

Faculty Senate
Lewis-Clark State College

Approved Minutes
4/4/19, 3:15pm, SUB 143

Present: Jenni Light, Leif Hoffmann, Amanda Van Lanen, Provost Lori Stinson, Michelle Pearson-Smith, Bryce Kammers, Julie Bezzerides, Spencer Payton, Michael Love, Lynne Bidwell, Sam Weeks, Pete VanMullem, LaChelle Rosenbaum, Lorinda Hughes, Greg Harman, Susan Steele, Carol Martin, Andena Hibbard, Doug Cruthirds (phone)

I. Call to order @ 3:15

II. Introductions

Consent Agenda: *Approved by Michelle Pearson-Smith, 2nd by Bryce Kammers, Approved unanimously.*

Minutes of minutes from 3/21/19 meeting: *Approved by Lynne Bidwell, 2nd by Mike Love; Approved unanimously.*

III. Remarks-None

IV. Invited Reports/Institutional Committees

Jenni Light

Hearing Board update: Changes to the Policy 2.115 Faculty Grievance/Appeal. Changes were proposed that further clarify the grievance process. Proposals include changing the terms of hearing board members from 2 to 3 years, staggering the hearing board's membership so that only 1/3 of members will rotate off at any given year as well as the addition of an alternate division chair. Once the board is set, a hearing board chair will be chosen by the board members. These proposals have evolved over the past 3 years resulting from variety of circumstances, Senators were asked to take back recommendations to their divisions and ask for feedback. Jenni will send an e-mail to division chairs asking for volunteers. Further detail on Policy 2.115 can be found in *Appendix A*.

Benevolence Committee update: Changes are being proposed that will ensure that the donors are the voting members instead of all faculty members. There are concerns about faculty members making decisions when they do not contribute to the fund. There are also issues with privacy because donations are part of payroll deductions. Leif Hoffmann also asked the Senators to speak with chairs to see if there are any needs that they are aware of. For more detail on the background of the Benevolence Committee refer to *Appendix B*.

Compensation Review Committee: President Pemberton will be speaking on the topic of compensation on Monday 4/8 @ 4:00 in the Silverthorne Theatre. All faculty and staff are encouraged to attend to hear updated information on the topic.

V. Division Updates, Comments on Emeritus e-mail address and proposed Leadership Committee

MaSS-No comment

Teacher ED-faculty were divided about the @lsc.edu emeritus issues.; no comment on interest in Leadership Institution

Humanities-Want to keep the lsc.edu e-mail address; like the idea of a

Leadership Institute. The final candidate for open communication position on campus this week.

DONSAM-Prefer to keep lsc.edu e-mail; no opinion on Leadership Committee. Faculty recently attended a science conference;

Nursing-Divided on e-mail address issue; like the idea of a Leadership Institute. Will be hiring for a faculty position in area of mental health. Nursing Olympics happening soon which helps to fund students going to Honduras.

Social Sciences-Strongly want to keep lsc.edu; no comment on Leadership Institute

Library-Three in favor and two not in favor of changing e-mail address at emeritus retirement; no interest in Leadership Institution. Pet the Dog Day April 29th outside the library.

ASLCS-Candidate forums have taken place the last two days. There are four presidential candidates and the election will take place April 17th-18th. The Legacy project (reader board outside SUB) is currently in purchasing.

Business- A student won \$7,500 in a state competition for business ideas.

Faculty are heading to Las Vegas next week for a convention. They have no feelings either way about the e-mail address; very interested in the Leadership Institute.

International Programs-A Business Division professor will be teaching in Mexico this summer. No comment on either e-mail or Leadership Institution

VI. New Business-None

VII. Old Business-None

VIII. Standing Committee Reports

a. Budget, Planning and Assessment: No Report.

b. Curriculum: No Report.

c. Faculty Affairs-

Leif Hoffmann:

Met the previous Monday; they have two policies in front of them policy that they are working on, one of which is Policy 2.111 Tenure and the other one is Policy 2.112 General Policy on Faculty Evaluation. The next faculty affairs committee meeting will be April 15th.

As regards Policy 2.111 the Provost is looking for feedback on the promotion policy for instructors. The proposed policy is to clarify in policy that Division Chair, Dean, and upper administration have a role in determining if a particular Instructor position is/ should be tenure track eligible. This would not retroactively apply to existing Instructors. Administration would like to have the ability to define if a new hire in this category would be tenure track or not.

