

**FACULTY SENATE ACTIONS**  
**2009-2011**

Subject: Transfer of “D” policy

Exact Wording: A student may transfer as many as six credit hours with a grade of “D” from any accredited college or university. Credit for the hours will be accepted as transfer credit if the course meets requirements for transfer course credit and if a student would be allowed to earn a grade of “D” if the class were offered at UALR. A student may take advantage of this policy only once and at any time prior to the awarding of an undergraduate degree. If the student does not choose to transfer the maximum of six hours at that time, any remaining hours will not be accepted in transfer.

Designated University College advisers and one adviser per academic college will be authorized to approve the “D” transfer form. Once approved, the form will be sent to Records and Registration for processing.

Subject: Transfer of D Policy implementation

Exact Wording: That implementation of the “D” policy shall be effective immediately for all students.

Subject: International Student English Proficiency

Exact Wording: Present a score of at least 525 (paper-based), or 197 (computer-based), or 71 (internet-based- beginning September 1, 2005) earned within the last two years on the Test of English as a Foreign Language (TOEFL) and a score of at least 4 points earned within the last two years on the Test of Written English (TWE).

Admission may be granted without the TWE, but the student will be tested upon arrival. A particular major or minor may require a specific, approved minimum subscore.

Subject: AA transfer from inside AR

Exact Wording: Students entering the University with an associate degree approved for transfer from a regionally accredited Arkansas college or university subject to the Articulation Agreement of the Arkansas Department of Higher Education of 1994 meet the UALR core requirements, effective for admission in fall semester 2006.

Subject: AA from outside Arkansas or nonpublic college

Exact Wording: Students entering the University with an associate degree from outside of Arkansas or from an Arkansas nonpublic college or university will demonstrate their degree came from a regionally accredited college or university with at least 44 hours to include

3 hours of college algebra or college mathematics,  
6 hours of English composition,

9 to 15 hours of social science including a 3-hour course on U.S. history or U.S. government,  
6 to 8 hours of lab science,  
9 to 12 hours of arts and humanities, and  
0 to 3 hours of speech

Such a degree will satisfy UALR's core requirements. Students who have an associate degree of at least 60 hours and are missing some of this distribution of courses will be required only to add the courses they're missing. This policy shall be effective with fall 2006 admissions.

**Subject: Academic Probation**

**Exact Wording:** Students will be placed on academic probation at the end of a term if their cumulative grade point average (GPA) drops below a 2.00 GPA. Students on academic probation are limited to a maximum of 13 credit hours each semester. Students will continue on academic probation as long as their cumulative GPA continues to remain below a 2.00 GPA. Students needing fewer than 18 credit hours for graduation may request an exemption for the credit hours restriction to the students' academic advisor or department chairperson. Denial of this request may be appealed to the dean of the college and the provost. Students will be removed from academic probation when their cumulative GPA is 2.00 or above. If after two successive terms of academic probation the student's cumulative GPA is below 2.00, the student will be academically suspended for one semester (fall, spring, or entire summer). Suspension occurs after the third successive semester of academic probation. If a 2.0 or higher current term GPA is maintained for successive terms while a student is on academic probation, the student will not be suspended even if the cumulative GPA is below 2.0 at the end of two successive terms.

**Subject: Graduate Agreement Program**

**Exact Wording:** A student entering UALR under the graduation agreement program (GAP) must:

Enter in the fall semester as a first-time entering freshman

Submit all required admission credentials so that they are received at UALR no later than July 15

Sign a degree program contract in consultation with assigned advisor(s) no later than August 1. Register for first fall semester no later than August 8.

To remain in good standing a GAP student is required to:

Enroll at UALR in each fall and spring semester for four consecutive years.

Fulfill all degree program contract requirements at UALR without dropping courses specified on the degree program contract.

Subject: High School concurrent Enrollment Policy

Exact Wording: Under state law UALR may concurrently admit qualified high school students to its academic programs as part-time students.

To be eligible to apply for High School Concurrent (HC) enrollment, the applicant must meet the requirements of:

- a. Completion of at least 50% of the state-recommended college preparatory course with a minimum GPA of 2.5; or
- b. Minimum overall high school GPA of 3.0; or
- c. Minimum 21 ACT composite score

Individual university departments may restrict enrollment into specific courses based on:

- a. Acceptable score on a departmentally approved placement or proficiency test; or
- b. Acceptable subscores on the ACT in the specific substantive areas, e.g. math, English, or reading; or
- c. Permission of the department chair or instructor.

All courses offered in any concurrent enrollment program shall be approved by the UALR curriculum review process. All faculty teaching in a concurrent enrollment program shall be approved by the appropriate UALR department and be provided an orientation to UALR procedures with respect to Faculty Handbook responsibilities, instructional procedures, and materials prior to teaching the course.

