UALR FACULTY SENATE

Faculty Senate Meeting Agenda
Friday, February 19, 2016
1:00 PM until adjournment
DSC B&C

I.   Welcome and Roll Call

II. Review of Minutes

III. Reports

    A. Executive Committee Report – Andrew Wright

    Concurrent Enrollment Interpretation of Legislation

    Chancellor's Disapproval of FS_2015_35

    B. Chancellor's Report – Joel Anderson

    C. Provost's Report – Zulma Toro

    D. Council on Core Curriculum and Policies – Belinda Blevins-Knabe

    E. Undergraduate Council – Mike Tramel

    F. Graduate Council – Brian Berry

    G. Wellness Coordinator – Karl Lenser

IV. Old Business

    None

V. New Business

    A. Motion FS_2016_5. Faculty Senate Executive Committee (Legislation. Requires majority vote at one Faculty Senate meeting) Identification on Assessment Data

    No information identifying a student may be recorded in student teaching evaluations or programmatic assessment data, unless the student waives this requirement in writing. No information identifying the course instructor, including section information, may be recorded in programmatic assessment data, unless the course instructor waives this requirement in writing.

Commentary: In order to improve the honesty of evaluation, it is important to protect the anonymity of an evaluator in areas where the evaluator might feel that retaliation could ensue, especially if the evaluation is negative. Further, data collected for program improvement should be constructed differently than data collected for teaching evaluation. Misapplying these data in other venues will result in skewing the data itself and making it meaningless for either purpose.

The principles of blind data analysis have long been established in the sciences, in particular particle physics, where confirmation biases can skew conclusions toward preferred theories. Robert McCoun and Nobel prize winning physicist Saul Perlmutter have argued that these principles be applied to other venues of data collection and analysis, including the social sciences (Nature, 10/8/2015, v 526, 187-189).

The consequences of skewed programmatic assessment data, with the likely bias being "we're doing just fine," can lead to disastrous results for the institution which fails to correct curriculum when outcomes are not being achieved.

B. **Motion FS_2016_6.** Faculty Senate Executive Committee (Legislation. Requires majority vote at one Faculty Senate meeting, no second required) Modify Annual Review to include programmatic assessment

Whereas the assessment of student learning outcomes begins with the educational goals of the core, and

Whereas assessment of the core is a faculty-led, faculty-driven process for the benefit of achieving UALR's educational mission, and

Whereas any single measure of student learning should be part of a larger holistic assessment plan, and

Whereas cooperation between administration, faculty, and staff is expected, and

Whereas participation in assessment is a critical component of university service,

Therefore be it resolved that section B. 1, second paragraph, of the Annual Review policy, passed on 4/20/1990, be modified as follows:

Teaching is defined in terms of providing for student learning in a variety of ways, including, **but not limited to**, classroom or clinical instruction; team teaching; supervision of independent study or research; thesis or dissertation supervision; multi-disciplinary teaching activities; student advisement; course preparation; curriculum design **and** development, **evidence-based changes from programmatic assessment, and** use of creative teaching strategies and technologies ~~etc~~. Evidence used to evaluate teaching generally includes student evaluations, peer evaluation, self-evaluation, and other materials.

And be it further resolved that section B.3 of the Annual Review policy, passed on 4/20/1990, be modified as follows:

Service shall be evaluated in terms of service to the public, the university, or the profession and may include activities such as discipline-related community service, work on college or university committees, department service, administrative service, recruitment, **programmatic assessment,** in-service education, working with professional organizations, and participation in professional meetings. The University has identified public service as an important objective.

Commentary: Programmatic assessment has become an increasing load in many faculty members' work. Any part of a faculty member's work, any expectation or responsibility, should be subject to evaluation. If the faculty member performs creditably in these tasks, then it should be counted towards rewarding him/her.

