

Faculty Senate Agenda  
2/7/2025  
Noon-1 p.m.  
Mill 201

- I. Welcome and minutes: <https://mtech.edu/facultystaff/facultysenate/minutes/docs/2025/minutes-1-24-25.pdf>

**Action Items**

- II. CRC Recommendations ([crc](#)) - [https://montanatech-my.sharepoint.com/:f/g/personal/srisser\\_mtech\\_edu/EmuVgmrhgKpBnvFA5010k9QBVyTFBeRR\\_VyHHZBO7mhRqw?e=sh8gyi](https://montanatech-my.sharepoint.com/:f/g/personal/srisser_mtech_edu/EmuVgmrhgKpBnvFA5010k9QBVyTFBeRR_VyHHZBO7mhRqw?e=sh8gyi)
- a. Geological Engineering
  - b. Mining Engineering
  - c. MPEM
  - d. M&ME
  - e. Math
  - f. Computer Science
  - g. Computer Science
  - h. Trades & Technical
- III. Resolution – Request for clarification and opportunities
- IV. Postponed Business

**Informational Items**

- V. TRIO Student Support Services

**Discussion Items**

- VI. Proposal to revise Grade Appeal Policy
- VII. For the Good of the Order

## A Proposed Resolution

Whereas,

Montana Tech continuously embraces innovative instructional support technologies such as Canvas,

Faculty require support to effectively leverage resources conducive to student success and teaching quality, and

Interruptions to faculty support services can undermine academic excellence and a sense of shared governance;

The Faculty Senate of Montana Technological University requests:

Clarification regarding the scope of duties and responsibilities of the Center for Academic Innovation in AY 2025-26;

Greater shared governance opportunities in the creation and cultivation of all academic support units, such as by inviting faculty feedback to set or measure outcomes for those units or draft charge statements.

**From:** [Fitzgerald-McCormick, Kathryn](#)  
**To:** [All Faculty](#)  
**Subject:** A few Canvas lessons learned...  
**Date:** Tuesday, January 28, 2025 4:50:36 PM  
**Attachments:** [image.png](#)  
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Hi all –

First - I have to say I hope the Canvas transition has happened as relatively smoothly for all of you as it appears to have from our side. There are a few issues, some bigger than others, but that has to be expected with something of this nature, so I am not surprised. Overall, the hard work and preparation that everyone put into this move is really showing. If I may say so - GREAT WORK Y'ALL!

I wanted to give a quick update on a few things we have learned these first couple weeks –

### Communication

if you are concerned your students aren't getting your communications via email or announcements because you aren't receiving copies, you need to go into your Account and turn on alerts.

1. Go into Canvas and click on the Account tab on the top left (right under the pick and hammer).
2. Click on Notifications on the top of the list
3. To the right of each item, you will see an icon
4. Click on the one that gives you the frequency you want
5. It should save automatically, and you should start getting the emails.




### Attendance

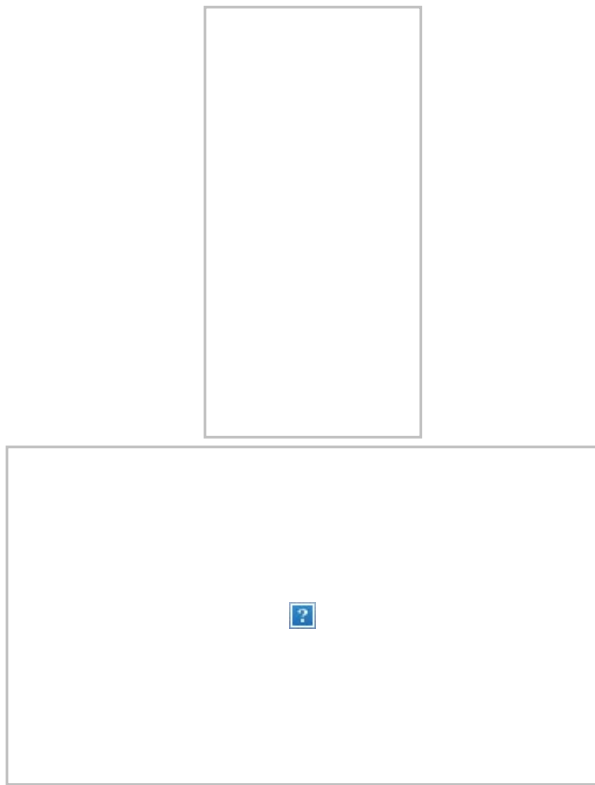
We do have a tool with which you can take attendance in the classroom, but we do NOT have a tool with which to scan attendance for large classes. There are ways to create activities that the student would do in the classroom to indicate attendance that I am exploring, but I have not finished that project as of yet.

### Panopto Videos

Panopto videos can be created in Canvas using the link on the left-side menu and brought into the course in the **Modules** area using "external tool." When you do this, enlarge the window; it is so small, it's hard to see what you are looking for. Once you do that, your different Panopto files will appear and you should be able to find the videos you have recorded.

