

FACULTY SENATE MINUTES
September 4, 2014

The Faculty Senate of the University of North Alabama met September 4, 2014 in Commons 330 at 3:30 p.m.

President Infanger called the meeting to order and recognized the following proxies:

Chiong-Yiao Chen for Senator Kirch from Art,
Laura Kennebeck for Senator Relkin from Military Science, and
Issac Sleadd for Senator Hubler from Biology.

The agenda was adopted with the removal of report from Academic Affairs.

Senator Statom moved the approval of the May 1, 2014 minutes. Senator Lee seconded. The motion passed.

Vice-President for Business and Finance, Dr. Clinton Carter, addressed the senate. He discussed his background and how he was glad to be a UNA. He stated he wants to help solve problems, not create them. He reported that he has been working with Student Housing and the two new building being constructed on Pine Street across from College View Church of Christ. He discussed the work on the new budget and working with the decrease in enrollment and the increase in expenses such as health care insurance. He stated that he is working to help protect the three percent COLA increase. He reminded the senators that he is across the street in the first floor of Bibb Graves with an open door policy. He also encouraged contact by email.

President Thornell thanked Past Senate President Peterson for her last years' service to the senate and the faculty. He reported that there would be a Board of Trustees meeting on Monday, September 8. He stated that he is optimistic that the three percent COLA would be included. He discussed the need for recruitment and retention. He stated that there was good news on the facilities front with the Science Building possibly being ready the first of February. Work is also beginning on the new residence halls. Once they are completed, some of the older facilities will be dismantled. He encouraged each department to discuss strategies to increase recruitment.

VPAA Calhoun stated that he appreciated the opportunity to speak to the senate. He gave an update on the President Search Process. The consultant firm has collected applications which the committee members have reviewed. The first round of interviews will be conducted off-campus with the committee narrowing the pool for later campus visits. On the matter of the Council of Academic Deans, he stated they continue to review the academic calendar and policy changes.

He expressed the hope that they continue to work as well as they did during Dr. Thornell's tenure. He also expressed the desire to see each of the four colleges engaged in QEP and the University Advisor Program. He stated that we need to be mindful of any stumbling blocks to students in the curriculum and discover strategies how we can offer more support for success. He reported that enrollment numbers are down for the fall semester by approximately 1.3%.

REPORTS:

- A. Senator Peterson reported on the Higher Education Partnership Leadership Conference she attended as the UNA faculty representative. Developing leadership skills, networking, and advocating to elected officials on behalf of higher education were some of the issues addressed. She also encouraged the faculty to join the Higher Education Partnership by visiting their website. She stated that there were great benefits available.
- B. Andrea Hunt presented a summary related to the Faculty Attitude Survey. (See Attachment A) The committee invited suggestions for the coming year's survey.
- C. Jenny Dawson presented the revision to the Faculty Handbook 2.3 Faculty Employment Procedures from the Faculty Affairs Committee. (See Attachment B) The recommended revisions were approved.

NEW BUSINESS:

- A. Shared Governance Committee Vacancies:
Marilyn Lee and Will Brewer were nominated for the DLAC.
Ulrich Groetsch and Jenny Dawson were nominated for the Food Services Committee.
Marilyn Lee was nominated for the SGEC.
- B. Senator Peterson moved to refer the proposed revisions to the Faculty Handbook 3.3.1 (Academic Advisement) to the Academic Affairs Committee. Senator Barrett seconded. The motion passed. (See Attachment C)
- C. Senator Statom moved to table the proposed addition to the Faculty Handbook Chapter 5 (Definition of Credit Hours). Senator Peterson seconded. The motion passed. (See Attachment D)
- D. Senator Franklin moved to approve the proposed revision to the Faculty Handbook 2.4.3 (Adjunct/ACA provisions) Senator Barrett seconded. The motion passed. (See Attachment E)

INFORMATION ITEMS:

- A. New Senator Orientation is scheduled for 3:00 p.m. on October 2 before the regularly scheduled Senate Meeting at 3:30 p.m.
- B. The Faculty Commons space will be restored when the Student Engagement moves into the old bookstore area.

- C. The SGEC Undergraduate Readmissions Committee membership has been altered to reduce the number of Nursing representation from two to one.
- D. President Infanger requested volunteers or nominations to the Faculty Affairs Committee, Academic Affairs Committee, the Faculty Attitude Survey Committee, the Constitution Committee, and the Elections Committee.
- E. President Infanger announced that Senator Statom had agreed to be the Parliamentarian.