**Subject: Scholarships be in budget for faculty to recommend**

Exact Wording: That funding be allocated within the scholarship budget for active and emeriti faculty to recommend students for scholarships.

**Subject: Faculty Roles and Rewards**

Exact Wording: Move to accept the final report of the Faculty Roles and Rewards Task Force and forward it to the Chancellor.

**Subject: Ark. Acts 105, 106, and 277**

Exact Wording: In light of Arkansas Acts 105, 106, and 277 passed in the last session of the Arkansas General Assembly, the UALR Faculty Senate authorizes the Provost to articulate and implement policies relevant to these acts on an interim basis until the Senate adopts its own policies which at that time will supersede his.

**Subject: Textbook Purchasing Policies (Conflicts of Interest)**

Exact Wording: Policy on Prohibition of Acceptance of Inducement to Require Purchase of Textbooks; Textbook Royalties  
The University of Arkansas at Little Rock adopts the following policies as part of its

Conflict of Interest policy to implement the provisions of Acts 105 and 106 of the 2007 Regular Session of the 86th General Assembly.

Conflicts of Interest: Acceptance of Inducement to Require Purchase of Textbook Prohibited; Royalties.

a. For purposes of this Policy:

(i) "Compensation" means any royalty or other compensation from the sale, use, or publication of any Textbook required for purchase that includes the employee's own writing or work, received by an employee as a result of the sale or use of the Textbook in a class or classes taught by the employee.

(ii) "Proprietary Materials" means any Textbook required for purchase that includes the employee's own writing or work.

(iii) "Textbook" shall include any printed material, course materials, or other property a student is required to have available for use in any coursework or instruction offered by or through the University.

(iv) "University" means the University of Arkansas at Little Rock.

b. Neither the University, any department of the University, nor any employee of the University shall demand or receive any present or promised gift, payment, loan, subscription, advance, deposit of money, services, or any other thing of value as an inducement for requiring a student or students to purchase a specific Textbook for coursework or instruction offered by or through the University.

c. It is not a violation of the provisions of this Policy for an employee of the University to receive, whether or not as a result of the employee's request:

(i) sample copies, instructor's copies, or instructional material of a Textbook required for coursework or instruction offered by or through the University; or

(ii) subject to the provisions of Paragraphs d, e, and f, Compensation from the sale or publication of Proprietary Materials.

d. An employee may receive Compensation from the sale, use, or publication of Proprietary Materials which is received pursuant to and as provided for in a written agreement with a third party entered into prior to the effective date of this Policy, to the extent allowed by University policies in force immediately prior to the effective date of this Policy.

e. Compensation from the sale, use, or publication of Proprietary Materials pursuant to an agreement made after the effective date of this Policy, or pursuant to a written agreement in effect prior to such date but amended after the effective date of this policy, constitutes a conflict of interest.

f. Recognizing that the receipt of royalties may constitute a conflict of interest, royalties directly assigned by the publisher to a particular UALR faculty author that result from the sale of any required course materials in a course or a section of a multi-section course taught by that same faculty author will be surrendered to a scholarship or program account in the author's academic department. Faculty, however, who have entered into contractual arrangements prior to the passage of Act 106 are exempt from the provisions of this policy.

g. These textbook authors will be required to report annually the amount of royalties directly assigned to them by the publisher for course materials used in their classes during the preceding academic year to the chairperson and arrange for the deposit of the funds in the agreed upon program or scholarship account.

h. Violations of Paragraph b of this Policy shall be reported within ten (10) business days to the Provost and Vice Chancellor for Academic Affairs, who shall within the ten (10) business day window, forward the report to the General Counsel of the University of Arkansas System and the Legislative Council of the Arkansas General Assembly.

**Subject: Faculty Excellence**

Exact Wording: “The Faculty Senate, after further consideration of the five-year eligibility requirement to be nominated for a Faculty Excellence Award, recommends to the Chancellor that he reinstate the prior one-year eligibility requirement.”

**Subject: Transfer students**

Exact Wording: That students transferring to the University from a regionally accredited college or university shall meet the UALR core requirement if they transfer 44 hours meeting the following distribution of courses:

- 1) 3 hours of college algebra or college mathematics,
- 2) 6 hours of English composition,
- 3) 6-12 hours of social science
- 4) 3 hours of U.S. history or U.S. government
- 5) 8 hours of lab science,
- 6) 6-12 hours of arts and humanities, and
- 7) 0-3 hours of speech.

