ARKANSAS STATE UNIVERSITY – NEWPORT

FACULTY HANDBOOK

2025–2026

ASU-NEWPORT AVIATORS

JEANNA MASON
OUTSTANDING FACULTY OF THE YEAR

2025 ASUN OUTSTANDING FACULTY OF THE YEAR
Dr. Jeanna Mason

Jeanna is a dedicated educator who strives to inspire confidence and curiosity in her students both in and out of the classroom. She upholds rigorous standards in the classroom and encourages her students to use their interests to inspire collaboration as they research and develop their writing skills. She works diligently with concurrent faculty to ensure equitable rigor of instruction in composition and literature courses. She also enjoys collaborating with her colleagues, sharing the best practices for student engagement and success in the classroom.

Jeanna also demonstrates this dedication through her work with Honors Program students, mentoring individual students who have chosen her to work with them as they complete their research projects. Additionally, she serves as one of the advisors to the student honors association, Phi Theta Kappa, working alongside the other advisors as they guide students in their chapter research projects and campus service activities. Jeanna is currently serving as the ASUN Faculty Association President, which allows her to serve her colleagues and represent their interests to campus administration.

Jeanna is the recipient of the 2025 Phi Theta Kappa Distinguished Paragon Advisor Award, which recognizes her service to the students of the Beta Nu Gamma Phi Theta Kappa chapter and her support of their service to ASUN and the surrounding communities.

Dr. Jeanna Mason will be inducted into a prestigious group of ASUN educators:

FACULTY AVIATOR
Hall of Fame

2003	David Jamieson		2015	Melinda Odom
2004	Bridget Burns-Collins		2016	Jessica Wrenfrow
2005	Tanya Hagler		2017	Misty Stroud
2006	Jeanette Youngblood		2018	Shannon (Keller) Riley
2007	Stacy Mooneyhan		2019	Lori Polston
2008	Janna Ellis		2020	Sarah Webb
2009	Anna K. Westman		2021	Irina Reynolds
2010	Sandra Provence		2022	Stacie Hay
2011	Sherri Smith		2023	Latisha Clark

2012	Betsy Walker	2024	Stephanie (Wilson) Bryant
2013	Ken Beach	⭐ **2025**	Dr. Jeanna Mason
2014	Jack Osier		

Faculty Handbook
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WELCOME FROM THE PROVOST

Welcome to the academic team of Arkansas State University-Newport! As the Provost, I am delighted to have you join us. Your expertise, perspectives, and dedication to teaching are invaluable assets to our institution.

At ASUN, our commitment to teaching and learning is more than just a statement; it is the foundation of everything we do and the key to our students' success. Your efforts to guide, inspire, and adapt to the evolving needs of our students are crucial to this mission.

We are proud of our faculty and grateful for your decision to join our team. Together, we will continue positively impacting students, communities, industry partners, and each other. Here's to a year filled with education, growth, and transformation. Welcome aboard!

Sincerely,

Dr. Typhanie Myers
Provost/VC for Academic and Student Affairs

In 2022, Dr. Typhanie Myers was appointed as the fourth ASU-Newport Vice Chancellor for Academic Affairs. In 2023, she became the Provost / Vice Chancellor for Academic and Student Affairs. Dr. Myers also oversees Workforce Development.

Introduction

The *Faculty Handbook* is an official publication of the Arkansas State University-Newport Office of the Provost. ASUN's most important efforts are focused on teaching, learning, and student support. ASUN strives to provide instructional support mechanisms to ensure faculty have the resources needed to make sure student learning and success remain the top priority.

The Faculty Handbook is designed to support you by providing essential information and guidance for teaching at ASUN. It offers an overview of the college's mission, vision, and values. In this handbook, you will also find valuable information, processes, and policies that are easy to navigate and beneficial to your role. For further details, please refer to the ASU System Employee Handbook and other resources available at https://www.asusystem.edu/about/ and our website at https://www.asun.edu/.

Arkansas State University-Newport, by and through the Arkansas State University Board of Trustees, reserves the right to revise, modify, and repeal any of its policies through future actions. Much of the material contained in this handbook is summarized and may not include complete details of complex policies or laws, and it does not purport to be comprehensive. Please be sure to consult with your Program Director and Dean. You may also direct questions to the Office of the Provost at provost@asun.edu.

SECTION I: INSTITUTIONAL INFORMATION

MISSION

ASUN will provide accessible, affordable, innovative learning opportunities that transform lives and strengthen the regional economy.

VISION

Empowering Individuals. Advancing Communities.

VALUES

ASUN's core values of belonging, compassion, diversity, innovation and integrity shall drive our institutional priorities and goals.

♦ **Belonging**... acceptance, support, and engagement of all people to ensure they feel welcome, valued, and that their perspective matters.

♦ **Compassion**... kindness, empathy, and service to others stemming from a desire to help and make a positive difference in a person's life.

♦ **Diversity**... respect, understanding, and appreciation for all people regardless of real and perceived differences.

♦ **Innovation**... encouragement and adoption of forward-thinking ideas that allow for sustainability, growth, responsible stewardship of resources, and academic advancement.

♦ **Integrity** . . . consistent adherence to strong moral and ethical principles including respect, loyalty, trust, and accountability.

A Brief Historic Overview

ASUN is a relatively young institution, but it has undergone several changes in its short lifetime.

1970

1976: Arkansas State University-Newport (ASUN) is founded as White River Vocational Technical School.

1980

1990

1992: ASUN merged with Arkansas State University-Beebe and became ASU Beebe/Newport.

2000: The Arkansas Board of Higher Education approved ASUN to be its own, stand-alone institution.

2000

2001: Dr. Larry Williams was hired as ASUN's first Chancellor.

2006: The Higher Learning Commission of North Central Accreditation awards ASUN a ten-year accreditation.

2008: ASU Jonesboro and Marked Tree technical centers join ASUN.

2010

2013: ASUN hired its second Chancellor, Dr. Sandra Massey.

2016: ASUN adds a secondary center - the IGNITE Academy.

2017: ASUN's HLC Accreditation was renewed for another ten years; ASUN selects to be on the "Open Pathway."

2020

2021: ASUN hired its third Chancellor, Dr. Johnny Moore.

2023: ASUN added Athletics (Men's Basketball and Women's Softball) and an Honors Program.

GETTING TO KNOW ASU-NEWPORT

ASU-Newport's main campus is located in Newport (Jackson County). In addition, ASU-Newport has campuses in Jonesboro (Craighead County) and Marked Tree (Poinsett County). ASU-Newport also serves two correctional facilities in Newport (Grimes and McPherson) as well as several K-12 schools. Some programs are offered on all three campuses whereas other programs are unique to a specific campus.

NEWPORT

Unique Programs:
- Agricultural Technology
- Diesel Technology
- Emergency Medical Technician
- High Voltage Lineman Technology
- Radiologic Technology
- Surgical Technology
- Traditional Registered Nursing

Main IGNITE campus

JONESBORO

Unique Programs:
- Advanced Manufacturing
- Culinary Arts
- Industrial Maintenance
- Welding

Main transfer degree campus:
- AA General Education
- AS Business
- AS Education
- AS Natural Science

MARKED TREE

Unique Programs:
- Automotive Service Technology
- Computer Networking Technology
- Cosmetology
- Energy Control Technology
- Esthetics

Online Programs
- Business Management and Supervision
- Criminal Justice
- Data Science-Data Analytics

GETTING TO KNOW OUR STUDENTS
Based on Academic Year 2024, ASUN enrolled **4,192** students.

TOP 5 STUDENT TYPES
1) Transient: 1,720
2) Continuing: 857
3) Concurrent: 582
4) First Time in College: 429
5) Transfer: 243

GENDER
Female	2735
Male	1452
Unknown	5

ATTENDANCE STATUS
Full-time	1093
Part-Time	3099

TOP 5 COUNTIES OF RESIDENCE
1) Craighead: 1,250
2) Out-of-State: 435
3) Jackson: 406
4) Poinsett: 356
5) Pulaski: 172

AGE BRACKETS
Less than 18	682
18-24	2514
25-29	358
30-39	385
40-49	192
50 and over	61
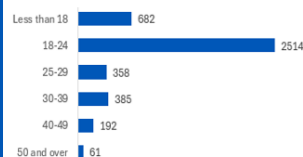
TOP 5 PROGRAMS
1) AA-General Education: 369
2) TC-Pre-Health 317
3) AAS-Nursing (Traditional): 237
4) TC-Practical Nursing: 156
5) AA-Business: 93

ONSITE VS ONLINE
- Online 56%
- Hybrid 17%
- Onsite 27%

STRATEGIC PRIORITIES

Strategic Priority 1 – Student Success

Develop and implement a holistic student life model that reduces barriers and engages students. Provide high-impact growth and development opportunities recognizing the diversity of students.

Strategic Priority 2 – Employee Success

Embrace employee-centric processes and opportunities to enhance recruitment, job satisfaction, and retention. Foster a culture that supports diversity, equity, and inclusion.
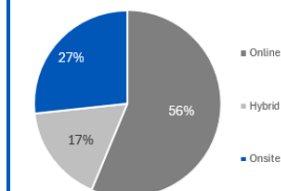
Strategic Priority 3 – Institutional Excellence

Advance a culture of responsible stewardship that enhances effectiveness and efficiency. Utilize data-driven decision-making to strengthen operational systems and processes.

Strategic Priority 4: Community Engagement

Cultivate and strengthen partnerships that support the college mission and the common good. Serve and engage communities to promote social, economic, and cultural growth.

Resource:
For more detailed information on focus areas and key performance indicators, consult the strategic plan, "2022-2027 ASUN Flight Plan: https://files.asun.edu/strat_plan/ASUN_Flight_Plan2022-2027_web.pdf

INSTITUTIONAL LEARNING OUTCOMES

ILO 1: Communication
Students will express ideas, knowledge, and concepts in a clear and concise manner.

a) Written
b) Verbal
c) Interpersonal

ILO 2: Reasoning
Students will apply reasoning skills in a variety of environments, which demonstrates problem-solving and applied knowledge.
a) Explore
b) Locate
c) Interpret
d) Evaluate
e) Apply

ILO 3: Responsibility
Students will participate in service activities that instill in them a sense of social responsibility.

a) Civic
b) Academic
c) Financial

ACADEMIC AFFAIRS GOALS
2025 - 2026

Strategic Priority 1: Student Success

- Secure resources for continuous improvement in academic programs and student success.
- Ensure implementation of best practices to increase student success.
- Provide social, academic, and cultural programming to build a strong sense of community among students and foster intellectual curiosity and promote lifelong learning.

Strategic Priority 2: Employee Success

- Provide opportunities for continued growth and development based on needs and requested training.
- Expand the onboarding processes of faculty and staff to prepare them to be successful in their role.

Strategic Priority 3: Institutional Excellence

- Maintain Higher Learning Commission accreditation.
- Analyze the need for credit/noncredit programs based on industry needs and workforce trends.
- Utilize data-driven decision-making to strengthen academic and student affairs processes.

Strategic Priority 4: Community Engagement

- Maintain and strengthen relationships with community partners.
- Increase opportunities for faculty, staff, and students to serve and engage within ASUN communities.

SHARED GOVERNANCE

Shared Governance, as defined by the American Association of University Professors (AAUP), is the "joint responsibility of faculty, administrators, and governing boards to govern colleges and universities."

Shared Governance at ASU-Newport is anchored in **Strategic Priority 3: Institutional Excellence**, which emphasizes the advancement of "a culture of responsible stewardship" as well as in **Strategic Priority 4: Community Engagement** which highlights the goal of "cultivat[ing] and strengthen[ing] partnerships that support the college mission and the common good." It is also steered by the **Higher Learning Commission's Statement on Shared Governance** that asks institutions of higher education to "facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate" (Core Component 4.A.). Together with the governing board, administration, staff, and students, faculty members make up the group of internal stakeholders.

Efficient collaborative structures across the institution ensure that appropriate stakeholders are involved in the work of establishing academic requirements, policies, and processes.

Resources
SOP 1003 (Institutional) Shared Leadership (Institutional):
https://files.asun.edu/sops/1000/1003_Shared_Leadership.pdf
HLC Core Component 5.A.: https://www.hlcommission.org/Policies/criteria-and-core-components.html

The Role of Faculty in Shared Governance

A primary collaborative structure that ASU-Newport relies on to facilitate shared governance is that of committees. Faculty, staff, administrators, students, and community members serve on committees to generate a broad perspective on institutional goals and priorities. Faculty members have the primary responsibility for areas of curriculum, pedagogy, and research, and therefore steer the Curriculum Committee and the Program Review Committee, which are two standing committees within the Faculty Association. In addition, faculty members serve on several other institutional committees. Academic Deans recommend faculty to the Provost for service on select committees.

Faculty also collaborate with other faculty in their division through department and division-level work.
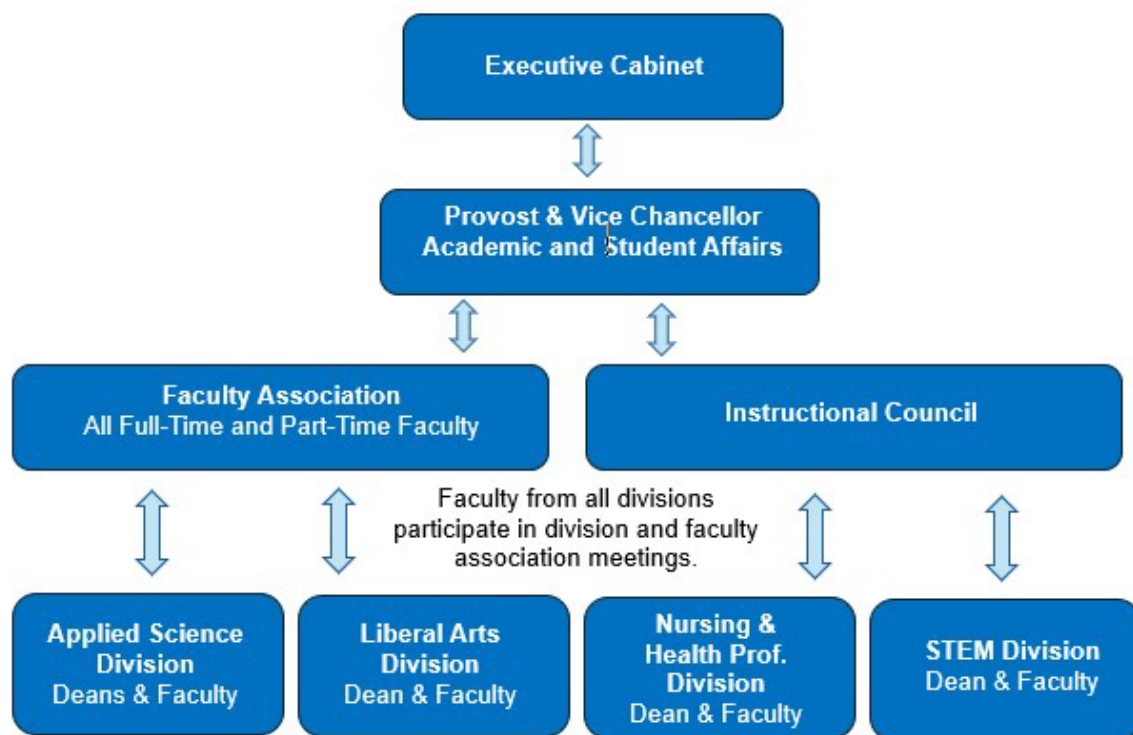
Faculty Association

The Faculty Association extends committee-as-a-whole privileges to all full-time faculty. All members of the instructional staff, both full-time and part-time, with the rank of instructor or above, are members of the Faculty Association. All faculty members, both full-time and part-time, are encouraged to participate in the organization which proposes "to promote the effectiveness of ASUN in the discharge of its responsibilities, to affect closer coordination among the various areas of the ASUN campuses, and to provide a means by which the special competencies of the members of the instructional staff may be utilized more fully in the formulation and execution of the academic programs of the institution."