As regards Policy 2.112 the language is general and does not match tiers perfectly.

Considerations are in place for possible slight changes to the language and description of evaluation tiers. A proposal was made for adding a category in which a person receives a warning instead of a category for firing. There is a strong feeling that a category is needed for EXCEEDS. Some feel that the language matters because of employee morale. The e-mail sent on Nov.5th included the guide for the current ratings. Provost encouraged Senate to work with CSO and PSO to keep the same number of tiers for everyone A reminder

was made by the Provost that the 1st yr. evaluation occurs at the end of January and the 2nd year occurs near the end of October, the first of November. She recommended that chairs be included in the conversation about tiers, category names, wording, definitions, and language.

- d. General Education: No Report.
- e. Student Affairs:

Amanda VanLanen

The revised version of the new academic coaching model, Policy 2.116, will be e-mailed to senators. The wording is intentionally general so that each division can make it work for them. Use of the term “advisor” is not specified as faculty or staff may both can serve as advisors. The Midterm grade policy is in the policy and does not necessarily fit but will stay in for now and be addressed at a later date. Student Affairs has not yet voted on the policy but will do so before the next senate meeting. See *Appendix C* for detail on Policy 2.116.

- f. President’s Council:

Jenni Light

The council will be meeting Friday. Jenni will draft a memo in response to the e-mail policy that will include the following: The consensus was that the majority of divisions want to keep the lcsc.edu e-mail address for Emeritus. It may also be put into the memo that the Emeritus are asked if they want to switch over to lmail.edu account every few years.

Feedback on Hearing Board from division chairs, chair alternate, policies 2.115 and 2.116 should be sent to Jenni.

President Pemberton

Encouraged everyone to come to her talk about compensation on Monday 4/8 @ 4:00 in the Silverthorne Theatre. She has met with 442 faculty and staff and has only 4 faculty left to meet with.

IX. Good of the Order

Leif Hoffmann- Asked everyone to please talk to students, faculty members, etc. about the 7th Annual Art of Giving (April 26 to April 28) because volunteers are needed for the event. Anyone who wants to volunteer for an hour or several should directly contact Leif Hoffmann at lshoffmann@lcsc.edu.

Amanda Van Lanen-There is a LCSC choir fundraiser, The Gatsby Gala. Cost is \$25 per person. It will take place at the Center for Arts on April 27th @ 7:30. The fundraiser helps the students raise money for a trip to New York this summer. Tickets can be purchased at the Humanities Office.

Provost Stinson-The State Board of Education will be meeting in Moscow on April 17th to determine fees, etc.

The meeting was adjourned @ 4:05 pm. Motion to adjourn *by Michelle Pearson-Smith, 2nd Lynne Bidwell; Approved Unanimously*

Policy 2.115

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SECTION: ACADEMIC
SUBJECT: Faculty Grievance Policy

Background: The procedures set forth in this policy are to be used by Faculty who wish to resolve a dispute regarding a decision or action affecting the employee.

Point of Contact: HRS

Other LCSC offices directly involved with implementation of this policy, or significantly affected by the policy: Provost's office, President's office, Vice President for Finance & Administration; Instructional Deans, Faculty

Date of approval by LCSC authority Date of State Board Approval N/A Date of Most Recent Review: 5/12

Summary of Major Changes incorporated in this revision to the policy: Added paragraph 2.F. per advice from legal counsel; Updated hyperlink to the ISBOE Grievance and Appeal Procedures, I.I.M.; Addition of Ombudsperson; Added responsibilities of the Hearing Board Chairperson; Updated membership of Faculty Hearing Board to be consistent with the updated Student Hearing Board Policy.

SUBJECT: FACULTY GRIEVANCE POLICY

Applicability

The procedures set forth in this policy are to be used by faculty members who disagree with administrative decisions in such matters as salary, promotion, tenure, and performance evaluation; to challenge contents of personnel files; and to seek remedy for alleged infringements of academic freedom or of civil or human rights (e.g., any form of prohibited discrimination, including sexual harassment). The applicability of these procedures is limited in the case of non-renewal of fixed-term appointments (see Policy 3.118) and layoffs resulting from the declaration of financial exigency (see Policy 3.122). **These procedures are not applicable in the case of dismissal for cause** (Procedures for dismissals for cause are outlined in policy 3.117). Faculty teaching assignments are not grievable under this policy but are reviewable under the provisions of Section 6, "Review of Faculty Teaching Assignments."

