

MINUTES OF THE REGULAR FACULTY MEETING

WEDNESDAY, MAY 21, 1986

Don Finkel called the meeting to order at 3:15 and established that there was a quorum.

AGENDA ITEMS

1. Minutes of the previous meeting.

Minutes of the April 16, 1986 meeting were approved.

2. Proposal for Evergreen to become a sister college with the University of El Salvador.

Tim Marshall (representing TESC Campus Ministries) and several students asked the faculty to declare Evergreen a sister college with the University of El Salvador (see 5/21 agenda package). Questions raised by John Perkins included what the fiscal impact of such a move might be (none) and whether this is primarily a symbolic gesture (yes). Russ Lidman explained that in Latin America it is quite common for a university to have an affiliation with a European or American institution. Peta Henderson moved that the faculty support the resolution. It passed unanimously with one person abstaining.

3. Proposal to approve the Faculty Handbook sections of the Report from the Sexual Harassment DTF.

Peta Henderson reviewed the latest version of the proposed policy (see 5/21 agenda package) with the faculty. The recently approved POLICY STATEMENT was modified with the addition of the following sentence:

Finally, this policy shall not be construed in a manner that curtails academic freedom of faculty and students to choose instructional materials and to discuss them in a manner appropriate to the theme of the program.

Most discussion was focused on the APPLICATION OF CURRENT GRIEVANCE PROCEDURES and VIOLATION OF POLICY sections: Russ Lidman and Byron Youtz questioned the wording in the VIOLATION OF POLICY section which implies that criminal action could be taken by the college. Lucia Harrison moved to accept the inclusion of a friendly amendment surrounding the criminal action issue. Those changes, authored by David Paulsen of the DTF, are as follows:

(Substitution for sentence 2, paragraph 2) Employees should be advised that in such serious cases (e.g., sexual blackmail or sexual assault) they may be liable to criminal prosecution as well.

(Substitution for sentence 2, paragraph 3) Students should be advised that acts of sexual harassment of a very serious nature may render them liable to criminal prosecution as well.

Faculty Staff Status

This Fall, a DTF was charged by Barbara Smith to consider various problems related to the current Handbook policies regarding staff/faculty status. The DTF was chaired by Russ Fox and included John Filmer, Judith Espinola, Karen Wynkoop, Gail Martin, Doug Hitch, Randy Hollycross, and Willie Parson.

The problems the DTF was charged to address were the following:

1. Inconsistencies in existing policies regarding staff/faculty status
2. Lack of rationale for staff appointment to this status
3. Unrealistic minimum teaching obligations

The DTF issued the following recommendations in a longer report which is available upon request:

1. That existing staff faculty status policies be abolished upon completion of existing terms of appointment.
2. That staff with appropriate expertise be considered for appointment to the faculty on a case-by-case basis when an appropriate opening in the curriculum arises but that this service on the faculty be limited to that specific appointment.
3. That appropriate coverage of the staff person's responsibility be worked out in advance of any assumption of a faculty position.
4. That all staff who teach on a part-time basis either as adjunct faculty or sponsors of individual contracts be evaluated and given recognition of their contributions by the Academic Administration.
5. That Faculty librarians be more clearly identified as regular Members of the Faculty serving under the appointment and evaluation procedures spelled out in the Staff Faculty section of the Handbook.
6. That four categories of Faculty be established:
 - a. Regular, three-year faculty
 - b. Visiting, one-year faculty (renewable or non-renewable)
 - c. Adjunct faculty
 - d. Associate Staff Faculty

The new category of ASSOCIATE STAFF FACULTY shall only apply to staff members whose job descriptions include a majority of their time devoted to direct credit awarding teaching responsibilities. [Currently we believe that two or three persons fit this category: Steve Kant and Stella Jordan, and perhaps Teresa Crater.]