Senator Roden moved the meeting be adjourned. Senator Barrett seconded. The meeting adjourned at 5:00 p.m.

ATTACHMENT A

Faculty Attitudes Survey 2013-2014 – Summary

Key Findings

- Low response rate at 46.8%
- Increase in adjuncts
- Overall, faculty support for the administration remains very strong.
- Added a new question set on undergraduate support programs. Equal percentages (84%) of respondents agree that University Advising Services and the First Year Experience/Learning Communities provide a valuable service to UNA.
- Faculty attitudes concerning computer and technology resources, policies, and procedures show a decrease in satisfaction over previous years.
- Faculty attitudes toward other working conditions continue to highlight building comfort and safety as areas of concern.
- Concerning UNA Police, the following areas were mentioned as needing improvement: enforcement of parking regulations, the need for more parking, and the responsiveness and the visibility of UNA Police.
- Faculty continue to rely on summer teaching to supplement their regular salary.
- Faculty confidence in research facilities and funding remains an area of concern.
- Faculty members do not believe that they play an important role in developing the University budget, a consistent theme over the past three years.
- As in previous years, UNA faculty are divided on whether the University's student recruitment efforts should be geared toward maximizing enrollment.
- There is less agreement in the validity of the current instructor/course evaluation process. There is support for using an online instructor/course evaluation system where data was gathered online instead of in the classroom.
- Faculty continue to be divided on whether distance-learning courses and hybrid/blended courses offer an educational experience comparable to that of traditional in-class courses.
- Confidence that the Faculty Senate plays an appropriate role in the University's decision-making process continues to increase to 75.0% of respondents agreeing or strongly agreeing

Areas to consider

- What is the purpose of the survey? How are the results used? This might help increase response rates.
- What areas need to be changed?
- Questions pertaining to Title IX and campus climate
- Dean questions asked every other year
- Areas of further consideration
 - Concerns over exam practices, growth of graduate programs, programs that do not generate revenue, incompetent colleagues, incentives for early retirement, insensitive campus events, a broader international focus, and a longer Thanksgiving break.
 - Facilities and availability of appropriate teaching equipment
 - Issues with Department Chairs and concerns over departmental leadership
 - Faculty workload and the need for new faculty lines
 - Proliferation of upper-level administrative positions
 - Current campus policies (e.g., smoking ban, inclement weather policy, and sabbatical policy)
 - Campus safety
 - University mission and identity
 - Support and funding for research

ATTACHMENT B

2.3 FACULTY EMPLOYMENT PROCEDURES

The objectives of faculty employment procedures are to hire the most qualified faculty candidates, to create transparency in the search process, and to ensure that diversity and equity are achieved in all faculty searches. For the latter objective, the Director of Diversity and Institutional Equity (DDIE) will provide assistance and guidance as outlined below.

The University defines diversity broadly as differences related to age, culture, ethnicity, gender, nationality, national origin, political affiliation, physical disability, physical attributes, race, religion, sexual orientation, and/or socioeconomic status. Search committee chairs and members of the search committees are expected to maintain communication with the DDIE throughout the search and screening processes. In the event that a search committee chair and the DDIE do not concur on any step in this protocol requiring their agreement, this matter should be resolved by the respective Executive Council member or the President. Under the University's enabling act, appointments to the faculty are made by the Board of Trustees upon written nomination by the President. As a matter of practice, and by express delegation of authority, the University Administration has approved the following procedures for faculty selection and appointment. (Also see Appendix 2.A, Policies Concerning Adjunct Faculty)

2.3.1 Search Guidelines for Tenure-Track and/or Non-Tenure-Track Faculty

A search process is initiated when the Vice President for Academic Affairs and Provost after consultation with the President indicates that an existing position vacancy may be filled or that a new position may be created from university resources.

1. Identification of Search Committee. Once a position has been authorized, the department chair will include, as a part of the Request to Fill/Advertise electronic form, a listing of proposed search committee members (in the appropriate field in the Online Employment System – OES). Search committees will be formed from a pool of all full-time department members, including the department chair, and should typically be made up of no more than nine and no less than five members, at least one of whom reflects diversity. Departments lacking diversity and those with fewer than five eligible members may select additional committee members from the campus and/or community at large. In order for an individual to serve on a search committee, he/she must have evidence of participation in diversity training and search committee training, when available. The department members, including the department chair, shall select the members of the search committee, with the department chair having final approval. The department chair may elect to serve on the search committee. The search committee shall select its chair. Once the Request to Fill/Advertise is completed, it should be forwarded to the DDIE for approval via the OES. Once a search is authorized, the search committee chair will schedule a brief meeting of the committee with the DDIE and Assistant Vice President for Human Resources and Affirmative Action to explore ways of attracting a diverse pool of qualified applicants.