Faculty members are encouraged to use the grievance process to resolve disputes. No person who participates in the grievance process shall be disciplined or otherwise prejudiced in his/her employment for exercising his/her rights under these grievance procedures. No supervisor or any other official shall retaliate against a faculty member for:

1. filing a grievance or an appeal;

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2. participating as a witness, a procedural observer, a member of the Faculty Hearing Board; or
3. assisting another employee in preparing or presenting a grievance.

1. Procedures for Initiating Grievance

A. The faculty member should seek resolution informally by discussing his/her complaint with the administrator who made the decision. If the issue is not resolved by this means, the faculty member should go to the next administrative level for redress. The grievant may be accompanied by a faculty colleague, but not legal counsel, during this informal attempt to resolve the grievance. The Ombudsperson will provide assistance to the faculty member in a confidential and impartial manner. The faculty member should consult with Human Resource Services for a list of trained Ombudspersons. While use of this informal method to resolve disagreements is not a prerequisite for questioning the administrative decision before the Faculty Hearing Board under the procedures outlined below, the grievant is urged to use this informal means of resolving the matter. A statement referencing any informal efforts to resolve the grievance should be included in the request for hearing. Before filing a written request for a hearing, the faculty member has the option of consulting with a trained Ombudsperson.

Definition of Ombuds or Ombudsperson

The term “ombuds” or “ombudsperson” is used to designate an individual within an organization who is a ‘designated-neutral.’ An ombuds provides confidential, impartial and informal assistance to individuals and groups to help prevent problems and to facilitate fair and respectful resolution of problems that do arise. An ombuds does not advocate on behalf of specific individuals or their concerns and cannot change or reverse decisions. However, they do advocate for respectful, fair and equitable treatment and serve as information and referral resources.

2. The faculty member who wishes to appeal a grievable administrative decision may do so by submitting a written request for a hearing to the Faculty Hearing Board.
 1. Such request must be made within fifteen (15) business days after receipt of the written notice of the institutional decision. Twenty (20) business days is allowed in cases of non-renewal of fixed-term appointments (see Policy 3.118).
 2. The grievant must state clearly what action or decision is being appealed and, briefly, the grounds upon which the appeal is based.
 3. A copy of the request for hearing shall be given to the administrator whose decision or action is being grieved.
3. Not later than ten (10) business days after receipt of grievant's request for hearing, the administrator whose decision is being grieved:

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1. Shall prepare and give to the grievant and the Faculty Hearing Board a statement of reasons for the action or decision
2. A description of the evidence or allegations upon which the action or decision was based
3. Copies of all documents, if any, upon which the administrator relied, and the sources of the allegations or evidence relied upon.
4. Within ten (10) business days after receipt of the material from the administrator but in no event less than five (5) business days before the date of the hearing, the grievant shall:
 1. Provide to the administrator and to the Faculty Hearing Board a statement setting out the grievant's contentions with respect to the administrator's decision and the administrator's statement of reasons for the decision.
 2. A description of the evidence or allegations upon which grievant's contentions are based. Carefully define the issues by specifying what conduct is being grieved and the institutional policies at issue.
 3. Copies of all documents, if any, upon which grievant relies to support those contentions, and the sources of the allegations or evidence supporting grievant's contentions.
 4. There should be no means by which the substance of any charge or contention, or other adverse information or allegation, can be kept secret from either party.
5. A request for hearing involving non-renewal of a fixed term appointment shall be addressed to the President, with a copy to the chair of the Faculty Hearing Board and shall be governed by the provisions of LCSC policy 3.118 paragraphs E and F. In all other cases (except dismissal for cause), the request for hearing is addressed to the chair of the Faculty Hearing Board (with a copy to Human Resource Services).
6. The chair of the Faculty Hearing Board will forward copies of the request to the Provost and Vice President for Academic Affairs and other administrators concerned.

2. The Faculty Hearing Board

A. Membership of the Faculty Hearing Board. The Faculty Hearing Board shall be composed of seven (7) faculty members (the majority of whom shall be tenured), and two alternates (2) for a total of nine (9) committee members. Members are elected or appointed as follows:

- Faculty Association: Elects three (3) faculty committee members;
- President: Appoints three (3) faculty committee members;
- Faculty Senate: Elects one (1) faculty committee member, one (1) Division Chair committee member, and one (1) Division Chair alternate.