Students missing some of this distribution of courses will only be required to add the courses they are missing. These missing courses must be added from the approved core courses in the corresponding UALR areas. This legislation becomes effective for students entering UALR Spring 2009. Students, who entered UALR prior to Spring 2009 may choose to use this policy.

**Subject: Promotion and Tenure Guidelines**

Exact Wording: **1. Faculty Roles**

For the university to achieve its mission, faculty must remain committed to teaching, scholarship, and service. Faculty members are expected to make contributions in each area, although some variation in emphasis is appropriate. The university recognizes that the contributions of individual faculty members to the mission of the university shift according to the faculty member’s talents, the needs of departments and colleges, and the character of diverse academic disciplines. Faculty members, thus, need to determine responsibilities—teaching loads, scholarship agenda, and service commitments—in consultation with the chair of their department.<sup>1</sup> It is the responsibility of chairs to mediate the needs of their departments with the university mission and trends in the department’s discipline.

In addition to contributions in teaching, scholarship, and service, the university expects that faculty will adhere to the ethical standards of the university and their respective disciplines as well as manifest standards of civility, professionalism, and collegiality.

**1.A. Teaching**

The nature of effective teaching may vary across disciplines, but certain qualities are universal: respect for students, faith in student abilities, a focus on student learning, and a commitment to student success. Equally important, faculty should view themselves as role models who convey

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<sup>1</sup> In this document, *chair* will be used to cover chair, head, and director; *department* will be used to cover all academic units that form a college, including department, division, and school.

the values of their disciplines and initiate students into their professions. In the pursuit of excellence in teaching, faculty members should remain current in their disciplines and in pedagogical strategies. They should consider teaching a continual process of improvement and growth.

The documentation of excellence in teaching takes many forms. One approach is through the preparation of a teaching portfolio. The content and format may vary by discipline and individual philosophy, but information about both teaching effort and teaching quality over time should be included. Standard products for the promotion and tenure dossier may include the following:

1. Statement of teaching philosophy and pedagogical strategies,
2. Teaching history including teaching loads, summary of courses taught and modes of instruction in each course,
3. Materials from individual courses – syllabi, exercises, projects, exams, websites, multimedia products, video of lectures,
4. Summary of advising, consultation, and supervision of students at all levels—pre-college, undergraduate, graduate, and post-doctoral,
5. Curriculum design, development, and administration,
6. Measuring student learning and instructional effectiveness through course, program, and core assessment activities and outcomes,
7. Professional development activities related to teaching,
8. Student course evaluations, compiled and interpreted to give the data contextual meaning,
9. Peer evaluations,
10. Self-evaluations, and
11. Awards.

Evidence of specific curriculum design and development, where appropriate, should be included in the dossier. Faculty who are using technology, problem-based learning, service learning, multicultural learning, study abroad, or other special approaches and tools to enhance student learning are especially encouraged to present these aspects of course design (even experimental use) with an explanation of how the curriculum conforms to or extends principles of “best practice.”

### **1.B. Scholarship**

Scholarship is defined as a systematic, focused attention on a question, problem, or idea, characterized by expertise, originality, analysis and significance. Scholarship results in products that are shared with appropriate audiences within the academy and the wider community.

Scholarship is evaluated externally; scholarship and creative activities must be reviewed by methods accepted by the appropriate discipline. Scholarship may be defined in ways that do not neatly fit into traditional categories, but application of a clear method of review to such work is essential.

Increasingly, all forms of scholarship involve collaboration. The academic unit shall determine if such collaboration within or across institutional and disciplinary lines is encouraged. Candidates must be careful to document the extent and form of their contributions to collaborative work.

In this document, scholarship is a broad term that embraces a range of contributions faculty members might make to their respective disciplines: Scholarship of Discovery, Scholarship of Creativity, Scholarship of Application, Scholarship of Integration, and Scholarship of Teaching.

*Scholarship of Discovery* is systematic inquiry or investigation designed to validate and refine existing knowledge and to generate new knowledge. At its core, this scholarship involves studies that use quantitative or qualitative methodologies to make significant contributions to knowledge. Primary empirical research, historical research, theory development, methodological studies and philosophical inquiry are all representative of this form. Typically, this scholarship is documented through peer-reviewed publication of articles or books; publication in law reviews or journals; papers presented at state, regional, national, or international meetings; grant awards; or recognition by professional organizations as a scholar in a particular area.

The *Scholarship of Creativity* entails developing or performing original works of art, literature, music, film and theater. It may also include the creation of new forms of electronic or digital media. Typical examples are production or scenic design of plays; writing, directing, or acting in plays; choreography and dance performance; creation and exhibition of visual arts such as painting, sculpture, and photography; musical composition and performance; direction or production of film and video; creative writing; and creation of websites, virtual reality programs, and multimedia communication tools. In all cases, however, there are accepted forms of peer review to determine the quality and significance of faculty work, from juried or invitational art shows to publication. These conventional procedures must be part of the evaluation of faculty achievement.