C. **Motion FS_2016_7**. Faculty Senate Executive Committee (Legislation. Requires three-fifths vote at one Faculty Senate meeting, no second required) To modify the Bylaws of the Faculty Senate to restrict eligibility on Faculty Senate committees

Be it resolved that Article III: Bylaws of the Faculty Senate of the Constitution of the Assembly of the University of Arkansas at Little Rock be modified (underline indicates addition, strikethrough indicates deletion),

Faculty Eligibility for Service on Faculty Senate Councils and Committees: Faculty service on elected and appointed standing councils and committees of the Faculty Senate shall be limited to those members of the faculty who are eligible to serve on the Faculty Senate. ~~have both voice and vote in the UALR Assembly.~~

Commentary: Under the current language, deans, directors, vice chancellors, and other 100% administrators may serve on Faculty Senate committees. The new language would restrict to administrators with 50% or less administrative appointment. This part of eligibility only applies to faculty representatives. Student, staff, and administrative (ex officio) positions on Faculty Senate committees are not affected.

D. **Motion FS_2016_8**. Faculty Senate Executive Committee (Legislation. Requires majority vote at two Faculty Senate meetings, first vote, no second required) Membership of the Admissions and Transfer of Credit Committee

Be it resolved that Article III: Appointed Committees (Admissions and Transfer of Credit Committee) of the Faculty Senate of the Constitution of the Assembly of the University of Arkansas at Little Rock be modified (underline indicates addition, strikethrough indicates deletion),

The committee shall consist of ~~ten~~ one full time faculty member~~s~~ from each college/school represented in the Faculty Senate, including the Ottenheimer Library and excluding the Bowen School of Law, to be appointed by the Committee on Committees of the Assembly, two student members appointed by the Student Government Association, and, as ex officio without vote, the administrative officer in charge (or designee) of the Office of Transfer Student Services, University College~~/academic advising~~, and the Office of Testing services, and, as ex officio with vote, the Director of Admissions (or designee) and the Registrar (or designee). The Director of Admissions'~~s~~ designee shall coordinate the processing of materials for the committee. ~~serve as Coordinator for the Admissions Committee proceedings.~~

The ~~ten~~ faculty members shall serve two year staggered terms ~~and there shall be a minimum of one faculty member from each College, except the Bowen School of Law, and a maximum of three faculty members from any one College. All members of the Committee are voting members.~~ All other members shall serve a one year term.

And Be it Resolved that the committee will be reformed immediately and the terms of committee members will be staggered by the Faculty Senate Executive Committee.

And Be it Resolved that the President of the Faculty Senate will call an organizational meeting for purpose of electing a chair before the end of the Spring 2016 semester.

Commentary: The committee is too large to function effectively. The faculty membership restrictions can make it difficult for the Committee on Committees to assign the committee in one meeting. Bringing the number of faculty members and their method of representation into line with the method used for most of the other appointed committees resolves this issue. Once the number of faculty members becomes smaller, the ex officio representation needs to be adjusted so that faculty maintain a majority of the committee.

Changing from Admissions's to Admissions' was necessitated by a review of current style. The President of Faculty Senate's style manual was deemed by a majority of the executive committee to be out-of-date.

The section about being "Coordinator of the Admissions Committee proceedings" was confusing. Does this mean the Director of Admissions is chairing the committee? Although practice has made it clear that this is not the case and the Senate by-laws require committees to be chaired by a faculty member, the ambiguity in the language in the committee description needed to be fixed.

Since the new committee needs to be empaneled to function for summer 2016 and since the faculty membership will reduce, it is important that these changes be instituted before adjourning for the academic year.

E. **Motion FS_2016_9**. Joanne Matson on behalf of the Ad Hoc Skills in Major Committee (Legislation. Requires majority vote at one Faculty Senate meeting, second required) Implementation of Skills in Major legislation

Whereas the Faculty Senate approved a Skills in the Major requirement for programs as part of the Baccalaureate Degree Requirement legislation passed March 15, 2013, and modified by Legislation FS 2014_19 and FS 2014_30; and

Whereas the Skills in the Major legislation, as modified, provided that,

> *Except in majors that must adhere to standards established by disciplinary accrediting agencies, major requirements must include courses or coursework either in or outside the department in*
> - *Oral and written communication in the discipline*
> - *Research methods, ethics, and critical thinking*
> - *Technology;*

And Whereas the Skills in the Major legislation must be implemented by Fall 2016 (FS 2014_30); and

Whereas departments are the ones best suited to determine the specifics of their curricula; and

Whereas the Higher Learning Commission (HLC) (see https://www.hlcommission.org/), which will next review UALR during 2019-2020, states, "The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs" (Criterion for Accreditation 4.2.2);

Therefore be it resolved that the Skills in the Major (SKIM) portion of the Baccalaureate Degree Requirements legislation shall be implemented in the following manner:

1. The *ad hoc* Skills in the Major Committee (hereafter, the Committee) shall be responsible for implementing the requirement.

