor academic advising to ensure faculty responsiveness to student needs and facilitate timely student graduation;
11. Encourage student engagement and involvement in the department, college, and university;
12. Respond to student complaints utilizing appropriate campus resources;
13. Promote effective faculty committees;
14. Consult with faculty on department processes and procedures.

#### *Annual Merit Evaluation Procedure for Department Chairpersons*

1. The dean will assess teaching, professional growth, service, and administrative duties. Evaluation of the chairperson follows the procedure and timeline detailed in the Faculty Handbook (Chapter 2, Faculty Annual Merit Program), with modifications identified below.
2. Evaluation of the chairperson's teaching, professional growth, and service will be conducted using the department-approved criteria and procedures for evaluation of faculty.
3. The chairperson's workload and responsibilities should be considered when assessing teaching, professional growth, and service. The chairperson's responsibilities will be included in the evaluation of service.
4. Evaluation of the chairperson's administrative responsibilities will be based on the responsibilities of a department chairperson as defined above.
5. Dean may solicit feedback from faculty regarding administrative strengths and areas for improvement.

6. The dean communicates the evaluation results with the chairperson, and the chairperson is given the opportunity to agree or disagree in writing. The dean forwards the evaluations and any response from the chairperson to the provost. The provost provides a resolution if needed and communicates the results of the annual merit evaluation to the chairperson and dean.
7. An annual evaluation is not required if a chairperson is undergoing periodic or extraordinary evaluation. If a chairperson resigns following the initiation of the review process, materials submitted may be used for an annual merit review.

#### *The Periodic Evaluation Procedure for Department Chairpersons*

Faculty and staff are encouraged to share informal feedback with their chairperson and dean on an ongoing basis. The periodic evaluation procedure, a constructive process, focuses primarily on gaining insights from the chairperson's constituencies so that recommendations can be made to improve overall effectiveness. Flexibility in the process should be maintained to accommodate differences between departments.

1. Chairpersons will provide a Record of Service and curriculum vitae to faculty members and the dean to document recent activities.
2. Departments may develop internal procedures, approved by the dean, to add items to the "Evaluation of Department Chairpersons" instrument. Any items added to the instrument are subject to the review and approval of the dean and provost. In the absence of department procedures, the dean approves additional items.
3. The dean meets with the department to discuss the process, reporting format, and procedures to ensure appropriate anonymity and follow up. In this meeting, procedures are reviewed, a timetable is set, and whether additional items should be added is decided.
4. The dean provides faculty and staff with access to the online review instrument. Faculty members have five working days to complete and submit responses. All faculty are encouraged to participate unless there is an identified conflict of interest. The dean may schedule individual meetings with faculty members for purposes of follow-up, clarification, and additional input.
5. Concurrent with faculty input, the dean collects information from other chairpersons and individuals outside the department associated with the chairperson.
6. Within a month after all information has been collected, the dean summarizes the input in a letter to the chairperson. The document presents collected responses.
7. After the summary is provided to the chairperson, the dean meets with the chairperson to discuss the findings. The department chairperson may respond to any part of the report.
8. The dean submits a document to the department for review and response. The document will include tabulation of the items on the instrument, summary of written comments, and specific recommendations.
9. Approximately two weeks after the document is shared with the department, the dean meets with the department. A summary of this meeting is appended by the dean to the recommendation submitted to the provost.
10. The dean submits the final summary recommendations, along with all support data, to the provost. The summary and recommendations are also shared with the chairperson and department members.
11. The provost schedules a meeting with the dean and department chairperson to discuss the summary and determine appropriate actions.
12. The provost discusses the recommendation with the president.
13. The provost informs the dean, department chairperson, and members of the department of the recommendation.
14. Upon continuation, the department chairperson and the dean will mutually agree upon a chairperson development plan which shall be filed with the provost.

#### *Extraordinary Department Chairperson Evaluation*

An extraordinary evaluation of the department chairperson may be initiated at any time by a majority vote of the full-time faculty and staff of the department in accordance with departmental procedures. In the absence of a defined departmental procedure, the dean of the college will assist faculty with the procedures of an extraordinary evaluation of a department chairperson. The respective college dean or the provost may also initiate an extraordinary evaluation at any time. Upon receipt of a request for extraordinary evaluation, the appropriate college dean convenes with the department as described in the periodic evaluation cycle. The general procedures and instrument to be used are described in this

document. Special attention is given to the timing of the evaluation and areas of special concern resulting from the extraordinary request.

### *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 candidates.
2. Finalists are interviewed by the search committee, the college dean, and the provost. Candidates will meet with faculty and others as designated by the search committee. The search committee will meet with the department to discuss the candidates.
3. To be hired above the rank of assistant professor, the individual must meet the departmental tenure and promotion criteria for the rank that they are hired into (associate or full professor) as recommended and reviewed by the department tenure and promotion committee.
4. After completing its search, the search committee provides a memo to the college dean, with copies to each member of the search committee, that outlines each candidate's potential for further consideration in the search process. The memo summarizes 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," "Hesitant to Consider."
5. After reviewing the search committee's recommendations, the college dean makes at least two recommendations to the provost who, in turn, makes a final recommendation to the president.
6. If none of the recommended candidates accepts the appointment, the dean can request to review and screen a second pool of applicants, or request to close the search and proceed with a new search.

*Approved by Faculty Senate 3/20/24, President Review 4/9/24; Amends FS bill 14-A-40*

### *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*

#### *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 Governors—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.

#### *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 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.

### 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 maintain 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 judgement 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.

*Approved by Faculty Senate bill 14-A-11, Reviewed by President 4/24/14, Approved by Board of Regents 6/26/14*

### The Functions of the Department and Department Chairperson

**Procedures** Faculty Senate bill 14-A-12 begins here.

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 withing 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 4/24/14, Approve by Board of Regents 6/26/14*

## 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 shall be elected by their department to serve a three-year appointment. Departmental chairs and faculty representatives are the voting members. 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.

*Approved Faculty Senate bill 12-A-13 on 4/4/12*

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

### The Responsibilities of the College Dean

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

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 stimulate 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.

## Faculty Senate

*Faculty Senate bill 16-A-1 begins here.*

The Faculty Senate was organized in 1966 and recognized by the Board of Governors (formally the Board of Regents) as the official representative body for the faculty. Approval by the Board of Governors 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 Governors' 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 Governors, 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 judgement to review, develop, and make recommendations to the President and the Board of Governors 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 matter 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 implementations 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 1/27/16, Reviewed by President 8/9/16, Approved by Board of Regents 9/9/16; Faculty Senate Committees removed from Ch. 1 4/11/07 in accordance with bill 00-A-08*

## 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 and 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 25-A-4 begins here.*

The University President's Office will publish the list of all current University Standing Committees and Councils on its website (<https://semo.edu/about/president/university-info/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 9 members who should serve on University Standing Committees and Councils. Should a party 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 petition the Faculty Senate Executive Committee to intercede on their behalf with the University President or their designee to improve representation. Should that fail, the party should bring a resolution to the Faculty Senate setting forth what they believe to be sufficient representation.

The Faculty Senate Membership Committee will contact faculty from their corresponding colleges and Kent Library to request faculty nominees to serve on University Standing Committees. Interested faculty will then be asked to apply for consideration by voluntarily submitting a statement detailing their relevant experience and interest in serving. The Senate Membership Committee will review the statements to determine the faculty best suited to serve in each role, then nominate at minimum two faculty members for each vacancy on each committee. The nominations will then be presented 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. These restrictions may be waived for library faculty because of the small size of that unit; however, every effort should be made to distribute committee assignments as widely as possible in order to hold multiple memberships to a minimum. Faculty Senators may be appointed to only one University Standing Committee while serving on the Faculty Senate. This limitation does not apply to appointments to (1) the Commencement Committee, (2) committees 31 on which the Senator serves as an ex officio member, or (3) temporary or ad hoc committee assignments.

#### 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 3/5/25, Approved by President 3/25/25 Amends FS Bill 20-A-4*

## CHAPTER 2: FACULTY POLICIES AND PROCEDURES

### 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 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 in effect on the 181<sup>st</sup> day of the disability period.

*Approved by Faculty Senate, bill 83-A-02 on 4/1983, Approved by Board of Regents 4/1983; Amended by Faculty Senate, bill 86-A-09 on 10/22/1986, Approved by Board of Regents 12/1986; Revised Benefits Office 1/93*

### Merit Pay Guidelines *Faculty Senate bill 96-A-05 begins here.*

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.

### Faculty Merit Pay Policy

*Faculty Senate bill 23-A-7 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 the policy include the following:
  - a. to provide a mechanism for determining that a faculty member's annual performance, 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.

**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. For evaluation of the chairperson, See Department Chairpersons (Chapter 1) for modifications of the procedure below. Evaluation of faculty members is conducted by department committee, designee, or chairperson as agreed upon by the department. If conducted by a committee or designee, the annual report is also made available to the department chairperson for optional review and comments prior to communication of results to the faculty member.

In the case of review by committee or designee, results and justification are communicated to the faculty member and chairperson in writing. In the case of review by the chairperson, results and justification are communicated in writing to the faculty member. If the reviewing party and the faculty member agree with the evaluation results, the process is concluded, and results are forwarded to the college dean.

If the reviewing party and faculty member are not in agreement: in the case of committee or designee review of annual performance, the faculty member or chairperson can request clarification from the department committee or designee. In the case of chairperson review of annual performance, the faculty member can request clarification from the chairperson.

If no resolution can be obtained, the faculty member or chairperson can appeal to the college T&P committee. The college committee's recommendation, along with the evaluation and justification, shall be communicated in writing to the faculty member and the department chairperson. Within the indicated time, the department chairperson 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 chairperson is not in agreement with that evaluation, the chairperson 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. (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.

*Approved by Faculty Senate 3/20/24, President Approval 4/9/2024, Amends FS bill 14-A-38*

**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 or 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 cases where a chairperson has been delegated the responsibility of evaluating faculty members, the chairperson shall communicate in writing their evaluation and justification to the faculty members. In all cases, the faculty member will acknowledge receipt of evaluation recommendations in writing.

**March 2-March 12:** Within this time period, a faculty member who is not in agreement with their evaluation by the department committee or chairperson 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 chairperson. During this time, if the chairperson is not in agreement with an evaluation from either the department committee or college tenure and promotion committee, the chairperson 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 budget review process and even years thereafter.