2. Development of Job Advertisement. The committee, in consultation with all department members, including the department chair (where applicable), shall write a draft job advertisement that represents the position and include as part of the Request to Fill/Advertise electronic form. The draft advertisement shall then be forwarded to the dean for approval. If the dean objects to any wording, suggested changes and rationales are returned to the committee for consideration. The advertisement should specify the required materials for the candidate's dossier, including at a minimum: a cover letter, curriculum vita, list of references, and unofficial transcripts at the time of application. The search committee may request additional materials as they deem appropriate. The search committee shall also recommend journals and other venues in which the advertisement should appear. The search committee and the department chair (where applicable) shall be given an opportunity to offer suggestions and changes to the advertisement before the advertisement is published. The DDIE will advise as to his/her approval via the OES. If not approved, the Request to Fill/Advertise will be returned by the DDIE to the originator of the request for needed information. The VPAA and Provost shall approve the advertisement and make the final decision as to where the advertisement shall appear.
3. Receipt of Applications. All applications and supporting materials will be received and initially processed by the Office of Human Resources and Affirmative Action. Applications and supporting materials are immediately available to the DDIE via the OES. Applications and supporting materials are then presented to the appropriate committee chair via the OES. Applications can be accessed by the search committee and the DDIE via the online employment system.
4. Access to Application Material. Unlimited access to all applications and supporting materials shall be afforded all members of the search committee as well as the departmental faculty, including the department chair (where applicable), the appropriate college dean, VPAA and Provost, and DDIE via the OES.
5. Confidentiality of Material. Confidentiality of material applies to all who have access to materials submitted by applicants. To the extent allowed by law, such materials shall remain otherwise confidential unless consent to release such materials is obtained from the applicant. Members of search committees are asked to sign a Confidentiality Agreement pertaining to all committee and candidate deliberations.
6. Review of Applications. The search committee shall specify criteria to be used to evaluate all applicants. Using these criteria, the committee shall review all applications for the position. The committee members may find it useful to complete Form 1 (see Appendix 2.C) or create a modified version of this form to assist them in the selection process. The committee will review applications and supporting materials and develop an initial list of candidates with a realistic chance of receiving an offer. With the concurrence of the DDIE (via the OES), videoconference/telephone interviews may be conducted with a wide range of qualified applicants to gain initial information with respect to the candidates' qualifications.

7. On-Campus Interviews. Following **videoconference**/telephone interviews, the search committee chair will designate its top candidates (typically 2 or 3) recommended for an on-campus interview. Additional candidates may be invited with approval from the DDIE, DHRAA, and the hiring unit's senior administrator. Fewer top candidates may be invited for this purpose if the DDIE and chair concur that none of the other candidates have a realistic chance of receiving an offer. In cases where some or all of the finalists must travel a substantial distance to campus, the VPAA and Provost shall be consulted regarding the availability of financial resources for the particular search. This may limit the number of candidates ultimately invited for a campus interview. The chair of the search committee, department chair, and dean of the college approve the list which is then submitted to the VPAA and Provost for approval. If the chair of the search committee, department chair, or dean of the college disagrees concerning the list of chosen candidates, the VPAA and Provost shall meet with both parties in order to reach a final agreement. In cases where disputes are not rectified, the VPAA and Provost shall decide which candidates shall be invited for campus interviews.
8. Arrangements for On-Campus Interviews. After approval is given to invite candidates for campus interviews, the chair of the search committee shall arrange interviews, including meetings of the finalists with the search committee, the department, the department chair, and college dean. The VPAA and Provost will participate in interviews at the department chair level or higher and the VPAA and Provost and President will participate in interviews at the dean level or higher. Resume materials for candidates with on campus visits will be available via the online employment system.
9. Interview Format. A set of interview questions to be asked of each candidate shall be prepared by the search committee before campus interviews are conducted. Other questions aside from the prepared questions may be asked as well during the campus interview. As part of the interview process, the finalists may be afforded an opportunity to make a presentation to the members of the department and the university community and to answer questions in open meetings. All departmental faculty, the department chair, the college dean, the DDIE, VPAA and Provost, and President shall be provided, upon request, with evaluation/comment sheets regarding the applicants.
10. Final Evaluation of Candidates and Recommendation for Hiring. The search committee shall consider each written evaluation before making its recommendation. Further discussions between the search committee and those who completed written evaluations of the candidates interviewed are permitted as needed. Upon conclusion of all deliberations, the search committee shall recommend candidate(s) to the department for the position. If multiple candidates are recommended, these may be ranked or unranked. The members of the department shall vote on the committee's recommendation. **The chair of the search committee shall prepare a written report for the department chair and college dean detailing the results of the search committee's decision and results of the departmental vote. This report will include a brief evaluation of the interviews for each candidate afforded a campus interview. The**

