

11-14-1991

Academic Standards and Calendar Committee Report #1991-92-1: Resubmission of Report #1990-91-7 Revised

University of Rhode Island Faculty Senate

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THE UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island
FACULTY SENATE

BILL

Adopted by the Faculty Senate

TO: President Robert L. Carothers

FROM: Chairperson of the Faculty Senate

- 1. The attached BILL, titled Academic Standards and Calendar
Committee Report #1991-92-1: Resubmission of Report #1990-91-7
Revised

is forwarded for your consideration.

- 2. The original and two copies for your use are included.
- 3. This BILL was adopted by vote of the Faculty Senate on November 14, 1991.
(date)
- 4. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Governors, completing the appropriate endorsement below.
- 5. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective December 5, 1991, three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; (3) you forward it to the Board of Governors for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Governors, it will not become effective until approved by the Board.

November 15, 1991
(date)

Leonard M. Kahn
Leonard M. Kahn
Chairperson of the Faculty Senate

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

Returned.

- a. Approved ✓ .
- b. Approved subject to final approval by Board of Governors _____.
- c. Disapproved _____.

11-25-91
(date)

Robert L. Carothers
President

Dr. Leonard Kahn, Page 2.

within resource restraints. On the other hand, the final sentence of the statement seems to signal faculty members that they may exercise their own judgment with regard to where to place emphasis in their work, without fear of negative consequence. In our discussions we reviewed several scenarios where this potential conflict might be made manifest, to the detriment of individual faculty members. Again, because then the consequent dispute would be resolved through the grievance process, the intent of the parties to the agreement would be of great importance. I am not convinced that we could now explain just what our intent is.

I am hopeful that we can continue to work on this matter and that a workable agreement can be reached in the near future. I would appreciate your thoughts on how we might best proceed.

cc: Provost Swan
Deans
Dr. Al Swonger

THE UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island
FACULTY SENATE

ACADEMIC STANDARDS AND CALENDAR COMMITTEE
REPORT #1991-92-1

RESUBMISSION OF REPORT #1990-91-7 REVISED
REPORT OF THE PRIOR LEARNING ASSESSMENT COMMITTEE

On October 10, 1991, the Faculty Senate voted to refer Report #1990-91-7 back to the Academic Standards and Calendar Committee for clarification of proposed section 8.36.32. The following revision of the second sentence was proposed after consultation with Senator Gutchen, and approved by the Academic Standards and Calendar Committee at its meeting of October 28, 1991:

8.36.32...The dean, using the chairperson and/or qualified faculty of the course discipline as a resource, shall assess the experience and assign the appropriate credit level...

The Academic Standards and Calendar Committee recommends approval of the Report of the Prior Learning Assessment Committee as revised.

Members of the Prior Learning Assessment Committee:

J. Whitney Bancroft, College of Resource Development
Jerry Cohen, College of Arts & Sciences
John F. Demitroff, Registrar, Chairperson
Gerald DeSchepper, College of Continuing Education
Everett Harris, University College
Dayle Joseph, College of Nursing
Leonard Kahn, Curricular Affairs Committee
Franziska Noring, College of Human Science & Services
David Shao, College of Engineering
Jane Stich, College of Business Administration
Robert Turcotte, Graduate School
Lois Vars, College of Pharmacy
Richard Weeks, Academic Standards and Calendar Committee
Catherine Zeiser, Admissions

Members of the Academic Standards and Calendar Committee
1990-91 and 1991-92:

James Barrett, LIB
Alfred Killilea, PSC
John Long, EDC
Norbert Mundorf, SPE
Sandra Saunders, DHY
Richard Weeks, MKT,, Chairperson
John F. Demitroff, Registrar, ex officio
Mark Kenyon, student
Christopher Labonte, student
Alison Sawhill, student
Ahmad Tahajod, student



THE UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island


FACULTY SENATE

On April 25, 1991, the Faculty Senate approved the following proposed revision to section 7.22.10 of the UNIVERSITY MANUAL recommended by the Joint Faculty Senate Administration Committee on the Evaluation of Teaching, Research and Service in the Tenure and Promotion Process. (Faculty Senate Bill #90-91--24):

PROPOSED

7.22.10 Criteria for Promotion and/or Tenure. Promotion shall be based on a faculty member's value to the University. The University is a community of scholars in at least two senses: it is a place where teaching and other academic practices that depend on face-to-face interaction are nurtured and sustained; it is part of a more abstract national and international community of scholars and practitioners engaged in the production, dissemination and use of knowledge. In addition, the University serves as a resource for the people of Rhode Island. Colleges, departments, and individual faculty members contribute in different ways and in different measure to the University. Therefore, a faculty member's value to the University shall be considered in the context provided by departmental and college missions and expectations. In demonstrating value to the University, a faculty member may emphasize the quality of her/his contributions to the face-to-face community of scholars, or to the more abstract national or international community of scholars and practitioners, or to the University's outreach to various communities, so long as there is substantive contribution in all areas.