**Non-Tenure-Track Faculty Merit  
Monetary Amounts for Fiscal Years 2013**

<u>Level</u>	<u>Base Pay Increase</u>
Non-Tenure-Track	\$2500

*Approved by Faculty Senate 3/20/24, President Review 4/9/24; Amends FS bill 15-A-4*

## 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 Departmental 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 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 Provost, the faculty member may appeal to the President. During this appeal, the faculty member may introduce any evidence they wish. The President has the responsibility of making recommendations to the Board of Governors 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 Governors 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 11/20/96 with modifications by Pres. Dale F Nitzschke in his endorsement of the bill 12/10/96; Amended by Faculty Senate bill 02-A-05 4/24/02, Approved by Board of Regents 10/18/02; Amended by Faculty Senate bill 08-A-05 4/30/08, Approved by Board of Regents 5/9/08; Amended by Faculty Senate bill 14-A-38 11/12/14, President Review 12/19/14, Approved by Board of Regents 12/19/14*

## Faculty Designations

### 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.<sup>1</sup> 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 the faculty funded by designated funds, auxiliaries, grant funds, or regional campuses; temporary and part-time faculty; and teaching assistants.

*Approved by Faculty Senate 11/6/13, Reviewed by President 12/16/13, Approved by Board of Regents 12/18/13*

**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 process through the procedures described in the Faculty Search Process Guidelines ([http://www.semo.edu/pdf/HR\\_FacultySearchProcess.pdf](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.

*Approved by Faculty Senate 11/6/13, Approved by President 12/16/13, Posted for 15-Day Review 12/20/13; Faculty Senate bill 99-A-07 begins here. Amended by Faculty Senate bill 03-A-07 on 9/10/03*

### Regular 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

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<sup>1</sup> “1940 Statement of Principles on Academic Freedom and Tenure,” *American Association of University Professors Policy Documents and Reports*, Tenth Edition, 2006.

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 2/27/13, Review by President 3/12/13, Approved by Board of Regents 4/10/13*

### **Procedures** *Faculty Senate bill 23-A-01 begins here.*

Regular Non-Tenure-Track (RNTT) faculty should hold at least a master's degree and additional academic credentials as required by the position as determined by the department or a bachelor's degree with additional credentials or with equivalent experiences as required by the position and determined by Southeast Missouri State University in adherence to Higher Learning Commission's Criteria for Accreditation and Assumed Practices. Such appointments are defined as one-year full-time appointments. RNTT full-time faculty receive the same benefits package as all other full-time faculty. RNTT full-time faculty have the same expectations for service, advising, and other academic duties as all other full-time faculty. RNTT 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 RNTT 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.

RNTT 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.

*Approved by Faculty Senate 9/14/22, Approved by President 9/30/22, Posted for 15-Day Review 10/26/22*

### *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 this 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 Faculty Senate 4/21/99, Review by President 5/5/99, Approved by Board of Regents 5/14/99*

### **Kent Library Faculty**

**Policy** *Faculty Senate bill 12-A-21 begins here.*

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 Service 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 5/85, Approved by Board of Regents 5/85; Approved by Faculty Senate 3/27/13, President Review 4/26/13, Approved by Board of Regents 5/11/13*

### **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 department, 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.

*Approved by Faculty Senate 3/27/13, President Review 4/26/13, Approved by Board of Regents 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 area 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 3/27/13, President Review 8/26/13, Posted for 15-Day Review 8/30/13*

## 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 23-A-11 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 University Office of Human Resources.
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 president. Faculty Emeritus or Faculty Emerita status will be recognized at the spring reception, and will receive a token of appreciation, full library privileges, and the same benefits as other retirees.

Those faculty members granted Faculty Emeritus or Faculty Emerita status will receive a handbook outlining privileges upon retirement from the University Office of Human Resources.

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 01-A-07 11/14/01, Reviewed by President 11/01, Approved by Board of Regents 12/14/01; bill 08-A-02 revised Emeritus Recognition #7 Approved by President 4/1/08; Approved by Faculty Senate 4/22/15, Reviewed by President 5/27/15, Posted for 15-Day Review 6/3/15; Approved by Faculty Senate 23-A-11 4/12/23, Reviewed by President 10/24/23, 15-Day Review 11/16/23—replaces FS bills 01-A-7 and 08-A-02*

## Graduate Faculty Status

**Policy** *Faculty Senate bill 12-A-11 begins 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.

### *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 assignments, as approved by the dean, are made with regular allocations within 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 Graduate Studies and may be supported by resources available in the college or the Office of the Dean of Graduate Studies. 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 Graduate Studies 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 3/21/12, Review by President 4/5/12, Approve by Board of Regents 6/20/12*

**Procedures** *Faculty Senate bill 22-A-4 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.

### *Graduate Faculty Responsibilities, Expectations, and Appointment*

The faculty member and department chairperson will provide adequate evidence of eligibility as graduate faculty. Department chairpersons must verify that faculty meet criteria as graduate faculty. Professional qualifications should include the doctoral degree or terminal degree for the discipline, or equivalent professional experience that clearly demonstrates the necessary professional competencies. When faculty members are employed based on equivalent professional experience, the department must document a well-defined minimum threshold of experience and the evaluation process used. Faculty members shall have a record of research, scholarship, or professional achievement in the appropriate discipline for the program. An appointment requires an academic degree to exceed those of the students or experience equivalent to the degree otherwise required for the position, except in the case of a terminal degree where faculty members will possess the same level of degree the students are seeking.

Appointments to any level of graduate faculty shall be by:

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

At the time of application, the Dean of Graduate Studies shall be supplied with full documentation supporting the recommendation of the department and college.

### *Periodic Review*

Departments must update their graduate faculty roster annually. Every five years, graduate faculty members must renew their status by verifying that they have been involved in decisions affecting graduate education at the department level and have taught at least one 600- or 700- level course or two 500-level classes with graduate students enrolled or have supervised graduate students research, graduate independent studies, etc., and have maintained a record of active scholarship. Faculty who have not met the criteria for renewal will have one year to meet them before losing graduate faculty status.

### *Regular Graduate Faculty*

#### *Responsibilities of Regular Graduate Faculty*

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 or 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 Graduate Studies.

#### *Qualifications for Regular Graduate Faculty*

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.

#### *Responsibilities of Associate Graduate Faculty*

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

#### *Qualifications for Associate Graduate Faculty*

1. Have a doctorate or terminal degree for the discipline or experience equivalent to the degree otherwise required. If faculty are teaching courses in a terminal degree program, they may hold the same level of degree as that which the students are seeking. Requirements and the review process must be well-defined and documented by the department.
2. Be a full-time employee of Southeast Missouri State University and a member of the instructional unit in which the appointment is proposed.
3. 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.

#### *Responsibilities of Adjunct Graduate Faculty*

1. Teaching graduate-level/dual-enrollment courses.
2. Serving on master's committees.

### Qualifications for Adjunct Graduate Faculty

1. Have a doctorate or terminal degree for the discipline or experience equivalent to the degree otherwise required. If faculty are teaching courses in a terminal degree program, they may hold the same level of degree as that which the students are seeking. Requirements and the review process must be well-defined and documented by the department.
2. Be employed less than full-time at Southeast Missouri State University or recommended by the department chairperson and endorsed by the college dean.
3. Be reappointed for each specific course they are employed to teach. Reappointment is not required each subsequent time the same course is taught.

*Approved by Faculty Senate 9/27/23, Approved by President 10/2/23, Posted for 15-Day Review 11/8/23, Amends FA Bill 12-A-12*

### Honors Faculty

Please refer to the information on the Honors Faculty in the Honors Program section.

### Academic Freedom

By affirmation of the Board of Governors, 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 bill 82-A-03, 83-A-03, & 03-A-05*

### 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, 10<sup>th</sup> 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 4/20/11, Reviewed by President 4/11, Approved by Board of Regents 10/21/11*

#### *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 reapply 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 of 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 the 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 Departmental 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 judgement 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.

#### Tenure and Promotion Criteria

Tenure and Promotion at Southeast Missouri State University are explicit collegial decisions based upon qualitative judgements about established criteria. These judgements are made by examining evidence at the department, college, and University levels and submitting recommendations to the Board of Governors 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, department 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 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.

Departmental criteria are developed with an acknowledgement 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.

### *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 Departmental Tenure and Promotion Advisory Committee every 5 years and brought into compliance with current Faculty Handbook policy and procedures.

Department 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 the 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 the 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 the 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 Tenure and Promotion and Sabbatical Leave Advisory Committee to resolve the disagreement. If the disagreement cannot be resolved, the University Tenure and Promotion and Sabbatical Leave Advisory 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 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.

#### Dossier

A faculty member's promotional dossier shall be comprised of a Record of Service of accomplishments organized according to the departmental tenure and promotion criteria in reverse chronological order, a professional curriculum vita, a current copy of the department's Tenure and Promotion criteria, any supporting materials required by the department, and any additional supporting materials that the faculty member wishes to include.

**Period Covered by Dossier.** The period covered by a candidate's Record of Service should be:

1. *from* the time of original employment (including any activities contractually counting towards tenure and/or promotion), or
2. *from* the time of any previous, successful application 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 judgements 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 judgements 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 24-A-1 begins here.*

Beginning the 2023-2024 academic year, an electronic dossier system will be used for collecting the Record of Service, curriculum vita, and a copy of the department's approved Tenure and Promotion criteria and making these materials available to designated reviewers. The electronic dossier system will also collect summary information at the beginning of the application process, to include the faculty member's name and department, present rank, years of service at any given rank, and academic degrees held. The use of university-provided cloud storage for supporting materials will be optional until Fall 2026, at which point all faculty will be required to use cloud storage for accessing supporting materials. 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, the provost, and the president), only electronic dossier 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.

The Office of the Provost will provide faculty members with access to a cloud storage folder to upload and store their supplementary materials from the time of New Faculty Orientation until the official application deadline for dossier submission, or from the time of any previous, successful application until the official deadline for dossier submission. Faculty are responsible for making sure the materials in their electronic dossiers are configured to match their department criteria layout. If the Record of Service includes links to supporting materials, links should be set so that anyone clicking the link has access to the referenced file.

After the final dossier submission deadline, candidates will have read-only access to their materials until either their application has moved completely through the review process or the faculty member withdraws the application. During the review process, candidates will have the opportunity to upload letters of response or intention to appeal via the electronic dossier system as is outlined in the policy calendar section.