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The committee chair shall be elected each year from the voting members of the Faculty Hearing Board. Five hearing board members (the committee chair and four (4) members), plus one (1) alternate (non-voting) member, will hear a faculty grievance and render a recommendation by majority vote.

2. Term of Service. Members of the Faculty Hearing Board shall serve for a period of three (3) academic years, one-third (1/3) of the faculty members being selected each year. No more than three (3) new board members shall join the board in any given year.
3. Appointment of Substitute for Division Chair Member. In the event a hearing is requested by a faculty member who is employed in the division supervised by the division chair who is a member of the Faculty Hearing Board, that division chair shall not serve with respect to that hearing. In such cases, the alternate Division Chair shall serve. In the event there is a conflict with both the appointed and the alternate Division Chair, the Faculty Senate shall appoint another division chair to serve as a full voting member of the Faculty Hearing Board for that hearing.
4. Quorum. Five (5) of the Faculty Hearing Board shall constitute a quorum for the purpose of hearing a grievance and rendering a recommendation by majority vote of those present. No member of the Hearing Board who has not attended the evidentiary hearings shall participate in the decision.
5. Chair. The committee chair shall be a voting member of the Faculty Hearing Board. The chair shall preside at all hearings or shall designate another member of the Board to do so.
6. Guidance. Procedural questions regarding this policy shall be directed to and resolved by the Board Chair. The Board Chair may seek guidance regarding procedural questions from Human Resource Services or, if approved by Human Resource Services, from LCSC's legal counsel.
7. Hearing Board's Authority: The scope of the Hearing Board's authority shall be to determine whether there has been any:
 1. Failure to comply with prescribed procedures
 2. Application of inappropriate considerations
 3. Gross abuse of discretion, or
 4. Abuse of the grievant's academic rights or privileges
8. Disqualification. No member of the Faculty Hearing Board who has an interest in a case may serve as a member of the Faculty Hearing Board with regard to the case in which he or she has an interest. It is the responsibility of the Hearing Board member to disclose any previous relationship or possible bias to the Chair and must disqualify him or herself upon notification of the impending hearing.

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The grievant or administration may challenge any member or members of the Faculty Hearing Board. Any such challenge shall set forth with particularity the alleged interest for which disqualification is being sought. The eligibility of any member or members so challenged shall be determined by a majority vote of a quorum of the remaining members of the Faculty Hearing Board. In the event of disqualification of a member of the Faculty Hearing Board, the Faculty Hearing Board chair shall appoint an alternate member, to the

extent possible, who shall be from the same appointment category as the disqualified member.

3. Responsibility of the Faculty Hearing Board Chair

- 1. Be responsible for collecting, distributing to the board, and retaining all documentation, notes, and records of the hearing. All written notes of hearing board members will be considered official documents of the hearing and must be collected at the conclusion of the hearing. Once the hearing has been completed, all documentation must be delivered to and stored in Human Resource Services.**
- 2. Notify all parties of the hearing dates, times and locations.**
- 3. Review Faculty Grievance Policy with all parties. Notify all parties of their rights and responsibilities during the hearing process.**
- 4. State the purpose of the hearing is to determine whether a violation of institutional policy occurred, and, if so, what should be done about it. Cite the policy and section that applies.**

4. Responsibility of the Faculty Hearing Board

A. In each case the Board has the following responsibilities:

1. To hear each grievance promptly and in no event more than thirty (30) calendar days after filing of the grievance.
2. To review all evidence presented to it.
3. To grant extensions of time when circumstances warrant.
4. To determine whether there has been any (a) failure to comply with prescribed procedures, (b) application of inappropriate considerations, (c) gross abuse of discretion, or (d) abuse of the grievant's academic rights and privileges.

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5. To make written findings and recommendations to the President, addressing all four items in #4 above. These may include procedural or substantive recommendations.
6. To respect the confidentiality of the information and records related to the hearing. Any information related to the hearing should not be discussed with any party outside of the Hearing Board.

5. Pre-Hearing Procedures

- 1. Pre-Hearing Conference:** The Faculty Hearing Board may meet before the hearing to consider the nature of the parties' expected presentations, to agree on the policy and section that applies to the grievance, to make decisions about the procedure that

will be followed in the hearing, and to set mutually acceptable dates for the hearing, including time and duration of the presentations.

