

Minutes

April 30, 2018

4:00 PM

University Faculty Senate
Shawnee State University

1. Call to Order

UFS President Marc Scott called the meeting to order at 4:02 p.m.

2. Roll Call:

Secretary Jennifer Napper recorded the attendance (as follows):

Linda Hunt, Cathy Bailey, Sarah Minter, Mich Nyawalo, Phil Blau, Gene Burns, Cynthia Hermanson, Tom Piontek, Tony Ward, Adam Miller, Dan Johnson, Amy Grau, Georgeann Kamer, Virginia Pinson, Isabel Graziani, Kejing Liu, and all officers (Marc Scott, Kyle Vick, Jennifer Napper, Jim Reneau).

3. Minutes: Motion to approve March minutes was seconded by Georgeanne Kamer. Approved unanimously by acclamation.

4. Agenda: Motion to approve agenda was seconded by Tom Piontek. 11b has been removed from the agenda as requested by the SEA. Item 11g64 & 65 was added to the agenda. No discussion. Approved by acclamation.

5. Remarks from the UFS President:

Two items I'd like to share today. First a report from the April 13th, Board of Trustees (BOT) meeting. At the Finance Committee meeting, the current budget deficit for this academic year was reported to approach \$5M and the current reserve amount remains roughly \$15M. The Governor's office seems to recognize that the university is in a difficult financial position and there's a possibility for a roughly \$200K allotment for the institution through a corrections bill. That money isn't guaranteed at this point and it's obviously far short of significantly improving the financial outlook of the institution, but it seems to signal that Columbus acknowledges the institution's situation. Also at the Finance Committee meeting, attendees also learned of a new payment program that requires students to pay a quarter of their balance by August 1st, a third of the remaining balance by September 5th, half of their remaining balance by October 3rd, and the remaining balance by November 7th.

During the Academic and Student Affairs Committee, it was reported that in comparison to this point last year, there is a 38% increase in orientation bookings,

a 6% increase in Bridge reservations, and 20 more graduation petitions for Spring 2018 compared to last Spring. During the BOT meeting, my comments mentioned the policies the senate would review in advance of the June meeting, the resolution the senate passed that affirmed the rights of transgender students and employees, and the Senate's disagreement with administration regarding program warehousing and the manner in which programs were warehoused. As a reminder, BOT meetings are open to the public, and faculty are encouraged to attend.

I also want to share some good news. There will be a location in the Clark Memorial Library dedicated to showcasing faculty achievements. The Dean of Library Services has set aside a display case in the Library entrance that will house publications and artifacts from student/faculty research collaborations. The senate leadership will work with the Research and Scholarly Affairs and Teaching and Learning Center committees to make sure we update the display to reflect the high quality work of our faculty.

I'm also pleased to announce the winners of the senate-funded faculty awards:

- Award for Pre-Tenure Faculty Excellence in Teaching: **Thomas Bunting**
- The Shannon Lawson Service Award: **Michael Barnhart**
- Award for Excellence in Research and Scholarship: **Erik Larson**

This is our final meeting of the academic year and we have much on our plate. We'll have a number of updates from committees, a presentation from our communications and admissions directors, and we'll vote on a number of policies and a resolution regarding program warehousing.

- 6. Treasurer's Report:** Treasurer Jim Reneau reported on expenditures to date. The faculty senate will come in under budget this academic year by about \$100. The report is attached to the minutes. Motion to approve report was seconded by Cathy Bailey. No discussion. Approved by acclamation.

7. Administrative Reports

President Kurtz's report: Dr. Kurtz discussed a recent article written in The Chronical of Higher Education titled "Why College Mergers Need to Be More Than Just Cutting Administrators." He read a few quotes from the article: "Talk of merging colleges seems to be everywhere these days as system leaders and state lawmakers look for efficiencies in places where public money is tight" and "But even bigger changes may be required in the long to offset declining enrollments, say some higher-education leaders and researchers." The article then discusses things that are happening in Connecticut, Maine, and Wisconsin. Many states are

going through or have gone through mergers of college and universities and in some cases closures of public universities.

Another quote from the article: “While there are plenty of differences among these states and systems, they share a common problem that’s beyond the control of cost-cutting consultants and budget-minded state lawmakers: declining enrollments. In these places, and many others across the Northeast and upper Midwest, it is not just a question of whether there is enough state money for the students who enroll or whether a few strategic job cuts will make up for lagging state appropriations.