Electronic dossier system administrators will be available to help faculty use the system, and designated reviewers will be offered training on the online reviewing system at the start of each academic year. No failure of the electronic system will be allowed to negatively affect a faculty member's candidacy. Departments will evaluate available equipment/software relative to the needs of preparing electronic dossiers and request additional equipment/software funding from the Office of the Provost if necessary.

At the beginning of each fall semester, the Office of the Provost will compile a current membership list of Departmental, College, and University Tenure and Promotion Committees and work with the electronic dossier system administrators to ensure viewing permissions for reviewers are configured in accordance with the tenure and promotion calendar section. Department chairpersons and college deans are responsible for communicating any subsequent changes in committee membership to the Office of the Provost in a timely manner.

Designated reviewers will be notified electronically when dossiers are available to them in accordance with the tenure and promotion policy calendar section. Once any given level of review has been completed and the corresponding recommendation has been uploaded, reviewers at that level will no longer have any access to the dossier and the next level of reviewers will be notified that the dossier is available for evaluation.

Any University-wide failure of the electronic dossier system on the day of, or day prior to, a submission deadline will result in an extension. The new deadline will be 5:00 p.m. on the business day following the restoration of the system and

recovery of any data loss from the candidate's file. Electronic dossier system administrators will be responsible for notifying applicants and reviewers that the electronic dossier system has been restored and the data recovered.

Under no circumstances may anything be added to the electronic dossier or supporting materials after the official application deadline except for the necessary reviewer recommendations and any candidate letters of response. All recommendations by designated reviewers will be sent to the candidates via the electronic dossier system, and candidates should save those recommendation files for their records.

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 candidates have received the approval of the Board of Governors, they will have the opportunity to download and save a complete copy of their dossier (including all attached letters and recommendations) and supporting materials. The faculty member may at that point ask the electronic dossier system administrators to permanently delete their supporting materials from storage. It will be the faculty members' responsibility, however, to keep their own copies of their materials.

#### *Guidelines for file types and dossier size:*

Beginning in 2023, guidelines for file types and dossier size shall be reviewed every 3 academic years and updated as needed. Faculty may link to external sources from their Record of Service, with the caveat that such links sometimes break, and reviewers may consequently lose access to the linked information.

File format guidelines for electronic dossiers are as follows:

Audio: MP3 files

Video: MP4 files

Text: Limited to 1200 pages

Faculty should keep a backup of their supporting materials.

*Approved by Faculty Senate 11/29/23, Approved by President 12/14/23, Posted for 15-Day Review 12/22/23, Amends FS Bill 14-A-19 (\*Referral to Resolution 17-1)*

#### *Guide 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 judgement 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 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 judgement. 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, and 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 contact 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.

### Faculty Tenure and Promotion Advisory Committees

The review of a faculty member for the purpose 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 Departmental 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 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 tenured-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 will establish a College Tenure and Promotion Advisory Committee comprising tenured faculty, at least one representing each department. No member of this committee may also serve on a Departmental Tenure and Promotion Advisory Committee in the same college. 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 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 chairperson, 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 reelected. 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.

#### 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 1<sup>st</sup> 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 31<sup>st</sup> 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<sup>th</sup>, 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 the 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 the previous semesters, the Departmental Tenure and Promotion Advisory Committee may recommend termination of the contract.

*Amended by Faculty Senate 4/20/11, Reviewed by President 4/2011, approved by Board of Regents 10/21/11*

### 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 Governors 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 judgements 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.

### 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 dossier to the department or unit chairperson, who shall forward it to the Departmental 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, and 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 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 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 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 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 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 recommendations, 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 their 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 Governors concerning the tenure and promotion, promotion, or post-professorial merit of eligible members of 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 Governors 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.

**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.

**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 than 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-professorial 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-Professorial Merit	\$5000*	\$1000

\*Adjusted in 2007 from \$4000

<b>Former Promotion Policy:</b>	<b>Former Tenure Policy:</b>
<i>Approved by Faculty Senate bill 76-A-12 Revise and Amended – November 1980 Approved by Senate – 11/1980, Approved by Board of Regents 1/1981 Amended by Faculty Senate bill 83-A-07 on 12/1983, Approved by Board of Rents 12/1983 Amended by Faculty Senate bill 00-A-11 on 5/2000, Approved by Board of Regents 6/2000 Revised &amp; Approved by Faculty Senate bill 03-A-06 on 5/14/03, Approved by Board of Regents 6/27/03 Amended by Faculty Senate bill 04-A-04, Approved by Board of Regents 12/11/04</i>	<i>Approved by Faculty Senate bill 76-A-10 on 4/1977 Approved by Board of Regents 5/1979 Amended by Faculty Senate bill 82-A-05, Revised 12/1982, Approved by Board of Regents 2/1983 Amended by Faculty Senate bill 83-A-03 on 3/1983, Approved by Board of Regents 4/1983 Amended by Faculty Senate bill 03-A-05 on 5/14/03, Approved by Board of Regents 6/27/03</i>

<b>Combined Tenure and Promotion Policy:</b>
<i>Approved by Faculty Senate bill 08-A-04 on 5/7/08, Approved by Board of Regents 5/9/08 Approved by Faculty Senate bill 14-A-18, Review by President 4/24/14, Approved by Board of Regents 6/26/14</i>
<b>Amended Dossier Procedures:</b>
<i>Approved by Faculty Senate Bills 24-A-1 and 24-A-2, 11/29/2023; President's Review 12/14/2023</i>

## Grievance

**Policy** Faculty Senate bill 24-A-27 begins here.

The purpose of this Grievance Policy is to provide faculty members with a process to address and resolve differences on matters pertaining to the specific application by administrators 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. This Grievance Policy and its procedures do 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 – Equity Initiatives; nor do they apply to faculty grievances with other faculty members who are not acting in an administrative capacity. 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 University encourages faculty members to use the Informal Grievance Process for resolving Grievances. Should such informal efforts fail, however, the Formal Grievance Process provides an opportunity for a faculty member or group of faculty members to seek formal resolution of complaints.

*Approved by Faculty Senate 3/20/24, President Review 4/9/24; Amends FS bill 7-A-4*

## Informal Grievance Process

**Procedures** Faculty Senate bill 24-A-28 begins here.

The Informal Grievance Process (or “Informal Process”) is initiated by the Grievant without the submission of a Faculty Grievance Form, which formalizes the grievance process. Individuals are strongly encouraged to follow the Informal Grievance Process, although doing so is not required. The Informal Process is designed to facilitate a timely resolution quickly and efficiently with minimal administrative burden. The first meeting is initiated in writing to inform those who will participate in the Informal Process and to document the beginning date of the process but is not to be part of any personnel file.

1. Faculty members, or “Grievants,” who believe they have a grievance concerning the application by an administrator/administrative body of a specific policy or procedure should first discuss the matter informally with their department chair, who will serve as a facilitator in order to attempt to develop a satisfactory resolution. (Exceptions to this practice are set forth in item 8, below.) 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. Email is an appropriate method for initiating the informal discussion and for any other notification that must be in writing.
2. During the meeting with the chair, the faculty member should: (1) state 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) describe how the faculty member believes the issue(s) should be resolved.
3. The informal meeting(s) may also include the party against whom the grievance is directed, which may be an individual, multiple individuals, or an administrative body (“Respondent”). The department chair may meet with the Grievant and Respondent separately if doing so would be helpful in facilitating resolution of the issue(s). 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 Process.
4. Any resolution(s) arrived at during the informal discussion stage should be communicated orally by the department chair to each participant within ten (10) business day from the date of the last informal discussion

meeting. If the chair's statement of resolution(s) are deemed acceptable by all parties, the matter will be considered closed. If a resolution is reached, any submitted documentation will be returned to the originating party.

5. If no satisfactory resolution is reached through the informal discussion process, the chair should so indicate to each participant, within ten (10) business days of the last informal discussion meeting. 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.
6. If the resolution has been made clear to all parties, but the Grievant is not satisfied, or if no resolution was reached, the Grievant may initiate the Formal Grievance Resolution Process as outlined below.
7. Department chairs may not propose or approve any resolution that is inconsistent with University policies, procedures, or practices.
8. The informal discussion should be facilitated by the next level of supervision above the Grievant or Respondent. 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 Grievance Process*

The Formal Grievance Process includes the submission of a Faculty Grievance Form and interviews with administrative personnel at successive levels to resolve the grievance. It may also include a review and hearing by the Faculty Senate Grievance Committee, a letter to the provost from the Faculty Senate Grievance Committee including the Grievance Committee's recommendation, and a review and response by the provost. The Faculty Grievance Form is located on the mySEMO portal under Faculty Resources ([my.semo.edu/pages/faculty-resources](http://my.semo.edu/pages/faculty-resources)).

### **STEP I: Formal Written Grievance**

- a. If an acceptable resolution is not reached informally, or if a Grievant chooses not to use the Informal Grievance Process, faculty members may pursue their grievance by submitting a formal written grievance to their department chair or other administrator, as appropriate. If the Informal Grievance Process has been used, the Faculty Grievance Form must be submitted within ten (10) business days of the conclusion of the Informal Process. If the Informal Grievance Process has not been used, the Faculty Grievance Form must be submitted within twenty (20) business days of the alleged misapplication of the policy or procedure. The formal grievance form should (a) include the name and contact information for the Grievant; (b) the name of the Respondent; (c) the date of the alleged violation; (d) the name of the policy or operating procedure at issue; (e) a description of what occurred; (f) how the Grievant was adversely affected; (g) how the Grievant thinks the problem should be resolved; (h) whether the Informal Resolution Process was attempted and, if so, why it was unsuccessful. Copies of the form should also be provided to the Respondent(s) by the appropriate administrator.
- b. The department chair (or other administrator, as appropriate) will investigate/review the matter, which may include meeting with the parties involved, and will provide a written response to the faculty member and the Respondent(s) 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 (or other administrator, as appropriate) may not propose or approve any resolution that is inconsistent with University policies, procedures, or practices.

### **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, the Grievant may appeal the decision by submitting a written appeal to the appropriate college dean (Grievant or other administrator designated by the provost, if appropriate) within ten (10) business days of receiving the Step I response. This appeal must include a copy of the original Faculty Grievance Form, the administrator'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 all the parties involved in the grievance.
- b. The appropriate dean or other administrator 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 or other

administrator will provide a written response to the Grievant, with a copy to the Step I responder and the Respondent(s). The dean or other administrator's response will be deemed acceptable by the Grievant and the matter will be considered closed unless the Grievant requests a hearing with the Faculty Senate Grievance Committee within ten (10) business days of receiving the dean or other administrator's response.