department chair and college dean will review the report and recommendations, make a decision, and notify the departmental faculty. The department chair will also consult with the DDIE to confirm that all diversity candidates have been given full consideration prior to a final recommendation to and selection by the President. The department chair will assign the recommended candidate the status of “Recommend for Hire” and all candidates not selected the appropriate statuses in the OES. Upon these status changes, the OES will prompt the department chair to complete the Hiring Proposal form and forward to the appropriate dean via the OES. Once all approvals are obtained, the Hiring Proposal will be forwarded to the Office of Human Resources and Affirmative Action via the OES. The Office of Human Resources and Affirmative Action will perform the appropriate background checks, and the Office of the Vice President for Academic Affairs and Provost will prepare an employment contract for the President’s signature. After an employment contract is offered to the candidate and accepted, the department chair will complete the Search Summary Form. Once the form is received via the OES, the candidate will be offered the contract of employment.

11. Lack of Consensus for Recommendation or Candidate Declines Offer. If the dean of the college, VPAA and Provost, or President disagrees with the recommendation of the department, the reason(s) shall be provided to the chair of the search committee. The search committee shall either recommend another candidate from the list of those interviewed on campus, recommend that other candidates from the applicant pool be invited for a campus interview, or recommend that the search process be reopened. Final approval for each alternative rests with the President. The same alternatives shall apply if the candidate or candidates decline the offer of the position. If a search is cancelled or suspended at any time throughout the process, all parties shall be informed of the reason(s).
12. Deviation from this policy may be necessary if unique circumstances exist. Exceptions to the policy must be approved by the DDIE, VPAA and Provost, and the AVPHRAA.
13. Where appropriate, the search committee should consult the following links for additional information on search protocols:
<http://www.una.edu/humanresources/files/employment/Protocol%20for%20External%20FacultyStaff%20Searches.pdf> , <http://www.una.edu/employee-policy-manual/policies/employment-of-foreign-nationals-policy.html>.
14. Review of Procedures. These procedures should be reviewed periodically by the Office of the Vice President for Academic Affairs and Provost with input from areas conducting searches the prior year, the President, and the Faculty Senate.

2.3.2 Faculty Employment Agreements

Offers of appointment are made by the President in letter form. Offers of appointment are for one year only and specify position, academic rank, contract period, effective date of

appointment or position, any departmental or college standards, and a deadline date for acceptance. Offers of appointment are contingent on receipt by the VPAA and Provost of official transcripts for bachelor's, master's, and doctoral degrees as well as any coursework in support of faculty credentials. The appointee also will be advised by the department chair of the standards and procedures generally used in decisions affecting the renewal of contracts and tenure. As applicable, acceptance of an offer of appointment shall be in writing.

ATTACHMENT C

3.3.1 Academic Advisement

~~Faculty responsibility for student academic advisement includes both informal contacts with students and formal advisory assignments made by the chair of the department or the dean of the college. Faculty are also expected to accept responsibility for advisement in minor fields upon request by a graduate student. Academic advisement of students includes both informal contacts with students and formal advisory assignments made by the chair of the department, the dean of the college or, in the case of undecided students and freshmen having completed less than 24 hours (except within the College of Nursing), the Director of University Advising Services. Quality academic advising from trained faculty and staff, coupled with student participation in the First Year Experience Program, and support through tutorial services and other important campus resources are part of the overall mission of the University Success Center. Our mission is to help the student develop the personal and academic knowledge, skills, and abilities necessary for university success. Student success at UNA is the business of all offices on campus, not just a faculty responsibility.~~

The purpose of academic advisement at UNA is to provide students with a supportive relationship with an academic advisor who. ~~This relationship offers information and guidance so that to assist students can in making informed~~ decisions leading to the fulfillment of their educational, career, and life goals.