2. **Notice Requirements:** The Faculty Hearing Board shall give written notice to all parties not less than seven (7) business days prior to the hearing of the date, place, and time set for the initial hearing. Hearings shall be conducted at such reasonable times and locations as may be determined by the Faculty Hearing Board.
3. The Faculty Hearing Board shall summon the grievant, the grieved party whose decision is under appeal, and a mutually acceptable procedural observer, who will be present during the entire hearing, to appear before the Faculty Hearing Board. At the request of either party, the Board shall summon any other LCSC employee or student to appear. Any party may be assisted in the hearing by legal or non-legal counsel of its choice provided that such counsel shall act in an advisory capacity only and may not present evidence, question witnesses or make argument to the Faculty Hearing Board. Both parties are entitled to be present during the entire hearing.
4. At the request of either party or at the direction of the chair of the Faculty Hearing Board, the proceedings of the Faculty Hearing Board (other than the Board's deliberations) shall be recorded. The digital recorder can be obtained from the Human Resource Services department. Either party shall also have the right to have the proceedings stenographically recorded by a court reporter at his/her own expense. If the hearing is recorded, the recording shall be retained in the Human Resource Services office for five (5) years following the conclusion of proceedings and shall be made available on request to either of the parties or their authorized representatives. Records of all grievance proceedings shall be subject to the provisions of Idaho Code Section 9-340.
5. Opening Remarks

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1. The Hearing Board chair should discuss the following at the beginning of the hearing:
 1. State the issues the board is to decide.
 2. Explain that all communications should be verbal; gestures, nods, shrugs, etc. are unable to be recorded. Tell both parties that copies of the recording will be available upon their request.
 2. Remind both parties, hearing board members and witnesses that the hearing and any documentation, emails, etc. are confidential and not to be shared with anyone outside of the hearing.
 3. Turn on the recorder and ask everyone in the room to state their name, their position and their role in the hearing.
 4. Remind everyone that the hearing board is a neutral fact finder and is

not siding with either side in the dispute. The panel will base its recommendations only on the evidence presented to it.

5. Explain the schedule for the hearing, and summarize who may ask or submit questions and when.
6. Explain the role of advocates and attorneys (if applicable.)
7. State that non-party witnesses will not be present except while testifying.
8. Remind both parties that the purpose of the hearing is to determine whether a violation of institutional policy occurred, and, if so, what should be done about it. Name the policy and section you believe applies. Announce that if either party believes any other policy is involved, it should be called to the chair's attention at that time.

F. Order of Arguments and Evidence:

1. The grievant shall proceed first and may present testimony of witnesses, documentary evidence, or oral statements. The grievant, witness, etc. shall be allowed to present their statements without interruption by either party or the Hearing Board members. The Faculty Hearing Board and the administrator (grieved party) may question the grievant, witnesses, or persons speaking on the grievant's behalf after the grievant's presentation.
2. The administrator shall then proceed and may present testimony of witnesses, documentary evidence or oral statements. The Board and the grievant may question the administrator, witnesses or persons speaking on behalf of the administration. Questions shall be limited to the specific issues agreed upon prior to the hearing as described in D.1.a.
3. The grievant shall be permitted to respond to the administrator's testimony and evidence.
4. The Faculty Hearing Board and the administrator may question the grievant or his/her witness upon that response.
5. Each party may then summarize his/her case.
6. No further questions will be taken from the Hearing Board or other parties.

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7. As a general rule, the Faculty Hearing Board will admit and consider all evidence, testimony, and argument of any party, but may exclude matters which are clearly repetitive or outside the scope of the agreed upon grievance.
8. All hearings of the Board will normally be closed to the public.

6. Post-Hearing Procedures

1. The findings in relation to the 4 areas listed in 4.A.4 and recommendations of the Faculty Hearing Board shall be reported in writing promptly, and in no event more than five (5) business days after the close of the hearing, to each party, the relevant Instructional Dean, the Provost and Vice President for Academic Affairs, and the President.
2. The President shall render his/her decision to the grievant and to the Faculty Hearing Board in writing, not later than twenty (20) business days following receipt of the Faculty Hearing Board's written findings and recommendations. The President's written response shall include a statement of the rationale for his/her decision.
3. The record of the hearing shall include at a minimum:
 1. the grievant's request for hearing;
 2. the response of the person being grieved;
 3. the findings and recommendations of the Faculty Hearing Board;
 4. the President's decision.

Such record shall be retained in the Human Resource Services office for a period of not less than five (5) years after the date of the President's decision.

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LCSC's decision at the conclusion of the grievance process is final per SBOE policy II.M.2, <https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies->

[section-ii/grievance-and-appeal-procedures-all-employees-ii-m/](https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/grievance-and-appeal-procedures-all-employees-ii-m/).

