



Faculty Senate Meeting Agenda
Rescheduled to Friday, December 13, 2013
1:00 PM until Adjournment

EIT Auditorium or Dickinson Hall

Present: **CAHSS**— Anson, Corwyn, Drummond, Estes, Giammo, Hawkins, Jensen, Maguire, Matson, Merrick, Porter, Yoder. **CB**— Funk, Mitchell, Nickels, Watts. **CE**— Hayn, Barrett, Kuykendall. **CEIT**— Chiang, Anderson, Tramel, Wright. **LAW**— Fitzhugh. **LIB**— Macheak. **CPS**— Collier-Tenison, Faust, Giese, Rhodes, Golden. **COS**— Chen, Douglas, LeGrand, He, B. McMillan, T. McMillan, Prince. **EX OFFICIO**— Anderson, Toro Ramos, Ford, Wright.

Absent: **CAHSS**— Amrhein, Minnick. **CB**— none. **CE**— Vander Putten. **CEIT**— Jovanovic, Tschumi. **LAW**— Foster, Gallant (*alt. for Aiyetoro*). **LIB**— none. **CPS**— Franklin. **COS**— Zheng, Davidson, Benton. **EX OFFICIO**— Bishop, McNeaill.

I. Welcome and Roll Call

President Wright called the meeting to order at 1:07 pm; Secretary B. McMillan called roll.

II. Review of Minutes

The minutes of the Nov. 16, 2013 meeting of the Senate were reviewed. No corrections were identified. Sen. Anson made a motion to approve the minutes, Sen. Douglas seconded, and the motion carried on a unanimous voice vote.

III. Announcements

A. Graduate Faculty Status Document from Graduate Council on Faculty Senate Web Site for review.

President Wright asked that the Senate read, think and make comments about the Graduate Faculty Status Document. The Senate will be addressing this early next semester.

President Wright reminded the Senate that Commencement is tomorrow – do not forget.

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

Sen. Anson acknowledged the passing of C. Fred Williams. During his career, he was President of this body, Chairman of History, and DISLS. He was also Associate Vice Chancellor of the University during 1980's. He was offered the position of chancellor during a period of strife between this campus and the system administration, but he turned down the offer to stand in solidarity with UALR's faculty.

V. Reports

A. Chancellor: Joel Anderson

Chancellor Anderson reported on several external events important to the University. He noted it is a fairly quiet period right now. On the legislative front, the fiscal session begins in Feb. It will likely be business as usual. The Tech park site has been decided – it will be downtown. More details still to come. Provost Toro invited Shane Broadway to campus for breakfast to brief him on restructuring. He does not have to approve, nor does the State Board, however, he needs to know how and why. He is complimentary of the structure and the process...the way we have done it, a textbook study of how it should be done. In contrast to another campus in the state he is working with – they have gone through restructuring just the way it should not be done.

The pendulum swings to everyone should get a college degree –to not everyone needs to get a degree. Job readiness is more important right now. President Obama has emphasized the two year college degree. We have done a 'right good job' of saying nobody does a better job than we do to get folks ready for workforce. Our PR has emphasized grads at work, which has been very well received. We need to market programs to respond to the higher education pendulum.

Chancellor Anderson said a word of appreciation to Provost Toro. He is grateful for the leadership she has shown. She takes the long view and if she commits to a course of action, she is going to get there. She is going to keep us on task – we will get there.

He commended the Faculty Senate for being quite diligent this fall. An awful lot of good work has been done here – adapting the institution to be effective in an educational environment in the 21st century. I want to thank you very much for that. We have a good number of newer members of the campus community involved. Thank you for stepping up.

On Commencement – it can become passé, but for the folks in that arena, it is a very special event. He related that his grandfather was one of two sons of parents who died near the same time. He and his brother were turned out on their own. He ended up with an itinerant preacher's family; worked the farm; got an 8th grade education. Somewhere along the line he decided to go to pharmacy school – here at LRU. He already had a daughter and a wife. He ended up owning a drugstore in NE Arkansas. His two daughters went to college, his 5 grandchildren went to college, 8 of 10 great-grandchildren went to college. All are much better off because a college education was a part of their life. Tomorrow – there will be folks who will be the first generation getting a degree.

B. Provost: Zulma Toro-Ramos

Provost Toro expressed her appreciation to the Chancellor for his kind words.

She reported on a couple of topics. On restructuring she noted there are a lot of questions. Two different groups working on restructuring: At the University level, the Implementation task force is an 8 member group of faculty and staff. They are identifying and implementing structural elements of university level changes that have resulted from restructuring.