### 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 Grievant, the Grievant 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. If the response is sent by email, it is deemed received twenty-four (24) hours after the time it was properly sent.
- b. The request for review shall include (a) a copy of the original Faculty Grievance Form (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 Grievant shall simultaneously provide copies of these materials to the Step I and II responders and to the Respondent(s).
- c. Within five (5) business days of the request for review, the Faculty Senate Grievance Committee shall notify the Respondent(s) in writing that the request has been filed by the faculty member.
- d. Within twenty (20) business days of the request for review, the Faculty Senate Grievance Committee chair shall notify the Grievant and the Respondent(s) 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. If the Faculty Senate Grievance Committee decides that a hearing is not warranted, the matter is closed.
- e. The Faculty Senate Grievance Committee chair shall also instruct the parties to identify the witness, 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.
- f. The hearing is not a formal legal proceeding and formal rules of evidence shall not apply. The Faculty Senate Grievance 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.
- g. 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) present. The Grievant and the Respondent(s) 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.

The Faculty Senate Grievance Committee shall make a written recommendation to the provost for review within ten (10) business days of the conclusion of the hearing and receipt of the transcribed proceedings. The Faculty Senate Grievance Committee's recommendation will be forwarded by the Committee simultaneously to the provost, the Grievant, and the Respondent. The provost will be provided with the materials regarding the grievance.

### STEP IV: Review of the Faculty Senate Grievance Committee Recommendation by the Provost

The provost will conduct whatever review they deem necessary and will provide a written response within ten (10) business days of receiving the recommendation from the Faculty Senate Grievance Committee. This written response will be sent simultaneously to the Grievant, Respondent(s), the appropriate department chair and dean, the Faculty Senate Grievance Committee, and the president. The provost's decision is final. If the grievance is against the provost, then the

process is conducted by the president or the president's designee. Documentation materials will also be sent to the Faculty Senate Chair.

### 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. The Grievance Process is not intended to replace or diminish the role of department chairs, deans, and other academic administrators to supervise faculty activities, make personnel decisions, or evaluate faculty performance. The administrative decision in dispute shall be upheld unless a preponderance of the evidence gathered during the grievance process supports a finding that there has been a violation of policy, procedure, or established practice. The decisionmaker must decide whether, in a given instance, the University's policies and procedures (1) were followed in reaching the challenged decision; (2) were applied uniformly and consistently; and (3) that in applying them, adequate consideration was given to all available and relevant information.
2. In any situation where a Respondent would normally be involved in the resolution process, the Respondent will not play a role in the process other than that of respondent, and the administrator's supervisor, or another administrator as determined appropriate, will play the appropriate role in the resolution process. Faculty members in Kent Library will file grievances with their dean. If a grievance is filed against the dean, the provost will determine an appropriate administrator to facilitate the grievance process.
3. 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 report.
  - 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.
4. Extensions of Timelines
  - a. 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 any party. Any extensions granted should be as brief as possible and practicable under the circumstances.
  - b. 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.
  - c. 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.
5. Joint Proceedings. If more than one faculty member grieves the same action, the faculty members 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.
6. Confidentiality. The grievance procedures shall be conducted with the highest level of sensitivity to the privacy of all concerned. Members of the Faculty Senate Grievance Committee, the Faculty Senate Chair, the provost, the Grievant(s), respondents, colleagues, witnesses, and all other 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 the 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.

7. 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.
8. Storage of Materials Related to the Grievance. Supporting documents, files, transcription, or any other media shall be stored in a locked electronic or paper file cabinet in the Office of Human Resources for a period of seven (7) years, after which time they will be destroyed.

*Approved by Faculty Senate 3/20/24, President Review 4/9/24; Amends 7-A-4*

## Termination of Faculty Employment

### *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, and sixth year of service (exclusive of the summer session) if the initial appointment was made for a spring semester.

### 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 objective 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 Governors. 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 Governors. The faculty member's pay shall be continued unless they are suspended or removed by the Board of Governors.

Formal proceedings are those which are brought to the attention of the Board of Governors 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 Governors 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 Governors 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 Governors. 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 Governors. 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 service. Should faculty members or their attorney request additional time in which to prepare their defense or to seek counsel, the Board of Governors may grant such additional time and continue or postpone the hearing to another day and time.

The President of the Board of Governors 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 hearings shall not be public, and either party may ask that all witnesses not be present while any person is testifying. The President of the Board of Governors 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 of the Board of Governors 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 witnesses 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 Governors 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 Governors shall retire and deliberate on the charges brought against the faculty member.

The Board of Governors 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 conduct. The findings and conclusions of the Board of Governors shall be in writing and delivered to faculty members or their attorney.

In the event the Board of Governors 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 Board of Governors shall appoint the faculty committee to investigate the 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 Governors when a hearing is conducted before that body. Such committee when appointed, after making an investigation and conducting a hearing, shall recommend to the Board of Governors 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 Board 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 Governors outlined above shall be followed.

*Approved by Faculty Senate, bill 75-A-01; Approved by Board of Regents November 1997*

### *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.

### **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 Governors 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 Governors for consideration. Only the Board of Governors 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 Governors that a financial exigency should be declared.
3. The Board of Governors 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 Faculty Senate 12/1/10, Approved by Board of Regents 12/8/10*

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

**Procedures** *Faculty Senate bill 11-A-1 begins here.*

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 Governors.
4. The Board of Governors takes action on any recommendations by the President.
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 (see also Chapter 5.C):*

1. The deans of the colleges 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 Departmental Advisory Committee is available, the College 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 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 Departmental 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 Departmental 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 Tenure and Promotion Committee, which will serve as the College Advisory Committee.
  7. Any member of the College 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 Advisory Committee's 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.
  8. The tenured and probationary tenure-track faculty under consideration for discontinuance by the College Tenure and Promotion Committee will have three weeks in which to prepare their professional dossiers for review by the College 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 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 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 Committee and forwards their recommendation to the President, along with the College 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 Governors.
  13. The President makes their recommendation to the Board of Governors.
  14. The Board of Governors 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 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 Governors of their recommendation, as appropriate.
22. The Board of Governors 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 Governors, 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 of Governors, 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 Governors that the financial exigency should be declared over.
  - b. The Board of Governors will then officially and publicly acknowledge that the state of financial exigency is declared over.
30. After the Board of Governors 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 of 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 Departmental Advisory Committee is available, the College 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 Departmental 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 Tenure and Promotion Committee, which will serve as the College Advisory Committee.
8. Any member of the College 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 Advisory Committee's 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.
9. The tenured and probationary tenure-track faculty under consideration for discontinuance by the College Tenure and Promotion Committee will have three weeks in which to prepare their professional dossiers for review by the College 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 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 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 Committee and forwards their recommendation to the President, along with the College 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 Governors.
14. The President makes their recommendation to the Board of Governors.
15. The Board of Governors 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 department 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 department 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 the 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 reassignment to a tenure-track position, faculty members will retain their current ranks and same tenure-track statuses, receive salary equal to the average salary listed for that department and rank, or, if none is available, by the CIP cope (Classification of Instructional Programs) for that position and percentage of CUPA (College and University Professional Association) at the college average for that position, and adhere henceforth to the Tenure and Promotion Guidelines of the department 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 department'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 Governors of their recommendation, as appropriate.
23. The Board of Governors 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 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 Governors, 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 as follows:
  - a. At such times 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 Governors that the financial exigency should be declared over.

- b. The Board of Governors will the officially and publicly acknowledge that the state of financial exigency is declared over.
31. After the Board of Governors 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 on 2/16/11, Reviewed by President 2/16/11, Posted for 15-Day Review 3/7-3/30/11*

## CHAPTER 3: FACULTY PROFESSIONAL RESPONSIBILITIES

### 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 judgement 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 their students as individuals and adhere 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 judgement 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.

### Conflict of Interests Policy

*Faculty Senate Bill 24-A-9 begins here.*

All University employees have an obligation to refrain from acting in circumstances of conflict or appearances of conflict with the University. Faculty are expected to familiarize themselves and act in accordance with the University's official Conflict of Interest Policy ([semo.edu/finance-admin/pdfs/finadm\\_01-07\\_policy.pdf](https://semo.edu/finance-admin/pdfs/finadm_01-07_policy.pdf)).

*Approved by Faculty Senate 1/31/24, President Review 2/9/24*

### Teaching and Related Practices

#### Teaching and 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 Faculty Senate 14-A-13, Reviewed by President 4/24/14, Approved by Board of Regents 6/26/14*

**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 Faculty Senate bill 14-A-14, Approved by President 4/24/14, Posted for 15-Day Review 4/25/14*

### 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, 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 part time faculty. Department chairpersons are responsible for compliance with this provision regarding courses with prefixes assigned to the department. The Vice Provost 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 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 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. 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*

### Outside Employment and 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 10/1/14, Reviewed by President 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. **Coursework** – 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 advance degrees.

*Approved by Faculty Senate 10/28/15, President Approval 12/20/15, 15-Day Review 1/21/16*

### 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.

## Class Syllabi

**Policy** *Faculty Senate bill 25-A-6 begins here.*

Faculty members are required to provide a class syllabus to the students in each class or section taught. The syllabus must be provided in electronic form on the university's designated learning management system. Course types such as internships, field experiences, and independent studies are exempt from these requirements.

*Approved by Faculty Senate 3/26/25, President Review 4/8/25 Amends FS Bill 14-A-17*

**Procedures** *Faculty Senate bill 24-A-10 begins here.*

The class syllabus must contain all information, regardless of order, on the Section Specific Class Syllabus Template found here [my.semo.edu/pages/instructional-guidelines-forms](http://my.semo.edu/pages/instructional-guidelines-forms).

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 2/14/24, President Review 2/27/24; Amends FS bill 14-A-23*

## 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.

*Amendment Approved by Faculty Senate 4/4/12, President Review 4/23/12, Board of Regents Approval 5/12/12*

**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 online 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.

*Amendment Approved by Faculty Senate 4/4/12, Approved by President 4/23/12, 15-Day Review 4/2012*

## 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, Approved by President 10/2/18, Board of Regents Approval 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 2/22/1, President Approval 10/2/18, 15-Day Review 10/8/18*

## Class Attendance

**Policy** *Faculty Senate Bill 22-A-1 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.

Military-affiliated students returning from active duty may petition to start courses up to two weeks after the beginning of a 16-week semester (or the equivalent length for shorter terms). Those called to active duty before the end of the semester may choose to continue enrollment, receive an incomplete grade, or apply for a military withdrawal from the university. The decision must be made in consultation with, and approved by, the applicable instructors. Students should also consult with Student Financial Services prior to making any changes in their enrollment. The Office of Military and Veteran Services (OMVS) can assist students or faculty with these processes.