Resources

Faculty Association Constitution and By-Laws (Appendix G)

Executive Committee

The Executive Committee will have monthly meetings and provide each of the committee chairs with an opportunity to provide a report about the current business of the committee. Twice per year, the Executive Committee will facilitate the convening of a meeting of the Committee of the Whole.

Curriculum Committee

The Curriculum Committee is one of the standing committees within the Faculty Association and it works with the Provost to examine the current and proposed curriculum for the institution. This evaluation will include all new course offerings, new or substantive changes to programs,

deletions of programs, and removal of courses for the offering. The Curriculum Committee will also gather reports from the Program Review Committee to help maintain oversight of the programs of the institution. The committee lacks administrative oversight and has no financial or liability responsibilities.

The committee is made up of members who are selected as representatives of their respective areas and include the following: two members from each academic division (Applied Science, Liberal Arts, Nursing & Health Professions, STEM, and Adult Education) as well as the Coordinator of Academic Support Services and standing representatives from Financial Aid and Advising. See Appendix A for information on how to initiate curriculum changes and the curriculum process.

Resources
Curriculum Committee Guide: MS Teams "Curriculum Committee"
Curriculum Committee Forms: MS Teams "Curriculum Committee"
Curriculum Process: Appendix A

Program Review Committee
The Program Review Committee is another standing committee within the Faculty Association. The work of the Program Review Committee is to ensure that all academic programs are operating at the uppermost levels of academic quality and are aligned with the mission of the institution. The Program Review Committee will work with the Dean for Assessment and Accreditation to establish a timeline for course and program reviews and support Academic Deans and faculty members working on internal and external program reviews. After program review reports are submitted to the committee, members will evaluate reports and provide feedback. The committee lacks administrative oversight and has no financial or liability responsibilities.

The committee is composed of members who are selected as representatives of their respective areas and include members from each academic division, including Applied Science, Liberal Arts, Nursing & Health Professions, STEM, and Adult Education.

The Resolution Committee
The Resolution Committee is the fourth standing committee within the Faculty Association, and its area of focus is to work on specific faculty recommendations and then present the committee's recommendations to the Faculty Association's Executive Committee.

Resources
Faculty Association Constitution and By-Laws (Appendix G)

SECTION II: ACADEMIC POLICIES AND PROCEDURES

Academic Freedom and Responsibility

Faculty academic freedom at ASUN is crucial for fostering an inclusive and dynamic educational environment. It allows educators to teach, research, and express ideas freely, enriching the learning experience for students. This freedom supports the creation of relevant and innovative curricula that meet the needs of a diverse student body and prepare students for informed participation in a democratic society.

However, balancing academic freedom with maintaining the college's reputation and upholding its mission is essential. Faculty should exercise their freedom responsibly, promoting respectful dialogue and adhering to ethical standards. This balance ensures a high-quality educational experience and fosters a supportive environment where faculty and students can thrive intellectually and professionally.

ASUN recognizes both the principles listed in the AAUP "Statement of Professional Ethics" (revised in 1987) and the AAUP "Freedom and Responsibility" (revised in 1990).

Resources
AAUP "Statement of Professional Ethics:"
https://www.aaup.org/report/statement-professional-ethics#:~:text=They%20avoid%20any%20exploitation%2C%20harassment,in%20the%20community%20of%20scholars.
AAUP "Freedom and Responsibility:"
https://www.aaup.org/report/freedom-and-responsibility
ASUN Student Handbook and Course Catalog (p. 26-27)

Faculty Workload and Attendance

1. **Work Week Hours**
Full-time faculty members are **40 hours per week** employees. 9-month (39 weeks) and 10.5-month (46 weeks) faculty must fulfill a **minimum** requirement of:
- **30 hours per week on campus**
  - whereof **10 hours** should be allocated as onsite **student office hours** for advising, tutoring, and other academic support and course preparation duties as appropriate to ensure all programs and students are fully supported (these hours should be scheduled when students are present on campus and reflect the location of courses taught on campus)
- **10 hours may be performed remotely**
- working on **Fridays from 9 a.m. to 12 p.m.** to attend scheduled committee meetings and provide advising and academic support services for students

Program needs may dictate some adjustments to faculty weekly work schedules, which must be approved by the appropriate dean.

2. Full-Time Faculty Semester Teaching Load
The teaching loads of faculty members at ASUN is outlined in SOP 2012 Faculty Course Load Determination. Full-time faculty members at ASUN are categorized and compensated according to guidelines established and monitored by the Board of Trustees. The Provost and Academic Deans monitor teaching loads each semester. Teaching assignment needs and requirements influence teaching loads, which is why they may vary across divisions and departments.

If a faculty member's teaching load is involuntarily less than full-time in any given semester due to circumstances beyond his or her control, including but not limited to insufficient enrollment in a previously scheduled course offering, other arrangements will be made, or comparable duties will be assigned by the Provost and documented and monitored by the Academic Dean. A faculty member's regular semester teaching load may be reduced in lieu of other activities and duties when assigned and approved by the Provost upon recommendation of the Dean.

Note: Independent Studies, which require prior approval by Dean and Provost, do not count towards full-time load. If approved, faculty will be compensated $150.00 per student.

Resource
SOP 2012 (Academic Affairs) Faculty Course Load Determination: https://www.asun.edu/operating-procedures

3. Part-Time Faculty Teaching Load
Part-time faculty members are essential to the academic class offerings of ASUN. Part-time faculty may not teach more than nine credit hours per semester.

The following specific guidelines establish a standardized salary for part-time faculty members' pay based upon the number of credit hours they teach and the number of students enrolled in the classes they teach:
- $600 per credit hour for lecture or lecture/lab class
- Minimum enrollment of eight (8) students with a maximum of 25 students per class (based on the Census Day enrollment data) unless an exception is approved by the Provost.
  - Part-time faculty will be compensated an additional $150 per student for class enrollments of 26 to 30 students.
  - Classes with enrollment greater than 25 students will be split into two or more sections for pay purposes.
  - If enrollment is less than eight (8) students, the Provost may approve deviations to the minimum enrollment of eight (8) students at full pay or the Provost may approve payment of $150 per student for the class.

4. Teaching Overloads for Full-Time Faculty or College Employees
An overload is any type of work that faculty may choose to perform in addition to their regular semester teaching load. Only full-time faculty in good standing will be extended the opportunity to teach overloads before adjunct instructors are offered the part-time teaching position.

ASU-Newport follows the policy outlined below with regard to overloads:

◆ Faculty members may teach either on campus, off-campus, via distance, or a combination of these.

◆ Work assigned to extra compensation must occur **in addition** to regular responsibilities and must comply with state regulations as identified under the Outside Employment Policy. This work must be completed **outside of** the regular load and office hours requirements.

◆ A faculty member may not receive extra compensation to exceed the line-item maximum in the ASUN Appropriation Act.

Overload pay is set at a per-credit-hour rate except in the case of clinical instruction as deemed appropriate by the Provost and Human Resources Department. After Census Day of each term, an overload form will be emailed reflecting any overload pay for full-time and part-time faculty based on the number of credit hours they teach and the number of students enrolled:

- $600 per credit hour for lecture or lecture/lab class / $650 per credit hour for courses taught at correctional facilities
  - Adjunct Faculty will be compensated an additional $150 per student for class enrollments of 26 to 30 students.
  - Classes with enrollment greater than 25 students will be split into two or more sections for pay purposes.
- Minimum enrollment of 8 students (based on the Census Day enrollment data)
  - If enrollment is less than eight (8) students, the Provost may approve full payment or may approve payment of $150 per student per credit hour for the class.

5. Schedule of Courses and Faculty Assignment of Courses

Academic Deans, in collaboration with Program Directors, are responsible for the preparation of the **annual course schedule**. The driving factors in creating the course schedule are student needs and enrollment data from previous years, which speak to the two **Strategic Priorities** of **Student Success** and **Institutional Excellence**. Academic Deans solicit input on the course schedule from their faculty, who are also able to view and provide feedback on the course schedule prior to its finalization. The schedule is coordinated and approved by the Provost and is published according to the ASU-Newport Academic Calendar. Deans are responsible for assigning faculty to courses.

If a course has to be cancelled due to, for example, low enrollment, the Dean will inform the faculty member of this cancellation and possible changes to the faculty member's semester teaching schedule.

6. Faculty Attendance

Because of the work flexibility and in some instances, mobility (teaching on different campuses and locations) of faculty, a faculty semester-schedule is an essential tool to help students, support staff, and supervisors identify faculty members' availability. Faculty members are therefore responsible for posting a semester-schedule indicating teaching, office, and possible campus hours. Schedules should be provided to the Academic Coordinator, Academic Dean, and

the Provost's Office, and physically posted outside of their office and electronically posted in the Canvas Course "Academic Affairs" within one week following the start date of the fall and spring full-term semesters. Adjustments may be made due to changes in course offerings. Faculty are responsible for communicating any changes to their semester schedule. Exceptions for technical program faculty may be made accordingly.

Full-time faculty are expected to attend all classes, meetings, professional developments, etc. at all scheduled times. We also strongly encourage part-time faculty to attend meetings and professional development/training opportunities. In addition, ASU-Newport requires full-time faculty to participate in commencement ceremonies. Graduation is an exciting time for our students, allowing us to celebrate the success of our graduates. We want it to be a rewarding and memorable experience for our ASU-Newport graduates. ***Full-time faculty absence from commencement must be approved by the Provost.***

Full-time faculty are expected to be present at:
- all pre-session college academic activities called before the opening of the semester
- all general faculty meetings, division and department meetings, professional development/trainings, committee meetings to which faculty members have been assigned, academic counseling meetings, and other group meetings of a specific nature to which faculty members may be assigned
- commencement exercises

Faculty are highly encouraged to participate in the Faculty Association and to take part in campus social, cultural, and recreational functions.

7. Faculty Leave and Absence
Full-time faculty leave varies depending on the length of employment period.

Full-time 9-Month and 10.5-Month Faculty have four types of "leave:"
(1) Sick Leave (earn 8 hours per month)
(2) 2 Personal Days per Academic Full Terms (must be taken in 4- or 8-hour increments)
(3) Fifth Friday Off
(4) Children's Educational Activity Leave (8 hours per year)

Full-time 12-month Faculty have three types of "leave:"
(1) Sick Leave (earn 8 hours per month)
(2) "Vacation" (hours earned per month depends on length of employment)
(3) Children's Educational Activity Leave (8 hours per year)

When a faculty member has to miss due to personal illness, immediate family illness, personal business, doctor appointments, etc., he/she must notify their Dean and Academic Coordinator in a timely manner. In addition, faculty must enter their leave time through Timeclock Plus. No faculty member will be allowed to enter a work-from home status for any reason.

Tasks

✓ Notify Dean of leave / absence. If needed, get prior approval.
✓ Enter leave, if applicable, in a timely manner in Timeclock Plus.

Resources

Appendix B: Faculty Leave
ASU-System Policy on Annual Leave: https://www.asusystem.edu/about/policies/
ASU-System Handbook on Annual Leave Policy: https://www.asusystem.edu/about/handbooks/

Faculty leaving campus on official business must gain prior approval from the Dean and the Provost through the Travel Authorization process. More information on Travel Procedures is included in Section III of the Faculty Handbook.

8. Faculty Absence: Class Cancellation

All faculty should have some kind of contingency plan for each course taught in case of absence, but some situations such as sudden illness do occur. If a faculty member has to cancel class due to the above-listed reasons (see "Faculty Absence"), the Dean and Academic Coordinator must be informed in a timely manner so class cancellations can be posted/announced to students or other options can be exercised. Faculty cannot cancel classes without permission from the Dean. If possible, faculty should notify affected students via Canvas, email, and/or text messages (via Navigate360).

Tasks

✓ Notify Dean and/or Academic Coordinator if a class has to be canceled due to absence.
✓ If applicable, enter leave in a timely manner in Timeclock Plus.

9. Faculty Absence: Inclement Weather

In the event that the Chancellor, in consultation with the Executive Cabinet members and Physical Plant on each campus, determines to close one or more ASUN campuses for the reason of inclement weather, employees and students will be notified of closure via the ASU-Newport notification system and the ASUN website. Faculty should notify students enrolled in any affected courses of any requirements or assignments due upon their return to classes via an announcement/message in the course in Canvas, and/or other appropriate means of electronic communication.

Faculty members who are unable to meet their normal workweek schedule due to weather conditions should contact their Dean and students as early as possible.

Tasks

✓ If applicable, notify students of course cancellations due to weather conditions and provide students with instructions for work that needs to be completed.
✓ If applicable, notify Dean of absence due to inclement weather.

Faculty Responsibilities

The main responsibilities of faculty members – teaching and learning – are anchored in the **institution's mission** that states that ASU-Newport "will provide accessible . . . innovative learning opportunities" as well as in **Strategic Priority 1: Student Success**, which emphasizes the importance of reducing student barriers, engaging students, as well as providing learning that promotes "high-impact growth and development" in students.

In addition to this crucial responsibility, faculty are also accountable for a series of tasks before, during, and at the end of each semester that further support student success. To help faculty keep track of these obligations, a checklist has been made available (See **Appendix C**).