~~Freshman students enrolled at UNA are assigned a University Advisor from the University Advisor Program, preferably in their intended field of study. Because the needs of freshman students are different from students who have successfully transitioned to sophomore year and beyond, University Advisors are specifically trained in the needs of freshman students and can identify behaviors that may prevent a student from being successful at UNA. Traditional freshman students enrolled at UNA are assigned a university advisor from the University Advisor Program, preferably in their intended field of study, during their first year, or semesters one and two. Freshman transfer students are assigned an advisor from the University Advisor Program during their first semester at UNA. Traditional freshman students who have completed their first two semesters, or freshmen transfers who have completed their first semester at UNA, will subsequently be advised in the academic departments in which they major. Undecided Arts and Sciences majors remain with University Advising Services until they declare a major.~~

Given this overarching principle of purpose, the goals of academic advising at UNA, the goals of academic advising are:

1. To encourage the development of short-term and long-term educational goals and an action plan for goal attainment;
2. To promote a clear understanding of the courses required to fulfill degree requirements;
3. To monitor student progress toward completion of degree requirements;
4. To assist students in the selection of courses with regard to the level of difficulty and class load, especially as that pertains to other aspects of a student's life, such as employment,

campus involvement, and personal ~~lives~~; ~~and~~

~~45.~~ To promote student awareness of opportunities and experiences that will enhance their educational experiences such as practicum, internships, honors, and study abroad programs;

~~56.~~ To assist students in interpreting academic policies and procedures;

~~67.~~ To serve as ~~an~~ source of information about ~~institutional gateway to~~ campus resources and services that will enrich students' university experience and facilitate student retention; ~~and~~

~~7.~~ ~~To encourage the development of short-term and long-term educational goals and an action plan for goal attainment.~~

8. To model professional behaviors in interacting with ~~as encouragement for~~ students so that students may ~~to~~ develop similar behaviors in readiness for the world of work.

5.1 CREDIT HOUR POLICY

The University of North Alabama employs sound, standard practices for determining the amount and level of credit awarded for courses, regardless of format, location, or mode of delivery. The University of North Alabama endorses the basic definition of a credit hour as determined by the Southern Association of Colleges and Schools.

CREDIT HOUR A unit of measure that represents the equivalent of an hour (50 minutes of instruction) that can be applied to the total number of hours needed for completing the requirements of a degree, diploma, certificate or other formal award.

At the University of North Alabama the academic department determines the number of credit hours and level of credit to be awarded for the course and assigns a course number. Graduate level courses require additional research and application beyond the undergraduate level.

The department completes a formal proposal for a new course. The proposal is reviewed and approved by: departmental faculty, the Department Chair, Dean of the College, and the Undergraduate Curriculum Committee or Graduate Council depending on the level of instruction.

Fall and spring semester courses are scheduled for 15 weeks, excluding holidays and spring/fall break, but including a week of final exams, resulting in roughly 14 weeks of class meetings or 2100 minutes of instruction for three-credit-hour courses. Courses follow the guideline of 700 minutes of instruction per credit hour.

Studio art courses meet 110 minutes per credit hour. Labs associated with natural science courses meet for a length of time determined by the department, as follows: typically 2 hours per week in physics, earth science, geology, geography, and most biology courses; 3 hours per week in chemistry, industrial hygiene, and some upper level biology courses; and 4 hours per week in a small number of upper level biology courses. Applied music courses follow the standards of the National Association of Schools of Music: "a semester hour of credit represents at least three hours of work each week, on average, for a period of fifteen to sixteen weeks" incorporating both lessons and practicing. Weekly lessons are one-half clock hour for one credit hour and one clock hour for two credit hours. Nursing follows the Federal Credit Hour definition, making allowances, as permitted by law, for the amount of work, measurements of student work, academically engaged time and academic disciplines in its allowance of flexibility of the definition of credit hour as determined by the institution. Through this definition, lab (clinical) hours are considered "direct faculty instruction" and, therefore, credit hours.

For classes that meet on campus, the University of North Alabama follows these guidelines:

- Three-credit-hour daytime courses that meet three days per week meet for 50 minutes per class session. These courses meet for 42 sessions per term.
- Three-credit hour-daytime courses that meet two days per week meet for 75 minutes per class session. They meet for 28 sessions per term.

