

Faculty Senate
2009/2010
University of Montana Western
Minutes for 11/9/09
3:30-5PM

1. Call to order.
 - a. Jim Falvey, Brent McCabe, Karl Ulrich, Eric Wright, Richard Story, Megan Chilson, John Xanthopoulos, Delena Norris-Tull, Tyler Wines, Sheila Roberts, Mike Morrow, Sara Glasgow, Bethany Blankenship
2. Approval of minutes
 - a. Sara moved for the minutes to be approved. Sheila seconded. The motion carried.
3. Old business
 - a. Update on Faculty Senate committee membership. The members looked at letters to be addressed to subcommittees about membership and conduct. Please look at the letters to offer suggestions before the next meeting. See Appendices A and B.
 - b. Curriculum proposal #54—Bethany moved to approve, Jim seconded. Motion carried.
4. New business
 - a. Education Department
 - i. New catalog organization ideas, alphabetical, see Appendix C
 - ii. Budget committee report, 17.6 million shortfall during the next biennium
 - b. Student Senate
 - i. Parking—new spots along Poindexter Street
 - ii. 2-year schedule would make for easier planning
 - c. Policies governing academic honesty
 - d. Chancellor's report
 - i. Debate team
 - ii. NAIA Champion character—UMW's athletic teams
 - iii. Tobacco free campus
 - e. Provost report
 - i. First-year coordinator position on hold
 - f. Academic Integrity—see Appendix D, talk to individual departments about proposal by Dean Hazelbaker (Appendix E) and questions posed by Sara
5. Good of the order
6. Adjournment—Jim moved to adjourn. Sara seconded. Everyone fled.

Appendix A

Dear Faculty Senate Subcommittee member,

The faculty senate would like to recommend the following principles regarding conduct in subcommittee meetings and communications, procedures for substitution and proxy voting, and procedures for reporting about meeting business to academic departments.

1. We ask that all members of our committees treat others and their opinions with respect. Nobody should feel uncomfortable at a committee meeting. The Roberts Rules of Order apply to the Faculty Senate and all of its subcommittees. These are an excellent tool for ensuring that everyone's voice can be heard.
2. Any committee member may choose to seek another person to substitute for them and vote by proxy at any meeting. The substitute should be a full time member of his/her own department. If possible, he/she should be tenured or tenure-track. These substitutions may occur for any reason, but the chair of the committee and the chair of the department should be notified in writing beforehand. Any vote made by proxy substitute is binding and may not be disputed by the committee member being replaced. If the proxy substitute is to attend more than two or more consecutive meetings then he/she (the proxy) should also meet the membership requirements.
3. Each committee member is responsible for communicating the business that transpired at each subcommittee meeting to all members of his or her respective department or departments. This should be in the form of a written report. A copy of the meeting minutes could also serve this purpose.

Please recall that at this point, these are recommended guidelines for subcommittee business.

However, at a future Faculty Senate meeting, the senators will discuss amending the current bylaws to reflect them.

Sincerely,

Your Faculty Senate

Appendix B

Dear BLANK,

It has come to the attention of the Faculty Senate that, according to Article 3, Section G of the Faculty Senate Bylaws, you are not yet eligible for voting membership on the Curriculum Committee. It is necessary for you to have served three years in a tenured or tenure-track capacity at the University of Montana Western before becoming a voting member. However, on September 28, 2009, the Faculty Senate voted to approve your membership to the Curriculum Committee without noticing your ineligibility. As a result, we intend to continue to honor your status as a voting member of the Curriculum Committee for the remainder of this academic year. If, however, you for any reason feel uncomfortable continuing as a representative for your academic unit at the Curriculum Committee, please feel free to contact Mike Morrow as soon as possible. He and the rest of Faculty Senate would be happy to work with you and your department to find a replacement for you on the Curriculum Committee and a suitable service role for you to fill on campus instead.

Sincerely,

Your Faculty Senate

Appendix C

Catalog re-organization ideas 11/9/09

DRAFT

DRAFT

DRAFT

It might benefit students to re-organize the catalog, to make it easier for students to find degree programs.

One idea from the education faculty is simply to re-organize the catalog alphabetically by major.

This will probably only make sense if the new degrees proposed by the various departments get approved by the BOR.

In most, cases, this would enable the Secondary Education majors to be shown side-by-side with the academic majors.

For example, here's what the order might look like (the new proposed names for majors are used):

Associate of Arts

Associate of Science

Bachelor of Applied Science

BA: Anthropology & Sociology

BA: Anthropology & Sociology & Secondary Education Double Major (this page is really just an advising protocol for Secondary Ed majors, showing a suggested course sequence)

BA: Art Education K-12 (Maybe also show this next to the BA: Visual Arts)

BS: Biology

BS: Biology and Secondary Ed Double Major

AAS: Business

BS: Business Administration

BS: Business & Computer Applications Education

Computerized Machine Tool Technology Certificate Program (Or list this with Industrial Tech)

AAS: Early Childhood Education (certificate also listed here)

BS: Early Childhood Education

AAS: Education Studies

BS: Earth Science Education

BS: Elementary Education

BS: English and Secondary Education Double Major
(could also list this by the BA: Literature & Writing)

BS: Environmental Interpretation

BS: Environmental Sciences

AAS: Equine Studies

BS: General Science Broadfield & Secondary Education Double Major

BA: Global Politics

BA: Global Politics & Secondary Education Double Major

BS: Health & Human Performance (could add a page reference to the PE & Health Education degree)