*Approved by Faculty Senate November 3, 2021, Reviewed by President November 30, 2021*

**Procedures** *Faculty Senate bill 22-A-2 begins here.*

Faculty are encouraged to keep records of course attendance. Faculty must be able to document the last date of a student's activity in the course, as this information may be required by Student Financial Services or other offices in connection with students receiving certain types of federal funds.

A student who does not attend class during the first week of a course may be removed from the course through the online attendance verification process. Attendance is defined as:

1. Physical attendance in a face-to-face course.
2. Completing an online assignment, forum, or quiz in an online course.
3. Making course-related contact with the instructor of record during the attendance review time period.

Students returning from active duty may petition instructors to start a course up to two weeks after the beginning of a 16-week course, or one week for an 8-week course. Due to the compressed nature of 6-week and 4-week terms, late-start petitions for such classes will not be considered if more than two class sessions must be missed. The request for a late start must be submitted to instructors no later than one week prior to start of the affected term.

1. Students must submit verification of the return date to instructors via a copy of their official military/reservation orders or their Discharge from Active Duty Paperwork (DD214). Instructors may contact the OMVS for assistance interpreting any documentation provided by the student.
2. Instructors, in consultation with their department chair, will determine whether a late start is feasible for their respective courses.
3. If approved, instructors will set up a written academic agreement with the student detailing the timeline of submission for any missed assignments, projects, or exams. Failure to adhere to this timeline will result in no credit being given for those items.
4. If a student's return is delayed beyond the originally requested start date, the student should apply for a military withdrawal. Students should contact the OMVS for assistance with this process.

Students called to serve on active duty orders during a semester and who must leave any time after the midpoint of the term may request one of the following options:

1. Continued enrollment: The student may complete the course early or, if deemed feasible by the instructor, switch to an alternate course delivery mode. The instructor will establish an academic agreement detailing the timeline for required or alternate assignments, projects, and exams.
2. Receive an Incomplete (I): Students may pursue an Incomplete with permission from the instructor. Students will work with the instructor to compile a list of assignments, projects, and exams needed to complete the course. Students will have up to one full 16-week semester following the release from active duty to complete the course, or the incomplete will revert to a failing grade. If the orders span into or beyond the full term subsequent to that in which the incomplete is issued, the student may either request an extension of up to one additional semester or file for a military withdrawal.
3. Apply for military withdrawal: Students applying for a military withdrawal should contact the OMVS for assistance with this process.

*Approved by Faculty Senate November 3, 2021, Reviewed by President November 30, 2021*

### 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.

### Assessment and Grades

**Policy** *Faculty Senate bill 26-A-1 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.

Faculty are required to provide assessment grades for their students in electronic form on the university's current learning management system. Course types such as internships, independent studies, and other courses as defined by the Registrar are exempt from these reporting requirements.

Faculty must report midterm grades for undergraduate students to the Registrar's Office during the eighth week of each fall and spring semester using the same grading format as the final course grade for that class (letter grade, credit/no credit). Internships, independent study courses, eight-week courses, graduate courses and other courses as defined by the Registrar's Office are exempt from these reporting requirements. For course types in which progress may be difficult to assess by conventional means (e.g., studio, clinical or field experiences), a department may develop guidelines by which the instructor can gauge student progress for reporting purposes.

Faculty must schedule the final assessment for a face-to-face or blended course at the time established in the final examination schedule. For online (composed of 100% online) courses, faculty must schedule the final assessment during the finals period. Faculty requests for exceptions may be granted in cases of extreme hardship by the department chairperson.

*Amended by Faculty Senate 4/30/2025, President Review 06/25/2025, This bill amends Bill 16-A-10*

**Procedures** *Faculty Senate bill 26-A-2 begins here.*

A student's reported midterm grades must be made available by the Registrar's Office to: 1) that student through an online 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, and fraternities or sororities. These units/entities must receive the student progress information which they require solely through this reporting mechanism and must 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, must receive a follow-up email from the Dean of Students. In this email, 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 success. The midterm grade will be replaced by the final grade, and no permanent record of the midterm grade will be kept.

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.

*Amendment Approved by Faculty Senate 4/30/2025, President Approval 4/30/2025. This bill amends Bill 12-A-21*

### Incomplete Grades

**Policy** *Faculty Senate bill 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.

*Approved by Faculty Senate 4/11/12, President Review 4/23/12, Board of Regents Approval 10/19/12*

### 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 1/30/13, President Review 4/5/13, Board of Regents Approval 4/10/13*

**Procedures** *Faculty Senate bill 23-A-6 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.

1. Grade records and class outlines should be retained for at least one year following the completion of a course.
2. Course papers/projects/etc. should be retained by the instructor for at least one year 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). The written appeal should include 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 to mediate a possible settlement 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 accordingly. 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 step further 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 faculty members who have been employed at the university for a minimum of 5 years of continuous service. Only one member of the committee may be an RNTT and at least two of whom should be from outside the department in which the appeal was initiated. The committee may be a regular standing committee, or a committee specially convened as circumstances warrant. The instructor of the course in question cannot be a member of the committee. 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. The committee shall then investigate the matter, consult with the instructor whenever possible, and render a decision within one month. The committee may reject the student's appeal or affirm it and change the grade. The decision of the faculty appeal committee constitutes the final level of university appeal available 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 4/3/24, President Review 4/9/24; Amends FS bill 13-A-2*

### **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, veteran's benefits, entrance to professional schools, participation in athletics, immigration status, and other academic and non-academic matters.

*Approved by Faculty Senate 1/30/13, President Review 4/5/13, Board of Regents Approval 4/11/13*

**Procedures** *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 1/30/13, President Approval 4/5/13, 15-Day Review 4/11/13*

### Student Evaluation of Instruction

**Policy** *Faculty Senate bill 21-A-2 begins here.*

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

1. To enable individual faculty members to continually improve the quality of their classroom instruction, and
2. To enable students the opportunity to provide feedback

All faculty shall be evaluated by systematic, anonymous student evaluations in all sections of each course taught.

#### *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 may have the option to administer just one evaluation per set of courses.

*Approved by Faculty Senate 9/30/20, Reviewed by President 9/20/21, Board of Regents Approval*

**Procedures** *Faculty Senate Bill 21-A-3 begins here.*

#### *Selection and Administration of University-wide Student Evaluation of Instruction Instruments*

A student evaluation of instruction instrument selected by the Faculty Senate in consultation with the Provost will be administered campus-wide, every semester, in every section of every class taught, except where the use of the instrument is deemed invalid such as individual instruction sections or where an integrated set of courses may best be evaluated by a single administration of the evaluation instrument. Courses to be exempted from using the campus-wide instrument should be determined by the department with approval from the college dean. The costs of administration of this evaluation instrument shall be borne by the Office of the Provost. Any additional questions added to the university-wide student evaluations of instruction instrument should be approved by the appropriate department committee.

The university-wide student evaluation of instruction instrument will be examined at least every three years to determine if it is adequately addressing the needs of the university. In the event that a change to the instrument is warranted, the Faculty Senate Academic Affairs Committee and additional representatives selected by a designee from the Office of the Provost will coordinate the implementation of changes and new procedures regarding the evaluation and reporting process.

In addition to the university-wide student evaluation of instruction instrument, separate departmental evaluation instruments must be approved by a two-thirds vote of the faculty of the department and a vote of College Council may be administered if so desired by the individual faculty member. This would be in addition to the university-wide student evaluation of instruction instrument. The department instrument should recognize the diversity of subject matter, instructional styles, and student groups across and within disciplines. Faculty may add additional questions to the departmental student evaluation of instruction instrument to ensure that all appropriate data needed for instructional improvement are provided with approval of the appropriate department committee.

Student evaluations of instruction may be administered by the faculty member, the department chair, or a department designee. If administered by the faculty member, the instructor should not be in the room while students are completing the evaluation. If the evaluation is in written form, a designee should return the completed evaluations to the departmental office. Appropriate procedures will be developed by 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 completion must be provided in class when possible (for both written and online instruments). 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 results of the student evaluations of instruction will be returned to the faculty member and the department chair. When results indicate significant evidence of dissatisfactory performance on 40% or more of classes during one calendar year (spring and fall semesters), then evaluations for all courses from that instructor that year will be forwarded by the department chair to the dean of the college. The threshold of dissatisfactory performance on student evaluations of instruction is a course average of 2.25 or lower on a 5-point Likert scale (or equivalent) where lower values indicate lower satisfaction. In cases when evaluations are forwarded to the dean by the department chair, the faculty member must be given the opportunity to submit narrative with the evaluation results within 10 business days of the unsatisfactory report being sent to the dean. The results of student evaluations of instruction of the department chair will be distributed to the chair and the dean of the college.

The department chair, in consultation with the dean and faculty member, may also suggest further classroom evaluation by peers, attendance at instructional development activities provided by the Center for 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 to improve teaching. 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. Evaluations with response rates that are too low to be reliable (either fewer than 5 responses or below a 40% response rate, whichever is greater) will not be forwarded to the dean of the college.

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 Office of the Provost 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.

#### Appropriate Use of Student Evaluation of Instruction Information in Personnel Decisions

Faculty members may choose to report numerical results from the university-wide instrument and/or the specific department assessment instrument(s) for evidence of teaching effectiveness in personnel decisions (such as promotion, tenure, merit pay, or termination.). Faculty members may not be required to submit student evaluation of instruction results for these purposes. If faculty choose to include student evaluation of instruction results, then all evaluations for all courses taught must be included. Faculty members are encouraged to respond to the numerical results and/or students' written comments. For example:

- They may describe the content or teaching techniques that contribute to their success, or describe changes in content, teaching techniques, 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 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.

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

Individuals and committees involved in such personnel recommendations are expressly asked not to draw any inferences about the absence of these results from any faculty member's dossier.

Demonstrating teaching effectiveness is the responsibility of faculty members and may be achieved in a variety of ways, such as those listed in the preceding section. The use of the results of these evaluations may not be the sole factor in any kind of decision regarding promotion, tenure, merit pay, or termination.