Fall or spring evening courses may meet one or two nights per week. The total number of meeting minutes per semester is used in the calculation of the total length of each class meeting for evening courses (2100 minutes for a three-credit-hour course).

The University of North Alabama has four sessions that are attached to the summer term:

- The May Intersession and the August Intersession are two-week sessions during which courses meet five days per week for three and one-half hours (210 minutes) per day for a total of 10 class meetings per session.
- The Summer I and Summer II sessions are each four weeks in duration, during which courses meet five days per week. Courses meet for 105 minutes per meeting for a total of 20-21 meetings.

The total number of instructional hours in summer is the same as the total number of fall and spring instructional hours and the course credits are the same.

For courses designed to include significant out-of-class experiences (e.g., student teaching, internships, etc.) and Independent Studies, guidelines are set by the academic department for how the instructional time frame will meet credit guidelines outlined above. These courses require individual enrollment accompanied by a detailed contract specifying the nature of the student work product, learning outcomes, the frequency of meetings between the faculty member and student, and the method of final evaluation (grading).

Courses delivered with technology, in whole (online 50% or more) or in part (hybrid), emphasize academic engagement and student preparation in determining time of instruction but otherwise follow the same guidelines as face-to-face courses. Academic engagement may include, but is not limited to, submitting an academic assignment, listening to class lectures or webinars (synchronous or asynchronous), taking an exam, completing an interactive tutorial or computer-assisted instruction, attending a study group that is assigned by the institution, contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the academic subject studied in the course, conducting laboratory work, or completing an externship or internship. Student preparation is typically homework, such as reading and study time, and completing assignments and projects.

The University of North Alabama courses delivered abroad or at other off-campus

settings are developed by faculty to take full advantage of the unique location and be consistent with the expectations for academic engagement and instructional time articulated in the policy.

In summary, within the relevant semester time frame, the policy is:

One credit of lecture = 50 minutes of class time

One credit of studio (art) = 80 minutes of studio time

One credit of lab = 180 minutes of class time

Four credit lecture/lab class = 330 minutes of class time (150 min. lecture/180 min. lab)

Six credit lecture/lab class (nursing) = 510 minutes of class time (150 min. lecture/360 min. lab)

5.12 CLASS SCHEDULES AND ROOM ASSIGNMENTS

The class schedule for each term is prepared in advance by the chairs of departments. Faculty members are expected to meet with their classes at the times and places designated on the schedule, to hold classes for the full period, and to dismiss classes promptly so that students can meet the next class on time. No permanent change of time or place of class meetings should be made except on prior approval of the dean of the college. Changes are recorded in the Office of the Registrar.

5.23 CLASS ROSTERS AND ROLL BOOKS

The official roster of students for each class is provided for the faculty member on-line. It is the responsibility of faculty members to assist in validating proper enrollment through careful check of the on-line rosters. A student may not receive a final grade unless properly registered for the course, and faculty members may not add a student to a class without supporting documentation. The grade book/spreadsheet showing the class grades throughout the term, as well as the final course grades given, must be retained for at least one year beyond the conclusion of the term for which it was used. Additionally, faculty members are required to retain documents that were used to compute grades but not returned to the students, such as exams and projects, for the same time period.

Faculty members are required to maintain regular and accurate records of student attendance for academic reasons and for the reports required for compliance with regulations imposed by the Veterans Administration, for compliance with federal student financial aid requirements of the United States Department of Education, and for compliance with other external agencies. As requested by the Office of Student Financial Services, faculty members must report whether students have started attending their courses. Faculty members must also report the last date of attendance for any student who receives a grade of F, U, or NC. Documentation for the last date of attendance may be from attendance charts, exams taken, projects submitted, online course activity, or other means.

5.34 STUDENT WITHDRAWALS

Procedures through which students officially withdraw from a course or from the University are described in the undergraduate and graduate catalogs. Official withdrawal is approved by the appropriate instructor and the dean of the college. The instructor is notified by e-mail when the student completes the withdrawal process. Students officially withdrawing within the period designated receive a grade of "W" (withdrawal). Students "dropping" from courses or from the University without following official procedures receive a grade of "F." A withdrawal notice calling for a grade of "WD" indicates an approved withdrawal under exceptional administrative—rather than academic—procedures.