1. Providing Holistic Student Support

ASU-Newport is a student-centered institution. This means in part that we carefully consider decisions based on how these will impact the success of our students. Providing holistic student support, which is one of the focus areas of **Strategic Priority 1: Student Success**, is another feature of being a student-centered institution. Holistic student support allows ASU-Newport to design support services that recognize and address students' unique academic and personal needs in our work to help support student success. In other words, all students do not need the same help.

Although we often think of support services as taking place outside of the classroom, not only do faculty engage with students in other places than the classroom but holistic student support should infuse all and any type of engagement we have with our students. Since faculty members are the group of people at institutions of higher education who interact with students the most, they are essential in carrying out holistic student support services. Good holistic student support services not only result in student success and promote student self-efficacy but also play an important role in creating **Belonging** for our students and for ASU-Newport to demonstrate **Compassion** (two of our institutional values).

Examples of Faculty Holistic Student Support Practices
- Using student-friendly language in communications (emails, instructions, etc.)
- Connecting students with other offices (rather than telling/asking students to reach out to or contact a specific office or person, we initiate the process on behalf of the student)
  - Via email: we send the email to the appropriate ASUN office/employee and include the student in the email
  - Via phone: we call the ASUN office/employee to make sure they are available to take the phone call before we transfer the call
  - In person: we walk the student to the ASUN office/employee for a warm hand-off

Resource

2. Course Syllabus

ASU-Newport uses the software SimpleSyllabus to create and prepare course syllabi. The SimpleSyllabus template developed by the Academic Leadership Team lays the foundation for a student-centered syllabus guided by not only the institution's five values of **Belonging, Compassion, Diversity, Innovation**, and **Integrity** but also by **Strategic Priority 1: Student Success** that specifically addresses reducing student barriers as well as engaging students.

With this in mind, the syllabus should be viewed as a useful teaching instrument and intentional guide for students and faculty throughout the semester. Faculty are encouraged to carefully select what information belongs in the syllabus as compared to information that can be posted elsewhere in the Canvas course shell. It may be helpful to view the syllabus as a "course guide" rather than an "assignment guide." The careful selection of content will help students understand the value of the information included in the syllabus. To guide the selection of content, keep the purpose of the syllabus in mind:

- Welcome students and set the "tone" for the class (**Belonging** and **Compassion**).
- Communicate essential course information to learners (**Engaging Students**).
- Facilitate student success (**Removing Student Barriers**).

Another important feature of a student-centered syllabus is that of tone and word choice. A student-centered syllabus uses a warm, supporting, and inclusive tone to promote agency in students. A key best practice to emphasize students' agency is to explain guidelines rather than issuing commands and listing "what not to do." Another syllabus best practice is to use student-friendly language; this helps make the syllabus inclusive and accessible to our diverse student population.

SimpleSyllabus ensures that all required components of the course syllabi are accurate and consistent. A master syllabus template is provided for each class in the course shell in Canvas. Some syllabus items like course title, course description, learning outcomes, institutional policies, etc. are set by the Academic Leadership Team and are pre-filled in the SimpleSyllabus master course template.

Faculty members are responsible for completing the following components of the syllabus:

- Instructor Information
  - Distance Education courses: Add RSI hours (For more information, see "Distance Education" in this section)
- Required Materials (textbook)
- Optional Materials
- How You Will Practice Achieving Course Learning Outcomes (Learning Outcomes Table).
  *Do not remove columns. Table needs to include:
  - Assessment Type
  - Total Points
  - % of Course Grade

- o   Course Learning Outcomes Assessed
- Course Outline (**HLC Assumed Practice C.4**: "Instructors communicate course requirements in writing and in a timely manner.")
- Guidelines and Tips to Help You Be Successful In the Course
  - o   Add concise content/descriptions of assessment types from the learning outcomes table.
  - o   Add any other general information to help students be successful in the course (could include your academic integrity policy, etc.).

If updates need to be made to an individual course syllabus, faculty are responsible for both making the necessary updates and re-submitting the revised syllabus for Dean approval as well as communicating these updates to students. Note that if changes are made to a syllabus after initial Dean approval, faculty must resubmit it for approval or the syllabus' status will be "in progress" and students cannot view it. If changes need to be made to the SimpleSyllabus course master template, faculty need to communicate these changes with the Dean.

Task
✓ One week prior to term start, submit completed syllabi in SimpleSyllabus for Dean approval.

Resources
Canvas Course Instructional Basic: "SimpleSyllabus Guide"
Canvas Course Instructional Basic: "Syllabus Best Practices"

3. Textbooks
The full-time faculty in each department determines the textbook for a course. All sections of the same course use the same textbook. The textbook information for a course is already included on the SimpleSyllabus course master template. If a course has an established textbook that students are required to purchase, faculty must use it in the course.

To keep textbooks affordable, ASU-Newport offers a rental program which is made possible by keeping textbook changes to a minimum. If a textbook needs to be changed, this request has to be made prior to October 1 and March 1 of each year.

Resource
SOP 2009 (Academic Affairs) Textbook Adoption and Changes: https://www.asun.edu/about-asun/operating-procedures.php#gsc.tab=0

4. Academic Integrity Policy
In accordance with the **Higher Learning Commission's Criterion 2** (Integrity: Ethical and Responsible Conduct), ASU-Newport has established an academic integrity policy to ensure conduct that is "ethical and responsible." This policy is included in the ASU-Newport Student Handbook and Course Catalog.

Faculty are responsible for establishing and following specific policies on academic dishonesty (cheating, plagiarism, misuse of AI, etc.) in their courses. The instructor's academic integrity policy needs to be included in the course syllabus in the section "Guidelines and Tips to Help You Be Successful in the Course." Additionally, faculty need to both explain their policy to students and provide them with guidance throughout the semester of how to complete assignments in an ethical manner that adheres to the instructor's policy.

To help in the work of ensuring that students practice academic integrity, faculty can utilize one or more of the following technological software:
- TurnItIn
- Lockdown Browser

In instances of student academic dishonesty, faculty need to:

1. Notify the Dean of the instance of academic dishonesty in a written statement (email) that includes:
- name(s) of involved student(s)
- the circumstances of the instance of academic dishonesty
- any resulting punitive measures (following policy established in the course syllabus).

2. Address academic dishonesty with involved students and carry out any punitive measures.

3. Inform involved students of the right to appeal the action through the Academic Appeal/Grievance Procedure (ASU-Newport Student Handbook and Course Catalog).

Tasks

✓ Establish a reasonable academic integrity policy and include it in the course syllabus.

✓ Design activities and instructional material to help guide and allow students to practice academic integrity that adheres to instructor's policy.

Resources

HLC Criterion 2 (specifically 2.A., 2.E.3., and 2.E.4.): https://www.hlcommission.org/Policies/criteria-and-core-components.html

ASU-Newport Student Handbook and Course Catalog (p. 28-31): https://www.asun.edu/student-services/catalogs.php#gsc.tab=0

Canvas Instructional Basic: "TurnItIn Guide"

Canvas Instructional Design: Lockdown Browser

5. Copyright Policy

As faculty are establishing course material, another aspect to keep in mind is copyright policy, which is also another example where ASU-Newport has, according to **Higher Learning**

Commission's Criterion 2 (Integrity: Ethical and Responsible Conduct) established a policy where employees "act with integrity" and display a behavior that is "ethical and responsible" (Core Component 2.A.). It is the intent of ASU-Newport to comply with the U.S. Copyright Law (Title 17, U.S. Code, Sect. 101, et seq.). This policy represents a sincere effort to observe this law.

> ◆ Employees are prohibited from reproducing copyrighted materials unless the action is authorized by (a) specific exemptions in the copyright law, (b) the principle of fair use, (c) the fair-use guidelines, or (d) licenses or written permission from the copyright owner.
>
> ◆ Employees are prohibited from "performing" copyrighted work unless the performance is authorized by (a) Title 17, U.S. Code, Sect. 110(1), (4), or (8), (b) performance licenses, (c) purchase order authorization, or (d) written permission from the copyright owner or the owner's agent.
>
> ◆ Employees who willfully disregard this policy do so at their own risk and assume all liability, including the possibility of dismissal for persistent copyright infringements.

Resources
Copyright Law of the United States (Title 17): https://www.copyright.gov/title17/
American Library Association "Fair Use and TEACH Act:" https://libguides.ala.org/copyright/teachact

6. Class Terms and Student Academic Load

ASU-Newport has established various terms for instructional periods throughout the academic year. The primary terms consist of full terms (16 weeks), flex terms (8 weeks), summer terms (5 weeks), and intersessions (3 weeks). The maximum student academic load shall not exceed 20 credit hours per semester in fall or spring for full-term courses, 10 per term for flex course terms, 20 credit hours in the combined summer terms, and 7 credit hours for intersession without special approval from the Provost/Vice Chancellor for Academic and Student Affairs. For credit hours exceeding the above, the Student Academic Overload Request Form must be submitted and approved. Refer to the current Academic Calendar for beginning and ending dates for each term.

Resources
Academic Calendar: https://www.asun.edu/student-services/catalogs.php#gsc.tab=0
Student Academic Overload Request: https://www.asun.edu/getstarted/Admissions_Forms.php#gsc.tab=0

Navigate in 8
Navigate in 8 is ASUN's flexible accelerated format, replacing traditional 16-week semesters with two 8-week terms. Students will complete the same courses in a shorter timeframe, focusing on fewer courses at a time for a more immersive experience. This format also allows students to complete sequenced courses in one semester versus two (ex., Comp I in Flex I and

Comp II in Flex II). The shortened terms approach is highly promoted by Achieving the Dream (ATD) and supported by a vast amount of research, some of which has been linked below for you to peruse.

Resources
Navigate in 8: https://www.asun.edu/navigatein8/index.php#gsc.tab=0
How Short Courses Benefit Student Success - Inside Higher Ed
Preparing for Shortened Academic Terms: Guide, Workbook, and Spotlights

7. Distance Learning Education

The explosive growth of distance education courses and program offerings in the past two decades has attracted attention from the federal government. As is understandable, both Congress and the Department of Education's chief concern has been about quality assurance in distance education. The U.S. Department of Education defines Distance Education (DE) as "education that uses one or more types of technology to deliver instruction to students who are separated from the instructor and to support Regular and Substantive Interaction (RSI) between the students and the instructor synchronously or asynchronously."

The U.S. Department of Education regulation for distance education requires **Regular and Substantive Interaction** (RSI) between instructors and students. The policy on RSI will help in our work to ensure that all distance education courses incorporate the same quality and amount of engagement and instructor-initiated interaction. The requirement of RSI is also the main difference that distinguishes distance education from that of correspondence education. **It is only because distance education requires Regular and Substantive Interaction that distance education courses are financial aid eligible.** Additionally, RSI aligns with the **Higher Learning Commission's Criterion 3: Teaching and Learning for Student Success** which clarifies that institutions of higher education must ensure that the "rigor and quality of each educational program is consistent regardless of modality, location, or other differentiating factors."

Distance Education courses must include instructor-initiated interaction that:
- occurs on a **regular** and scheduled basis throughout the academic term
- is **substantive** in nature (addresses curriculum, learning outcomes, etc.)
- is **varied** in nature (a minimum of 2 different types of RSI)
- meets the minimum **required hours** for the academic term

SOP 2029 HLC Compliance with Regular and Substantive Interaction for Distance Education establishes general requirements for distance education courses to ensure that these courses meet the federal regulation for RSI as well as to promote an engaging distance education classroom environment.

Regular Interaction

The table below lists required hours of RSI by credit hour and term type; required hours of RSI in distance education courses align with hours of courses taught on campus (in physical classrooms).

Term	1 credit hour course hours/week total term hours: 15	3 credit hour course hours/week total term hours: 45	4 credit hour course hours/week total term hours: 60
Full-Term (15 weeks)	1 hour/week	3 hours/week	4 hours/week
Flex Term (7.5 weeks)	2 hours/week	6 hours/week	8 hours/week
Intersession (3 weeks)	5 hours/week	15 hours/week	20 hours/week

*Note that it is already an expectation that faculty should spend a minimum of two hours per credit hour working in a course on a weekly basis during a regular full-term semester. RSI hours, however, are specifically allocated for interactive engagement / active instruction. In other words, no additional time has been "added" to the faculty's workload.

Types of Substantive Interactions (must use a minimum of two different types):
- Graded assignments with individualized feedback
- Weekly messages with explanations
- Lectures with engagement activities
- High-engagement activities
- Instructor-initiated discussions

Task

✓ Include a list of RSI hours on the course syllabus in the section "Instructor Information" (a sample is provided in the Canvas Course Instructional Design, "Regular and Substantive Interaction").

Resources

HLC Criterion 3: https://www.hlcommission.org/accreditation/policies/criteria/2025-criteria/
SOP 2029 (Academic Affairs) HLC Compliance with Regular and Substantive Interaction for Distance Education: https://www.asun.edu/about-asun/operating-procedures.php#gsc.tab=0
Handout "Regular and Substantive Interaction in Distance Education"
Canvas Course Instructional Design: "Regular and Substantive Interaction"

8. Preparing Students for Class

Starting a college semester can be an anxious time for our students, especially if they are new to ASU-Newport. To set students up for success and to ease some of the stress of "starting college," faculty are expected to pre-publish their course shell in Canvas and send out a welcome email to students one week prior to the start of the semester. A pre-published course only needs to contain a message that welcomes students to class and provides information to help students prepare for class such as textbook information and other materials needed for the course.

The Director of Instructional Design and Distance Education and/or Academic Deans will share student contact information containing both students' ASUN and personal email addresses that faculty can use when sending out the welcome email. This email should encourage students to log on to their course in Canvas. This helps resolve any login issues students may have prior to the semester start. Components, samples, and "how-to" guides on how to pre-publish a course and what to include in a welcome email are available in the Canvas Course Instructional Basics.

Tasks
One week prior to term start:
✓ Pre-publish course in Canvas with a welcome message
✓ Send out a welcome email to students' ASUN and private email addresses

Resources
Canvas Course Instructional Basics: "Pre-Publishing Courses"
Canvas Course Instructional Basics: "Welcome Email"

9. Room Assignment / Maintenance

If assigned classrooms are inadequate to accommodate the students enrolled, the instructor should notify the Dean and/or the Academic Coordinator immediately. Similarly, if a faculty member occasionally needs to utilize a classroom different from the room the course section is assigned (such as a computer lab) for instructional purposes, the Dean and Academic Coordinator need to be notified. It is important, for safety purposes, that administrators are aware of the location of faculty and enrolled students.

Since college facilities are shared places, we ask that everyone take care to keep classrooms and work areas in good and safe conditions. Writing boards should be erased, lights and projectors turned off, and doors closed when not in use.