Except as otherwise provided in SBOE policy II.F, <https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/policies-regarding-nonclassified-employees-ii-f/> , human resource matters are not appealable to the Board. Internal institution and agency policies must be exhausted before an employee may seek judicial review.

Timeline	Action
Within 15 days after receipt of decision	<ul style="list-style-type: none"> • Faculty member who wishes to appeal a grievable administrative decision submits a written request for a hearing to the Faculty Hearing Board • (20 days is allowed in cases of non-renewal of fixed-term appointments per Policy 3.119)
Within 10 days	<ul style="list-style-type: none"> • Administrator prepares and gives to grievant and Faculty Hearing Board a statement of reasons for the action or decision
Within 10 days but not less than 5 business days before hearing date	<ul style="list-style-type: none"> • Faculty member provides administrator and Faculty Hearing Board a statement setting out contentions with respect to the administrator's decision and statement
Within 30 days of grievance being filed	<ul style="list-style-type: none"> • Hearing is held • Notice to all parties must be provided not less than seven (7) days prior to

	hearing date
Within 5 business days after close of hearing	<ul style="list-style-type: none"> • Findings and recommendations of the Faculty Hearing Board submitted in writing to each party, relevant Instructional Dean, Provost and President
Within 20 days of receipt of decision	<ul style="list-style-type: none"> • President shall render a decision to the grievant and Faculty Hearing Board in writing

7. Review of Faculty Teaching Assignments

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A. Recognizing that quality of instruction, the central goal of the College, is related to

faculty welfare, full-time contract faculty are encouraged to use the review policy established herein when they believe a teaching assignment will jeopardize either.

1. The following procedures are designed as an expedient means of resolving disputes regarding teaching assignments and thus require strict adherence to the established timeline:
 1. No later than one working day after a faculty member disputes a teaching assignment, the faculty member should discuss the assignment with his/her Division Chair and Dean;
 2. If there is no resolution, no later than one working day after the discussion, the faculty member should file a written request for review with the Division Chair and the Chair of the Faculty Senate. Failure to comply with the timeline will nullify the review process;
 3. No later than three working days after the request for review is filed, it will be reviewed by a committee composed of the Division Chair and a majority of the full-time faculty members of the Division; also present will be the faculty member requesting the review and an outside observer appointed by the Chair of the Faculty Senate; the outside observer will engage in conflict resolution as appropriate;
 4. If this meeting yields no resolution or does not occur within the allotted time, no more than two working days after the Division review or the deadline for such review, the Chair of the Faculty Senate will convene the Teaching Assignment Review Committee. This Committee will adjourn only after delivering its resolution, and any recommendations, to the faculty member requesting the review and the Division. The President's review of the decision should occur only if there are extenuating circumstances, but the decision of the President shall be final.
2. Membership of Teaching Assignment Review Committee. The Teaching Assignment Review Committee shall be composed of five voting members and a non-voting chair. The five voting members shall be (1) the Provost and Vice President for Academic Affairs or his/her designee; (2) a Division Chair, other than the grievant's Chair but within the grievant's School, designated by the Chair of the Faculty Senate; (3) two Faculty Senators, one from the grievant's Division and one from outside the Division but within the grievant's School, appointed by the Chair of the Faculty Affairs Committee (if a Senator is unable to attend, the Chair of the

Faculty Affairs Committee shall designate an alternate from the same category); (4) the Chair of the Faculty Senate. The Chair of the Faculty Affairs

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Committee will chair the Teaching Assignment Review Committee but will not have a vote.

3. Review Procedure.

1. The Committee will hear an oral presentation (not to exceed thirty minutes) by the faculty member requesting the review explaining how the disputed teaching assignment violates either the standard of "quality of instruction" or of "faculty welfare" or both. The Committee may question the faculty member.
2. The Committee will hear an oral presentation (not to exceed thirty minutes) by the Division Chair explaining how the disputed teaching assignment meets the standard(s) being cited, either "quality of instruction" or "faculty welfare" or both. The Committee may question the Division Chair.
3. The Committee will then review in closed session both presentations and arrive at a resolution by written ballot; if appropriate, the Committee may also make recommendations.

