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Faculty Senate Meeting Agenda

Friday, October 23, 2015

1:00 PM until Adjournment

DSC B&C

I. Welcome and Roll Call

II. Review of Minutes

III. Announcements

IV. Introduction of New Topics (2 min limit, no discussion)

V. Reports

A. Executive Committee Report – Andrew Wright

Transfer Credit Memorandum

Point of Order on Electronic Meetings

B. Chancellor's Report – Joel Anderson

C. Provost's Report – Zulma Toro

D. Arkansas State Legislative Update – Joni Lee

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

F. Undergraduate Council – Mike Tramel

G. Graduate Council – Brian Berry

H. Faculty Governance Committee – Pete Tschumi

I. Skills in Major – Joanne Matson

VI. Old Business

A. Motion FS\_2015\_30. Faculty Senate *Executive Committee* (Legislation. Majority Vote at One Meeting, no second required, returned from referral, motion to substitute and approve) Tweak Drop Date Legislation

Whereas the Drop Date and the Late Add Date need to be separated in time so that students can make schedule adjustments more easily, and

Whereas the Drop Date can be postponed a few days without consequences, and

Whereas the signed acknowledgement from the Instructor is difficult to obtain in classes managed by adjunct instructors who do not have offices, who do not always answer emails in a timely manner and when the 41<sup>st</sup> day deadline approaches,

Therefore be it Resolved that the drop date legislation be changed to (~~strikethrough indicates deletion, underline indicates addition~~):

#### Withdrawing from an Individual Course (Drop Date)

A student can drop a course up to the 5<sup>th</sup> day of classes through the schedule change process. Dropping a course in this time period will not result in a record of the drop on the student's transcript. From the 6<sup>th</sup> day through the 41<sup>st</sup> day of classes, a student wishing to drop a class ~~obtains acknowledgement from the course instructor and completes the course drop process by submitting the acknowledged~~ submits a request to the Office of Records and Registration. From the 6<sup>th</sup> day through the 11<sup>th</sup> day, the drop becomes final when the request is made. From the 12<sup>th</sup> day to the 41<sup>st</sup> day, the drop becomes final either when the person responsible for the class acknowledges the request or when seven days after the last day to drop arrives, and the date of the drop is the date when the request was made. The student may cancel the request by notifying the Office of Records and Registration at any time before the request becomes final. A student cannot withdraw from a course after the 41<sup>st</sup> day of classes. The cut-off dates in this paragraph refer to the day of classes in a 15-week semester (five days=one week). In shorter semesters the cut-off dates will be adjusted proportionately.

**Commentary:** After reviewing the process in the Fall 2015 semester, it was determined that the Late Add process was interfering with the Drop Process, when students needed to drop a class before they could add a class. By extending the Drop Date until after students have completed adding, a student who ends up dropping a class isn't blocking another student who wants to add that class.

It was also determined that students were having a difficult time contacting instructors, especially adjuncts and especially on-line instructors. By managing the drop process in the Office of Records rather than putting the full responsibility on the student to obtain an onerous list of signatures, the date of the drop can be recorded at the time of the request rather than the time of completion (similar to the postmark on your taxes being the satisfaction of the deadline rather than the receipt of your tax documents at the IRS).

By allowing a grace period after the student initiates the drop, the person responsible for the class can be notified to discuss the student's possible success in the class. Students who might be convinced to continue in the class can be reached and can cancel the drop request.

If the conversation between the person responsible for the class and the student does not take place, the question remains, “Do you record a ‘W’ or do you record an ‘F’?” This legislation changes the current practice of failing students who do not communicate with the instructor to a finalization of the drop. This will reduce the detrimental effect to the student’s GPA and therefore ability to continue in the university.

The intention of changing the language from “instructor” to “person responsible for the class” is to allow departments to decide how to manage the communication. For instance, if a department chooses to manage the conversation through the instructor, it can. On the other hand, in classes where the instructor may be difficult to contact (for instance, a industry professional teaching a course as an adjunct), the department can assign another person responsible for the class, such as the department chair.

Dates:

1<sup>st</sup> through 5<sup>th</sup> day ... drop is done through boss by the student.