Academic Progress and the Financial Aid Process

Background: The Financial Aid Office is required to monitor the academic progress of student's receiving financial aid. In general, our Academic Progress Policy for financial aid requires full-time students to complete an average of 12 credits per quarter in order to continue to receive financial aid. Every year, between May and August, the Financial Aid Office sends out financial aid offers for the following year to approximately 800 entering and returning students. By mid August, after receiving a Loss of Credit Report from the Registrar's Office, between 250-300 of these students receive notices that their financial aid awards will be soon withdrawn because their academic records do not indicate completion of the requisite number of credits to satisfy our Academic Progress Policy.

Problems in monitoring Academic Progress seem to fall into four categories:

- 1) Timing of evaluations turned in
- 2) Negotiating incompletes
- 3) Delays in reporting credit that have been previously verified as completed
- 4) Ambiguous faculty verification statements

Listed below are the problem areas and the solutions I'd like to see implemented.

PROBLEM #1: Timing of evaluations turned in.

The Registrar's Office makes every effort to post all credits turned in for the previous year by the end of July. We receive a Loss of Credit report from the Registrar's Office in early August and send notices of Intent to Cancel Financial Aid to students by mid August. 90% of these notices are sent to students having incomplete and outstanding credit. It is frustrating for students to trace their credits down when both they and their faculty are away. Yet, if the credit verification is not supplied to us by early September, we must cancel financial aid to prevent transfer of funds into the student account of an ineligible student. Once cancelled, there is no guarantee that all of a student's financial aid will be restored.

SOLUTION: Faculty awareness of Academic Progress Policy and monitoring/cancellation timelines and concentrated effort to submit all evaluations as soon as possible.

PROBLEM #2: Negotiating Incompletes.

Students seem to think that when they negotiate an Incomplete, the College will not penalize them in any way. Since continued eligibility for financial aid is determined by completion of credits previously earned, a student who negotiates an Incomplete may not be considered for financial aid again, until such time that the Incomplete has been completed and the requisite number of credits earned.

SOLUTION: Faculty awareness that Incompletes count as 0 credits completed for financial aid purposes. Faculty assistance in referring students who identify themselves as financial aid recipients to the Financial Aid Office to discuss the effects of their incomplete on their financial aid status.

PROBLEM #3: Delays in officially reporting credit that have been previously verified as completed.

The U.S. Office of Education has cited the College for several instances in which fall quarter financial aid was awarded to students based upon faculty verification of credits completed for the previous academic year and, months later, those credits were still not posted onto the student's academic record.

SOLUTION: Faculty awareness that faculty letters verifying credit completed for the previous academic year will be accepted for releasing a student's financial aid for fall quarter only. If, by the end of fall quarter, a student's previous year's credit remains unreported, that student's financial aid package for the for the rest of the year will be cancelled.

PROBLEM #4: Noncommittal faculty verification letters.

Academic Progress eligibility for financial aid is determined by the number of credits a student has previously completed. Yet, we have received faculty letters requesting that we release financial aid based on a statement such as: "I expect to award Jane Doe full (12) credit once she has completed her final paper."

SOLUTION: Faculty awareness that we have developed a model statement to avoid confusion. Faculty need only fill in the blanks. (See attached)

For
Discussion
at 5/22
Faculty
Meeting

PETITION FOR EXCEPTION TO ACADEMIC PROGRESS POLICY

Name _____ Social Security Number _____

In the space provided below, please explain the specific circumstances about your situation which pertain to your petition. If you have completed work that was incomplete or outstanding, please have your faculty provide a signed statement below stating that you have completed the work required, earned X credits, and the title and date of the program taken. Attach additional sheets of explanation if necessary.

I certify that the information provided is true and correct to the best of my knowledge. I understand that I am responsible for attaching necessary documentation.

Student Signature _____ Date _____

Faculty Statement:

_____ has completed _____ for _____
(Student's Name) (# of Credits)

Quarter, 19____, for the program entitled _____.