It is also a question of whether there are enough students to sustain a full range of academic programs. And if the answer is no, what are the options for either increasing revenues or cutting costs?”

The president commented that this is what we face at Shawnee State University. He then acknowledged that there is disagreement with regards to warehousing of programs at this institution, but stated it is something we need to do and need to continue doing on a year-by-year basis. If we aren’t willing to take these steps, there are others at the state level who are willing to step in and make these decisions for us.

The Chancellor is visiting with his leadership team in mid-May. They will want to know what we are doing regarding academic programing. What we are doing in the wake of phasing out programs with low enrollments and what innovative programs and delivery formats we are developing. The Chancellor has gotten his marching orders from the governor’s office and from the state legislature.

Provost Bauer’s report: The provost commented that we’re “on the clock” right now, we’ve had a couple of rough years due to the changing landscape in higher education. One possible mistake we’ve made over the last 15-20 years is that we haven’t been sensitive to those changes that were taking place. We don’t have a lot of time to make changes. However, we are at a point where we can be transformative and begin to make good decisions about what direction we’re going to take. Not just focusing on the bad things, like program closures, but looking at new programs that we can develop. The faculty senate has been instrumental this year with bringing new programs forward.

One change that is on the horizon, is entering new modalities. The administration has been in discussions with The Learning House for about six months. They did look at other companies, but The Learning House seems to be the best fit for Shawnee Sate. Not every faculty member has to be involved with online program development and no one will be forced to develop online

programing. This coming Thursday there will be conference call from an instructional specialist from The Learning House in the president's conference room. This session will provide more information about the relationship between faculty and instructional specialist, should you choose to develop online courses. There will be other opportunities in the future as well. The provost hopes that faculty will be interested in working with online programs.

Question from Tony Ward: Is the meeting on Thursday open to anyone?

Answer from the Provost: Yes it is. If it turns out there are a lot of faculty interested, they can arrange additional meetings.

8. Announcements from Senate floor:

Announcements from Marc Scott:

- As the Provost notified everyone last week, Chris Kacir will officially assume the role of University College Dean.
- Last week, the colleges of Professional Studies and Arts and Sciences celebrated the careers and retirements of the following faculty members:
 - Rick Conley, Business
 - Karen Crummie, Business
 - Steve Doster, Business
 - Tony Dzik, Social Sciences
 - Steve Ison, Engineering
 - Rose Roach, Nursing
 - Maggie Selby, Nursing
 - Marla Thoroughman, Allied Health Sciences

9. Committee and Director Reports

a. Executive Committee Reports:

UFS President Marc Scott: On Friday of last week, the UFS Executive Committee met with the President and Provost regarding the administration's desire to enter into an agreement with a third party Online Program Manager. Prior to the meeting, the Executive Committee solicited feedback from the Distance Learning Committee on a number of questions regarding shared governance and the financial viability of the potential partnership. We expressed concerns with a number of issues concerning academic freedom, the potential for such a partnership to erode the face-to-face enrollments at the institution, the financial impact on the institution, and the timing of the initiative's roll-out. While a number of faculty members and members of the Executive Committee see some positive benefit in such an agreement, we remain concerned that the speed

in which we're pursuing this agreement has not also been matched with a sustained effort to generate faculty buy-in crucial to the long term success of the agreement. We hope such efforts will improve in the fall term.

Neither Kyle, Mich, nor I were able to attend the April meeting of the Ohio Faculty Council, but there were information items relevant to faculty:

There's a group at ODHE tasked with drafting a policy regarding transfer credits from for-profit institutions. A representative from HLC has informed the group that the accreditation status of the previous institution should not alone decide whether or not an institution accepts credits for transfer. There's a representative from the Ohio Faculty Council serving in this group, and we'll keep the senate updated as we learn more.

HB 337, the state sales tax exemption for textbook sales, made it out of committee but will not come up for a vote before the General Assembly, but there are representatives who have indicated a willingness to bring the legislation up during the next general assembly.

HB 512, which would create a single agency to administer K-12, higher education, and workforce development, has strong support from Governor Kasich and Speaker Rosenberger prior to the Speaker's resignation, but there's little support for this bill in the Senate.