6<sup>th</sup> through 11<sup>th</sup> day ... drop is done through Records immediately and without instructor notification

12<sup>th</sup> through 41<sup>st</sup> day ... drop is done through Records and requires instructor acknowledgement

42<sup>nd</sup> day through end of term ... no new drops can be initiated

## VII. New Business

- A. Motion FS\_2015\_32. Faculty Senate *Executive Committee* (Legislation. Majority Vote at Two Meetings, first vote, no second required) Assign Core Transfer Responsibility

**Whereas** the review of legislation revealed that the creation of the Council on Core Curriculum and Policies along with some ambiguity in the language of the Admission and Transfer of Credit Committee left the authority over transfer of core credit undelegated and therefore reserved back to the Faculty Senate, and

**Whereas** the routing language in the Council on Core Curriculum and Policies does not match similar language in the Undergraduate Council and the Graduate Council,

**Therefore be it Resolved** that the Council on Core Curriculum and Policies be modified as follows (strikethrough indicates deletion, underline indicates addition):

**Council on Core Curriculum and Policies:** On behalf of the Faculty Senate, and subject to that body’s authority, the Council on Core Curriculum and Policies shall maintain policies and criteria governing general education requirements, ~~criteria~~ and shall approve courses for inclusion and retention in the UALR Core Curriculum (Standard Core and College Cores). The Council shall maintain policies governing how transfer courses satisfy core curricular areas, including individual course transfer decisions.

The Council on Core Curriculum and Policies shall report all of its actions promptly to the faculty. In reviewing curriculum matters, the Council on Core Curriculum and Policies shall consider current policies and criteria of the U of A System and the Arkansas Board of Higher Education.

In academic units (programs, departments, schools, colleges) curricular proposals affecting the UALR Core, including but not limited to course inclusion in the core, modifications to existing core courses, and inclusion in the college core, will be routed through program, department, school, college curriculum committees and to the Undergraduate Council before being sent to the Council on Core Curriculum and Policies. In academic units not organized into departments, colleges, or schools, routing shall be according to analogous process certified to the Council on Core Curriculum and Policies by the executive vice chancellor and provost. Recommendations of the Council on Core Curriculum and Policies are subject to review by the Faculty Senate upon decision of the Executive Committee of the Faculty Senate or upon petition signed by five or more senators and delivered to the president of the Faculty Senate within ten (10) calendar days of passage by following an unsuccessful resubmission and appeal by the authors within 10 business days of the notification of the Council on Core Curriculum and Policies's decision to the Faculty Senate Executive Committee. Proposals not reviewed by the Faculty Senate or having passed Faculty Senate review shall be routed to the executive vice chancellor and provost and the chancellor.

The Council on Core Curriculum and Policies shall be composed of two voting representatives from each College with undergraduate program(s). Council on Core Curriculum and Policies terms will be for three (3) years. Members may serve two consecutive terms. Individuals may be re-elected to serve after not serving for at least two (2) years. Two (2) students shall serve as voting members of the Council on Core Curriculum and Policies on policy matters, but will not vote on course decisions. Elected representatives in the Student Senate are eligible to serve as student members of the Council on Core Curriculum and Policies and will have 1-year terms.

1. Amendment. Executive Committee (no second required) Modify the sentence  
“The Council shall maintain policies governing how transfer courses satisfy core curricular areas, including individual course transfer decisions.”

To

“The Council shall ~~maintain~~ have responsibility for policies governing how transfer courses satisfy core curricular areas, including individual course transfer decisions.”

**Commentary:** This change captures the transfer of authority to both develop and modify policies. Since “development” is a one-time act, it was not deemed to be appropriate for a standing committee definition in a constitution. “Maintain” does not necessarily capture the generative function.

2. Amendment. Executive Committee (no second required) Modify the sentence  
“The Council shall maintain policies governing how transfer courses satisfy core curricular areas, including individual course transfer decisions.”

to

“The Council shall (maintain/have responsibility for) policies governing how transfer courses satisfy core curricular areas, ~~including individual course transfer decisions.~~”

**Commentary:** A number of members of the Faculty Senate contacted the executive committee after the agenda was published and expressed concern that “including individual course transfer decisions” was too prescriptive and was already covered in the authority to “maintain policies governing how transfer courses satisfy core curricular areas.” It is possible that this line could be misinterpreted to mean that the Faculty Senate intended that the Council on Core Curriculum and Policies would be making decisions on individual course transfer (which was not the intent of the majority of the executive committee in writing the original motion). The intent of the original motion was to authorize the Council on Core Curriculum and Policies (rather than the Faculty Senate) to develop a policy and bring it to the Faculty Senate resolving how core transfer decisions would be made.

- B.** Motion FS\_2015\_33. Council on Core Curriculum and Policies (Legislation. Majority Vote at One Meeting, no second required) Move Science Curricular Area from College Core to Standard Core

**Whereas** all of the college cores allow students to choose any science course approved for the science curricular area to meet the requirement for the core,

**Therefore Be It Resolved** that the Science Curricular Area be moved from the UALR College Core to the UALR Standard Core beginning in Fall 2016.

VIII. Open Forum

IX. Adjourn