



FACULTY SENATE

Faculty Senate Meeting Agenda
January 19, 2018
1:00 PM until adjournment
DSC B/C

- I. Welcome and Roll Call
- II. Review of Minutes
- III. Airing of Grievances (2 minute limit)
- IV. Introduction of New Topics (2 minute limit)
- V. Announcements
- VI. Reports
 - A.** Executive Committee - Andrew Wright
 - 1. eStem Recommendation
 - 2. Board Policy Recommendation
 - B.** Chancellor's Report – Andrew Rogerson
 - C.** Provost's Report – Velmer Burton
 - D.** Advising Update - Daryl Rice
 - E.** Graduate Council – Brian Berry
 - F.** Council on Core Curriculum and Policies – Belinda Blevins-Knabe
 - G.** Undergraduate Council – Mike Tramel
 - H.** Academic Integrity and Grievance Committee - Amanda Nolen
 - 1. Grade Appeal Procedures
 - 2. Academic Integrity Procedures
- VII. Old Business

- A. **Motion FS_2017_24** . Executive Committee (Legislation. Majority Vote at One Meeting, no second required) Judicial Policy Update – academic offenses

Be it resolved to modify Judicial Policy legislation per the mark-up on the faculty senate web-site (underline represents addition, strike-through represents deletion).

Commentary : The motion was postponed at the November meeting

VIII. New Business

- A. **Motion FS_2017_26** . Executive Committee (Legislation. 3/5 Majority Vote at two Meeting, no second required, first vote) Create a Buildings and Grounds Committee

Buildings and Grounds Committee: The purpose of this committee shall be to insure protection of the natural and aesthetic environment of the UA Little Rock campus consistent with reasonable growth and development of the campus. The committee shall promote beautification of the campus through a continuous review of landscaping, building and signage appearance, and campus roads and paths. The committee shall recommend on plans for new campus construction, and shall recommend to the chancellor steps that should be taken to preserve the natural environment and beauty of the campus. The committee shall periodically review the campus master plan.

The committee shall consist of one member from each college or school represented in the faculty senate, including collections and archives, appointed to two year, staggered terms by the Committee on Committees; two members of the staff senate, selected by the staff senate, to two year, staggered terms; two students appointed by the Student Government Association to one-year terms. The administrator in charge of planning buildings and grounds shall server as an ex-officio member without vote.

- C. **Motion FS_2018_1**. Executive Committee (Legislation. Majority Vote at One Meeting, no second required) Syllabus policy

Be it resolved to adopt the following:

Syllabus, Office Hours, and Regular and Substantive Contact Policy (404.8):

Every approved course¹ must have a concise statement outlining the main points of study and the procedures used in the course. This statement must be delivered² to the student at the beginning of the course, no later than the end of the schedule adjustment period. Changes during the

¹ Excludes ad hoc courses, such as independent study courses, seminars, colloquia, and special topics. The specific offering of such ad hoc courses requires a learning agreement that contains all information detailed in this policy that is relevant to that course.

² Delivery may be through electronic means such as email or blackboard or through paper delivery.

operation of the course must be communicated to the students in a timely manner. A multi-page syllabus must include page numbers.

This statement must contain the following:

1. The university-approved³ course prefix, number, course description, and prerequisites.
2. The university-approved disability statement (see Faculty Senate legislation, FS_2011-12_01, 9/23/2011)
3. The university-approved inclement weather policy (215.1).
4. An academic integrity statement.
5. The program-approved⁴, measurable course learning objectives⁵ as required by the Credit Hour Policy (see 404.11). There must be at least one course objective.
6. Any deviations from the Standard Credit Hour (see Credit Hour Policy, 404.11)
7. The instructor-approved required materials, such as textbook and technologies needed to participate in the course.
8. The instructor's attendance policy (see Attendance and Withdrawal Policy, 404.4)
9. The instructor's grading policy, which must describe how the final grade will be determined and what course assignments (e.g., exams, homework, artifacts, projects) will be required.
10. The instructor's late/make-up policy.
11. The instructor's statement on Regular and Substantive Contact, which is a clear statement explaining the following:
 - a. Office Hours: The method(s) and scheduled time(s) the instructor will use to be available for student-initiated contact (for example, virtual office hour meetings, message/email, phone call, chat, meeting in person, a combination of several, or other) during business hours, as well as an expectation for method of contact outside of business hours (i.e., weekends and holidays);
 - b. Instructor Presence: The expected regularity of instructor-to-student interaction⁶ and how it is distributed throughout the term (this will

³ See Article III of the Constitution (covering Undergraduate Council and Graduate Council) and Article IV of the Constitution.