Tasks
✓ Notify / request room changes with Academic Coordinator and Dean
✓ Maintain classrooms and shared working areas in good and safe conditions

10. Classroom Safety

Safety procedures and enforcement of regulations are the responsibility of the instructor. Each instructor will establish safety guidelines in areas where students handle dangerous equipment and/or materials. These guidelines will be included in both the instructional program and course syllabus and enforced by the responsible instructor. Classroom safety also pertains to student conduct (See SOP 4012).

In the case of accident or injury, there is no substitute for good judgement. Accidents of a serious nature must be reported to the Provost and/or Dean immediately. Instructors also need to complete and file the appropriate incident form. Please be advised that the institution does not provide medical coverage for students. So if any potentially dangerous activity will be performed, a student waiver must be signed and kept on file.

Tasks

✔ If applicable, include safety guidelines in course syllabus.

✔ Report any safety concerns, incidents, and/or conduct issues by notifying Provost/Dean and by filing appropriate incident report form.

Resources

SOP 4012 (Student Affairs) Student Code of Conduct

SOP 4024 (Student Affairs) Incident Reports

https://www.asun.edu/operating-procedures

Incident Report Forms: https://www.asun.edu/student-services/report-incident.php#gsc.tab=0

11. Attendance and Census / Roster Certification

Regular attendance and participation are essential if a student is to receive maximum benefit from any course. Students are therefore expected to attend class meetings and other activities assigned as a part of a course of instruction on a regular basis. A statement regarding the institution's attendance expectations is included in the ASU-Newport Student Handbook and Course Catalog.

Faculty are responsible for establishing attendance standards and procedures for their classes and for maintaining attendance records. To be able to keep accurate attendance records in distance education courses, at least one assignment must be due each week. Faculty need to communicate their attendance expectations in each course syllabus as well as document attendance on a weekly basis in Canvas using the attendance feature. Not only is the attendance record a good tool for both students and faculty to use to understand students' attendance patterns, but attendance is also required information for audits and federal financial aid. In addition, the last date of attendance must be recorded in Banner when entering final grades for all students earning the grade of F in a course.

Census Day: Roster Certification

In the beginning of each semester, faculty need to certify course rosters on Census Day. For campus courses, faculty need to report students who have never attended course as non-attending. For distance education courses, faculty need to report students who have not completed at least one assignment as non-attending. Faculty will receive an email from the Registrar outlining when and how to certify course rosters.

Tasks

✔ Include attendance expectations in course syllabus

✔ Campus courses: document attendance for every class meeting in Canvas

✔ Distance education courses: document attendance per week based on completion of at least one weekly assignment

✔ Complete roster certification

Resource

Canvas Course Instructional Basics: "Attendance"

12. Educational Access / Student Learning Accommodations

True to our **mission** of "provid[ing] accessible . . . learning opportunities" as well as the **institutional values** of **Belonging, Compassion**, and **Diversity**, a goal of ASU-Newport is to foster an inclusive learning environment and to advocate on behalf of all students. Students attending ASU-Newport have the right to achieve their fullest potential academically, socially, and intellectually. This fundamental right is also anchored in the **Higher Learning Commission's Criterion 1.C**. which states that institutions need to ensure engagement opportunities that are reflective of "a diverse, multicultural society and globally connected world."

In accordance with the **Americans with Disabilities Act (ADA)**, ASU-Newport provides reasonable accommodations to students who apply for these learning support services. This process is initiated by the student. The Center for Educational Access will evaluate the student's needs and email an accommodation letter that the student will provide to instructors. The accommodations go into effect on the date the email/letter is presented to the instructor. Typical accommodations include, but are not limited to, more time on assessments, transcripts of lectures, help with note taking, quiet testing area, etc. Instructors must comply with established accommodations. If instructors have questions regarding the accommodations, we encourage them to reach out to the Center for Educational Access: cea@asun.edu.

Resources
Americans with Disabilities (ADA) Act: https://www.ada.gov/law-and-regs/ada/
HLC Core Component 1.C.: https://www.hlcommission.org/accreditation/policies/criteria/2025-criteria/
 SOP 4004 (Student Affairs) Registering with the Center for Educational Access: New Student
SOP 4005 (Student Affairs) Registering with the Center for Educational Access: Returning Student
https://www.asun.edu/about-asun/operating-procedures.php#gsc.tab=0

13. Field Trips, Excursions, and Special Events

College-sponsored activities such as field trips and excursions must first be cleared by the Academic Dean and then the Dean for Students. All proposed workshops, outside groups, sponsored trips, and guest lecturers must be reported to the Academic Dean and the Dean for Students at least two weeks in advance for approval. In addition, the Provost needs to be notified. Funding requests should also be made as early as possible. Special events that cause student absences from other classes should be reported to other instructors before the event. For more information, see SOP 4011 Student Activity Request.

Task

✓ Two weeks prior to any college-sponsored activity, submit student activity request form (link to form is available in SOP 4011).

Resource
SOP 4011 (Student Affairs) Student Activity Request: https://www.asun.edu/about-asun/operating-procedures.php#gsc.tab=0

14. Progress Reports and Referrals

The Progress Report and Referral features in Navigate360 are designed to intervene with struggling students before they place themselves in a position to have no way to be successful in a course. At any point during the semester, faculty members can submit a Progress Report for students enrolled in the courses they teach or issue a referral ("alert") to departments.

Progress Reports

Faculty are required to submit scheduled Progress Report Campaigns: two campaigns during a full-term semester (Week 3 and Midterm) and one campaign in a flex-term semester (Week 3). The Progress Report Campaigns are initiated with an email to the faculty with a customized link allowing faculty easy access to course progress reports. However, as mentioned earlier, faculty can submit a Progress Report at any point during the semester (in addition to the ones initiated by campaigns). Progress Reports allow faculty to communicate:

- Excessive absences (3 or more absences)
- Lack of engagement in course
- Low test/assignment scores or overall grade (below a C)

The earlier a Progress Report or referrals are completed, the more time students have to receive needed support services. After faculty have submitted a Progress Report, reported students and advisors (both academic faculty advisors and professional advisors/Success Coaches) will receive a notification (email). Faculty, in the role of academic advisors, will reach out to their advisees and document outreach in Navigate360.

Faculty submit Progress Report	Student and advisors are notified	Academic advisor reach out and document outreach in Navigate360
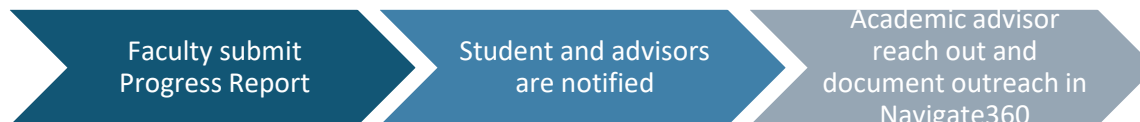
Referrals

Faculty, in their role as ASU-Newport staff and academic advisors, can issue referrals for all students attending ASU-Newport (students do not have to be enrolled in their courses).

Student Needs Help With	Referral
- career / major exploration - registration issues (full course sections) - changing course schedule - changing academic advisor - changing degree/program	Academic Advising
- career exploration - resume writing - interview skills - job applications - job placement	Career Services
- possible learning accommodations	Center for Educational Access

- finding a university to transfer to - completing application to transfer institution - scheduling a tour with transfer institution	Transfer Services
- discipline / course specific content and skills	Tutoring
- controlling disruptive behavior in the classroom / learning environment - understanding respectful behavior	Student Conduct Concern
- physical health - mental health (counseling)	Wellness

After faculty have submitted a referral, designated staff in the department of the referral will be notified (email) and reach out to reported students. All interaction, outreach, and support must be documented in Navigate360.

Faculty submit referral → Designated staff reach out to student → Outreach is documented in Navigate360
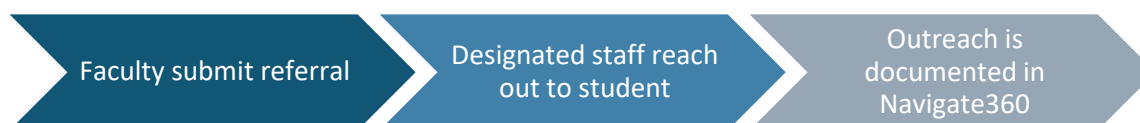
Tasks
✓ Complete scheduled semester Progress Report Campaigns
✓ Issue referrals based on students' need(s)
✓ Submit Progress Report(s) on students with excessive absences or who fall below the grade of C
✓ In the role of academic advisors, respond to referrals/progress reports by reaching out to advisees; document outreach in Navigate360

Resources
Canvas Course Instructional Basics: "Navigate – Progress Reports"
Canas Course Instructional Basics: "Navigate – Issue Referrals"

15. Assessment
Assessment is a driving and guiding force in the continuous improvement efforts at ASU-Newport. As such, assessment takes place at all levels and across all divisions and departments. Assessment at ASU-Newport is anchored in **Strategic Priority 1: Student Success** as well as **Strategic Priority 3: Institutional Excellence**. The **Higher Learning Commission** emphasizes the expectation of exemplary assessment efforts of institutions of higher education in **Criterion 3. Teaching and Learning for Student Success**, which states that institutions must exhibit, "responsibility for the quality of its educational programs, learning environments, and support services." Expectations of student learning assessment are further explained in Core Component 3.E.

Faculty are directly and indirectly involved in several of these assessment processes. Foremost, faculty are integral to curricular assessment in the form of course and program assessments.

The purpose of academic assessment at ASUN is to carefully examine learning activities for student success and modify and improve them as needed to ensure students learn and are successful in courses and programs. Being concerned with quality of education, ASU-Newport is committed to the improvement of basic, academic, and technical skills related to the success of the individual student as well as institutional accountability. **Course and program assessments are not optional faculty activities; they are required activities.**

Course Assessment

Faculty assess their courses throughout the semester (make immediate tweaks to improve student learning), at the end of the semester (MSA assignment and rubric), at the end of the academic year (department evaluates assessment results), and in-depth on a three-year course assessment cycle. To aid in course assessment, faculty should implement practices and use tools such as scaffolding assignments, providing helpful and guiding feedback, curriculum mapping, and rubrics (**HLC Core Component 3.E.**.).

Type of Curricular Course Assessments	What	When
Assessing Throughout the Course	Mostly formative assessments used to gauge student learning; allows for immediate improvements to curriculum and assessments to help students be successful in the course.	throughout every semester
Assessing at the End of a Semester	Master Summative Assessment assignments. Instructors also complete an end-of-semester assessment report to help them reflect on MSA results, grade distribution, retention, etc. with the intention of identifying gaps and opportunities for improvement.	at the end of every semester
Assessing at the End of an Academic Year	Instructors work within their departments to reflect on course end-of semester reports. This report is used by Deans for the annual program assessment report.	at the end of every academic year
Assessing In-Depth	On a department-level, instructors gather information (end-of-year reports) to help them identify, plan, and carry out a plan to improve student success.	every three years

Although the Assessment Handbook and the Assessment Resource Center in Canvas provide faculty with in-depth explanations, material, guides, resources, report templates, examples, etc. to help them develop and improve course assessment, three key assessment practices / tools deserve a special mention:

(1) Master Summative Assessment (MSA) Assignment
Each course must include an MSA assignment. This assignment allows students to demonstrate *mastery* of all (or almost all) course learning outcomes. Because it is **summative** (include all learning outcomes) in nature, it should be given towards the very end of the semester. In many regards, the MSA assignment is comparable to that of a final comprehensive exam / project / paper.

The MSA assignment for a specific course must be of the same "type" (paper, exam, presentation, project, demonstration, etc.), but allows for some individual faculty variations. The department determines what the MSA assignment type is for a course.

The MSA assignment fulfills two main purposes:
- assesses mastery of course learning outcomes
- serves as the artifact used to measure proficiency of institutional learning outcomes

(2) Master Summative Assessment (MSA) Rubric
As a contrast to the MSA assignment, all sections of a specific course must use the same MSA rubric when evaluating the MSA assignment. The MSA rubric acts as an alignment tool between different course sections (**HLC Criterion 3**). At least one MSA rubric category should measure one course learning outcome. Faculty need to complete the MSA rubric in Canvas at the end of each semester. **NOTE** that MSA assignment and results are also components of the Faculty Teaching Portfolio.

(3) Institutional Learning Outcome Rubric
Each course is mapped to one institutional learning outcome. The MSA assignment for that course is the artifact used to demonstrate student proficiency of the identified institutional learning outcome. Faculty need to complete the ILO rubric in Canvas at the end of each semester. **NOTE** that the ILO rubric is based on students' achievement on the MSA assignment and not the final grade in the course.

Program Assessment
Faculty also participate in program assessment. In addition to faculty's work on course assessments, program assessment may include assisting with annual advisory board meetings, internal program reviews, external program reviews submitted to the Arkansas Department of Higher Education (ADHE), and third-party program accreditation.

Deans will identify department assessment leads which will help complete annual assessment reports and program reviews. Department leads will be added to an assessment working group where they will receive hands-on and timely guidance on how to complete course assessment report(s) and program reviews.

Assessment Training / Professional Development
Due to the importance of continuous quality improvement efforts at ASU-Newport, the institution hosts a series of annual assessment trainings / professional development

opportunities to help support and guide staff and faculty. Assessment trainings are included in the annual professional development schedule.

Tasks

For each course:

✓ ensure that MSA assignment is of the correct type and fulfils all requirements as specified by the department

✓ ensure that the correct MSA rubric is used to evaluate MSA assignment

✓ enter MSA rubric results in Canvas at the end of the semester

✓ enter ILO rubric (based on MSA results) in Canvas at the end of the semester

✓ share MSA rubric results with department lead at the end of each semester

Resources

HLC Criteria: https://www.hlcommission.org/accreditation/policies/criteria/2025-criteria/

Assessment Handbook: Canvas Course Academic Affairs, Module "Curricular Assessment"

Canvas Course Acing Assessment

AY 2025-2026 Professional Development Schedule: Canvas Course Academic Affairs, Module "Professional Development: Advancing Aviators"

Canvas Course Instructional Basics: "MSA Rubric" and "ILO Rubric"

16. Student Course Evaluations: Listening to the Student Voice

To capture students' voice, ASU-Newport utilizes an online course assessment survey (by Watermark) for most of its courses (some courses, due to necessity, will utilize a paper format of the course evaluation). This evaluation process provides a way of assessing the effectiveness of instruction and other areas of faculty performance at ASUN. The information gathered is expected to be used by each instructor as a part of the assessment process.