MEMORANDUM

DATE: November 1, 1991
TO: Dr. Leonard Kahn, Chair
Faculty Senate
FROM: Robert L. Carothers 
President
SUBJECT: Proposed Manual Change: 7.22.10, Criteria for Promotion for Faculty

After review of this matter with you and with Dr. Al Swonger, President of the URI AAUP, as well as with the Provost and deans, I have determined to veto the action of the Senate and request that this matter be returned to the Senate for additional discussion and consequent action. I do so with some reluctance, since I know that the Senate has already deliberated on the policy at length. However, as Dr. Swonger argued in our meeting, it would be better to assure that there is full understanding of this matter and that actions match rhetoric, rather than to send a false signal to faculty members seeking promotion.

To be more specific, I wish to make it clear that I have no disagreement with what I understand to be the intent of the policy: to promote a balanced process of professional development for faculty members at the University. Indeed, as we have discussed, this policy seems to support the ideas advanced by Ernest Boyer in his most recent work. It is because I support that view that Dr. Boyer will be the speaker in the first of the Education Summit sessions in January. However, certain elements of the proposed policy as currently stated remain ambiguous. Because under the complex governance mechanisms of the University the language of this policy will be enforced through the grievance clause of the collective bargaining agreement between the AAUP and the Board of Governors, the current level of ambiguity is unacceptable to me.

Of particular concern is the relationship between "departmental and college missions and expectations" and the work of individual faculty members. On the one hand, such statements of mission and expectations may be quite specific, particularly as we seek to focus institutional vision and achieve enhanced quality.

Rec-2
11.1.91
J.S.

THE UNIVERSITY OF RHODE ISLAND

Prior Learning Assessment

Undergraduate students are awarded University of Rhode Island credit and/or exemption from a specified requirement for work completed outside a University classroom in the following situations:

Assessment of Collegiate Experience:

Acceptance of credit on transfer from another accredited collegiate institution is governed by paragraphs 8.13.10-13 and Appendix F of the UNIVERSITY MANUAL and the Transfer Guide for Students (articulation agreement with Rhode Island College and the Community College of Rhode Island). Transfer credits are evaluated in the offices of the academic deans; the University of Rhode Island course equivalents are noted on the student's academic record in the Office of the Registrar. Academic deans may require validation of credits earned at a non-accredited institution.

Assessment Through Standardized Examinations:

Students may be awarded credit for participating in the Advanced Placement Program while in high school. UNIVERSITY MANUAL paragraphs 8.12.30-33 define policies governing that program. Academic deans evaluate advanced placement credentials and award credit accordingly; these credits are posted to the student's academic record in the Office of the Registrar.

Students who have not been pursuing formal studies for at least three years may take College Level Examination Program (CLEP) general examinations. Academic deans evaluate CLEP results and award credit accordingly; these credits are posted to the student's permanent academic record in the Office of the Registrar. UNIVERSITY MANUAL paragraphs 8.15.10-14 describe University policy for acceptance of credit for CLEP general examinations.

Matriculating students at the University must secure the approval of their academic dean in order to take CLEP subject examinations for credit. Academic departments may alter the standards for acceptance of CLEP subject examinations or may withdraw their approval for an examination. CLEP subject examination standards and University course equivalencies are listed in the University Bulletin. UNIVERSITY MANUAL paragraphs 8.15.20-24 describe policy for acceptance of credit for CLEP subject examinations.

Assessment Through Institutional Examination:

Students may earn credit by passing examinations prepared and administered by academic departments. The academic departments determine whether and when examinations will be administered, evaluate the completed examination, and certify the results to the Registrar. A student may not sit for such an examination unless approval by the student's academic dean and the chairperson of the department in which the course is offered is secured and the student has paid the appropriate fee. UNIVERSITY MANUAL paragraphs 8.36.10-13 describe policy governing credit by examination. At the present time, the concept of credit by examination is not advertised nor widely used by undergraduate students.