During the last senate meeting I spoke about the Ohio Guaranteed Transfer Pathways (OGTP). State Law requires that the Chancellor of the Ohio Department of Higher Education develop pathways by which students completing 60 hour blocks of study at two-year degree granting institutions can apply those 60 hours to a baccalaureate degree in a similar field at a four-year institution. There are completed pathways or pathways in the works for arts, humanities, communication, history, business, education, science, technology, engineering, mathematics, public safety, health sciences, and social and behavioral sciences. More pathways may be added in the coming years.

All four-year institutions are represented in faculty panels that create such pathways, and faculty members serving on those panels should be reaching out to faculty impacted by that pathway to solicit advice and take recommendations back to the panel. Earlier today, I sent an email to faculty with information about OGTP, including links to the faculty panels and the completed pathways. The legislation calls for completed pathways by December, but as Dr. Kurtz pointed out during our last meeting, it's unlikely that the process will be completed by that time.

Finally, on behalf of the UFS Executive Committee, we wish to thank the Senate and faculty members serving on university-wide committees for their participation in the shared governance process this academic year.

b. Mikel Stone for Graduate Council: From the meeting on April 4, Deb Scurlock has been reelected as chair of the committee. David DeSario has been approved for renewal of graduate faculty status. John Whitaker proposed that MATH 5100 be approved as a full course and it was unanimously approved. Karen Koehler explained that credit hours for EDVI 6201 and EDVI 6206 were changed to reflect the hours that were involved in each as are listed on page three of the agenda. Those were not appropriately logged into Curriculog, but they are being corrected. They are moving forward with the planning of the Occupational Therapy Doctorate (OTD) program modules and working with a consultant in developing those courses. They are also beginning to plan for a bachelor's in OT to an OTD pathway. Doug Darbro is going to be 100% online with a Master's in Mathematics (MSM) and he has secured an online proctoring service to prevent academic misconduct. Dean Milliken suggested adopting the service for other departments and splitting the cost. Diana Paolo Pedro Moreno was awarded the Master's in Education outstanding student award and John Whitaker suggested nominating an outstanding graduate student in each graduate program to be awarded during Evening of Honors each spring.

c. Barry Lucas for Elections Committee:

Results from the UFS election held in April 2018:

President	Marc Scott
Treasurer	Jim Reneau
University-at-large	Mich Nyawalo
CAS Senator-at-large	Gene Burns
CPS Senator-at-large	Barbara Warnock
UC Senator-at-large	Linda Hunt
English & Humanities	Dan Johnson
Fine, Digital, & Performing Arts	Isabel Graziani
Teacher Education	Kejing Liu
Social Sciences	Amy Grau
Nursing	Cathy Bailey
Allied Health Sciences	Georgeanne Kamer
Rehabilitation and Sport Professions	Mikel Stone

Motion to approve the elections committee report was seconded by Isabel Graziani. Approved by acclamation.

10. Unfinished Business:

a. Sean Dunne for Distinguished Lecture Series Committee Update: The committee has agreed upon the speakers and topics for the upcoming academic year. There's a range of different topics: philosophy, photography, economics and environmentalism to name a few. A contingency fund was established last year that basically allows them to invite a high-priced speaker that will already be in the area to speak at Shawnee as well to reduce the cost. Essentially, this allows us to "piggy-back" off of a larger university. This fund has been approved for the next academic year, so if there's anyone in your area of study that will be in the area in the next academic year be sure and let the committee know.

The list of presenters was emailed out previously.

11. New Business

a. Marketing and Recruitment Presentation:

Liz Blevins and Amanda Means reported to the Faculty Senate. Population of traditional age student is declining rapidly. Nationally, there are only two states that have shown an increase: Texas and Delaware. Ohio is at the bottom end. It's more competitive than ever in Ohio. Even if we maintain our market share, it still means fewer students. If we divide up the students that are left after the three largest institutions (The Ohio State University, Ohio University and University of Cincinnati) get their piece of the pie, that's 253 students per institution left. Which means we have to increase our market. Graduate enrollment is expected to go up, which is good news. Students are also increasing their participation in online courses, which is where they are looking to expand.