Appendix B

March 18, 2019

Background for Benevolence Fund Changes

The Benevolence fund was first developed in the 1990's by an ad hoc group of faculty from across campus as a way for faculty to support faculty in a time of need. The original development group sought three faculty members from the whole Faculty Association to run it; originally, those faculty came from the Social Sciences & Education Divisions. There was no set term on the Committee; members rotated off as they desired, and new members were sought from donors. Most members stayed on for quite a while. Decisions regarding amounts and/or other aid were discussed usually by email, and a simple majority prevailed. As the fund grew, larger awards were made. At one time we had a number of members making donations of \$1 or \$2 per month or per pay period and a couple who donated \$15 to \$20 per month--and everything in between. Several faculty donated monies they got from textbook buy-backs. Awards were made to individuals or their families for illnesses of faculty or their family members; deaths; emergency flights to get to sick or dying family; fire damages (several); flood; sometimes two awards to the same person for long-term illnesses. Many awards were made to folks w/ high insurance deductibles. Currently, the vast majority of the donations are through payroll deduction.

As the creators of the Benevolence Fund retired or left, the Fund has essentially been "administratively" in an undefined area; meaning it does not fit under any administrative unit umbrella. This nebulous state was intended by the creators of the Fund to keep it solely in the control of donors. This nebulous state worked for a long time because of a core group of dedicated individuals that performed the administrative duties voluntarily. Since many of those original primary volunteers have since retired or left, the administrative duties have been unofficially picked up by Faculty Association.

The unofficial tying of the Benevolence Fund to Faculty Association came with some unintended consequences. First, there were reporting requirements that could potentially compromise confidentially for faculty that were supported by the Fund. Second, the entire Faculty Association was able to vote on how the money was spent, whether they were donors to the Fund or not. Third, the Benevolence Fund could be seen as a “service to school” credit for faculty whether the member was a Fund donor or not and may or may not believe in implicit mission of the Fund.

To that end, and to honor the intent of the Benevolence Fund, a compromise has been suggested that keeps the Benevolence Fund under the Faculty Administration umbrella while still retaining the independence the creators intended. Below are draft operating procedures based on the work previously done by the current Benevolence Fund Committee but with some changes that address the unintended consequences. Ultimately these policies and guidelines will need to be approved by the entire body of current donors. Those draft procedures are described in the following “Faculty Benevolence Fund Policies & Guidelines” document. Please understand these documents are not finalized so if you have any comments or concerns regarding these draft policies, please let me or Leif Hoffmann know by April 5. We will ask for a vote by the end of the semester via email from you and your fellow donors.

Thank you for your consideration,

Jenni Light
Faculty Association, Chair – 2018-2019

Appendix C

Policy 2.116

SUBJECT: Educational Advising

Background: The Lewis-Clark State College Educational Advising Policy provides philosophic and tactical strategies for successful advising practices. Included are roles and responsibilities for advisors, mentors, and students, as well as expected outcomes of the advising experience.

Point of Contact: The Advising Center

Other LCSC offices directly involved with implementation of this policy, or significantly

affected by the policy: Academic Affairs

Date of approval by LCSC authority:

Date of State Board Approval: n/a

Date of Most Recent Review:

Summary of Major Changes incorporated in this revision to the policy: Updated policy reflects Advisor Coaching Model of advising for freshmen beginning fall 2019.

Policy

1. Purpose and Philosophy

A. At Lewis-Clark State College, advising is central to the educational experience. Educational advising and mentoring are a fundamental, collaborative responsibility of full-time faculty members (mentors and advisors), professional advising staff, student peer mentors, and division chairs, supporting the general education mission of the College. Advisors and mentors share in this important responsibility with students, and evaluation of

their advising and mentoring performance is part of their professional contributions to the College.

B. Educational advising is a comprehensive process encompassing all forms of advising, including mentoring, which promotes academic, career, and personal student development. It provides a decision-making framework and ensures a growth-fostering interaction through which the student, aided by the advisor, comes to realize the maximum educational benefits available. Advisors and mentors are responsible for comprehensive and correct information. Advisors and mentors are facilitators of communication, coordinators of the student learning experience, and referral agents, who help the student define and develop realistic academic and career goals, assist in identifying the needs of the student in attaining these goals, and help the student successfully match available resources to these needs. Students gather and evaluate information, consider their personal values and goals, and makes final decisions.

C. Effective advising can motivate students, enhance their learning experience, and prevent their premature departure from the institution. If it becomes necessary to suggest to a student a change of goals, institutions, type of higher education program, academic discipline, or even withdrawal from college, this would be carried out in an atmosphere of mutual respect, caring, and trust.