5.45 STUDENT ABSENCES

The University expects students to attend classes regularly and punctually and regards reasonable participation through attendance as integral to the award of credit. University regulations on student absence are located in the Undergraduate and Graduate Catalogs. The individual faculty member may establish stricter limits and accompanying grade penalties, according to the level and nature of the course, but stricter policies must be approved by the chair of the department, and the students must be properly informed at the beginning of the course. The department chair should try, as much as possible, to ensure that absence policies are uniform in multiple sections of the same course. Each faculty member should review his/her attendance policies for each course, keeping in mind the educational goals of the course. Attendance policies should be consistent with course objectives.

The student is directly responsible to the individual faculty member for absences and for making up work missed. For excused absences, makeup procedures should be provided by the faculty member at the beginning of each term. Faculty members may excuse absences for illness or other extenuating circumstances. Official excuse for absence is provided by e-mail from the Office of the Vice President for Academic Affairs and Provost for group absences incurred in connection with such university-sponsored scheduled activities as intercollegiate athletics, musical performances, and similar functions. From time to time, faculty also will be notified by the Office of the Vice President for Academic Affairs and Provost of requests from other faculty or administrative officials for group absences to be approved in connection with field trips and special meetings or programs of an appropriate nature. Approval of the absence rests with the faculty member, and the individual student must secure advance permission. Implicit in an "excused absence," whether authorized by the Vice President for Academic Affairs and Provost or by the individual faculty member, is the student's entitlement, without grade prejudice, to make up tests or other specific work missed. Permitting makeup work for unexcused absences is at the discretion of the faculty member. The student is responsible for work missed regardless of reasons for absences.

5.56 FIELD TRIPS AND OTHER OUT-OF-SCHEDULE CLASS ACTIVITIES

With the advance approval of the chair of the department, a limited number of field trips or similar out-of-schedule class activities may be permitted for course-related purposes. Faculty members planning such activities must recognize that participation may not impinge on the student's obligation to other classes and commitments. Formal request to other faculty members to approve the absence of the participating student is made through the Office of Vice President for Academic Affairs and Provost, as described under Student Absences above. The request should list the students in alphabetical order by recorded name and L+last two digits of student ID number. The faculty member sponsoring the activity also must advise the students to seek advance permission from the concerned faculty member for their absence.

5.67 EVALUATIONS AND ASSIGNMENTS

The nature of assignments and of tests, papers, projects, performances, and other measures of student evaluation is established for the particular course by the faculty member. Multisection course requirements are coordinated by the chair of the department. Evaluations should be sufficient in number to assure appropriate measure of attainment and to permit students to gauge their standing at various points during the term. At least three major evaluations, including the final examination, should be used. Except for special classes for which papers, performances, or projects may be justifiable substitutes, a final examination is to be held for each class according to the schedule. Comprehensive term examinations are not required, but a final examination should carry distinctive weight in determining final grades.

The faculty member shall make a course syllabus available by the first day of the semester that includes information about the nature of class assignments, evaluations, attendance policy, and grading system. The syllabus should also include the university policy on accommodations under the Americans with Disabilities Act and the university policy on Academic Honesty. Good practice also requires that evaluations are properly reviewed, graded, and the grade promptly made available to the student. Any student evaluation material that is not returned to the student should be retained by the instructor for at least one year following completion of the course for possible reference.

Faculty members are expected to help assure the integrity of grades through proper security for, and supervision of, examinations.

Plagiarism and cheating are regarded as serious offenses and may subject the student to academic and/or disciplinary penalties. Policies on Academic Honesty are found in the Undergraduate Catalog.

5.78 FINAL GRADE APPEALS PROCESS

The grades awarded by a faculty member are expected to be based on sound

academic standards, on sufficient and appropriate evaluations, and through orderly procedures announced to the student. Faculty retention of coursework records is recommended in section 5.2 of the Faculty Handbook. Appeals on allegations of academic dishonesty shall follow the steps in the Academic Honesty policy (see Undergraduate Catalog)

The faculty member is the sole determiner of the grade awarded in a course and is responsible for the justification of the grade. Students are entitled to an appropriate grade review on request, and students who question the grade received are referred directly to the faculty member for review. Should a student wish to continue further grade review, the following process should be followed.