The *Scholarship of Application* is the use of professional expertise or information in the process of solving social or community problems. It should not be confused with service or citizenship. Service activities typically benefit a particular group, organization, or community; the Scholarship of Application can potentially benefit many organizations. The Scholarship of Application must include a mechanism whereby the quality and influence of the contribution can be evaluated. This is most easily demonstrated when an artifact is created encompassing the work, e.g., a report, a training manual, a program evaluation, a video, or a website. Some activities include peer review; for example, the report written for a taskforce is reviewed by members of the taskforce as well as other agencies and institutions. In cases where this is not so, the department should initiate an alternative review process, such as sending the work to experts in the field to evaluate its significance, rigor, and impact. In all cases, the product of the scholarship of application must be subject to some form of peer review.

*Scholarship of Integration* involves synthesis across theories or across academic fields. As academics tackle social, economic, and technical problems, a need often exists for faculty members with broad and multidisciplinary perspectives to see connections across the unique perspectives of a theory or discipline. The Scholarship of Integration may result in a traditional academic product such as an article, book or presentation. It also may take the form of a product

or patent. As in other areas, appropriate forms of external review must be used to determine the merit of such products.

The *Scholarship of Teaching* is not the same as “best teaching practice.” Tenure-track faculty seeking advancement based on excellence in the Scholarship of Teaching shall engage in publication appropriate to development and evaluation of teaching, teaching technique, curriculum development and related topics, including peer-reviewed publications, conference presentations, workshops, and teacher handbooks that contribute to the theoretical base of knowledge about curriculum or effective teaching and learning. Thus, the Scholarship of Teaching is more than being an excellent teacher. It involves systematic inquiry about teaching, dissemination of the results, and peer review.

### **1.C. Service**

Faculty members are expected to provide service to the university, their profession or discipline, and the public.

Service to the university is critical to the carrying out of the university’s mission. Examples of such service include, but are not limited to, membership and leadership of unit committees or task forces; advising student organizations; involvement in faculty governance; coordination of programs, labs, and technical support; and recruitment.

Service to the profession is also expected, especially as faculty members develop their careers. Professional service includes activities such as serving on committees for a professional organization; planning a conference or event; contributing to the production of a professional journal; and reviewing manuscripts, grants, programs, or textbooks.

Particularly important to a metropolitan university is service to the community. Such activity necessarily incorporates a wide variety of efforts but is defined by the application of the faculty member’s professional expertise to help the community at every level—local, state, regional, national, or international. Typical examples of community service include, but are not limited to, involvement in task forces seeking to solve community problems; consulting with governmental, business, or nonprofit organizations; and program review, coordination, or development.

Service to the community is a form of citizenship; it should not be confused with the Scholarship of Application, which develops new solutions to problems (as opposed to the application of existing discipline-related knowledge), benefits a single or small group of organizations (as opposed to having broad application), is not disseminated to disciplines (as opposed to publication in journals or on websites), and is not externally evaluated (as opposed to the peer-review of artifacts).

To assess excellence in service, faculty accomplishments may include the following:

1. Administrative duties such as chair, director, and program coordinator,
2. Committee/special project participation (academic unit, college, university, system; for example, assessment and recruitment projects),

3. Discipline-related community involvement,
4. Working in and with professional organizations,
5. Relating discipline expertise to the community, and
6. Development of cooperative ventures between the university and community.

#### **1.D. Professional Performance**

In the case of faculty with non-teaching appointments, evaluation may include evidence of the following: performance in the areas of professional responsibility and effectiveness in carrying out assigned duties; ability and willingness to accept additional responsibility, or leadership; cooperation in dealing with personnel at all levels; efforts at self-improvement; innovations in program implementation; development of special projects, resource tools, and/or the use of creative techniques in the performance of duties; initiative and resourcefulness in solving unit problems; ability to communicate effectively orally and in writing. Evidence used to evaluate professional performance generally includes supervisors' evaluations, clientele evaluation, peer-evaluation, and self-evaluation.

### **2. Policies for Promotion and Tenure**

The probationary period for tenure-track faculty may not extend beyond seven years, unless the faculty member receives approval for suspending the probationary period. During the first six years of the probationary period, a tenure-track faculty member may request his or her probationary period be suspended **for reasons required under the Family and Medical Leave Act of 1993, as amended.** An initial appointment of one-half year (academic or fiscal) or less will not be included in the probationary period. If more than one-half of any year is spent in leave of absence without pay status, that year shall not apply toward the probationary period (Board Policy 405.1, IV.A.4). Typically, an early tenure review occurs when the faculty member has been in a tenure-track position before being hired by UALR; the terms for an early tenure-review should be written into the faculty member's letter of appointment.