Marketing and recruitment are trying to develop more of a sales mentality. The narrative is more about selling the university as opposed to serving students. In the past they would market to students by positioning Shawnee in places where potential students would find us. They would take action if student indicated they were interested in Shawnee through the website or school counselor. They would also send reminders to help them complete the steps to apply if they had not yet completed them. They were available to answer questions a potential student might have and covered college fairs and high school visits to collect information on interested students and inquiries. Their interactions with potential students was more passive in the past.

They are now starting to transition into going out and actively recruiting students instead of waiting for them to find us. They have started to purchase information to generate more inquiries. When they contact a student, they are using more

influential language, telling them why they should think about Shawnee State. Even when the student decides on Shawnee State, they are continuing to remind them that they made a great choice as they move through each step of becoming a Shawnee State student. They are also using more aggressive language at college fairs, telling students why they should choose Shawnee State.

Admissions has expanded their market and travelling to more locations farther away to meet potential students face to face. Some target locations include those communities that look like Portsmouth. They've also expanded into urban areas. We have entered into the Midwest exchange program, where students qualify for in-state tuition, like West Virginia. So, a part of their communications includes reaching out to these areas. Email campaigns have been more aggressive, sending out messages multiple times. They are changing the way they communicate with potential students by using more influential language at every step.

The online viewbook was launched last year. Faculty can play around with it, just designate yourself as a counselor so that you aren't logged as a potential student. Communications has been promoting the viewbook and its use has exploded. It basically leads them through the different majors and collects data that is forwarded to Admissions or prospective departments. Admissions can then target these students by sending them messages and recruiters can contact them.

How can faculty help? Faculty are the product that the university is selling. The number one thing that keeps students here is the personalized attention from faculty. They would like a personalized message from every department, or even every program with a person attached to the message. Faculty can also participate in student campus visits. Participation in Showcase Day, Plastics Day, Pre-med day was also mentioned.

Question from Marc Scott: How many counties in WV have we extended our in-state tuition cost to?

Answer from Amanda Means: All counties. This is currently called the WV Scholars Program, but the name will be adjusted. A student that qualifies with an ACT 18 and 3.0 GPA will qualify a student for a scholarship that will bring down their out of state tuition to in-state cost. This makes us more of an affordable match now with WV institutions.

Question from Adam Miller: If we meet with a student somewhere, is there an easy way to hand that potential student off to admissions so that you can do the follow-ups etc?

Answer from Amanda Means: Absolutely. They have cards that students can fill out and they can provide faculty with the materials to take with them to events. They just need first and last name and an email address.

There's a new recruitment page for athletics which has worked very well. It sends an email to both Admissions and Athletics when students inquire.

b. Removed from the agenda.

c. Emeritus Faculty Policy:

Motion to take up this agenda item was seconded by Phil Blau.

Summary of changes by Marc Scott: The proposed revision to the Faculty Emeritus Policy clarifies the two pathways by which a retired faculty member might be granted Emeritus status: by the President within 120 days of retirement or through nomination by faculty, then through a departmental vote, then through academic dean approval, then through the Provost's approval before submitting the recommendation to the president. Based on my read of the proposal, the departmental vote is a new and welcome feature in this revision.

No questions or discussion. Passed unanimously.

d. Grade Appeal Policy:

Motion to take up this agenda item was seconded by Linda Hunt.

Summary of changes by Marc Scott: The grade appeal policy under consideration today formalizes the grade appeal process when students appeal to an instructor and a department chair and more or less puts in writing what most departments already do. This policy only references instances in which a student feels her grade has been calculated in error. Students appeal a grade to an instructor and then to a department chair. The policy also clarifies the process by which a student appeals an error in calculating a grade to an academic dean. Once a student appeals to an academic dean, the dean reviews the appeal and if the dean decides it has merit, a committee of three faculty members is formed to review the appeal. The committee consists of one tenure-track faculty member each from the program, department, and outside the department. After weighing information from the student, instructor, and chair or program director, the committee deliberates and decides whether or not the instructor has made an error and that the grade should be changed. If the committee decides that a grade change is warranted, the dean asks the instructor to change the grade. If the instructor refuses, the dean requests that the registrar change the grade.

No questions or discussion. Passed unanimously.

e. Research Involving Human Subjects Policy:

Motion to take up this agenda item was seconded by Tom Piontek.

Summary of changes by Marc Scott: This revised policy simply states that the institution adheres to federal regulations. The substance of those regulations have changed in the last year, so more significant changes will be made to the university's procedures which will be submitted in the fall semester.