Students who successfully pass proficiency examinations in writing, mathematics, and/or foreign language or culture may have the appropriate General Education requirement waived; however, students will not receive credit for passing a proficiency examination. UNIVERSITY MANUAL paragraph 8.20.19 describes policy governing proficiency examinations.

Assessment of Non-collegiate Experience:

For many years, the University has awarded credit for experiences other than those received in a traditional classroom. Credits for practica, internships, or field study work are assigned to an approved course which is offered by a department and supervised by University faculty.

Currently, the only "outside" non-collegiate experience through which credit can be earned that is specified in the UNIVERSITY MANUAL is for experience in the military service (paragraph 8.18.10). Only recently, the Faculty Senate revised Appendix F of the MANUAL to permit academic deans to award credit for other types of non-collegiate experience.

The following procedures will provide the structure for assessment of non-collegiate experience, will assure reasonable University-wide consistency in awarding such credits, and will establish yearly evaluation of the process.

1. Matriculating students seeking credit for non-sponsored prior learning experiences must submit a portfolio that describes their relevant experiences.
2. A required one-credit course (CCE 101 Portfolio Development) will be created to help the student through the assessment process. This course will be graded on an S-U basis, and will be administered by the College of Continuing Education.

3. The completed portfolio with a formal summarizing paper will be forwarded to the academic dean of the college from which the student plans to graduate. The dean, in conjunction with the academic departments and/or qualified faculty, will assess the experience and assign the appropriate credit level:
 - a. If the experience is equivalent to specific course(s) in the curriculum of the college, award credit but no grade for the course(s).
 - b. If the experience is appropriate for credit in a discipline but the University has no equivalent course, award credit (but no grade) using the same designations now used for nonspecific transfer credit (e.g., HIS 1XX or HIS 3XX).
 - c. If the experience is appropriate for credit but is not course or discipline specific, award credit using the same designations now used for nonspecific transfer credit (e.g., XXX 1XX or XXX 3XX).
4. A student may be awarded credit for prior learning experiences not to exceed twenty-five per cent of the total credits required for graduation.
5. Credits approved by the academic dean will be posted to the student's permanent academic record in the Office of the Registrar, using the following lead notation:

Credits Accepted By
College of X-----X
Portfolio Evaluation

(list course equivalencies, credit)
6. A fee equivalent to that assessed for credit by examination shall be paid by a student at the time the portfolio is submitted for evaluation.
7. Each year, the Prior Learning Assessment Committee shall report to the Executive Committee of the Faculty Senate the number of credits awarded for non-sponsored, non-collegiate experience.
8. Policy related to assessment of prior learning experiences should be added to the UNIVERSITY MANUAL. The Prior Learning Assessment Committee recommends the attached proposed legislation.

Proposed Legislation for the UNIVERSITY MANUAL:

8.36.10 Awarding Credit for Non-Classroom Activity. Undergraduate students are awarded University of Rhode Island credit and/or exemption from a specified requirement for work completed outside a University classroom as noted in 8.12.30-33 (advanced placement), 8.13.12-13 (transfer from another collegiate institution), 8.15.10-24 (CLEP), and 8.18.10 (military service). In addition, credit may be awarded as follows:

8.36.20 Credit by Examination. (Re-number current paragraphs 8.36.10-13 to 8.36.20-23; no change to content.)

8.36.30 Prior Learning Assessment. Matriculating students seeking credit for non-sponsored prior learning experiences must submit a portfolio that describes their relevant experiences. Students must enroll for and satisfactorily complete the one-credit portfolio development course offered through the College of Continuing Education.

8.36.31 A fee equivalent to that assessed for credit by examination shall be paid by a student at the time the portfolio is submitted for evaluation.

8.36.32 A completed portfolio shall be evaluated by the dean of the college from which the student plans to graduate. The dean, using the chairperson and/or qualified faculty of the course discipline as a resource, shall assess the experience and assign the appropriate credit level. Credits approved by the academic dean will be posted to the student's permanent academic record by the Registrar.

8.36.33 A student may be awarded credit for prior learning experiences not to exceed twenty-five per cent of the total credits required for graduation.

8.36.34 Each year, the Prior Learning Assessment Committee shall report to the Executive Committee of the Faculty Senate the number of credits awarded for non-sponsored, non-collegiate experience.