2. Procedures for Students Pursuing an Academic Program

At the point of college admission, academic students are provided with an advisor as follows:

1. First time freshmen, returning students, and transfer students with less than 14 transferable/earned credits to The Advising Center with initial advising occurring during a Student Advising and Registration (STAR) program.
2. Transfer and returning students with 14 or more transferable/earned credits to instructional divisions.

3. Academic Coaching Model

1. Academic coaching is a holistic, hands-on model. It expands the role of academic advisor from helping students select majors, minors, and semester class schedules to helping students with all facets of their college experience. Upon their initial semester at LCSC, students (freshmen) advised through The Advising Center will be provided with an Advisor, a Faculty Mentor, and a Peer Mentor.
2. Freshmen will complete a semester long, for-credit orientation course prior to transitioning to advising by academic instructional divisions. Minimal components completed will include the following: career plan, academic plan, resume-building engagement activity, and a final culminating assignment demonstrating readiness for pursuit of their major.

4. Procedures for Students Pursuing a Career & Technical (CTE) Major

At the point of college admission, CTE students are provided with an advisor as follows:

1. Newly admitted CTE freshmen will meet with a CTE advisor for the purposes of career guidance, assessment, and goal clarification. During this meeting, admitted students will be provided with information regarding developmental course preparation, next steps in the registration process, and other facets of their college experience. Once registered through a STAR program, students will be assigned to

a faculty advisor. Additionally, freshmen will be assigned a peer mentor. If registered as a pre-program student, students will be provided with a staff advisor and faculty mentor until fully admitted to their program.

2. Transfer or returning admitted CTE students with over 14 credits will be directed to the appropriate CTE division for advising.

5. Institutional Responsibility

The College will:

1. provide training and information to assist advisors and mentors in improving their skills;
2. provide accurate and current information pertaining to student advisees (i.e., credit evaluations, test scores, transcripts, etc.);
3. inform students as to their responsibilities related to advising and mentoring; and
4. support and enforce advising policy.

6. Mid-Term Grades

Instructors assign mid-term grades in Warrior Web for all courses numbered 299 and below, to assist advisors in communicating with advisees. Faculty are strongly encouraged to enter mid-term grades for all courses.

7. Advisor Responsibilities

Advisors support and attend to student concerns. Each advisor should know how to access student information, institutional policies and campus resources that address individual advisee needs and provide the following (not in priority order):

1. work with students to build a course schedule and prepare a course plan;
2. approve semester course schedules and release to register;
3. provide assistance with navigating financial aid, tuition/fee payment, and housing processes;
4. work with students to build a career plan and find opportunities for career growth;
5. contact students about key campus events and deadlines;
6. direct students to campus resources;
7. use enrollment confirmation, grade checks, mid-term and final grades to inform interaction with advisees;
8. answer questions relating to courses and policies;
9. encourage students to fulfill aspirations and goals; and
10. respect, listen, and respond to students.

8. Faculty Mentor Responsibilities

Faculty mentoring takes multiple forms, both formal and informal. Mentors support and attend to student concerns. Mentors should know how to access student information, institutional

policies, and campus resources that address individual mentee needs and provide the following (not in priority order):

1. work with students to identify academic, professional, and personal goals;
2. help students explore career or graduate school opportunities in their majors;
3. provide information about students' majors;
4. answer questions relating to majors and career goals;
5. encourage students to fulfill their aspirations and goals; and
6. respect, listen, and respond to students.

9. Student Responsibilities

Students have a large responsibility in the advising system and should take the initiative in seeking advisement and developing positive relationships with their advisors and mentors. In order to do this effectively, students should:

1. set appointment times to meet and get to know advisors and mentors;
2. share interests and goals with advisors and mentors;
3. prepare questions and ideas for meetings with advisors and mentors;
4. explore interest in majors, minors, or certificates;
5. know major degree requirements;
6. develop a course plan for meeting graduation requirements;
7. ask advisors or mentors for help when needed;
8. be familiar with institutional policies relating to students;
9. stay current with LCSC communication (texts, email, etc.);
10. know LCSC deadlines and important dates; and
11. respect, listen, and respond to advisors and mentors.

10. Peer Mentor Responsibilities

Peer Mentors are current LCSC students who will work with freshmen to:

1. answer questions students have that relate to student life;
2. assist students in completing SD107 requirements;
3. guide students in making connections on campus; and
4. respect, listen, and respond to students.