BA: History – American Focus

BA: History – European Focus

BA: History & Secondary Education Double Major

Information Technology & Network Administration Certificate Program (or list this with BS: Business)

BS: Industrial Technology Education

BA: Interdisciplinary Social Science

BA: Interdisciplinary Social Science & Secondary Education Double Major

BA: Literature & Writing

BS: Mathematics

BS: Mathematics & Secondary Education Double Major

BS: Music Education K-12

AAS: Natural Horsemanship

BS: Natural Horsemanship

BS: Physical Education & Health K-12 (add a page reference to the BS: HHP degree)

BA: Psychology

BA: Psychology & Secondary Education Double Major

BS: Secondary Education (one-two page listing of all the possible combinations, and summary info about TEP)

AAS: Tourism & Recreation

BA: Visual Arts

MINORS

Some of the new academic degrees have newly created minors. These are non-teaching minors. They could be listed twice – with the applicable majors, and on the pages that list all the minors. The “minors” page could be divided into two types of minors: Minors that can be used for teacher education majors, and minors that do not lead to state certification.

Appendix D

Adjudication of Academic Dishonesty Cases

Recent events in the adjudication of a case of academic dishonesty have illuminated larger policy questions and concerns surrounding this issue. Given that several of these bear directly on faculty rights and responsibilities, it is appropriate and proper that Faculty Senate should have the opportunity to 1) hold a full and frank conversation on these issues, and 2) develop appropriate rulings or guidelines, in conjunction with other agents involved in the adjudication of these cases, to ensure that these rights and responsibilities are being upheld.

1) GOAL: CLARIFICATION OF POLICY PRECEDENCE

- a. As outlined in the student handbook, students who have engaged in academic misconduct are subject to a penalty established by the course instructor: “the student receives a failing or reduced grade in an academic exercise, examination, or course...**the option to be selected is solely the province of the faculty member. The faculty member’s decision is binding and may not be overturned by an administrative officer**” (VI.A.1).
- b. However, the clear and stated right of the faculty to impose an academic sanction has been challenged by the Dean of Students under a particular interpretation of the add/drop policy, under which a student may drop a course with a W through the Friday of 2nd week of block.
- c. The claim of that office that a student has a guaranteed *right* to drop for any reason (which is not at all clear since the form requires a signature, implying that faculty *consent* is required to drop and hence is not a clear cut right for the student) thus conflicts with the faculty’s right to hold a student academically accountable if the incident of dishonesty occurs in the first two weeks of the course.
- d. **QUESTIONS:** Is this a matter of conflict of policy, or is there a clear priority in evaluating which policy takes precedence in assigning academic sanctions for cheating? How do we deal with serious cases of cheating that occur in the first two weeks of the block if the student may simply drop with impunity (even over an instructor’s refusal to sign the drop form)?

2) GOAL: RESOLUTION OF ADJUDICATION PROCEDURES

- a. At the April 6th, 2009 meeting of the Faculty Senate, the Dean of Students submitted a proposal for a means of systematizing reporting (and punishing) cases of academic

dishonesty. A copy of this proposal is identified as Appendix B in the meeting minutes of that date.

- b. The current interpretation of the Dean of Students, as communicated individually to faculty, is that the proposal is binding policy and that faculty are expected to adhere to it.
- c. No record exists in meeting minutes subsequent to 4/6/09 of Faculty Senate having voted to approve this policy.
- d. This policy, in conjunction with the course drop policy, has been invoked by the office of the Dean of Students as a means for overturning an academic sanction assigned by the instructor of record.
- e. **QUESTIONS:** What is Faculty Senate's position on this proposal? How do we resolve the any miscommunication between what the office of the Dean understands as policy and what Senate, its constituent representatives, and the faculty at large may understand as policy?

3) GOAL: EXPLORATION OF ALTERNATIVE STRUCTURES OF REPORTING AND SANCTION BEYOND ACADEMIC PENALTIES

- a. Current policy as outlined in the student handbook clearly identifies the right of the instructor to assign an academic penalty for misconduct; the current system of reporting is also such that evaluation for further sanctions for especially serious cases of cheating (e.g., suspension, expulsion) proceeds through the office of the Dean of Students.
- b. **QUESTIONS:** Given that cases of academic dishonesty are by their very definition an *academic* issue, is the most appropriate channel for further evaluation of sanction that of Student Affairs? What should be the role of Academic Affairs? If found that an alternative reporting and sanctioning body is identified (whether Academic Affairs or another office), how might the development of such an alternative structure best be achieved?

Appendix E

Academic Dishonesty Plagiarism

Current

Academic Code page 131 of student handbook.

Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to:

Plagiarism

Representing another person's words, ideas, data, or materials as one's own.

Some professors let Student Affairs know when plagiarism takes place in their class. Some give student an "F" on the assignment while some give an "F" for the course. Some professors also want sanctions by taking the academic dishonesty course offered through LACE while some want the student expelled.

Concern

Some students are plagiarizing more than once and not being disciplined besides getting an "F" for the assignment where as, some students are suspended for up to a year for possibly their first offense.

Proposal

All professors will inform Student Affairs of all plagiarisms.

Professors can decide if an "F" for assignment or class.

Along with sanctions from Student Affairs:

First offense: Must attend academic dishonest course through LACE.

Second offense: Suspended from the University for at least one semester.

Third offense: Expulsion from the University.