Faculty Signature _____ Date _____

FINANCIAL AID FACTS : 1984-85

1400 Evergreen students receive assistance from federal and state financial aid programs

\$4.5 million in financial aid involved.

CAMPUS - BASED FINANCIAL AID PROGRAMS

| | |
|--|------------|
| Supplemental Educational Opportunity Grant | \$ 199,969 |
| Evergreen Need Grant | 4,490 |
| State Tuition Waiver | 97,452 |
| National Direct Student Loan | 303,490 |
| Math-Science Teacher Incentive Loan | 5,000 |
| College Work-Study (Federal) | 442,042 |
| State Work-Study | 200,242 |

OTHER GOVERNMENT-SUBSIDIZED FINANCIAL AID PROGRAMS

| | |
|---------------------------------|-------------|
| Bureau of Indian Affairs Grants | \$ 64,143 |
| Pell Grants | 1,129,647 |
| State Need Grant | 277,660 |
| Guaranteed Student Loan | 1,779,204 |
| PLUS Loan | 32,180 |
| | <hr/> |
| | \$4,555,519 |

Academic Standing Policy

The College upholds the principle that there is an important link between a student's overall academic development and academic standing. Evergreen's narrative evaluation system reflects this principle. Faculty evaluation of student achievement accordingly serves two interrelated ends: (1) to monitor each student's academic development, and (2) to ensure that any student not making satisfactory academic progress is informed of his or her standing in the College and is advised accordingly.

Evaluation formally occurs at the conclusion of a student's registration in all programs, contracts and internships. In addition, any student in danger of not receiving full credit is so notified in writing at mid-quarter by his or her sponsor.

The following stages of unsatisfactory academic progress are designed to aid student academic development and to help ensure the academic integrity of the College.

1. Academic Warning.¹ A student who earns fewer than three-fourths the number of credits for which he or she is registered in two successive quarters will receive an Academic Warning. A student registered for more than half-time who receives no credit at all in any quarter will receive an Academic Warning.² Such warning will urge the student to seek academic advice or personal counselling from a member of the faculty or from appropriate offices in Student and Enrollment Services, Educational Support Programs, etc. A student will be removed from Academic Warning status upon receiving at least three-fourths of the credit for which he or she was registered in two successive quarters.

2. Required Leave of Absence. A student who has received an Academic Warning and who, at the next evaluation period, receives either an Incomplete or fewer than three-fourths of the credit for which he or she was registered will be required to take a leave of absence, normally for one full year. A waiver of Required Leave can be granted only by the Academic Dean responsible for academic standing upon the student's presenting evidence of extenuating circumstances. To re-enter the College at the end of a Required Leave of Absence, a student must supply the Academic Dean evidence of readiness to assume academic responsibilities.

A student returning from Required Leave will re-enter on Academic Warning and will be expected to make satis-

(policy continued on page two)

factory progress toward a bachelor's degree. Failure to earn at least three-fourths credit at the next evaluation period will result in dismissal from the College.

The Registrar periodically reviews all credit awards to ensure that the Academic Standing policy is being implemented for all students.

¹The academic standing of students is indicated on class lists at the beginning of each term and on Action Needed Reports.

²It is the responsibility of program coordinators and faculty sponsors to inform students of their academic standing at the end of each term.

In programs lasting longer than one quarter, either a Faculty Evaluation of Student Achievement, an Incomplete or a Report of No Credit will be filed for any student who had entered the program on Warning and who failed to earn at least three-fourths of the credit for which he or she was registered.

In programs lasting longer than one quarter in which a student in good standing at the outset fails to make satisfactory academic progress over two successive quarters, the responsible faculty member will so inform the student in writing and will notify the Registrar of this binding interim credit determination. The faculty member may elect to write a formal Evaluation of Student Achievement at this time, even though the student is continuing in the program. The class list for the next quarter will indicate that the student is on Warning.