At the end of each semester, course evaluations are deployed in all Canvas courses for students to complete. The instructor is expected to make every effort to ensure all students complete the course evaluation for every course taught. In order for students to complete course evaluations, faculty must make the Student Course Evaluation menu link accessible to students in their Canvas courses. An email is sent to students informing them when the course evaluation will open and close. This email also encourages them to complete the course evaluation. A pop-up box also appears in Canvas to remind students to take the time to share their course experiences. After the semester has ended and grades have been posted, student course evaluation results will be accessible to faculty. Instructors will receive an email from "ASUN Course Evaluations" with a link to access course evaluation results.

To increase student participation, we ask that faculty convey to students that the evaluation is anonymous and that instructors will not be able to access survey results until after they have posted final grades. In addition, we recommend that faculty communicate to students the importance of providing fair, useful, and accurate information since this will be meaningful to faculty members as well as the Academic Leadership Team in our work for continuous improvement.

Faculty use and reflect on student course evaluation results as part of their end-of-term and annual course assessments as well as in their Faculty Teaching Portfolio to help make impactful improvements to their courses. The Academic Leadership Team also reviews student course evaluation results to identify student barriers as well as potential faculty professional development opportunities.
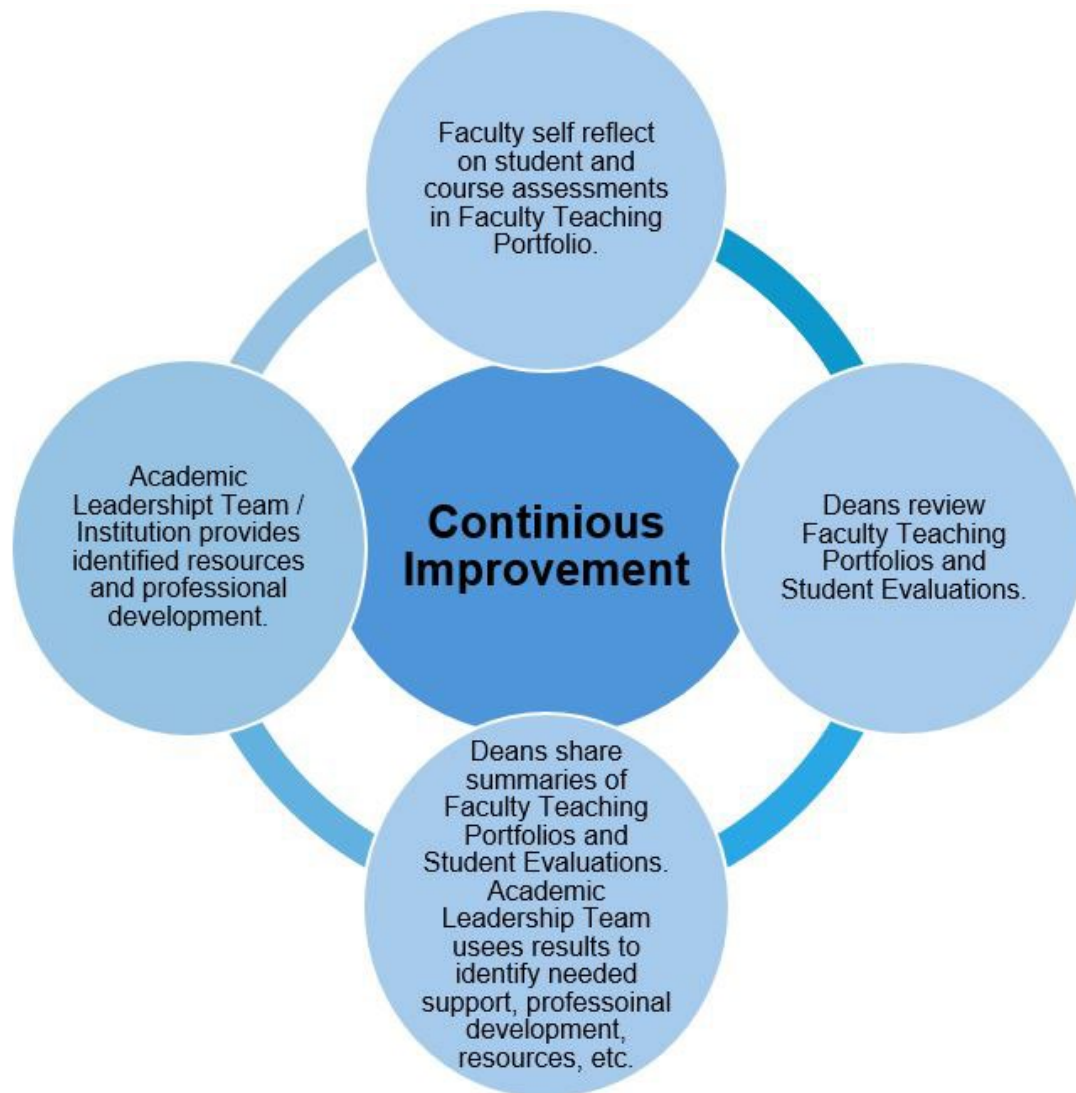
Tasks
✓ Make the Student Course Evaluation menu link accessible to students in their Canvas courses
✓ Encourage students to complete course evaluation
✓ At the end of the semester, review course evaluation results and if applicable, make course adjustments to future course sections

Resource
Canvas Course Instructional Basic: "Student Course Evaluation"

17. Grades

Grades are reported to the Office of the Registrar twice during the term – at midterm and the end of the term. Faculty enter midterm and final grades through **Self-Service Banner** (SSB). Grades are due by **noon** on the date posted in the Academic Calendar. All instructors need to document grades for assessments in the Canvas course gradebook.

Term	Reports Midterm Grades	Reports Final Grades
Full-Term	✓	✓
Flex Term I	✓	✓
Flex Term II	✓	✓
Winter Intersession		✓
Summer Intersession		✓
Summer Extended Term		✓
Summer I		✓
Summer II		✓

ASU-Newport uses a four-point (4.00) grading scale. Grade points are awarded on the following basis: A – 4 points, B – 3 points, C – 2 points, D – 1 point, and F -0 points. No other grade designations carry quality points. Developmental Education courses are assigned grade designations S for Satisfactory (C or better) or U for Unsatisfactory (D or F), but no quality points or quality hours are generated unless the course fulfills the requirements for a technical certificate or an Associate of Applied Science degree. Although developmental courses do not generate credit hours towards degree completion, they are eligible for financial aid if they appear on the degree plan as possible prerequisite courses.

Only the Registrar assigns grades W for Withdrawal (after census day) or I for Incomplete. Prior to the census day, students can request to be unregistered (100% tuition reimbursement and there will not be a record of students being registered in the course) by contacting OneStop or Academic Advising (See SOP 4028). Students who want to withdraw from a course after census day must fill out a withdrawal request. In rare cases, a student may qualify for an Incomplete. Faculty / Advisors should work with the relevant Academic Dean to establish if a student is eligible for an Incomplete using the policy stated in the ASU-Newport Student Handbook and Course Catalog.

Students are able to audit courses, but they do not earn any credits for audited courses. Audited courses count towards the maximum credit hour load that students can take in a semester. Students who audit courses need to meet all existing requirements for the courses, other than taking examinations and completing formal written papers. The Registrar will enter AU as a grade for audited courses.

Grade	Points	Faculty Enter	Registrar Enters
A	4.00	✓	
B	3.00	✓	
C	2.00	✓	
D	1.00	✓	
F	0.00	✓	
S	-	✓	
U	-	✓	
W	-		✓
I	-		✓
AU			✓

Faculty are responsible for determining and assigning grades based on objective appraisal and evaluation of student performance, which should mostly be based on proficiency of course learning outcomes. Grading standards and methodologies must be provided to students in writing at the beginning of the course. The SimpleSyllabus course master template includes the departmental grading scale; faculty need to clarify what the students final course grade is based on (grade weighting) in the Learning Outcomes Table in the course syllabus. **NOTE** that the grade F requires faculty to enter a last date of attendance.

If a student disagrees with a final grade, the faculty should guide the student through the Grade Appeal procedure located in the ASU-Newport Student Handbook and Course Catalog.

Grade Change
Faculty can request a grade change for all grades except for **W** (withdrawal) and **I** (Incomplete). A grade change of an I needs to be approved by appropriate Dean and the Provost. The grade change form is located in the Academic Advising course in Canvas in "Modules" under "Advising Forms."

Tasks
✓ Enter course midterm and final grades in Self-Service Banner
✓ Provide grading standards, methodologies, and weighting of final grade in course syllabus

Resources
SOP 4028 (Student Affairs) Unregistering Students from Courses: https://www.asun.edu/operating-procedures
ASU-Newport Student Handbook and Course Catalog: "Grading System," "Incomplete Grade Policy," "Grade Appeals:" https://www.asun.edu/student-services/catalogs.php#gsc.tab=0
ASUN Website / Withdrawal Request Form
ASUN Website / Request for Grade of Incomplete Form
ASUN Website / Petition for Independent Study
https://www.asun.edu/Admissions_Forms
Canvas Course Academic Advising: Modules / "Advising Forms"

18. Advising

The mission of ASU-Newport's Department of Academic Advising is to "seek to build relationships that support and empower students to reach their academic and professional goals," which complements the **institution's mission** of providing "innovative learning opportunities that transform lives." The work of Academic Advising is also firmly rooted in **Strategic Priority 1: Student Success**. Moreover, the **Higher Learning Commission** requires institutions of higher education to "provide student support services that address the needs of its student populations" (Core Component 3.D.).

At ASU-Newport, academic advising is a partnership between students and advisors that facilitates the development, implementation, and assessment of individualized and comprehensive plans for academic success, transfer, and career readiness.
Academic advisors play a pivotal role in helping students complete their degree in a timely manner.

ASU-Newport uses itself of a dual academic advising model where faculty and professional advisors share the responsibility of working with and advising our students. Professional Advisors foremost work with new incoming students as well as some specialty student groups, such as Pre-Health Professions students. Professional Advisors assign a primary faculty advisor depending on the student's program of study; a secondary advisor (often one of the Professional Advisors) is also assigned to each student to ensure that students receive the support they need throughout the academic year. OneStop Agents act as an extra support to both Professional and faculty advisors. Lastly, the Director for Career and Transfer Services helps students to prepare for their next step – whether that be to enter a profession or to transfer to another institution.
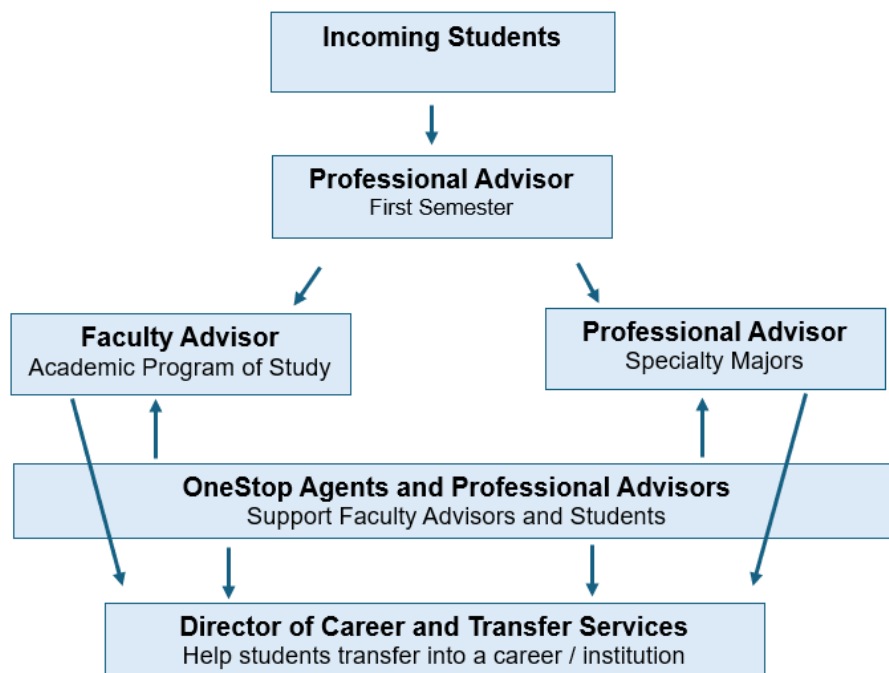
Processes faculty advisors may assist students with include: supporting students completing SAP appeals and possible accompanying academic plans, designing new academic plans, registering for courses, and providing information on student support services such as tutoring as well as unique co-curricular opportunities that complement students' professional goals.

ASU-Newport uses the platform EAB Navigate360 to provide holistic student support. In Navigate, faculty can easily access their current advisee list as well as relevant information about each student to help them in their advising responsibilities.

Advisor Responsibilities
- Be approachable and accessible to students during student office hours or by scheduled appointments (this includes face-to-face, by phone, or virtually). Accessibility for student inquiry aligns with the **Higher Learning Commission's Core Component 3.D.**
  - Faculty advisors need to update their availability (days and times) every full term in EAB Navigate360. This allows students to schedule appointments using Navigate360.
- Maintain responsive communication in meeting students' academic advising needs. This includes:
  - Timely responses to Referrals and Progress Reports in Navigate360. Upon receipt of a Referral/Progress Report, the advisor must reach out to the student to set up a meeting to discuss a plan of action addressing the Referral/Progress Report. Faculty advisors should document outreach and appointments in the students' Advising Notes in Navigate360.
  - A minimum of three types of communication/interaction is expected per full-term semester (examples: welcome email, check-ins to gauge semester progress, discuss registration in upcoming semesters, wish students good luck on final exams).
- Encourage and support students as they develop realistic goals and attainable educational plans.
- Have a thorough understanding of institutional degrees and certificates, institutional requirements, degree requirements, graduation requirements, college policies and processes, and provide information on ASUN resources, support services, and opportunities to increase student success. To ensure that all advisors feel prepared to guide students throughout their academic tenure at our institution, faculty advisors must:
  - Successfully complete the first two advisor trainings in the three-level advising training model.
  - Attend the annual academic advising meeting/training where the annual schedule with cohort tracks will be reviewed, updates to programs / courses will be shared, etc.
  - The requirement of academic advisors to complete training and annual professional development supports the **Higher Learning Commission's Core Component 3.C.** which asks institutions to ensure that its faculty and support

staff (which includes academic advisors) are able to provide "effective, high-quality programs and student services."

- Support students in attaining proficiency of academic advising learning outcomes/skills (See Academic Advising syllabus in Canvas Course Academic Advising).
- Maintain confidentiality regarding communication that occurs throughout the advising process (see section "FERPA" for additional information).