The process of tenure review, as delineated in departmental promotion and tenure documents, must be completed before the end of the **sixth year. If tenure is denied in the sixth year, the seventh year will be the final year of appointment (Board Policy 405.1., IV.A.11).**

Promotion to a higher rank requires qualifications or performance of the activities and accomplishments identified by the department significantly above those required at the applicant's current rank as well as evidence of potential for continued achievement.

The applicant shall be informed of the outcome at each level of administrative review.

The rules and standards regarding promotion and tenure review shall not discourage faculty members from developing and expressing divergent views. Mere expressions of opinions, however strongly expressed, however controversial such opinions may be, shall not constitute cause for denial of promotion and tenure. Disagreement is essential for intellectual, academic, and social growth; however, the fair exchange of ideas must involve respectful expression of views and the consideration of multiple points of view.

Decisions on promotion and tenure shall not be based on life-style, political affiliations, or religious convictions.

At any point, the candidate may withdraw from the review process by sending a letter to the person responsible for the next level of review. For example, if the candidate wishes to withdraw after the chair's recommendation, he or she sends a letter to the dean.

Throughout the entire process, confidentiality of information must be maintained.

### **3. Procedures for Awarding Promotion and Tenure**

The procedure for recommending promotion and tenure begins at the department level (see Board Policy 405.1, III and IV.A).<sup>2</sup> This evaluation of promotion and tenure applications is based on written departmental guidelines established by the department and approved through administrative channels. The departmental recommendation is particularly important because it evaluates the candidate's dossier against the standards of the discipline.

Departmental promotion and tenure documents must be consistent with guidelines established in college, university, and the University of Arkansas System. These documents must also be consistent with applicable laws. When there is a conflict, the law or higher level policy will be enforced.

The granting of tenure requires documented evidence of sustained achievement, as well as evidence of potential for sustained future accomplishment over an entire career.

#### **3.A. Process before Tenure**

Departmental, college, university, and system-wide written criteria for promotion and tenure review shall be presented to the faculty member at the beginning of employment (see Board Policy 405.1).

In preparation for promotion and tenure, the chair may assign the tenure-track faculty member with a mentor. The mentor will provide guidance on developing a research agenda and building a dossier. Applicants are encouraged to seek advice from tenured faculty and ask to review recent successful tenure applications.

A mid-tenure review by the departmental Promotion and Tenure Committee (PTC), the department chair, and the dean is mandatory. The review, typically completed by May 15 at the end of the third year in rank, will follow procedures delineated in the departmental and college policies. After the review has been completed, the PTC will send a report to the chair. The chair will meet with the faculty member to answer questions about the review and then forward the report with a cover letter to the dean.

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<sup>2</sup> If the college or school does not have departments, the promotion and tenure document for the college and school will typically establish a committee that serves the function of the department in the review process.

### **3.B. Recommendation of the Departmental Promotion and Tenure Review Committee (PTC)**

All departments shall have a Promotion and Tenure Committee (PTC). Only tenured faculty members and administrators who hold tenure shall serve on the PTC. Only faculty who hold a rank equal to or above the rank sought by the applicant shall participate in the promotion review process. No administrator, such as the department chair, college dean, associate dean, or assistant dean, may serve on the PTC to review any case for which he or she has participated as a reviewer within that academic year.

The department's promotion and tenure document should define a mechanism for supplementing the PTC when it has less than three members at the appropriate rank. (For example, if the PTC must vote on a candidate's promotion to professor, the PTC would need at least three members on the committee at the rank of professor.) If there is no mechanism for adding members, the faculty of the department, in consultation with the chair, will provide the dean with a list of at least four names, from which the dean will select the remaining members. Typically, the chair of the PTC should be a member of the academic unit.

The PTC shall present its recommendation in a letter to the chair. All members of the PTC shall sign the letter. Significant minority opinions may be identified but need not be attributed to individual members of the committee. Separate minority reports may be written and submitted as attachments to the PTC's letter; a minority report must be signed by the members of the PTC who endorse it.

### **3.C. Recommendation of the Chair**

After reviewing the candidate's dossier and the PTC's recommendation, the department chair will make an independent recommendation. The chair will meet with the candidate to review the recommendation of the PTC and the recommendation of the chair. At this time, the chair provides a copy of each recommendation to the candidate. After the meeting, the chair will forward the PTC's recommendation, the chair's recommendation, and the candidate's dossier to the dean.

After receiving the chair's recommendation, the candidate has five business days to initiate a rebuttal (see 3.H.).