No questions or discussion. Passed unanimously.

f. Motion of Displeasure Regarding Program Warehousing:

Motion to take up this agenda item was seconded by Dan Johnson.

Summary of motion by Marc Scott: In executive session last month, the senate discussed how we wish to respond to program closures after the senate had already voted to affirm the existence of those programs. The senate agreed in principle to pursue a motion of displeasure pursuant to Article VII §5B of the UFS Constitution. In adherence to the constitution, we will afford the president and provost an opportunity to provide their point of view and defend themselves.

Dr. Rick Kurtz was not present to respond. Dr. Jeff Bauer declined to respond.

No questions or discussion. Passed with 1 abstention.

g. Curricular Items:

Linda Hunt made a motion to bundle items 11g1-11g79 and was seconded by Dan Johnson. Passed unanimously.

No discussion on any of the items.

Cathy Bailey made a motion to pass all items in the bundle seconded by Tom Piontek. Bundle was passed unanimously.

12. Adjournment: Motion to adjourn the meeting was seconded by Isabel Graziani at 5:03 p.m.

**Shawnee State University
University Faculty Senate
Treasurer's Report**

As Of: 2018-04-30
Budget Period: 2017-18
Budget Accounts: 10-1010-30-10042-*

Object	Description	FY Budget	Committed	Obligated	Other Consumption	Expenditures	Consumption	Budget Balance	Expended %
61007	Misc Supplies					152.09	152.09	-152.09	
62101	Travel	900.00				194.74	194.74	705.26	21.6%
62110	Mileage					97.37	97.37	-97.37	
64104	Rental					350.00	350.00	-350.00	
66199	Miscellaneous	787.50						787.50	
Total		1,687.50					794.20	893.30	47.1%

Notes:

Respectfully Submitted
James M. Reneau – Treasurer UFS



MEMORANDUM

March 23, 2018

To: University Faculty Senate

From: Eugene Burns, President Shawnee Education Association

Re: Grade Appeals Policy

Currently, SEA considers disputes over grades to be a complaint against a faculty member that must be handled through the complaint procedure in Article 18 of the collective bargaining agreement. This procedure ensures faculty have due process in situations which may result in disciplinary action. SEA recognizes that students may dispute grades for many reasons which are not actually complaints against a faculty member and would not be a possible reason for disciplinary action. Thus, it would be worthwhile to have a separate procedure to deal with grade appeals.

With this in mind, the UFS Grade Appeals Policy and Procedure was developed by a committee consisting of the SEA President, faculty appointed by UFS, and a student appointed by SGA. The proposed policy and procedure recognizes that some grade appeals made by students may be complaints against a faculty member and directs that such appeals will be subject to the complaint procedure in the collective bargaining agreement. Further the proposed policy recognizes that faculty are the sole arbiter of grades and as such, appeals are ultimately decided by a committee consisting of only faculty. Under this proposed policy, academic administrators are not able to make decisions on grade changes. The SEA Executive Committee has reviewed the proposed policy and procedure and supports its adoption.

Since grading is part of a faculty member's standard duties, it is under the purview of the collective bargaining agreement negotiated between SSU and SEA. SEA does not cede governance of grade appeals to the UFS. However, if this policy is approved by UFS, during contract negotiations this summer, the SEA will attempt to negotiate a clause stating that grade appeals will be handled through the policy and procedure adopted by the UFS and that future changes to this policy or procedure will require both UFS approval and SEA approval through the MOU process. If such language is not included in the collective bargaining agreement when it is ratified and implemented, this UFS policy will be null and void and grade appeals will be handled in the manner designated in the collective bargaining agreement.

Grade Appeal Procedure

A grade appeal may be submitted if the student believes that the instructor has committed an error in the calculation or assignment of the final course grade. Examples of situations that may merit a grade appeal include miscalculations of a total grade, assignment of the wrong grade at the end of the term, or failure to adhere to policies stated on the syllabus or in assignment criteria. Grade changes occur only when there is clear and convincing evidence that the instructor committed an error in assigning the course grade. Any other issue or complaint that the student has against a faculty member should be addressed as prescribed in the university's Collective Bargaining Agreement.

Students are strongly encouraged to contact the student ombudsperson when considering whether to submit a grade appeal. The ombudsperson can inform the student of his or her rights and of any relevant policies and procedures and help guide them during the process.