⁴ In the case of general education courses, the approval step may require action by the Council on Core Curriculum and Policies.

⁵ From the Council on Core Curriculum and Policies glossary:

“Learning objectives are statements about how a student will demonstrate achieving the learning outcomes. The learning objectives are more specific than the learning outcomes and each outcome has 1 or more learning objectives. Learning objectives often use Bloom’s Taxonomy and provide the basis for assessment of student work. For clarity, it helps if a learning objective has one action, rather than multiple actions packed into one.”

⁶ Interaction includes but is not limited to in-class lectures, laboratory instruction, discussion board feedback, replying to messages from students, posting assignment grades and feedback on student work, commenting on journals, blogs, or other assigned work, use of virtual meeting space (chat room, video conference, etc.), email contact within or outside course management system, phone or text contact, faculty-provided supplemental notes, lectures, discussion posts, or videos in response to general student progress in the course (e.g., analysis/synthesis of recent course content, or summary of class progress, or an explanation of common errors on a recent assessment)

vary based on type of course, modality, length of course term, and specific course activities). If there is a need for interruption of interaction for an extended time period, the instructor should announce this interruption to the class.

The Instructor may include additional information beyond these required items.

Citation and Modification

This policy must be cited in any curricular documents that excerpt it (such as the Undergraduate Catalog), and the Faculty Senate Executive Committee (or their designee) should review those documents before they are finalized. Wherever there is a substantive conflict between the document which quotes this policy and this policy, this policy shall be followed.

The policy can be modified through legislative action of the Faculty Senate (see Article III of the Constitution of the Assembly of the University of Arkansas at Little Rock).

Unless otherwise specified in the legislation, changes to this policy take effect in the Fall semester of the nine-month academic year subsequent to the approval of the legislation.

Commentary: HLC Assumed practice C. 5. “Instructors communicate course requirements to students in writing and in a timely manner” is usually fulfilled by a syllabus. Many UA Little Rock policies refer to content required by syllabi; however, there is not a clear, consistent policy articulating these requirements.

The Accreditation Task Force provided the following commentary regarding the need for policy on regular and substantive contact:

The Higher Learning Commission defines distance education in the following way, emphasizing “regular and substantive interaction” as a key component (which separates DE from correspondence education):

- **distance education** – Education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support **regular and substantive interaction** between the students and the instructor, either synchronously or asynchronously. <https://www.hlcommission.org/General/glossary.html>

The Department of Education and the Department of Education’s Inspector General Office have been monitoring what is routinely called “regular and substantive” interaction in distance education courses to make sure that universities are meeting their obligations and that federal financial aid is being properly applied (i.e., that distance education courses are comparable to face-to-face courses). You can read more about the history of this phrase (regular and substantive contact or interaction, which is a requirement for distance education to qualify for federal aid [here](#)).

You may be familiar one specific case (Western Governors) that has made the news recently due to concerns over distance education. You can read the first *Chronicle of Higher Ed* article [here](#), and a follow-up article with several experts discussing the issues raised in a later article [here](#). Although WG is

a competency-based program, the issues raised about how distance education operates remain important for HLC. In addition, graduates from a program sued George Washington University over perceived differences in quality between online and on-campus delivery ([read more here](#)).

In order to show our compliance with the federally-mandated guidelines and with HLC guidelines, *we have drafted a policy that helps articulate faculty-initiated regular and substantive interaction here at UA Little Rock*. We believe that this type of interaction is necessary for **all** modalities--face-to-face, hybrid, and online, which is how we begin our policy; in fact, we believe that our faculty colleagues are **already providing and fostering this type of interaction** (although we may not be using this exact terminology to characterize it). The details provided in the policy, however, relate mainly to distance education, where there are often more questions about what constitutes *faculty-initiated* regular and substantive interaction. In drafting this policy we consulted numerous resources as well as similar policies at other institutions.

IX. Open Forum

X. Adjourn