2. The Committee shall consist of 12 members: 1 member each elected by the College of Business, the College of Education & Health Professions, and the College of Engineering & Information Technology; 2 members each elected by the College of Arts, Letters, & Sciences and the College of Social Science & Communications (the rationale for this being that 20 out of 25 of the affected programs lie within these two colleges); and 5 members appointed by the Faculty Senate President with expertise in the skills represented in the requirement. The Associate Vice Chancellor for Academic Programs and Institutional Improvement shall serve *ex officio* without vote. Members shall serve a 2-year term starting Fall 2016.

3. The Committee shall function through May 2018, at which time its responsibilities shall be transferred to the Council on Core Curriculum and Policies.

4. To implement the requirement, the Committee shall request information from the departments covered under the legislation (i.e., bachelor's programs that are not subject to a disciplinary accrediting agency), first, about the current state of instruction in the SKIM areas; then later about the evidence they're collecting regarding student learning in the areas as well as about curricular changes they are considering relevant to SKIM. (See Attachment for the programs that are covered as of January 2016.) Additionally the Committee shall develop a plan for including information about SKIM in the Undergraduate Catalog.

5. In reviewing these documents, the Committee's role shall be to determine whether departments are meeting the requirement, *not* to evaluate how they are doing so. The Committee shall also be asked to identify trends and to assist in providing resources for faculty through a centralized website or Blackboard shell, workshops, and/or meetings. The Committee shall report its findings to the Faculty Senate.

6. The Committee shall establish an implementation schedule. In order to eliminate duplication of effort and reduce faculty workload, every effort shall be made to co-ordinate this schedule with schedules set by Core Council, by any of the colleges, or by the university as a whole.

7. The Committee shall propose a long-term schedule so that by 2019-20, the year of the HLC accreditation report and visit, sufficient meaningful data will have been reported and analyzed so the University can identify where it stands with respect to its SKIM goals. The expectation is that by that time, all affected programs will have meaningful data to report regarding at least one of the SKIM areas.

F. **Motion FS_2016_10**. Ed Anson, senator (Legislation. Requires majority vote at one Faculty Senate meeting, second required) Implementation of Skills in Major legislation

Whereas the Faculty Senate wishes to remind those departments not subject to accrediting agencies that as part of the new core requirements passed by the Senate their programs must include the following skills: oral and written communication, research methods, ethics, critical thinking, and technology, appropriate to the discipline.

Therefore be it resolved that Departments not subject to accrediting agencies need to include assessment of these skills (oral and written communication, research methods, ethics, critical thinking, and technology) in their program assessment.

VI. Open Forum

VII.   Adjourn

Attachment: Programs Covered Under the Legislation – as of January 2016

Arts, Letters, and Sciences

Biology	BS	
English	BA	
Environmental Health Sci.	BS	
History	BA	
Interdisciplinary St.	BA	
Mathematics	BA	
Mathematics	BS	
Philosophy	BA	
Physics	BA	
Physics	BS	

Business and Administration

Education and Health Professions

Communication Sciences & Disorders	BS	MS is accredited, but not BS
Health, Human Perf., and Sports Management	BS	

Engineering and Information Technology

E-commerce	BS	Benton program; through Info. Science Dept
Professional Studies	BPS	Information Assurance program in Computer Science
Web Design & Development	BA	Info. Science Dept.

Social Sciences and Communications

Anthropology	BA	
Applied Science	BAS	Deans Office completer, 2+2 program
Criminal Justice	BA	
International Studies	BA	
Mass Communication	BA	
Political Science	BA	
Prof. & Technical Writing	BA	
Psychology	BA	
Sociology	BA	
Speech Communication	BA	