A grade assigned during the fall semester may be appealed no later than the end of the second week of the spring semester, and a grade assigned during the spring or summer may be appealed no later than the end of the second week of the fall semester.

There are three steps to the grade appeal process:

- 1) Appeal to instructor.
- 2) Appeal to department chair.
- 3) Appeal to academic dean.

More detailed information about each step is provided below.

Note: In this document, a business day refers to Monday – Friday, from the first day of the semester until the last day of classes in the semester. Business days do not include weekends, holidays, spring break, final exams week, breaks between semesters, or any time the university is closed.

Step 1: Appeal to instructor. The student contacts the instructor to appeal the grade. The initial appeal must be made via university email and explain why the student thinks the grade should be changed. The instructor should respond to the student's appeal via university email within seven business days to preserve a written record of the exchange. The instructor or the student may ask for a face-to-face meeting to discuss the appeal after the email is sent; however, a written log of the discussion should be preserved.

Step 2: Appeal to department chair. If no program director oversees the course, if the student is dissatisfied with the outcome of Step 1, or if the instructor does not respond within seven business days, the student may contact the chair of the department where the course is situated to make his or her case within five additional business days. This appeal must be made via university email and explain why the student thinks the grade should be changed. The chair may request a face-to-face meeting and/or supporting documents from the student and instructor. If the course in which the grade was assigned is overseen by a departmental director or program director, the chair must consult the director after receiving the supporting documents. The chair should respond within five business days to acknowledge

receipt of the student's request, and a decision should be offered within five business days of the student's submission of supporting documents. If the chair thinks the grade should be changed, the chair may recommend to the instructor that the grade be changed, but cannot require the instructor to do so.

Note: Once the student has escalated the grade appeal beyond the instructor, the student and instructor must not discuss the grade appeal with each other.

Step 3: Appeal to academic dean. If the student is dissatisfied with the outcome of Step 2 or if the department chair does not respond within five business days, the student may appeal his or her grade to the academic dean of the college where the course is situated within five additional business days.

Appeals to the dean must include the following items, submitted to the dean electronically or in print:

- 1) A copy of the Grade Appeal Form, available online and in hard copy from the Registrar/Student Business Office;
- 2) A written explanation of the student's reason for appealing the grade;
- 3) Copies of relevant documents, including work the student submitted in the class, the course syllabus, and assignment instructions.
- 4) Any other documents relating to the appeal that may have been generated during steps 1 and 2.

The dean reviews the appeal and determines whether the student's appeal implies an error by the instructor; other types of complaints may be handled using the existing complaint procedure as specified in the university's Collective Bargaining Agreement. The dean may request a meeting with or additional information from the student and/or instructor in the process of considering the appeal. The appeal may be dismissed by the dean if the appeal does not suggest that the instructor may have committed an error.

If the dean determines there may be a basis for the student's grade appeal, the dean, in consultation with the department chair and, if applicable, the appropriate departmental or program director, will form a committee of three faculty members to review the appeal and make a decision. The department chair and/or director that oversees the course where the appeal was generated cannot serve on the committee. The dean should make every effort to have the committee consist of one tenure-track faculty member from the program, one tenure-track faculty member from the department, and one tenure-track faculty member from an outside department. The dean may choose to sit on the committee but does not have voting power.

All efforts should be made for the committee to hold an in-person hearing at which the student, instructor, and all committee members are present. The student may bring a support person with them to the hearing; a FERPA waiver may be required. The support person may consult with the student during the hearing or step out with the student to speak to them privately; they may also take notes during the session so the student has a record of the discussion. However, the support person may not argue on behalf of the student. The student may also request that the student ombudsperson be present at the meeting.

If a face-to-face meeting is not feasible, the committee collects a written statement from the student and the instructor. The committee may also consult the department chair and/or appropriate departmental or program director if desired.

Upon considering all of the evidence the committee prepares a final report based on their findings for the dean. The committee may decide that no grade change take place or that the grade be changed. Changes should be made only if there is clear and convincing evidence that the instructor assigned the grade in error.

The committee relates their decision to the dean, and the dean informs the student and instructor of the committee's decision. If the committee determines that the instructor has made an error and that the grade should be changed, the dean asks the instructor to change the grade. If the instructor refuses, the dean requests that the registrar change the grade.