1. The student should submit the Final Grade Appeal form indicating the nature of the complaint to the department chair in the department where the course is housed and request a review of the assigned grade, indicating that an initial review has been performed by the faculty member issuing the grade. Final Grade Appeals form is available on the VPAA website.
2. Should the student, after consultation with the department chair, wish to continue further review of the grade, he/she should indicate this on the Final Grade Appeal form and contact the dean of the college where the course is housed and request a review of the assigned grade. The Final Grade Appeal form should be forwarded to the dean by the department chair.
3. At either the department chair and/or dean level the faculty member may be asked to reevaluate the assigned grade.
4. If the student wishes to appeal further, i.e., to the VPAA, in these rare and unusual circumstances the student shall indicate his/her decision on the Final Grade Appeal form. The Final Grade Appeal form will be forwarded to the VPAA by the dean. The VPAA will determine if the evidence is strong enough to warrant further review, i.e., the burden of proof is on the student to make a strong case that merits committee review. In this case the appeal shall be forwarded to the university Grievance Committee (appointed by the President annually). Any members of the department where the grade appeal resides would be excused from this review. The Grievance committee will make a recommendation to the VPAA.
5. Following the decision, the student and the faculty member shall be notified and provided a rationale for the decision.
6. All grade appeals shall be initiated no later than six weeks after the term in which the grade was issued.

5.89 EXAMINATION SCHEDULE

The schedule for term final examinations is issued by the Office of the Registrar. Examinations are scheduled for periods of one hour and forty-five minutes each and normally cover four days in a semester and one day in a summer session. Faculty and students are expected to comply with the schedule unless exception is approved by the dean of the college. The schedule of examinations is prepared with a view to a reasonable spread in examinations for students on normal schedules. Necessary deadlines for grade reporting also must be accommodated.

5.910 STUDY DAY

The intent of Study Day is to provide students with a period of time to study before final exams. Consequently, classes that begin before 5 p.m. during the term are not to meet on Study Day, and faculty are requested not to schedule this day as a deadline for papers, projects, or tests. Student organizations are likewise requested not to schedule mandatory events or activities for this day. Final exams may be given on Study Day in classes that begin at or after 5 p.m. on that day, or the final exam in these classes may be scheduled for the last class meeting prior to Study Day. Academic departments requesting exceptions to this policy should consult with the appropriate college dean.

5.101 TERM GRADE REPORTS

Official grades for the semester or summer session are available for students to view via their UNA Portal accounts. To expedite the preparation of graduation lists, names of candidates for graduation in a class are printed and forwarded to each faculty member along with instructions for entering grades online and deadline dates/times. Grade report sheets are also forwarded to each faculty member listing all Early College students registered in his/her classes. The included instructions require numeric grades to be entered for these students. These grade report sheets must be signed by the faculty member and returned to the Office of the Registrar. Numeric grades for Early College students are then forwarded to the appropriate high school counselors. It is the responsibility of the faculty member to notify the Office of the Registrar if some unforeseen circumstance may require delay in reporting. Such contact should be made prior to the deadline. Instructors can print the online grade screen after entering all grades to keep for their records.

5.112 PROPER CLASSROOM DECORUM

Faculty members have the right and responsibility to create and maintain a classroom environment in which optimal learning can be achieved. Student behavior which intentionally interferes with the right of other students to learn will not be permitted. Faculty members may include the statements above within the class syllabus. Resolution of conflicts arising from student behavior should begin with a private conversation between the faculty member and student. Any continuing problems should be discussed with the department chair and a course of action agreed upon before implementation by the faculty member. For additional guidance, please refer to the

university's policy on threats in the workplace.

ATTACHMENT E

2.4.3 Adjunct

These appointments are part-time assignments specifying both the part-time workload and the period of time—normally one term—with the appointment terminating automatically at the end of the period specified. Adjunct appointment is typically limited to a teaching load of two courses or less per semester. Exceptions must be approved by the college dean based on a recommendation from the department chair. For additional IRS information on calculation of load limits for adjunct faculty relative to the Affordable Care Act, please refer to the following link: <http://www.una.edu/humanresources/forms-and-links.html> (see Shared Responsibility for Employers Regarding Health Coverage; Final Rule – specifically section VI.C.) Adjunct faculty are not eligible for promotion or tenure but do participate in the retirement plan if already holding active membership in the Teachers' Retirement System of Alabama. All adjunct faculty share the general rights and privileges accorded regular faculty except when regular and/or full-time status are stipulated. (See Appendix 2.A, Policies Concerning Adjunct Faculty)