### **3.D. Recommendation of the College Review Committee (CRC)**

A college may develop written criteria, policies, and procedures for promotion and tenure through its governance structure. Such criteria may include a college promotion and tenure review committee (CRC), which will advise the dean on recommendations about reappointment, tenure, and promotion. Colleges shall have procedures ensuring that a faculty member abstain from vote on a CRC if a candidate from his or her department is undergoing review and the faculty member on the CRC has served on the PTC. No faculty member may vote in the same case as a member of both the PTC and the CRC.

When a CRC exists, it reviews the candidate's dossier, the PTC's recommendation, the chair's recommendation and the candidate's rebuttal (if any); it then makes an independent recommendation to the dean (who will not serve on this committee) and provides a copy to the applicant. All members of the CRC shall sign the recommendation. Significant minority opinions may be identified but need not be attributed to individual members of the committee. Separate minority reports may be written and submitted as an attachment to the report of the committee; a minority report must be signed by the members of the CRC that endorse it.

### **3.E. Recommendation of the Dean**

If the candidate initiates a rebuttal after the chair's recommendation, the dean will forward the rebuttal to the CRC before it begins deliberations.

After reviewing the candidate's dossier, all recommendations (those of the PTC, department chair, and CRC), and the candidate's rebuttal (if any), the dean will make an independent recommendation to the provost.

After receiving the dean's recommendation, the candidate has five business days to initiate either a rebuttal, if he or she did not do so after the chair's recommendation (see 3.H.), *or* an appeal (see 3.G), but not both.

If the recommendation is positive, the dean informs the candidate. If the candidate does not initiate a rebuttal, the dean forwards his or her recommendation and the following *summary materials* to the provost: the candidate's completed application forms, statement, curriculum vita, letters of evaluation (annual reviews, peer reviews, and letters from external evaluators, when appropriate), and the recommendations of all prior review levels. The remainder of the applicant's dossier shall be retained in the dean's office until the review process is complete. If needed for their recommendations, the provost and chancellor may request the complete dossier be forwarded.

If the recommendation is negative, the dean shall meet with the faculty member to review the recommendation.

If the candidate initiates a rebuttal after the dean's recommendation, the dean forwards the summary materials and the rebuttal to the provost.

If the candidate initiates an appeal at this point, the dean forwards the appeal to the Chair of the Faculty Appeals Council (FAC). The dean will provide the FAC with access to the candidate's dossier, including the summary materials. When the FAC has completed its deliberations, the Chair of the FAC forwards the council's findings to the provost with a copy to the dean. At this time, the dean forwards the summary materials to the provost.

### **3.F. Recommendation of the Provost**

After reviewing the candidate's summary materials, the rebuttal (if any), and the appeal (if any), the provost will make an independent recommendation to the chancellor and inform the candidate of the recommendation.

After receiving the provost's recommendation, the candidate has five business days to initiate an appeal **(seven business days from the postmark, if mailed)**, if he or she did not do so after the dean's recommendation (see 3.G.).

If the candidate initiates a rebuttal or appeal after the dean's recommendation, the provost considers it in arriving at his or her recommendation.

If the candidate initiates an appeal at this point, the provost forwards the appeal, the summary materials, and the rebuttal (if any) to the Chair of the FAC. The dean will provide the FAC with access to the candidate's dossier. When the FAC has completed its deliberations, the Chair of the FAC forwards the committee's findings and summary materials to the chancellor. The Chair of the FAC also provides a copy the committee's findings to the provost.

At this time, the provost forwards the summary materials, the rebuttal (if any), and the findings of the FAC (if any) to the chancellor.

### **3.G. Recommendation of the Chancellor**

After reviewing the summary materials, the rebuttal (if any), and the appeal (if any), the chancellor will make an independent recommendation to the president and inform the candidate of the recommendation.

### **3.H. Rebuttal**

The candidate may submit one—and only one—rebuttal after receiving a recommendation from the chair *or* the dean. The rebuttal is directed to the next administrator in the review process.

The candidate may submit a rebuttal even if the recommendation of the chair or dean is positive. The purpose of a rebuttal is to provide the candidate with an opportunity to correct errors made in the preparation of his or her dossier, critique perceived misinterpretations of the dossier, or provide context that might alter the recommendation at subsequent levels of review. The rebuttal is in letter form. However, the candidate may include limited supporting materials that bear direct relevance to earlier recommendations. The supporting materials are considered part of the rebuttal and are forwarded with the letter.

The rebuttal is not an appeal; it does not prompt a reconsideration of recommendations by previous reviewers. It is, rather, an opportunity to provide a supplement to the record that is considered at subsequent levels of review.