Tasks
- ✓ Update availability (days and times) for student appointments in Navigate360 (every term)
- ✓ Communicate/interact with advisees a minimum of three times per full-term semester
- ✓ Respond to Navigate Referrals / Progress Reports in a timely manner
- ✓ Document advising appointments and outreach in Navigate360
- ✓ Complete Levels 1 and 2 of Advisor Training
- ✓ Attend annual academic advising meeting/training

Resources:
Canvas Course Instructional Basics: "Navigate – Setting Up Availability," "Navigate – Issue Referrals," "Navigate – Progress Reports"
Canvas Course Academic Advising
ASUN Website Academic Advising: https://www.asun.edu/getstarted/advising.php#gsc.tab=0
SOP 4006 (Student Affairs) Satisfactory Academic Appeal https://www.asun.edu/about-asun/operating-procedures.php#gsc.tab=0

19. Concurrent Faculty Liaison Responsibilities

Through ASUN's Early College program, ASUN partners with several surrounding high schools as well as with Arkansas Virtual Academy (ARVA) to offer concurrent/dual courses. Deans identify faculty members who will serve as faculty liaisons to concurrent faculty. For more information, refer to the Concurrent Enrollment Program Handbook.

Resource
Concurrent Enrollment Handbook: https://www.asun.edu/campuses/concurrent-dual.php#gsc.tab=0

20. FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Unless a student has submitted a release form to the Registrar's office, faculty may not share information regarding attendance, grades, student progress, or any other information without the student's written consent. This includes the student's parents.

Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Resources

Dept. of Education, Family Educational Rights and Privacy Act,
https://www.ed.gov/search?search_api_fulltext=ferpa
SOP4007 (Student Affairs) Permission to Release Student Record Information: https://www.asun.edu/about-asun/operating-procedures.php#gsc.tab=0
ASUN Website / Permission to Release Student Record Information Form:
https://www.asun.edu/getstarted/Admissions_Forms.php#gsc.tab=0

SECTION III: POLICIES GOVERNING FACULTY SERVICE

Policies Adopted by the Arkansas State University System

Several policies have been adopted by the ASU System. A complete list of these policies can be accessed on the ASU-System website: https://www.asusystem.edu/about/policies/

1. Selection of Policies Relevant to Faculty

Administrative Grievance
Affirmative Action
Alcohol
Annual Leave Policy
Appropriate Use of Information & Technology Resources
Background Checks
Cell and Data Phone
Child Maltreatment Reporting
Conflict of Interest or Conflict of Commitment
Distribution of Information Regarding Sex Offenders
Drug
Emeritus Status
Employee Debt Collection
Employee Discount of Tuition and Select Fees
Family Educational Rights and Privacy Act Policy
Fraud
Honorary Degree
Identity Theft Prevention
Intellectual Property
Misconduct in Research
Nepotism
Payments for Unused Sick Leave Upon Retirement
Persona Non Grata
Retirement – Access to Account due to Hardship
Retirement – Access to Retirement Accounts by Full-Time Employees
Retirement – Early Retirement Benefits
Travel Expense Reimbursement
Weapons

2. Policies in the ASU-System Handbook

The **ASU-System Handbook** (https://www.asusystem.edu/about/handbooks/)
also contains system information on, but is not limited to, the following policies:

Rehabilitation Act and Title II of the Americans with Disabilities Act
Annual Sick Leave Policy
Sick Leave
Catastrophic Leave
Court and Jury Leave
Emergency Paid Leave
Family and Medical Leave Act
Leave of Absence without Pay
Military Leave for Service-Connected Disabilities
Workers Compensation Benefits
Title IX Sexual Harassment Discrimination

ASU-Newport Policies Governing Faculty Service

1. Selection of Faculty

The Provost, after consulting with the Academic Deans and securing permission to hire from the Chancellor, determines that a position is vacant or needs to be created. The position will be advertised through the Human Resource Department and may be advertised through statewide newspapers and/or national publications. The selection process will follow Human Resource SOP 5001 Hiring Process for Full-Time Faculty & Staff https://www.asun.edu/operating-procedures.

2. Faculty Credentials

Academic Affairs SOP 2004 Faculty Credential Review Procedure, https://www.asun.edu/about-asun/operating-procedures.php#gsc.tab=0, is anchored in the **Higher Learning Commission's Core Component 3.C.** which specifies that instructors need to be able to provide "effective, high-quality programs," as well as in **Assumed Practice B.2.A.** which provides guidance to institutions regarding factors that can aid in the establishment of policies and procedures to determine appropriate faculty qualifications.

3. Faculty Appointments

Authority to Appoint and Reappoint Faculty

The Chancellor, with authority of the Board of Trustees, has final approval of all faculty appointments. The precise terms and conditions concerning each appointment shall be stated in writing on the official Appointment Letter. Evaluation of performance will be an ongoing part of the re-appointment process and will be formalized to the extent that quality instruction is assured.

Full-time Faculty Appointments

The Chancellor, with the recommendation from the Provost and Deans, makes appointments using guidelines outlined in SOP 2012 (Academic Affairs) Faculty Load Determination: https://www.asun.edu/about-asun/operating-procedures.php#gsc.tab=0

Regular academic year appointments for full-time faculty are made for two successive semesters (fall and spring).

Part-Time Faculty Appointments
The Chancellor, with recommendation from the Provost and Deans, makes part-time appointments to people who can give substantial contributions of time, expertise, and participation in college programs. Part-time faculty appointments are NOT eligible for staff benefits and are executed on a semester-by-semester basis or other period for special purposes.

4. Annual Performance Review of Full-Time Faculty
The Annual Performance Review of full-time faculty is anchored in **Strategic Priority 2: Employee Success** and in the **Arkansas State Board of Higher Education Guidelines for Annual Review of Faculty Performance.** ASU-Newport uses two main tools to assist with the annual performance review of full-time faculty:

Objectives and Key Results (Bridge)
At the beginning of the academic year, upon the reveal of the team goals of Academic Affairs, faculty, in consultation with their supervisor, set their annual personal goals in the performance management system. Personal goals should align with the team goals set by the supervisor and/or the strategic priorities of the institution. If the faculty member has more than four personal goals set for the year, the faculty member must choose four goals to be weighted; the total weight must equal 100%. The Executive Cabinet and the Executive Director of Administrative Services will review all employee goals. As faculty complete goals, they will upload documentation (if needed) and/or other supporting information into the performance management system and mark the goal complete. Mid-way through the academic year (January), faculty will have a check-in with their supervisor. All personal goals should be finalized by April 15 (goal status: "on track" or "complete" in the system).

Faculty Teaching Portfolio
The short-term objective with the Faculty Teaching Portfolio is to encourage faculty self-reflection on the current academic year to help them identify goals and opportunities for improvement(s) that will drive student success for the coming academic year. The long-term objective with the Faculty Teaching Portfolio is to provide faculty the opportunity to document their growth progress as professional educators.

The Academic Leadership Team in collaboration with other divisions, committees, and the Faculty Association is currently in the process of developing a comprehensive Faculty Teaching Portfolio that will add value and feel meaningful to faculty. At the same time, the teaching portfolio should be flexible enough to respond to assessment results, persistence and retention data, as well as emerging and changing needs of our students.

Components of the 2025-2026 Faculty Teaching Portfolio

The Faculty Teaching Portfolio is due on the **first Monday in April** (April 6), 2026. It will reflect work and results from the Spring/Summer/Fall 2025 and Spring 2026 semesters as applicable.

The portfolio consists of:
(1) Curriculum Vitae (for General Education) / Résumé (for Applied Science and Nursing and Health Professions)
(2) Teaching Philosophy
(3) Reflection on Student Course Evaluations (Spring 2025 through Fall 2025)
(4) MSA Overview and Assessment Results of One Identified Course (Spring 2025 through Fall 2025)
(5) ILO Assessment Results and Grade Distribution (Spring 2025 through Fall 2025)
(6) Retention Reflection: Reviewing Course Success Rates (Tableau) (Spring 2025 through Fall 2025)
(7) Supervisor Course Observation (Fall 2025-Spring 2026)
(8) Role of Higher Education Professional (Fall 2025-Spring 2026)
　　　　a. Committee and/or Concurrent Liaison Duties
　　　　b. Professional Development

To support faculty in their work on their portfolios, the Academic Leadership Team will:
- host a series of "mini" training sessions on each component of the portfolio (see annual professional development schedule)
- provide concise and helpful instructions and additional resources for each component
- share samples of each component

Evaluation of the Faculty Teaching Portfolio
To ensure that all faculty receive an equitable experience, Deans will use a rubric to score the Faculty Teaching Portfolio. Deans will also provide guiding feedback on the portfolio to help faculty grow and improve as professional educators. Faculty will have an opportunity to discuss the feedback and evaluation of the portfolio with their Dean during their annual performance review.

Deans will share summaries of their discussions and results from faculty portfolios with the Academic Leadership Team, which will use this information to identify needed support, resources, professional developments, etc., for the coming academic year.

Classroom Observations
Each faculty member, whether full-time or adjunct, can be observed in the classroom by the Chief Academic Officer and/or Academic Dean at least once annually. This observation may be used as a form of assessment in the full-time faculty's annual performance review.

Tasks
✓ Enter annual personal goals in the performance management system (Bridge) by September 30, 2025
✓ Submit Faculty Teaching Portfolio by April 6, 2026

✓ Meet with Dean for annual performance review
✓ Finalize personal goals in the performance management system by April 15, 2026

Resources
HLC Core Component 3.C.: https://www.hlcommission.org/Policies/criteria-and-core-components.html
AY 2025-2026 Professional Development Schedule: Canvas Course Academic Affairs, "Professional Development: Advancing Aviators"
Appendix E: Technological Platforms Overview
Canvas Course Academic Affairs: "Faculty Teaching Portfolio 2025"

5. Faculty Rank and Promotion

General qualifications and guidelines have been established in the Academic Affairs SOP 2011 Faculty Rank and Promotion: https://www.asun.edu/about-asun/operating-procedures.php#gsc.tab=0 to aid in the determination of academic rank. Meeting these qualifications will justify consideration for promotion but will not be considered as mandating such promotion. Other factors may be considered by Academic Deans and the Provost. Those factors will be included in narrative form via the Bridge platform as promotion recommendations are considered.

Being acquainted with the unique nature and differing requirements for both styles of faculty members, a two-track model is utilized: one track for Academic Transfer Faculty and the other track for Technical Faculty, with four stages (levels) of advancement within each track. Refer to SOP 2011 Faculty Rank and Promotion for detailed information.

6. Additional Leave Options for Full-Time Faculty

Compensated Leave
The purpose of compensated faculty leave is to encourage professional development of individual staff members. Compensated leave is only available to full-time faculty and may be granted for various purposes, including graduate study leading to an advanced degree in an approved field of study, further study to upgrade specific competencies, retraining of extended appointment of staff members who teach in programs that are being reduced or phased out, post-doctoral study, travel, research, and other professionally creative activities. Compensated leave is subject to the approval of the Chancellor. For more information regarding compensated leave options, contact the Office of the Provost for Academic and Student Affairs.

Leave Without Pay
See Human Resource SOP 5003 Leave Without Pay: https://www.asun.edu/operating-procedures

Catastrophic Leave Program
See Human Resource SOP 5004 Catastrophic Leave Program: https://www.asun.edu/operating-procedures

7. Required Annual Forms

At the beginning of each calendar year, all faculty must complete four Human Resource Forms:
- Code of Ethics Annual Acknowledgement
- Conflict of Interest
- Employee Disclosure Requirements
- Extra Income Form (if applicable)

Task

✓ Submit HR forms to your Dean for signatures and approval (January 2026)

8. Human Research: Institutional Review Board (IRB)

Research connected to the institution that involves human subjects must follow high ethical standards and is guided by the Academic Affairs SOP 2015 Institutional Review Board: https://www.asun.edu/about-asun/operating-procedures.php#gsc.tab=0

9. Faculty Grievance

Grievance issues primarily relate to faculty employment and can include, but are not limited to, promotion, salary, termination, job assignment(s), and other related matters. Most of the time, grievances can be reviewed and resolved through informal discussions. However, to guide instances where a difference of opinion remains unresolved, ASUN has established a complaint procedure.

Overview of Grievance Procedure

Detailed steps and information regarding the grievance procedure can be found in the ASU-System Handbook, p. 35-37. For forms and other information and help regarding filing a grievance, contact Human Resources. See below for an outline of the main steps.

Step 1: Initial Discussion with Dean
Faculty with a grievance issue should initiate a discussion with appropriate Dean. The Dean has ten working days to orally reply to the faculty. If a mutually agreeable settlement is not reached, within ten working days after the presentation of the grievance to the Dean, the faculty can proceed to Step 2.

Step 2: Written Complaint
Faculty needs to submit a written complaint to the Provost within ten working days after receiving the Dean's response. At this point, the faculty member needs to reach out to Human Resources for assistance.

Step 3: Provost's Response
After receiving the written complaint, the Provost has ten working days to prepare a written response. The Provost will share a written notification of response with faculty member, Human Resources, and the Dean.

Step 4: Appeal to the Institutional Grievances/Appeals Committee
If the grievance remains unresolved, a hearing of the complaint may occur within ten working days following the Provost's response.
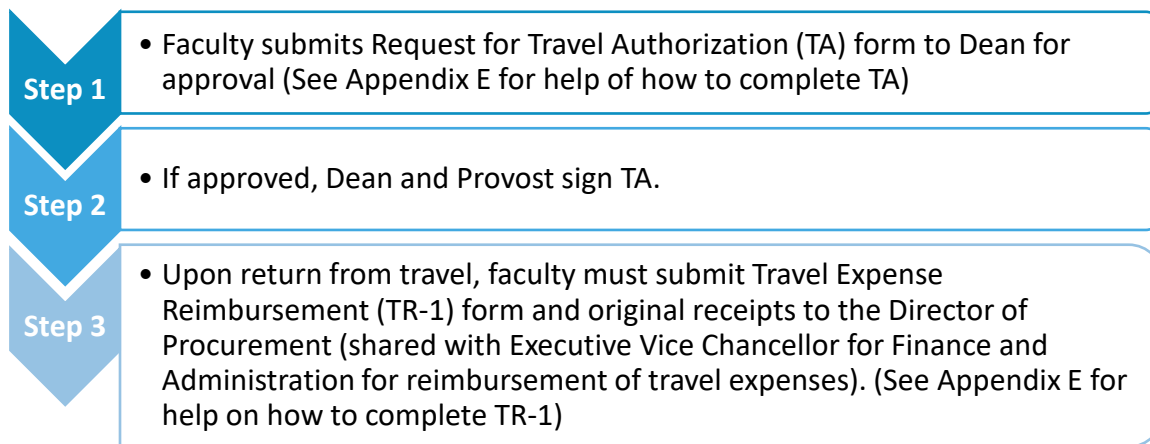
> **Step 5: Proceedings**
> The Institutional Grievances/Appeals Committee has twenty working days after a complaint is received to conduct an inquiry and recommend a written resolution. The committee has two options for a resolution: (1) If the committee finds that no institutional behavior error occurred, it can recommend to dismiss the grievance. (2) If the committee finds that an institutional error has been made, it will recommend a remedy.