*Approved by Faculty Senate 10-14-20. Amended Faculty Senate Bill 21-A-3; Approved by Faculty Senate 2-10-21, President Review 9/20-21, 15Day Review 11/19/21*

### Family Educational Rights and Privacy Act/Buckley Amendment

The University maintains students' educational records in a manner consistent with the Family Educational Rights and Privacy Act (FERPA) of 1974 (Buckley Amendment), Missouri statutes R.S.MO. 610.021(6) and 610.010(6), and the implementation of these acts. Faculty are expected to familiarize themselves with the procedures related to privacy and access to student records, which can be found in the Student Bulletin on the Registrar's website ([semo.edu/student-support/academic-support/registrar/bulletin/privacy.html](https://semo.edu/student-support/academic-support/registrar/bulletin/privacy.html)). Questions about the application of FERPA to teaching duties should be directed to the Registrar.

1. Faculty may find the following points helpful in interpreting FERPA/the Buckley Amendment but should be aware this is not a comprehensive list: School officials in the same university with a legitimate educational interest may view and discuss a student's records without a student's consent if those records are required to perform their instructional, supervisory, advisory, and administrative duties.
2. Students of age 18 or older must give consent for faculty to discuss their academic records (including grades, course work, etc.) with parents. Faculty should refer students to the "Permission to Release Confidential Information" form on the Registrar's website under the Forms section.
3. Student names and any other identifying information must be redacted from any graded materials included in Tenure/Promotion/RNTT-Merit files.
4. A faculty member's personal notes (notes that school officials make for their own use) are not included in the required documents that must be released to a student.
5. Faculty may not remove or destroy records after a student has requested to see them.

*Approved by Faculty Senate 2/28/24, President Review 3/1/24; Amends FS bills 12-A-30 and 31*

### Copyrighted Material

Faculty are expected to familiarize themselves and act in accordance with the university's official Copyrighted Material Policy and Procedures ([https://semo.edu/finance-admin/pdfs/finadm\\_08-08.pdf](https://semo.edu/finance-admin/pdfs/finadm_08-08.pdf)).

*Approved Faculty Senate bill 24-A-32 4/17/24, President Review 4/24/24; Amends FS bill 15-A-8*

### Textbook Policies

*Faculty Senate bill 23-A-2 begins here.*

The objective of the Textbook Policy is to support the educational mission of the University by providing students access to instructional materials to enrich their learning. Faculty should consider instructional value, access, and cost when selecting instructional materials. Generally, one text per course may be available for rental through the Textbook Rental Department. Any additional texts or other course materials (such as software, access codes, workbooks, etc.) not freely accessible must be made available for purchase through the Southeast Bookstore. Students pay a fixed rental fee per course. The rental fee(s) and costs for materials purchased through the Southeast Bookstore will be charged to the students' accounts and will appear on their university billing statement. The University encourages faculty to select Affordable and Open Educational Resources (A&OER) for use as primary or supplementary course materials when available and appropriate.

*Revised July 1992, Update 8/15/97, Approved by Faculty Senate 10/12/22, President Review 11/3/22*

### Textbook Procedures

*Faculty Senate bill 23-A-3 begins here.*

Textbooks available through the Textbook Rental Department 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. Multi-volume sets, with a maximum of three volumes
3. Interdisciplinary Courses

Requests for exceptions from these procedures must be approved by the department chair and college dean in consultation with the Textbook Rental Department and should be based on academic need. Textbook adoptions will be processed in the order received, followed by exceptions to the policy until the budget limit for new acquisitions is reached. If the budget limit has been reached, the chair and college dean of the affected department should consult with the Textbook Rental Department to determine whether the previous textbook(s) must continue to be used.

All faculty teaching sections of the same course should consult on and agree to use the same textbook and additional materials. Newly hired faculty wishing to change a textbook for a course not taught by other faculty should consult with their department chair and the Textbook Rental Department. Textbooks for graduate courses (600 level or higher) are ineligible for rental and must be made available for purchase through the Southeast Bookstore.

Faculty will submit textbooks requisitions to their department chair prior to the mid-semester deadline for the upcoming term, so chairs can submit the department's requisitions to the Textbook Rental Department and the University Bookstore by the submission date. Departments must notify the Textbook Rental Department of new textbooks, textbooks which are being terminated and no longer need to be stored/retained, and any courses exclusively using A&OER. Exact submission dates will be communicated by the Textbook Rental Department. A list of departments whose requisitions have not been submitted by the deadline will be forwarded to the college deans for follow-up.

Faculty should contact publishers directly for desk copies. However, copies of texts may be available to loan to faculty or graduate assistants only if extra copies are in inventory. Loaned copies must be returned in good condition within 14 days of the end of the semester or the department offering the course will be charged the cost of replacement. The affected department may require reimbursement from the person to whom the loan was issued.

Detailed policies and procedures for the Textbook Rental Department can be found at

[www.semo.edu/textbookrental](http://www.semo.edu/textbookrental)

*Revised, July 1992, Updated August 15, 1997, Approved by Faculty Senate 10/26/22, President Review 11/3/22*

### 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 a 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 Graduate Studies guidelines.

## **2. Department Responsibilities**

- a. 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 workload, 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.

## **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 follow up on the student's progress with periodic contacts with the supervisor as well as conferences and reports from the student.
- g. The faculty member should file a schedule of work experiences and activity guidelines with the department.
- h. 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 renumerate 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 matter.
- 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*

## Research

### 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 endeavors 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 endeavors 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 endeavors 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.

### Policy Regarding the Role of the Office of Research and Sponsored Programs

The Office of Research and Sponsored Programs 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 of Research and Sponsored Programs 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 of Research and Sponsored Programs 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. The Office of Research and Sponsored Programs 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 of Research and Sponsored Programs 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 Sponsored Programs Procedures and Guidance manual can be viewed at: <https://semo.edu/research-sponsored/policies-forms.html>

*Updated 8/15/97; Updated 10/5/05; Updated by Change Form 5/28/08*

## 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 11/2/11, President Review 11/11, Board of Regents Approval 12/15/11*

**Procedures** Faculty Senate bill 24-A-6 begins here.

Detailed guidelines and application procedures for these faculty development grants are reviewed every even year and published by the Grants and Research Funding Committee. Please see the GRFC Guidelines at Find Funding ([semo.edu/research-sponsored/funding.html](https://semo.edu/research-sponsored/funding.html)).

*Approved by Faculty Senate 1/31/24, President Review 2/9/24; Amends FS bill 11-A-32*

## 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 2/29/12, President Review 3/7/12, Board of Regents Approval 3/23/12*

**Procedures** Faculty Senate bill 12-A-7 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 Governors. 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 Governors 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 section include portions of Faculty Senate bill 83-A-4; Amended by Faculty Senate 2/29/12, President Approved 3/7/12, 15-Day Review 3/23/12*

### *Research Corporation*

Through its membership in AACSB, 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.

### *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:

#### **Exclusive Rights in Copyrighted Works** *Faculty Senate bill 88-A-11 begins here.*

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 11/9/88, Board of Regents Approval 12/88*

*Policy sections above not otherwise indicated were amended by Faculty Senate 2/29/12, President Reviewed 3/7/12, Board of Regents Approval 3/23/12*

## Photocopying Copyrighted Materials for Research

Please refer to section on PHOTOCOPYING COPYRIGHTED MATERIALS FOR TEACHING AND RESEARCH.

## Scientific Misconduct

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, but 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 adopted by Southeast Missouri State University 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.

This policy is available at: <https://semo.edu/finance-admin/policy-procedures.html>.

*Approved by Faculty Senate bill 24-A-31 on 4/17/24, President Review 4/24/2024; Amends FS bill 12-A-14*

## Research Involving Human Subjects

**Policy** *Faculty Senate bill 24-A-7 begins here.*

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 the Procedures portion of this section.

*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-XX; Approved by Faculty Senate 1/31/24, President Review 2/9/24; Amends 16-A-14*

**Procedures** *Faculty Senate bill 24-A-8 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.

The IRB shall maintain a web page to make available to the University community to list the charge, composition, meeting schedule, and procedures to follow for approval of a proposed study, 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.

### *IRB Web Page*

[Research Involving Human Subjects \(IRB\) \(semo.edu/academics/research/institutional-review.html\)](https://semo.edu/academics/research/institutional-review.html)

*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-XX; Approved by Faculty Senate 1/31/24, President Review 2/9/24; Amends 16-A-14*

## 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.

### Commencement

Commencement exercises are held two times annually – in the winter and spring.

*Approved by Faculty Senate 2/1/12, President Review 2/2/12, Board of Regents Approval 3/23/12*

**Procedures Regarding Full-Time Faculty Attendance at Commencement Exercises** *Faculty Senate bill 12-A-3 begins here.*

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 2/1/12, President Approval 2/2/12, 15-Day Review 2/12*

### Academic Distinction in the Department of the Major

**Policy** *Faculty Senate bill 24-A-4 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 full policy is available at [semo.edu/student-support/academic-support/registrar/graduation/academic-distinction.html](http://semo.edu/student-support/academic-support/registrar/graduation/academic-distinction.html).

*Approved by Faculty Senate 1/31/24, President Review 2/9/24; Amends FS bill 11-A-12*

**Procedures** *Faculty Senate bill 24-A-5 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. Full procedures are available at [semo.edu/student-support/academic-support/registrar/graduation/academic-distinction.html](http://semo.edu/student-support/academic-support/registrar/graduation/academic-distinction.html).

*Approved by Faculty Senate 1/31/24, President Review 2/9/24; Amends FS bill 11-A-13*

### Jane Stephens Honors Program

*Faculty Senate bill 24-A-25 begins here.*

The Jane Stephens Honors Program offers educational opportunities tailored to the special needs, aspirations, and motivations of students whose intellectual and creative abilities are outstanding. The goals of the Jane Stephens Honors Program 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.

Information regarding admission requirements, program completion, and becoming an Honors Faculty can be found at the Jane Stephens Honors Program website ([semo.edu/academics/honors-program/](http://semo.edu/academics/honors-program/)).

Program oversight is provided by the Director of the Jane Stephens Honors Program. The director 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. 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 3/20/24, President Review 4/9/24; Amends FS bill 11-A-14*

## CHAPTER 4: PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### Professional Development Program

*Faculty Senate bill 24-A-20 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 (Faculty Senate Bill 14-A-18 as outlined in Chapter 2 of the Faculty Handbook) requires that a one-time individual professional development allocation of \$1000 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.