*Rebuttal after Chair's Recommendation.* To initiate the option of rebuttal at this point, the candidate must notify the dean within five business days of receiving the chair's recommendation and provide a copy of the notification to the chair. Within ten business days of receiving the chair's recommendation, the candidate must submit the rebuttal to the dean. The dean forwards the rebuttal to the CRC before that committee begins deliberations. The rebuttal is also forwarded with the summary materials to each subsequent level of campus review.

*Rebuttal after the Dean's Recommendation.* To initiate the option of rebuttal at this point, the candidate must notify the provost within five business days of receiving the dean's recommendation. The candidate also provides a copy of the notification to the dean. Within ten business days of receiving the dean's recommendation, the candidate must submit the rebuttal to the provost. The rebuttal will be forwarded to the chancellor with the provost's recommendation.

### **3.I. Appeal to Faculty Appeals Council (FAC)**

The candidate has the option of submitting one—and only one—appeal to the Faculty Appeals Council. The appeal may be initiated after a negative recommendation by either the dean *or* provost. If the dean's recommendation is negative and the candidate does not initiate an appeal, he or she reserves the right to appeal after the provost's recommendation, providing that recommendation is also negative.

The appeal is in letter form. However, the candidate may include limited supporting materials that bear direct relevance to earlier recommendations. The supporting materials are considered part of the appeal and are forwarded with the letter.

*Appeal after the Dean's Recommendation.* To initiate the option of appeal at this point, the candidate must notify the provost within five business days after receiving the dean's negative recommendation. The candidate also provides a copy of the notification to the dean. Within ten business days of receiving the dean's recommendation, the candidate must submit the appeal to the provost. The provost forwards the appeal to the Chair of the Faculty Appeals Council. Upon completion of the FAC's deliberations, the Chair of the FAC forwards the committee's findings to the provost.

*Appeal after the Provost's Recommendation.* To initiate the option of appeal at this point, the candidate must notify the chancellor within five business days after receiving the provost's negative recommendation. The candidate will also provide a copy of the notification to the provost. Within ten business days of receiving the provost's recommendation, the candidate must submit the appeal to the chancellor. The chancellor forwards the appeal to the Chair of the FAC. Upon completion of the FAC's deliberations, the Chair of the FAC forwards the committee's findings to the chancellor.

### Subject: Academic Dishonesty

Exact Wording: The student has the right to attend classes until the appeal is resolved. The student may not withdraw from a course while an allegation of academic dishonesty in that course is being adjudicated. If the student withdraws from a course after receiving notification of an allegation of academic dishonesty; the student will be reinstated, pending final adjudication of the allegation.

At the conclusion of the adjudication process:

- If academic dishonesty is found, a grade of “F” in the course is assigned, then the failing grade will be recorded and remain on the student’s transcript.
- If academic dishonesty is found, and a penalty less than a grade of “F” for the course was assigned, then the student may continue in the course or withdraw from the course at that time.
- If academic dishonesty is not found, the student may continue in the course or withdraw from the course at that time.

If the adjudication process is not completed before the end of the semester, a temporary grade not affecting the student’s GPA will be submitted until the adjudication process is completed.

The student may re-take a course in which a grade of “F” is assigned as a penalty for academic dishonesty. However, in such cases, the original grade of “F” will not be replaced but instead be included in the calculation of the student’s cumulative GPA along with the subsequent grade received.

### Subject: Grade Appeals

Exact Wording: 3. As a last resort and only after Steps 1 and 2 have been carried out, the student may file a formal appeal in writing within three class days to the associate vice chancellor for academic affairs. If the student wishes to file a formal appeal, he or she must meet with the associate vice chancellor for academic affairs and bring to the meeting the appeal which must include a written statement which clearly explains the basis of the appeal and the Grade Appeal Complaint Form. The purpose of this meeting is to: a) confirm that prior steps in the appeal process have been followed properly (if not, the appeal shall be re-directed back to the appropriate lower level); b) review the relevant grounds for a grade appeal with the student; and c) inform the student of the next step in the appeals process. Following the conference, if the student decides to file the formal appeal, the associate vice chancellor for academic affairs will immediately consult with the Academic Integrity and Grievance Committee chairperson. On the basis of this joint consultation, the associate vice chancellor for academic affairs will notify the student in writing that the grade appeal will be referred to the Academic Integrity and Grievance Committee for a hearing or to the vice chancellor/provost if the case does not fall within the purview of the Academic Integrity and Grievance Committee.

### Subject: First-Year Colloquium

Exact Wording: The requirement that a first year colloquium (FYC) be mandatory for all first-time full-time students shall be implemented by academic year 2011-2012.