10. Purchasing Procedures

For help with requisitioning items of equipment, instructional supplies, or other materials needed for instructional purposes, work with Academic Coordinators and Dean.

11. Travel Regulations

Official travel of college faculty is governed by state regulations, which must be adhered to closely. The travel supervisor examines and approves statements of travel expenses.

Step 1
- Faculty submits Request for Travel Authorization (TA) form to Dean for approval (See Appendix E for help of how to complete TA)

Step 2
- If approved, Dean and Provost sign TA.

Step 3
- Upon return from travel, faculty must submit Travel Expense Reimbursement (TR-1) form and original receipts to the Director of Procurement (shared with Executive Vice Chancellor for Finance and Administration for reimbursement of travel expenses). (See Appendix E for help on how to complete TR-1)

If a faculty member received a travel advance, settlement of the debt will be made in the Business Manager's Office after the TR-1 forms have been processed and reimbursement made (See SOP 3002).

Resources
Per Diem Guidelines: https://www.gsa.gov/travel/plan-book/per-diem-rates
Appendix F: Help with TA Form and TR-1 Form
SOP 3002 (Finance & Administration) Travel: https://www.asun.edu/about-asun/operating-procedures.php#gsc.tab=0
ASU-System Policy on Travel Expense Reimbursement: https://www.asusystem.edu/dotAsset/0313c174-9ff7-4d15-b139-37b7485c5ca0

12. Payroll Procedures

Faculty members are paid semi-monthly on the fifteenth and the last working day of the month. Full-time employees and adjunct instructors hired after July 1, 1999, are required to participate in direct deposit. Faculty can access pay stubs through Self Service Banner (Faculty Services: "My Account"/ "My ASUN.EDU" / "Employee Resources" / "Banner Employee SelfService").

APPENDIX A: Curriculum Process

Each change in course offerings originates from faculty within an academic division. Often curricular changes are initiated by assessment results in the yearly assessment cycle or through Advisory Board recommendations. With the consultation and approval of the appropriate Dean, the sponsoring faculty member initiates the curriculum process:

Curriculum Initiated
(Faculty, Dean, Provost)

Instrcutional Council
(presented by sponsoring faculty/dean)

Curriculum Committee
(presented by sponsoring faculty)

Internal Review

Faculty Association (presented by sponsoring faculty)

Provost
(course changes stop here unless the % exceeds ADHE policy for required program development or reconfiguration)

Executive Cabinet
(presented by Provost)

Chancellor

ASU Board of Trustees

AR Department of Higher Education Coordinating Board

Higher Learning Commission and/or additional accrediting bodies

Program Review Subcommittee
(reports back to Curriculum Committee)

Step 1: Originating   Sponsoring faculty member discusses curriculum proposal with appropriate Dean. If the Dean approves, the faculty member completes the appropriate curriculum form.

Step 2: Informational   Sponsoring Dean presents proposal to Instructional Council (does not require signature but may be sent back for maximum of one week to answer questions based on feedback).

Faculty member submits curriculum form to Curriculum Committee Chair at least 5 working days prior to the next scheduled meeting (regular meetings are scheduled for the first Friday of the month).

The Curriculum Committee Chair will disperse the curriculum form to the Faculty Association for comments back to their respective Curriculum Committee division representative prior to the scheduled meeting.

Step 3: Decision   Sponsoring faculty member presents proposal to the Curriculum Committee. Signatures from Curriculum Committee Chair and Financial Aid representative are required to move forward. The proposal may be sent back to the sponsoring faculty / Dean for a maximum of one week to resolve issues.

Upon approval, the sponsoring faculty member presents approved proposal to the Faculty Association. No signatures needed.

Step 4: Decision   Curriculum Committee Chair presents proposal to Provost for signature.

All curriculum changes that do not require ADHE approval for development or reconfiguration stop here.

Programs proceed to Step 5.

Step 5: Informational   Provost presents proposal to the Executive Cabinet for review and discussion.

Step 6: Decision   Provost presents proposal to the Chancellor for review.

Chancellor/Provost presents proposal to the ASUN Board of Visitors.

Step 7: Decision   Chancellor/Provost presents proposal to the ASU Board of Trustees via resolution or as a notification (see ADHE guidelines for curriculum changes).

Step 8: Decision   Provost presents to ADHE Coordinating Board (AHECB).

Step 9: Decision   Provost submits proposal to the Higher Learning Commission and/or any additional accrediting bodies.

Step 10: Internal Review Dean and designated faculty member(s) prepare and present a 3-year internal review to the Program Review Committee, the Curriculum Committee, and if applicable, appropriate advisory board.

Internal Review with feedback is presented and submitted to the Provost's Office.

Step 11: External Review Dean and designated faculty member(s), with the guidance and support from the Program Committee, complete the 7 to 10-year program review as required by the Arkansas Department of Higher Education and/or appropriate accrediting or licensing body.

APPENDIX B: Full-Time 9-Month and 10.5-Month Faculty Leave Options

Type of Leave	When to Use Leave	How to Report Leave
Sick Leave Faculty accrue 4 hours of sick leave per pay period. This type of leave can be taken in 15-minute increments.	This type of leave should only be used if **you** are unable to work due to illness, injury, or medical, dental, or optical treatment. Sick leave can also be used due to the death or serious illness of an *immediate* **family member**. Sick leave **cannot** be used for non-health related situations. *For more information, please see p. 20-21 in the *ASU-System Handbook*.	Timeclock Plus If you only take sick leave for part of a day, please put the specific hours in the comment box. Example: You have a doctor's appointment and need to take sick leave between noon and 4:00 p.m. Please put "12:00-4:00 p.m." in the comment box.
Children's Educational Activity Leave Faculty have 8 hours of educational hours per year. This type of leave can be taken in 15-minute increments. Unused leave will not be carried over to the next year.	This type of leave should only be used for the purpose of engaging in and traveling to and from the educational activities (sponsored by the school) of a child: • parent-teacher conference • school-sponsored tutoring, volunteer program • field trip • school-sponsored program or ceremony • graduation or homecoming ceremony • awards or scholarship presentation • parents' or grandparent's breakfast • classroom party • school committee meeting • academic competition • assisting with athletic, music, or theatre programs Child = natural/adopted child, stepchild, foster child, grandchild, or ward of the employee (must be court-appointed legal guardian) *For more information, please see p. 22-23 in the *ASU-System Handbook*.	Timeclock Plus If you take the leave for part of a day, please put the specific hours in the comment box.
Personal Days 9-and 10.5-month faculty have 2 personal days (1 day = 8 hours) per academic semester.	This type of leave should be used when sick leave cannot be used. This type of leave needs to be pre-approved.	Timeclock Plus Personal days **cannot** be taken in hour increments. You may choose to take personal leave in 4- or 8-hour blocks (not to exceed 16 total hours).

Type of Leave	When to Use Leave	How to Report Leave
Fifth Friday On fifth Fridays, faculty can choose to work from home.		Does not have to be reported.
Flex Hours The option of "flex" hours is very limited for 9 and 10.5-month faculty.	Flex hours is when you work extra hours on behalf of the institution. Examples would include the Science Olympiad and an evening/weekend NSO session. All flex hours must be pre-approved and should be taken in the same week as the overtime occurred.	Needs to be pre-approved by the immediate supervisor. You may not flex hours **and** count the activity towards any Bridge goal completion.

APPENDIX C: Checklist

CHECKLIST

One Week Before the Semester Begins:

_____ Prepare and submit SimpleSyllabus for Dean Approval

_____ Pre-publish course in Canvas with welcome message

_____ Send welcome email to students

_____ Review registration status of advisees; make sure they are registered in the coming semester

Beginning of the Semester: First 3 weeks for full-term / First week for Flex Terms

_____ **First Day of Semester**: Publish distance education courses by 8:00 a.m. Course needs to have a welcome message and at least the first weeks' work published. One assignment needs to be due each week for attendance purposes.

_____ **End of First Week**: Finalize faculty semester schedule and submit to Academic Coordinator and Dean; post outside office and upload to Academic Affairs in Canvas

_____ **End of First Week**: Update availability (days and times) for student appointments in EAB Navigate360.

_____ Reach out to non-attending students and/or students who are not attending on a regular basis; this will help with retention.

_____ Certify Rosters (via email from Registrar) at **noon**

_____ Complete first request of Navigate360 Progress Report Campaign

_____ Advisors: Check-in with your advisees to see how the semester is going

*Make sure you record attendance in Canvas for every class meeting (on-site) and once per week in distance education courses.

Middle of the Semester

_____ If applicable, complete Referrals in Navigate360

_____ Complete second request of Navigate360 Progress Report Campaign

_____ Post midterm grades in Self-Service Banner (both Flex and Full-term courses)

_____ Advisor: Check-in with your advisees to see how their semester is going and to schedule a mid-semester appointment (review goals, academic plan/degree, upcoming semester schedule, co-curricular opportunities, etc.)

_____ Ensure that the link "Student Course Evaluations" is visible to students in Canvas courses (in preparation for course evaluations).

End of Semester

_____ Advisor: Send email wishing your advisees "good luck" on final exams; make sure advisees are enrolled for next semester

_____ Make sure gradebook is up-to-date in Canvas courses.

_____ Complete MSA Rubric in Canvas.

_____ Complete ILO Rubric in Canvas.

_____ Post final grades in Self Service Banner by noon (Remember that grade F requires faculty to enter in last date of attendance)

APPENDIX D: ASUN Student Support Services

Campus Support Services and Resources				
Resource	**Campus Contact**	**Phone #**	**Email**	**Campus Location**
Academic Advising	Porsha McGregor	870-680-8727	advising@asun.edu	NP/JB/MT
Adult Education	Barbara Warren	870-680-8941	barbara_warren@asun.edu	NP/JB
Aviator Bookstore	Travis Church	870-512-7806	bookstore@asun.edu	NP/JB/MT
Campus Food Pantry	Debbie Hardy	870-512-7859	thepantry@asun.edu	NP/JB/MT
Campus Food Services-The Hub	Travis Church	870-512-7806	bookstore@asun.edu	NP
Campus Food Services-Delta Grill	Travis Church	870-512-7806	bookstore@asun.edu	MT
Career Pathways	Cheryl Cross	870-512-7827	careerpathways@asun.edu	NP/JB/MT
Career & Transfer Services	Christy Mann	870-512-7818	careerservices@asun.edu	NP/JB/MT
Center for Educational Access (Accommodations)	Mary Houchin	870-358-8612	cea@asun.edu	NP/JB/MT
Emergency Fund (Emergency Assistance)	Debbie Hardy	870-512-7859	studentsuccessfund@asun.edu.	NP/JB/MT
Financial Aid	Stacey Dunlap	870-512-7811	OneStop@asun.edu	NP/JB/MT
Library	Debbie Jewell	870-512-7862	debbie_jewell@asun.edu	NP/JB/MT
Student Health Care & Mental Health Counseling- Timely Care	Debbie Hardy	870-512-7859	timelycare@asun.edu	NP/JB/MT
SNAP E&T Benefits (Supplemental Nutrition Assistance Program Employment and Training)	Marcus Woodson	870-680-8948	Adult Education-Jonesboro marcus_woodson@asun.edu	NP/JB/MT
Student Housing	Debbie Hardy	870-515-7859	housing@asun.edu	Housing located NP
Student Life/Student Organizations	Irina Reynolds	870-512-7702	studentlife@asun.edu	NP/JB/MT
Testing - Accuplacer	Mikayla Jones	870-512-7713	OneStop@asun.edu	NP/JB/MT
	Andrea Jones	870-680-8720		
	Mary Houchin	870-358-8612		

Testing Services	Christy Mann	870-512-7818	testing_services@asun.edu	NP/JB/MT
	Linda Gibbs	870-512-7867		
Athletics	Chad Mitchell	870-512-7740	chad_mitchell@asun.edu	NP
Campus Support Services and Resources				
Transportation-Jet Bus System	Andrea Jones	870-680-8720	OneStop@asun.edu	JB Only
Tutoring- Online Brainfuse	Debbie Jewell	870-512-7862	debbie_jewell@asun.edu	Online
Work-study	Stacey Dunlap	870-512-7811	stacey_dunlap@asun.edu	NP/JB/MT
Campus Police				
Newport	870-512-7866	ASU-Newport Campus Police -Walton Hall		
Jonesboro	870-680-8950	ASUN Jonesboro Campus Police - Main Building		
Marked Tree	870-358-8633	ASUN Marked Tree Campus Police - Building A		
Other Resources				

Jonesboro-Bus Transportation
JET 870-935-5387
https://www.jonesboro.org/281/JET
Route 17-Stops at ASU-Newport Adult Education Center in Jonesboro
Route 53-Stops in front of ASU-Newport at Jonesboro

SNAP Benefits-Access Arkansas Direct Link
https://access.arkansas.gov/Learn/Home

For More Information:
Student Support Resources | Arkansas State University-Newport (asun.edu)

APPENDIX E: Technological Platforms Overview

Technological Platforms & Access	Use For:
Platform: ASUN Website **How to Access:** www.asun.edu	**Faculty:** - locate various institutional information such as the directory, academic calendar, course schedule, SOPs, etc. **Advisor:** - information and degree plans/pathways for each program
Platform: DUO **What It Is:** Identity authenticator app needed to log on to Self-Service Banner. **How to Set Up:** IT Services *For support with DUO, email: DUOSupport@asun.edu	When you log in to access Self-Service Banner, DUO is used as a multi-factor authentication for identification.
Platform: Self-Service Banner "SSB" "Banner" **What It Is:** ERP / SIS System **How to Access:** connect.asun.edu	**Faculty:** - access course rosters (Faculty Services / Rosters / Class List) - input midterm and final grades (Faculty Services / Rosters / Grade Entry) - look up student contact information (Faculty Services / Advising / Student Profile) **Advisor:** - look up student schedule (Faculty Services / Advising / Student Registration) - register / unregister student for courses (Faculty Services / Advising / Student Registration) **Employee:** - access paystubs - review leave hours (sick, vacation, child education) - review benefits