All efforts should be made to reach a decision within fifteen business days of the dean receiving the students' appeal. The appeal process ends once the dean has conveyed the committee's decision, and the student may not appeal the grade further.

Appeals made during summers or during instructor absence: If it is necessary for a grade appeal to be handled during Summer I or Summer II, the dean may ask faculty members who are teaching summer courses to serve on the committee. If no faculty are available, the dean may ask department chairs to serve as committee members. If the appeal is made during the summer or when an instructor is on sabbatical or approved university leave, and the instructor did not reply to the student's initial email, step 2 should be followed as normal. At step 3, the formal appeal to the academic dean, the dean should make an effort to contact the instructor to determine when they will be back on campus or available to provide input on the grade appeal. Every effort should be made by the academic dean to involve the instructor in the appeal process and the academic dean may delay the appeal process until the instructor is available. Delays may be any length, but may not extend more than one month into the following semester. Appeals may only proceed without the instructor's input if there are compelling reasons that the delay would be detrimental to the student, such as needing the appeal to remain in a program or to take the next course in a sequence. The academic dean will notify the student of the delay.

Note: Exceptions to the timeline presented in this policy are possible in cases where following the time lines prescribed would cause undue hardship on the student (e.g. prolonged illness, military service, etc.). These exceptions should be documented by the Dean of Students.

Note: The failure of a faculty member, program director, or department chair to respond to the grade appeal within the five business day window shall not be used as grounds for disciplinary action, nor shall the grade appeal process and its results be used as the basis for disciplinary action against the faculty member.

Grade Appeal Form

To appeal your final grade in a course, complete and submit this form along with all required documents to the Academic Dean of the college that houses the course in which your grade is being appealed. **You must appeal your grade to your instructor and the Department Chair before submitting your appeal to an academic dean.** Please read the Grade Appeal policy in the SSU Student Handbook for more information. You are encouraged to contact the Student Ombudsperson during your appeal process.

Name: _____ SSU Student ID No.: _____

Date: _____

Course Prefix and Code: _____ Course Name: _____

Semester Course was Taken: _____ Course Instructor: _____

Grade Received: _____ Grade Desired After Appeal: _____

Reason for Appeal (check all that are applicable):

Error in Grading Assignment Error in Calculation of Final Grade Error in Following Syllabus

Other (please briefly explain): _____

Note: Most appeals selecting only "other" will be handled as a complaint and will not follow the Grade Appeal policy.

Check the following indicating that you have completed the preceding steps in the Grade Appeal process:

Appeal to Instructor

Appeal to Department Chair

Check the following indicating that you are including all of the required documentation for a grade appeal:

This form

A detailed written rationale for why you think the grade should be changed

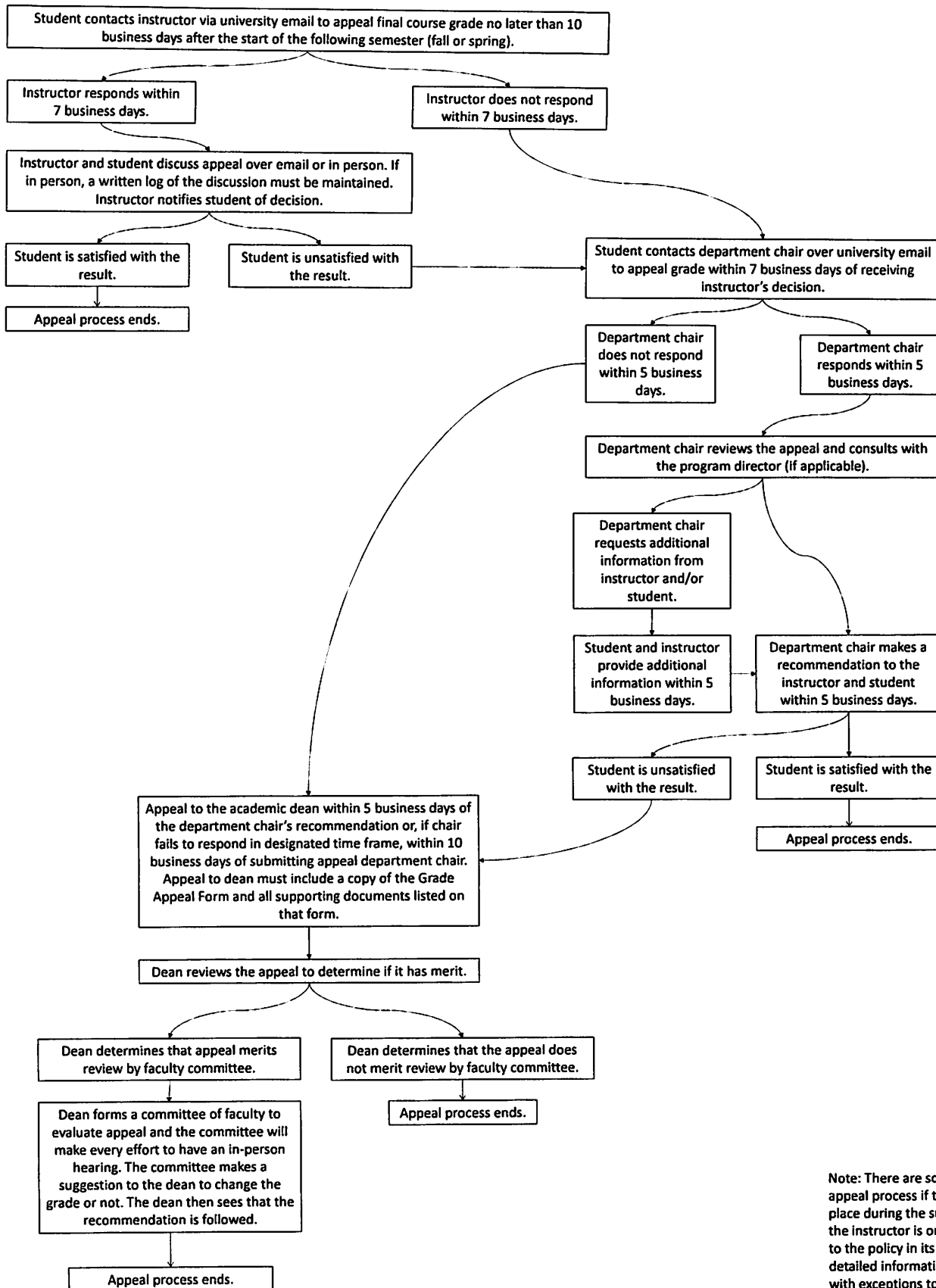
Copies of relevant documents, including, but not limited to: work that you submitted in the class, the course syllabus, and assignment instructions

Any other documents that may have been generated during the appeal process up to this point

Signature

Date

Generalized Flow Chart for the Grade Appeal Process



Note: There are some changes to the appeal process if the appeal takes place during the summer or while the instructor is on sabbatical. Refer to the policy in its entirety for more detailed information or how to deal with exceptions to the general policy.

University Faculty Senate *of* Shawnee State University

Motion of Displeasure Regarding Program Warehousing

WHEREAS, the purpose of Shawnee State University's University Faculty Senate (UFS) "is to ensure that the full diversity of faculty viewpoints and the collective experience, knowledge and judgment of the faculty of Shawnee State University are fully heard and given appropriate weight;"¹

WHEREAS, the UFS constitution affirms a "commitment to the concepts of academic freedom, academic due process, shared governance and the status and worth of faculty;"²

WHEREAS, the UFS voted to affirm the existence of seven academic programs during its February 26, 2018, meeting;

WHEREAS, the university administration chose to warehouse six of the academic programs affirmed by UFS;

WHEREAS, the university president spoke publicly about the closure of specific academic programs before said programs received due process;

WHEREAS, the provost called a meeting of the Program and Curriculum Working Group to make final deliberations on program warehousing prior to the deadline by which faculty could submit documents and arguments defending their programs;

WHEREAS, the provost neither requested that the faculty reconsider its affirmations of academic programs nor provided a written explanation for his request, pursuant to the UFS constitution;³

Therefore, be it RESOLVED that the University Faculty Senate of Shawnee State University finds that the provost and university president failed to follow due process, give appropriate weight to faculty voices and judgment, and acted contrary to the spirit of shared governance;

Be it further RESOLVED that University Faculty Senate of Shawnee State University publicly expresses its displeasure at the actions taken on behalf of the provost and the university president.

¹ UFS Constitution Article I §2

² *ibid* Article I §4

³ *ibid* Article II §1.2