**Subject: Transfer Students**

Exact Wording: In order to facilitate the progress of transfer students within their majors toward a baccalaureate degree, departments offering undergraduate degrees are hereby authorized to revise graduation requirements for transfer students within the constraints described below.

1. The following graduation requirements will continue to apply:

- Minimum hours (124) and GPA (2.00) required for graduation
- Minimum hours and GPA required for majors and minors
- Foreign language competence for BA majors
- Mathematics & U.S. History/Government

2. Flexibility will be permitted on the following requirements provided that the intentions of these requirements are kept in mind and honored:

- 45 upper-level hours
- 30 hours in residence
- core requirements\*
- major requirements
- minor requirements

\*While students entering UALR with a high number of semester credit hours (75 or more) in transfer should be given the benefit of a broad interpretation regarding satisfaction of core requirements, the state specified 35-hour core is still applicable.

3. Departments should keep two broad criteria in mind when considering waivers, substitutions, exceptions, etc., to current policies: (a) Will the student be as ready for graduate study in the discipline? (b) Will the student be as employable?

4. Departments shall keep records on each transfer student which document any modifications made to graduation requirements. Departments shall be prepared to report annually on their decisions to modify each category of requirements and the information collected shall be reported to the senate.

5. The authority granted by this motion will continue until the Faculty Senate acts on the recommendations of the Undergraduate Curriculum Revision Task Force and any resulting changes in graduation requirements go into effect.

Commentary:

The reporting on the multi-year pilot project that gave this authority to four departments suggests that transfer students have been served well (authorized via Senate action November 30, 2007,

authority extended November 12<sup>th</sup>, 2010) and that the departments have exercised their judgment conscientiously to preserve the academic integrity of both the university curriculum and their departmental programs. This motion extends that authority to all departments at least until the Faculty Senate acts on the recommendations of the Undergraduate Curriculum Revision Task Force and any resulting changes in graduation requirements go into effect (since the requirements to which this motion refers include those being reviewed by that task force).

**Subject: Academic Probation Programming**

Exact Wording: That effective fall 2011, freshmen and sophomores with an academic standing of *Academic Probation* or *Probation Continued* be required to participate in a special program offered by the Academic Success Center beginning the next semester in which they are enrolled for at least one hour. *International Freshmen and International Transfer Students on academic probation* will report to the Office of International Student Services. Student athletes on academic probation will report to the Academic Advisor or their coach in Athletics. *Non-Degree Seeking Students* are exempt from this requirement. A mechanism for waiving the requirement on a case-by-case basis for other students for whom physically reporting to the Academic Success Center is a practical impossibility—for example, students taking all online courses from a great distance from Little Rock—will be implemented.

Students will remain in the program until their cumulative GPA rises above 2.0 or they are academically suspended (after three consecutive semesters on probation).

Program activities will be tailored to fit the needs of the individual student based on the outcome of the intake assessment and the student will be assigned to a mentor. A contract will be signed by the student and the mentor.

**Subject: Academic Hours**

Exact Wording: UALR students are encouraged to spend sufficient time outside of classes to master the subject content of their courses. Academic working hours include the time spent in classes as well as the time spent outside of classes on homework. The number of academic working hours can vary widely from student to student, depending on the preparation and ability of the student, the norms of different academic disciplines, and the expectations of individual faculty members. However, an average academic workload can be estimated from the general thumb rule that at least two hours of homework per hour of classes are necessary for an average student to master subject content with average ('C') grades. Thus, the minimum number of academic working hours per week can be estimated by multiplying total credit hours by a factor of three. For example, a full-time student taking 15 credit hours should plan to spend at least 45 academic working hours per week attending classes and doing homework, e.g., reading, writing, studying, etc. Mastering the subject content of courses with above average ('B') or superior ('A') grades may require more time and effort. Finally, since mastery of subject content is the goal, no amount of study time can guarantee academic success--course grades and course credits are awarded for mastery of subject content, not time on task.

UALR academic advisers are encouraged to use the concept of academic working hours during academic advising so that students are aware of the expectations for both class time and homework. Students need to be advised that academic success as a full-time student requires a full-time effort. The concept of academic working hours provides a convenient mechanism for accomplishing this.

UALR faculty members are encouraged to refer to academic working hours in catalog course descriptions, on syllabi, and in class so that students are aware of expectations for both class time, labs, and homework. Students should be informed if a course has expectations that vary significantly from the thumb rule of at least two hours of homework per hour in class.

UALR administrators are encouraged to use the concept of academic working hours to raise student awareness of the expectations for both class time and homework. For example, the description of academic working in the first paragraph above could be published in UALR catalogs and the UALR website, and the student registration system could include, not only total credit hours per semester, but also total academic working hours per semester, on class schedules and billing statements.