	- review and access tax documents (My Account / My ASUN.Edu / Employee Resources / Banner Employee SelfService)
Platform: Canvas **What It Is:** Learner Management System (LMS) used for delivering distance education and hybrid courses All courses have a course shell in Canvas **How to Access:** https://asun.instructure.com/	**Faculty:** - complete and publish course syllabus (SimpleSyllabus) for all courses - record attendance for all courses - publish instructor course assessment menu link (for students to evaluate course and instructor) - record grades for all courses - complete MSA rubrics for all courses - complete ILO rubrics for all courses *Distance education courses have all material, assessments, etc. uploaded in Canvas. Faculty teaching onsite courses can also upload content and assessments in the Canvas course shell (but this is not required). **Advisor:** - access resources to help with advising in Canvas course "Academic Advising" *Note that we have created a Canvas course for students titled "Online Resources for Students" **Employee:** - access specialized resources such as: Instructional Basics, Instructional Design, Assessment Resource Center, Academic Advising, Academic Affairs, etc.
Platform: Lockdown Browser **What It Is:** Lockdown Browser literally "locks down" the browser on a computer or tablet. Students are unable to copy, print, access other applications, or visit other websites during an online exam. **How to Access:** Lockdown Browser is a tool found in your Canvas course.	**Faculty:** - to ensure academic integrity, use Lockdown Browser for exams, quizzes, etc. - include expectation of using Lockdown Browser in the syllabus so students are informed on Day 1 of this expectation - include helpful information of how to ensure that students are able to "set up" Lockdown Browser properly (suggestion: include a "test-quiz" to establish which students may need additional IT help to make Lockdown Browser work properly)

Platform: TurnItIn **What It Is:** TurnItIn, like Lockdown Browser, is a tool you can add to assignments in your Canvas course. TurnItIn is a software that ensures academic integrity of written work that students turn in. **How to Access:** TurnItIn is a tool you can add to written documents that are uploaded as assignments in Canvas. In submission type, select "External Tool," and then select "TurnItIn."	**Faculty:** - TurnItIn is a "plagiarsism" software that faculty can use to ensure that students have not used essays/papers written by others, written by themselves in other courses, copied and pasted from other sources, or used AI to generate work - TurnItIn is also a good tool to use when teaching students about plagiarism (patch-work plagiarism, verbatim passages, etc.) as well as AI generated work
Platform: SimpleSyllabus **What It Is:** SimpleSyllabus is a software that produces master course syllabi templates. Some components of the master syllabus template are created by the Academic Leadership team. Faculty have to complete some components of the syllabus. Information entered by faculty will automatically "roll over" from one semester to the next. **How to Access:** https://asun.simplesyllabus.com/ *Faculty can access their own course syllabi by going to their courses in Canvas.	**Faculty:** - faculty must complete and submit a SimpleSyllabus syllabus for each course they teach for Dean approval; upon approval, the syllabus will automatically be "published" and accessible to students **Advisor:** - access past and present syllabi for courses
Platform: EAB Navigate360 **What It Is:** Student Success Platform **How to Access:** https://onestop.asun.edu/dashboard Go to Staff Menu, click "more" / Staff Navigate	**Faculty:** - issue referrals for students - complete progress report for students **Advisor:** - access current list of advisees - access advisee information - email / text advisees - document advising appointments - issue referrals for advisees
Platform: Pathify "One Stop" **What It Is:** A "one-stop hub" for students and employees.	**Faculty:** - access Canvas courses through "Widgets" - access Faculty Handbook

How to Access: https://onestop.asun.edu/dashboard	**Advisor:** - access EAB Navigate360 **Employee:** - access Employee Dashboard (view leave balance, pay stubs, etc.) - access holiday calendars - access TimeClock Plus
Platform: Performance Management System ("Bridge") **What It Is:** The performance management system is a platform that ASUN uses to manage and review the performance of employees. **How to Access:** https://asun.bridgeapp.com/talent/home	**Employee:** - enter personal annual goals used for annual performance evaluation - track professional developments and trainings
Platform: Tableau **What It Is:** Platform operated by the ASU-System to house a variety of data. **How to Access:** https://public.tableau.com/app/profile/asusystem/vizzes#!/	**Faculty:** - access a variety of Dashboard tables that includes institutional and system data on enrollment, retention, completion, transfer, etc.
Social Media Platform: Facebook https://www.facebook.com/ASUNewport/	
Social Media Platform: Instagram https://www.instagram.com/asunewport/?hl=en	
Social Media Platform: X (former Twitter) https://x.com/	
LinkedIn https://www.linkedin.com/school/asunewport/	

APPENDIX F: Help with TA and TR-1 Forms

When attending a conference, workshop, meeting, etc. that requires travel, a **Travel Authorization (TA)** form needs to be filled out and approved **prior** to travel. After you return and you are requesting to be reimbursed for expenses, a **Travel Reimbursement (TR-1)** form needs to be submitted. Detailed information can be found in SOP 3002 Travel. Information in this Appendix is meant to offer some tips and help when completing these two forms.

Timeline to Keep in Mind:
- **Travel that requires flying**: Forms need to be turned in at least **21 days** before travel takes place
    o Schedule flights through the Office of Procurement (lee_webb@asun.edu).
    o Flights must be scheduled at least **14 days** before travel date.
    o Flights are prepaid on behalf of the traveler.
- **All other travel (car):** Forms need to be turned in at least **10 days** before travel takes place

Process:
1. Fill out Travel Authorization (TA) Form: Access form through Self Service Banner: Faculty Services: "My Account" / "My ASUN.EDU" / "Employee Center" / "Finance & Admin"
- Have your supervisor clarify which account number you should use.
- If you have to drive in your own car, please refer to mileage chart: Self Service Banner: Faculty Services: "My Account" / "My ASUN.EDU" / "Employee Center" / "Finance & Admin" (see form "Travel Mileage Chart")
- Estimated Costs / Item 1
    o If college car is not available, account for 0.52 cents / mile
    o If a college car is available, but you still want to drive your own car, account for 0.42 cents / mile
    o When estimating mileage, remember that mileage is calculated from your home campus/official station to the travel location **OR** from your home to the travel location if this distance is less than between home campus and the travel location.
- Booking hotels: It is easier if you book a hotel directly with the hotel rather than using third party companies (that may offer a "better deal"). If you use other companies than the actual hotel, your hotel receipt often indicates that you owe a balance. This will make it difficult to submit for reimbursement.
- Reimbursement of meals is only allowed when travel requires you to spend the night at a hotel.
    o Use the following link https://www.gsa.gov/travel/plan-book/per-diem-rates to establish the per diem rate for the city in which you are staying.
- Estimated Costs / Item 4: Don't forget to estimate costs for parking, use of taxi, baggage if flying, etc.
    o Taxi fare is reimbursable (including Uber, Lyft, etc.)

- o Parking fees are reimbursable
- o Valet parking is only reimbursable if this is the only form of *available* parking.
- o When flying, remember that most airlines charge money for checked baggage.

2. Turn in your filled out TA form together with additional supporting documents to your supervisor for approval.
- Supporting documents may include agenda for the workshop/conference/meeting, hotel confirmation, etc.

3. Travelling Guidelines
- If you use a college vehicle, remember the following guidelines:
  - o You have to reserve the college vehicle with designated employee on your campus. If you want to reserve a college vehicle that is not on your campus, contact Lee Webb: lee_webb@asun.edu.
  - o Use the car binder to record mileage before you begin to travel.
  - o No smoking in the car, texting while driving, or driving over the speed limit.
  - o Upon return:
    - ▪ Refill gas tank using gas card. Contact Lee Webb for gas card code.
    - ▪ Remove trash and personal belongings from car.
    - ▪ Park car at the designated space on instructional site.
    - ▪ Record end mileage in binder.
    - ▪ Return keys and car binder to designated employee.

4. Upon your return, fill out the TR-1, Travel Reimbursement form, as soon as possible. Access form through Self Service Banner: Faculty Services: "My Account" / "My ASUN.EDU" / "Employee Center" / "Finance & Admin" (see form "Travel Reimbursement).
- If a college vehicle was not available, you will be reimbursed 0.52 cents / mile
- If a college vehicle was available but you chose to drive your own car, verify with Lee Webb if you can be reimbursed and what the cents/mile reimbursement will be.
- Receipts:
  - o Make sure hotel receipts indicate a $0 balance.
  - o Itemized receipts are required for reimbursement. **Note** that only detailed receipts are reimbursable. A detailed receipt includes text indicating what you paid for. (A credit card receipt without details will not be reimbursed).
  - o The first and last day of travel are capped at 75% of the daily meal per diem rate.
  - o Tips are reimbursable to 15% of the cost.
  - o Alcoholic drinks are not reimbursable AND alcoholic drinks should not be included on the itemized meal receipt.
    - ▪ In other words, put meals on one receipt and alcoholic beverages on a separate receipt.
- Email TR-1 and receipts to Lee Webb. She will review it and may ask you to modify your TR-1.

APPENDIX G: Faculty Association Constitution and By-Laws

Constitution of the Faculty Association

Arkansas State University-Newport

This constitution of the Faculty Association of Arkansas State University-Newport is adopted in order to promote the effectiveness of ASUN in the discharge of its responsibilities, to effect closer coordination among the various areas of the ASUN campuses, and to provide a means by which the special competencies of the members of the instructional staff may be utilized more fully in the formulation and execution of the academic programs of the institution.

ARTICLE I

The Faculty Association

    Section 1. Composition- All members of the instructional staff, both full-time and part-time, with the rank of instructor or above, are members of the Faculty Association.

    Section 2. By-Laws-The officers of the Faculty Association will adopt by-laws they consider necessary to function effectively.

    Section 3. Meetings-The Faculty Association will hold at least two meetings a year of the Committee of the Whole. Special meetings may be called by the President of the Faculty Association.   A quorum will consist of two-thirds of the members of the Faculty Association Executive Committee for voting purposes. A quorum of three-fourths of the members of the FAEC is required to vote on constitutional amendments or changes.

The Executive Committee will meet on a monthly basis during the academic year (August through May).

    Section 4. Officers-The officers of the Faculty Association Executive Committee will consist of a president, vice-president, secretary/treasurer, past-president, and two representatives from each academic division. The president will be elected by the Association as a whole. The vice president and the secretary/treasurer will be chosen from the division representatives who make up the Executive Committee. Division representatives will be nominated and/or elected by faculty from their respective divisions. These officers will constitute the Faculty Association Executive Committee. The President will preside over the meetings of the Faculty Association, set the agenda, and appoint committee chairs, both standing and ad hoc, as needed. The president will hold office two years. All members of the Faculty Association are eligible to hold any elected office of the Association.

    Section 5. Committees-In addition to the Executive Committee, there will be at least four (4) standing committees within the Faculty Association: Committee of the Whole, the Resolutions Committee, the Curriculum Committee, and the Program Review Committee. *Ad hoc* committees will be added as needed. All committees will be responsible for the initial study and consideration of matters within their specific area of concern. All committees will report to the Executive Committee.

        Section 5a. Committees Defined- The Executive Committee, Curriculum Committee, and Program Review Committee will meet monthly throughout the academic year. Each committee will have a typical agenda that will be followed to allow for continuity and consistency.

        The Executive Committee of the Faculty Association

The Executive Committee will have monthly meetings and provide each of the committee chairs with an opportunity to provide a report about the current business of the committee. Twice per year the Executive Committee will facilitate the convening of a meeting of the Committee of the Whole.

The Curriculum Committee

The Curriculum Committee will work with the Provost to examine the current and proposed curriculum for the institution. This evaluation will include all new course offerings or removal of courses, new or substantive changes to programs, and/or deletions of programs. The Curriculum Committee will also gather reports from the Program Review Committee to help maintain oversight of the programs of the institution.

The Program Review Committee

The Program Review Committee will work with the Provost to establish a timeline for program directors, chairs, or Academic Deans to provide required reviews of the institution's programs. After the program review reports are submitted to the committee, members will evaluate the report and provide feedback to the presenter. The Program Review Committee will communicate any proposed additions or changes to a program's existing curriculum to the Curriculum Committee, including the development of new programs or courses.

The Resolutions Committee

The Resolutions Committee will be responsible for investigating specific faculty concerns for the Executive Committee and presenting their findings in a written resolution to the Executive Committee.

The Committee of the Whole

The Committee of the Whole will have two meetings per academic year and provide the Executive Committee with an opportunity to report to the larger faculty membership.

Ad Hoc Committees

Ad hoc committees may be established for specific needs of the faculty association. These may be established and abolished by a 2/3 vote of the Executive Committee.

ARTICLE II
Amendments

Amendments to this constitution may be proposed by a majority vote of the Faculty Association Executive Committee.

If the proposed amendment is approved by the Executive Committee, it will be presented to the Faculty Association Committee of the Whole for review. The Committee of the Whole will have no less than ten (10) business days to review the proposal before a formal vote is taken. Proposed amendments must be approved by a majority vote of the Committee of the Whole.

ARTICLE III
Ratification

This constitution and its amendments will become effective immediately following the approval of the faculty members present and voting. Following approval of an amendment, the President of the Faculty Association will immediately take steps to implement the amendment

By-Laws

I.   Current records of membership in good standing with the Faculty Association will be kept by the secretary-treasurer of the Faculty Association.

II.   The Faculty Association may levy such dues upon its membership as will be determined by a majority vote of the Committee of the Whole. The secretary-treasurer will collaborate with the Controller to document receipts of all payments made to the association and will maintain a record of all receipts and disbursements.

III.   The president will call meetings as specified in the constitution, Article I, Section 3, with notice being given to the members of the Faculty Association at least three (3) business days in advance. The president will schedule such meetings at times deemed best suited to the university program.

IV.   The president will call a special meeting of the Faculty Association upon the petition of five members of the association.

Nomination and Election Procedures

A. Nomination of Officers

  1. The immediate past president will accept and present nominations for the office of divisional representatives, beginning the first week of April. Each academic division will present up to four (4) names per respective division, two (2) of whom will be elected as division representatives. Any member of the Faculty Association may nominate a candidate up to two weeks in advance of the election.

  2. Electronic ballots will be used for the elections of the division representatives of the Executive Committee. Division representatives will be elected by the faculty from their divisions.

  3. The selection of the president will come from the Faculty Association membership and follow the same process as the divisional representatives. The president will serve a term of no less than 2 years. At the conclusion of their two-year term, the president will transition into the office of past-president for a one-year term.

B. Election Procedure

Elections for division representatives and/or the office of president will be held during the first week of May. All representatives will assume their positions immediately after the election.

C. Filling Vacancies

The president will appoint a member of the Faculty Association to fill any vacancy that occurs until elections are held in May.