### Quiz scores showing as %

Only New Quizzes can show a score as a percentage. If you want to turn a Classic Quiz () into a New Quiz, () , click on the three dots to the right and select **Migrate**. This will create a migrated quiz () and you can now select percentage as the Display option as well as how many points you want the quiz to be worth.



Hope this was helpful. Have a wonderful rest of the week.

Best,

~ Kat Mc

*Don't have time to stop by? Visit my [Virtual Office](#), open anytime I am at my desk!*

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*Questions? Book time to consult with the [Center for Academic Innovation](#)*

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[Montana Technological University Logo](#)



*"It's the magic within each of us that gives us the potential to inspire the world."  
— Kobe Bryant*

## Objectives

Currently there is little transparency in the decision-making process for the grade appeal. There is also no connection between the informal and formal appeals process. The objectives of the grade appeal changes are to provide transparency in the process for handling grade appeals once they have entered the formal stage.

- (1) The process has been updated to keep track of the student's written complaint.
- (2) The process has been updated to include a record of the informal appeals process.
- (3) The process has been updated to inform the instructor of the student's (possibly updated) complaint that the formal committee is going to consider.
- (4) The process has been updated to include a written summary of the committee's decision. The summary includes the committee's reasoning which should contain the evidence they used as well as their consideration of the instructor's syllabus policies.
- (5) The process has been updated to provide for the instructor to receive a summary of the committee's decision-making process for their records.

## Notes

The original grade appeals document has been edited. Anything in black is the original and anything highlighted are the edits. Nothing was removed from the original.

### Grade Appeals

When a student believes a faculty member has improperly recorded a final grade, the student needs to follow the procedural steps for an informal and/or formal grade appeal. **The “burden of proof” in the grade appeals process shall rest with the student.**

#### *Informal Grade Appeal*

1. Regardless of the circumstance, the student must attempt to resolve the matter via a personal conference with the course instructor within 14 days after receiving the semester grade. (Nursing Department grade appeal process outlined in Nursing Student Handbook)
2. If the student is unable to arrange a conference, or if the student & the instructor cannot reach a mutually satisfactory resolution to the problem, then the student may request in writing that the Department Head convene a meeting with the student and the course instructor within 14 days of the written request. The student’s request must include a written explanation of the circumstances the student believes justifies an appeal to change a final grade for a course.

If a Department Head or Dean is the instructor involved in the appeal, the student may request in writing that the Vice Chancellor for Academic Affairs appoint another Department Head or Dean to convene the informal meeting.

The Department Head will submit both the student’s written explanation of their grade appeal and a written report describing the informal attempt to resolve the issue to the Vice Chancellor for Academic Affairs.

3. If the grade issue is not resolved at this meeting, the student may request a formal grade appeal.

**Formal Grade appeals initiated *after the first 30 days of the start of the next regular semester* are not accepted.** (Nursing Department grade appeal process outlined in Nursing Student Handbook). **Any grade change submitted after conclusion of the subsequent semester requires the specific classes department head and dean approval.**

#### *Formal Grade Appeal - Committee Hearing*

1. An appeal for a formal grade review must be submitted to the Vice Chancellor for Academic Affairs within 14 academic days after the informal grade appeal process has failed. The request must include a written explanation of the circumstances that the student believes justifies an appeal to change a final grade for a course, and a written statement describing the informal attempt to resolve the issue.

2. If the Vice Chancellor for Academic Affairs determines that grounds for a formal grade appeal exist, he or she will request the Academic Standards Committee to review the issues and will request appropriate course materials and records from the student and from the course instructor.

A summary of the student's written explanation of the circumstances that the student believes justifies an appeal to change a final grade for a course will be sent to the course instructor at least a week before the formal appeal meeting.

3. The Academic Standards Committee shall examine all evidence (verbal and/or written) that the student and instructor present and will determine whether to recommend a final grade change. The primary consideration afforded the student will be whether or not the student was dealt with fairly with respect to other students in similar circumstances.
4. By majority vote, the Committee shall recommend letting the final grade remain unchanged, shall recommend the assignment of a new letter grade, or recommend alternative action(s) necessary to resolve the grade appeal.
5. The Committee shall prepare a written report on their decision. At minimum, the written report must contain the following:
  - I. A summary of the student's justification for the grade appeal.
  - II. The Committee's decision, their recommendation, and why they believe their decision ensures the student was dealt with fairly with respect to other students in similar circumstances.
  - III. A statement of the evidence that the committee found relevant to their decision.
6. If a new final grade or alternative action(s) is/are recommended by the Academic Standards Committee, the Vice Chancellor for Academic Affairs will meet with the involved faculty member to review the recommended action. A summary of the Committee's written report shall be made available to the faculty at this time for review.
7. The Vice Chancellor for Academic Affairs will make a final decision.

Every attempt will be made to complete the entire appeal process within **30 days** of the initiation of the formal appeal process.

The review by the Academic Standards Committee and Vice Chancellor for Academic Affairs shall be the final campus appeal for the assignment of a final grade. (Approved at April 21, 1994 Faculty Meeting).