### Other Institutional Professional Development Support

The University may maintain a variety of internal grant opportunities for faculty to fund certain specific activities or goals. The eligibility requirements, funding levels, and application and selection procedures are determined by the granting entity. On occasion, faculty members may be offered a release from part of their usual teaching loads 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 to tenured faculty for the purpose of professional advancement. A sabbatical leave is not automatic; rather, it is awarded based on 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 most 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 one semester at full salary or for a full academic year at one-half salary. The 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 are 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 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 department or university procedures.

#### *Leave With Compensation*

A faculty member on this type of leave receives salary, benefits, or other compensation, the amount of which is determined through the deliberative process which awards the leave. This type of leave entails a teaching 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 are set out in the "Faculty Leave Program Procedures."

*Approved by Faculty Senate 3/20/24, President Review 4/9/24; Amends FS bill 11-A-21*

### *Faculty Leave Program Procedures:*

*Faculty Senate bill 11-A-24 begins here.*

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 judgements 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 Governors 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 1/27/93; Amended by Faculty Senate 4/20/11, President Approval 4/20/11, 15-Day Review 4/11*

## Professional Travel

**Policy** *Faculty Senate bill 24-A-15 begins here.*

When conducted under the auspices of the University, faculty professional travel will follow established policy. For more information regarding travel policy, consult Business Policies & Procedures 07-01: Travel Policy ([semo.edu/finance-admin/pdfs/finadm\\_0701policy\\_2012.pdf](https://semo.edu/finance-admin/pdfs/finadm_0701policy_2012.pdf)).

*Approved by Faculty Senate 2/14/24, President Review 2/27/24; Amends FS bill 16-A-14*

**Procedures** *Faculty Senate bill 24-A-16 begins here.*

Each academic year funds are allocated to every department on a full-time-equivalent faculty basis to help faculty members defray the costs of attending professional meetings. Each department 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.

All travel outside of the continental United States requires prior written authorization from the 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 Travel Authorization Form and/or Request to Be Away from Assigned Duties form which must be approved by the department chairperson, dean, and provost if traveling internationally.

For more information on travel reimbursement, consult the Business Policies & Procedures OP 07-02; Travel Procedures ([semo.edu/finance-admin/pdfs/finadm-07-02-travelprocedure.pdf](https://semo.edu/finance-admin/pdfs/finadm-07-02-travelprocedure.pdf)).

*Approved by Faculty Senate 2/14/24, President Review 2/27/24; Amends FS bill 11-A-21*

## Faculty Development

### 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 salary or for a full academic year at one-half salary. The 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 and approved 3/27/19, President Approval 11/11/19, Board of Regents Approval N/A*

**Procedures** *Faculty Senate bill 19-A-7 begins here.*

### **Eligibility and Special Conditions**

4. Only tenured faculty are eligible to apply for a sabbatical leave.
5. 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.
6. A sabbatical leave may be granted to the same person only once every seven years.
7. The applicant agrees to return to the University for at least one year following the year of the sabbatical.
8. 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.
9. 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 department 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 Committee. Proposals are then to be reviewed by the dean and the College Tenure and Promotion 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 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 on 4/85, Board of Regents Approval 6/85; Amended by Faculty Senate bill 11-A-23 on 4/20/11, President Approval 4/20/11, 15-Day review 4/11; Amended by Faculty Senate 3/27/19, President Approval 11/11/19, 15-Day Review 11/22/19*

### Funding for Results

Please visit Funding for Results for information (<https://semo.edu/about/accreditation/provost/faculty-resources/funding.html>).

## CHAPTER 5: ACADEMIC POLICIES

### Student Credit Hour Definition

*Faculty Senate bill 24-A-17 begins here.*

The University defines a credit hour as follows (adapted from Federal Statute 34 CFR 600.2): The unit for counting credit is the semester hour. A minimum of 750 minutes of lecture or 1200 minutes of workshop or 1500 minutes of laboratory is required for each semester hour of credit, as noted on the Registrar's website ([semo.edu/student-support/academic-support/registrar/bulletin/policies.html#credit-hour](https://semo.edu/student-support/academic-support/registrar/bulletin/policies.html#credit-hour))

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.

### Class Schedule Types

Information about class schedule types including codes, descriptions, workload, and contact hours can be found at: [semo.edu/pdf/hidden/acaaffairs/ScheduleTypes.pdf](https://semo.edu/pdf/hidden/acaaffairs/ScheduleTypes.pdf)

### Determining Credit Hours for 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 class schedule 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. 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 designated class schedule types, 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.

*Approved by Faculty Senate 4/3/24, President Review 4/9/24; Amends FS bill 12-A-24*

### 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.

## 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.

### 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, Health and Human Services, 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 outlines in the following section entitled College Council: College of Education, Health and Human Services. All items involving professional teacher education are referred from the College of Education Council.

### Graduate Council

The Graduate Council reviews all policy matters affecting the graduate program and all proposals for new courses, new programs, and graduate faculty status. The Council also advises the Provost concerning matters affecting the quality and development of the graduate program.

### General Education Council

The General Education Council oversees all policy matters affecting the General Education Program and all proposals for new courses or changes in the treatment of the General Education learning outcomes (GELOs) in existing courses. The Council also advises the Provost's Office concerning matters affecting the quality and development of the program, resource allocations, and review and assessment procedures.

### 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, Health and Human Services Council to the Provost; graduate proposals flow from the Graduate Council to the Provost; and General Education recommendations flow from the General Education 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 honor courses flow from the college to the Honors Council.

## 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, Board of Regents Approval 12/15/17*

**Procedures** Faculty Senate bill 23-A-10 begins here.

**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 or by 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 to 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 in 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, and the dean of Graduate Studies. 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.

#### **Regular (cyclical) Program Review**

1. Standard institutional data required for the self-study will be made available by the Office of Institutional Research by March 15 for reviews scheduled in the subsequent academic year.
2. 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.
3. Accredited programs will submit the most recent comprehensive report used for a successful initial accreditation or reaccreditation, including any subsequent findings and follow-up requirements.
4. The college dean reviews the department's self-study and 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.
5. 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 consultation meeting with the department chair to clarify and discuss any substantial issues of concern that may have been identified. Possible committee recommendations may include:
  - a. Maintain/Enhance: The program is strong, and goals align with activities for continued growth, marketing strategies, recruiting and retention, curricular development, and overall stability. If applicable, recommendations for areas of enhancement will be made.
  - b. Transform: Significant changes are required. Areas of concern may include low or decreased enrollment, lack of goals, confusion of options or degrees. Recommendations may include merging options within a degree or merging with similar programs, requiring a follow up with goals that specifically address areas for growth and align with curricular development, or clear recruitment and retention practices.
  - c. Eliminate: Program is no longer viable.
6. The provost reviews the self-study, dean's recommendation, and accreditation report (if applicable), and the Academic Program Review Committee report. The provost may request a follow-up meeting with the college dean and department in cases where the Academic Program Committee report indicates Transform or Eliminate. The provost then provides a recommendation to the president.

7. 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. Policy and procedures related to program elimination can be found in Chapter 5 of the Faculty Handbook in the section titled “Academic Restructuring.”
8. 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 10/11/23, President Review 10/18/23, 15-Day Review 11/13/23, Amends FS Bill 17-A-19*

### 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 level, the course approval procedure is normally one of notification unless questions arise about the course approval. Graduate, General Education, 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 General Education 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 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 Governors, and the Coordinating Board for Higher Education.

*Approved by the Academic Council – September 4, 1990*

### Online Course and Program Approval Procedures

*Faculty Senate bill 13-A-24 begins here.*

1. All online courses must be offered through the Office of Instructional Technology (OIT) using the current learning management system.
2. The Director of Southeast Online is assigned responsibility for the coordination of online instruction, programming, and reservation of seats for online students as needed.
3. Procedures 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 Southeast Online 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 Southeast Online. 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 Director of Southeast Online.
      - 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 CTL 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 Director of Southeast Online. This list should identify any new online courses and any new online instructors. The Director of Southeast Online will review the list of proposed courses to ensure that the above procedures have been followed.

The Director of Southeast Online will share information on proposed online course offerings each semester with the Dean of Kent Library, Vice Provost (General Education), Textbook Services, and any other affected support offices.

*Approved by Faculty Senate 4/24/13, President Approval 5/1/13, 15-Day Review 6/13*

#### College Council: College of Education, Health and Human Studies

The College Council is to serve on behalf of the College of Education, Health and Human Studies as a coordinating and reviewing body for all teacher education programs. Under the leadership of the Dean of the College of Education, Health and Human Studies, 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, Health and Human Studies, 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, Health and Human Studies, 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, Health and Human Studies 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 within 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, Health and Human Studies 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.

### **Curricular Responsibilities**

The primary responsibility for the initiation, development, and implementation of teacher education programs lies with the faculty of the College of Education, Health and Human Studies. The College of Education, Health and Human Studies, 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 2/7/89*

### **Graduate Council**

The Graduate Council has the primary monitoring and policy responsibility for graduate studies. Under the leadership of the Dean of Graduate Studies, 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 matter 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 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 to serve terms of three years. Membership on the council is composed as follows:

1. Designated Liaison Officers: The Provost and the chairperson of the Academic Affairs Committee of the Faculty Senate.
2. 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.
3. Faculty Representatives: There will be two members from each college elected by the graduate faculties of the respective college for three-year terms. Additionally, any college 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 Graduate Studies 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*

### **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, and colleges. 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 and Approved by Faculty Senate 12/1/10, President Review 12/10, Board of Regents Approval 12/8/10*

**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, and 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.

#### *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 Council(s), and the dean(s), and, when appropriate, by the Graduate Council or General Education 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.

#### *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 Councils and deans, c) the Graduate Studies Council or General Education 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 Governors, as appropriate.
6. The Board of Governors 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 Councils. College 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 Councils, with 5 additional working days waiver through permission from the Provost: All College Council documents are submitted to the appropriate deans. The deans consider the proposal. Authors of College 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 Councils, and dean levels are submitted to the Academic Council (and Graduate Studies Council and General Education 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 of 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 Governors of the recommendation, as appropriate.
9. The Board of Governors takes action on any recommendations by the President.

*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 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 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 Tenure and Promotion Committee, which will serve as the College Advisory Committee.
5. Any member of the College Advisory Committee who is also considered to be a potentially affected faculty member, according to the department chair's recommendations, will be replaced during the College 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.
6. The tenured and probationary tenure-track faculty under consideration for discontinuance by the College Tenure and Promotion Committee will have three weeks in which to prepare their professional dossiers for review by the College 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 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 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 Committee and forwards their recommendation to the President, along with the College 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 Governors.
11. The President makes their recommendation to the Board of Governors.
12. The Board of Governors takes action on any recommendations by the President.
13. The Provost determines the possibility of reassignment for the 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 average for that position, and adhere henceforth to the Tenure and Promotion Guidelines of the program to which they are assigned.
16. If a tenure-track position is not vacant, but an RNTT position for which the faculty member is qualified is vacant, the tenure/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 Governors of their recommendation, as appropriate.
20. The Board of Governors 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 Governors, 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 of Governors, 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 2/16/11, President Approval 2/16/11, 15-Day Review 3/7-3/30/11*

### Academic Honesty

*Faculty Senate bill 24-A-11 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. The full policy and procedures for adjudicating alleged violations of academic honesty are available in the "Academic Honesty" portion of the Undergraduate Bulletin available at [semo.edu/student-support/academic-support/registrar/bulletin/policies.html#academic-honesty](http://semo.edu/student-support/academic-support/registrar/bulletin/policies.html#academic-honesty).

*Approved by Faculty Senate 2/14/24, President Review 2/27/24; Amends FS bills 19-A-9 and 19-A-10*

### Academic Fresh Start

**Policy & Procedures** *Faculty Senate bill 24-A-26 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. Full policy and procedures for granting an Academic Fresh Start are available at [semo.edu/student-support/academic-support/registrar/bulletin/policies.html#academic-policies](http://semo.edu/student-support/academic-support/registrar/bulletin/policies.html#academic-policies)

*Approved by Faculty Senate 3/20/24, President Review 4/9/24; Amends FS bill aa-A-7*

## CHAPTER 6: INFORMATION TECHNOLOGY

### 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 a 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 Information Technology and Network Systems Acceptable Use Policy and Procedures, "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 below).

#### 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; and
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-A-12, 88-A-12, 88-A-13, and 88-A-14 are hereby repealed 2/24/16; Approved by Faculty Senate bill 16-A-5 on 2/24/16, President Review 8/9/16, Board of Regents Approval 9/9/16*

**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 6 months. Passwords should not be displayed openly in written material.

### Use of Computer Facilities

Users agree to comply with all guidelines and restrictions outlines 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 illicit 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 2/24/16, President Review 8/9/16, 15-Day Review 8/10/16*

## 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 member 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 2/6/19, President Review 6/20, Board of Regents 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 their 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 they solely own 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 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 content of an online class available to a faculty member to teach, that faculty member may utilize their 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 a co-ownership with the University.

Course material that is housed on servers belonging to publishers are subject to publisher's agreement.

*Approved by Faculty Senate 2/20/19, President Review 6/20, 15-Day Review 10/31/19*

## CHAPTER 7: OTHER POLICIES AND AREAS OF INTEREST TO FACULTY

*Faculty Senate bill 24-A-21 begins here.*

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 online ([semo.edu/finance-admin/policy-procedures.html](http://semo.edu/finance-admin/policy-procedures.html)).

*Guidelines for Partisan Political Action on Campus*

View the Partisan Political Action on Campus in the Business Policies and Procedures Manual online at [semo.edu/finance-admin/\\_pdfs/finadm\\_01-05\\_policy.pdf](http://semo.edu/finance-admin/_pdfs/finadm_01-05_policy.pdf).

*Affirmative Action/Equal Employment Opportunity*

View the Affirmative Action/Equal Employment Opportunity Plan in the Business Policies and Procedures Manual online at [semo.edu/finance-admin/\\_pdfs/finadm-03-02-policy.pdf](http://semo.edu/finance-admin/_pdfs/finadm-03-02-policy.pdf).

*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 [semo.edu/finance-admin/\\_pdfs/finadm-01-02-policy.pdf](http://semo.edu/finance-admin/_pdfs/finadm-01-02-policy.pdf).

*Anti-Harassment and Non-Discrimination*

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 Anti-Harassment and Non-Discrimination Policy may be viewed in the Business Policy and Procedures Manual online at [semo.edu/finance-admin/\\_pdfs/finadm-01-03-policy.pdf](http://semo.edu/finance-admin/_pdfs/finadm-01-03-policy.pdf).

*Students and Faculty Members with Disabilities*

Southeast Missouri State University is a community of scholars, researchers, educators, students, and staff members devoted to the pursuit of knowledge. In keeping with its policies and practices, the University is committed to providing individuals with disabilities access to its programs, services, and activities. Pursuant to Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and other applicable federal, state, and local laws and regulations, Southeast admits and evaluates students, and hires and evaluates employees, on the basis of individual merit and prohibits discrimination and harassment against a qualified individual with a disability.

Student requests for accommodation and support services must originate with the student. Faculty should refer students with disabilities to Accessibility Services ([semo.edu/student-support/health-wellness/accessibility-services/](http://semo.edu/student-support/health-wellness/accessibility-services/)). 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, Accessibility Services will act as a consultant. Faculty must assure that course and instruction and materials are accessible and implement accommodations and should include information on course syllabi for any course-specific requirements students must follow to schedule extended exam times, alternate exam sites, or other academic adjustments. Faculty members seeking accommodation and support services should contact Human Resources ([semo.edu/hr/](http://semo.edu/hr/)).

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 Office of Equity Initiatives ([semo.edu/equity](http://semo.edu/equity)). 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.

*Tobacco Usage in the Workplace Policy*

View the Tobacco Use in the Workplace Policy in the Business Policies and Procedures Manual online at [semo.edu/finance-admin/\\_pdfs/finadm-01-15-policy.pdf](http://semo.edu/finance-admin/_pdfs/finadm-01-15-policy.pdf).

### *University Communications & Marketing*

Information about University Communications & Marketing can be found online ([semo.edu/marketing-communications/](https://semo.edu/marketing-communications/)).

### *Campus Life & Event Services*

Information about campus life and the promotion of events can be found online ([semo.edu/campuslife/](https://semo.edu/campuslife/)).

### *University Travel*

Information about the University Travel Policies can be found online at [semo.edu/finance-admin/\\_pdfs/finadm-07-02-travelprocedure.pdf](https://semo.edu/finance-admin/_pdfs/finadm-07-02-travelprocedure.pdf).

### *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 [semo.edu/finance-admin/\\_pdfs/finadm\\_03-04\\_policy\\_2012.pdf](https://semo.edu/finance-admin/_pdfs/finadm_03-04_policy_2012.pdf).

*Approved by Faculty Senate 2/28/24, President Review 3/1/24; Amends FS bill 16-A-3*

## CHAPTER 8: APPENDIX

*Faculty Senate Bill 00-A-8 removed "Faculty Senate and University Committee Structure" from Chapter 8 and replaced a revised version in Section 1.G.4.a. 8/28/07; Faculty Senate Bill 82-A-2 begins here, Approved 4/1985, President Modified and Approved 8/1982; Amended by Faculty Senate 9/1982; Amended by Faculty Senate 4/1985; Updated 8/15/97; Updated by Faculty Senate 4/26/23, 15 Day Review 5/23/23, Posted to Faculty Handbook 6/23*

### 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.

### Faculty Senate Constitution

#### 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 Governors; 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 equitable as practical.
  - b. Kent Library 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 the 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 the Senate bylaws.
5. The Faculty Senate may enact bylaws to set forth specific requirements for attendance and individual decorum during its meeting.

**C. Term of Office.**

6. The term of office for Senate members shall be three years.
7. One-third of the membership shall be elected each year.
8. In department 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 department 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 department unit shall then vote in a general election to select its representative. The candidate receiving the highest number of votes shall serve as the 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 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 the Faculty Senate bylaws.
3. The Executive Committee shall serve as the liaison between the Faculty Senate and the university president.

- B. Elections 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 that candidate shall be declared the winner.
  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 Faculty 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 consulting 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, 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 Governors, 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 Governors.**
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 Governors, 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 the president's action.

3. In the event the university president wishes the Faculty Senate to reconsider a recommendation, the president 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 Governors 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 Governors 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 Governors to present the case for the Faculty Senate and to receive an answer with all the 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 30 days of its introduction.
4. An amendment must be voted on by the Faculty Senate at a regularly scheduled meeting within 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 a ballot attached, shall be sent to all faculty members, along with any recommendations of the Faculty Senate, not more than 30 days after Step A has been completed.**

1. The amendment shall be voted on by the faculty within 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 immediately 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 constitution's 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 15 days after such notice, unless objections in writing shall have been received from 5 percent 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 2/1982, Amended 4/1982, Amended 5/1983, Amended 4/1993, Updated 8/15/97*

#### 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 to serve on committees, task force, 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 Governors.
- 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 Governors.
- 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 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 Center 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, Resolution 7-3 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 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*

#### 6.00 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 website and communicated electronically to all senators, alternates, and others on the Senate mailing list as 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 administrative assistant 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 Governors 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.

*Updated 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 bylaws.

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 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 Governors. 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 Governors, 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 Governors, 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 website which contains at a minimum the following information: (1) a current list of senators and alternates and their contact information, (2) a list of 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 website 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's administrative assistant 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 website 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 website 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 sollicitating 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 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 11-8 11/16/11, Amended by Faculty Sente Resolution 15-7 12/2/15*

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 and Kent Library be represented on each committee.

*Amended by Faculty Senate Resolution 11-8 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 11-8 11/16/11; Amended by Faculty Sente 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 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 Resolution 07-03 8/28/07; Amended by Faculty Senate Resolution 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 dean of graduate studies, the vice president for enrollment management and student success, 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 8/28/07*

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 to 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 Resolution 07-03 8/28/07*

7.551 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 finance and administration, and the director of institutional research. The Faculty Senate 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 Resolution 07-03 8/28/07*

7.552 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.

7.553 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/emera status for retiring faculty.

*Amended by Faculty Senate Resolution 07-03 8/2/07; Amended by Faculty Senate Resolution 17-2 10/4/17*

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 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 confirmations 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 and Kent Library; one alternate faculty member from each of the colleges 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 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 12/2/16*

7.72 A 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*

## 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*

## Bylaws

### Article 1 – 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 Governors.

#### 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*