In Academic Affairs –there are 2 task forces: the Academic Affairs Operations Transition team is working on operational tasks – collecting data, developing criteria for decision making and dealing with the operational transition. They have identified 7 areas – budget, space, personnel, curriculum, and advising, data systems and business processes. The Academic Reorganization Transition team is working with the new colleges – on the job descriptions for new deans, college core curriculum, college representation, documents governing college, roles of divisions and chairs, and college committees.

As of Dec 1, Student Affairs, Office of Institutional Research, Office of Records and Registration, Office of Testing and Assessment, and Study Abroad are part of our team, they been moved under Academic Affairs. She recognized the work of the staff in Student Affairs in partnering with faculty especially with respect to the Disability Resource center and Housing.

On Study Abroad – we have hired an interim director –Porntip Irasena. Contact her or Daryl Rice if you have students going abroad- if you have students who are going abroad whether they are participating in faculty-led trips, attending an institution with which we have an exchange agreement, attending an institution with which we have no exchange agreement, or traveling via an outside program arranged independently. Study Abroad needs to be aware of any UALR student studying abroad no matter what the arrangement for studying abroad.

On the searches for Deans and Vice Provost – The firm Academic Search will help.

An Honors College Exploratory Task Force has been formed. They will determine if we are we ready to have an Honors College. If so, the task force will recommend a model and consider how the college will play a role in advancing UALR's vision. The first meeting is scheduled for 12/16/13.

An 18 member task force has been assembled on Academic Advising. They will consider a system of professional advisors based in each college; or one in which professional advisors are housed in a central location. They will consider these as general models, with variation and detail to best fit each college. Whatever the model it will include a formal system faculty mentorship along with academic advising. It will also look for software or tools to help with advising, early warning and intervention.

On Interdisciplinary Programs – a task force with representatives from the Library, Law School and the 5 new colleges – will consider recommendations of the Academic Restructuring Steering Committee on interdisciplinary programs. This task force is chaired by Sara Beth Estes and with Karen Wheeler as advisor – to submit recommendations to my office by end of Spring 2014.

Provost Toro closed her remarks by strongly encouraging faculty to attend commencement ceremonies. Your presence is very important to our graduates and their families.

She also expressed her appreciation to the faculty for all of their hard work. The work of the last year has been demanding – in some instances you have been asked to leave your comfort zone. I am honored to serve as your provost and be a part of your team.

C. Council on Core Curriculum and Policies: Belinda Blevins-Knabe

Today the final areas are up for a vote. The Core Council has been meeting weekly, sending countless emails, using more blackboard than some would like. In this process, we started with a draft from the original committee and consulted with departments. The council worked on the criteria, then submitted to the Faculty Senate. Some of the language has not been standard, but we are working on consistency. Next semester, we are working on the forms.

D. Undergraduate Council: Mike Tramel

Undergraduate Council actions include approving one new course was added – a first year experience course and changes in prerequisites for some courses.

We had a lengthy discussion about changing the registration period. Issues were brought up and the motion was withdrawn.

We will discuss course repeats next week.

E. Graduate Council: Mark Seigar

The Graduate Council approved a few policies during the Nov 20 and Dec 4 meetings.

3 policies: 1) graduate faculty status has been approved, it will come up at the Jan Faculty Senate meeting; 2) allow co- advising on Thesis and Dissertations – co-advisor must have Affiliate Graduate faculty status; 3) allow undergraduates with 3.2 GPA to take 12 hours of graduate credit (changed from previously allowed 6 (?))

F. Ad Hoc Committee on On-Line Education: Lisa Sherwin (or designate)

Greg Barrett made the report. It is distributed here and is on the Faculty Senate website. He thanked the membership of the Ad Hoc committee.

SEE **On-line Committee Report** (Dec 3, 2013) at Faculty Senate webpage <http://ualr.edu/facultysenate/>. (also SWOT attachment at end of minutes)

VI. Old Business

NONE

VII. New Business

Sen. Yoder made a motion to suspend the rules, Sen. Anson seconded the motion.

Past-past-past President Ford made a motion to approve all of the students that have met the requirements for the degrees which they have sought. Sen. Tramel seconded the motion. The motion carried by unanimous voice vote.

- A. Motion FS_2013_15. Faculty Governance Committee. (Legislation. Majority Vote at One Meeting) To adopt the Generic College Governance Document in Attachment 1. (no second required)

The motion was made by Sen. Matson.

Discussion -

Cheatham – this incorporates suggestions from the last Senate meeting. The only substantive change is in the end of section 5. It is a statement about what to do about tie votes. A process for runoff was included. This document was written and geared to serve as a governance document until a new college makes and creates their own governance document. It is a workable document.

Macheak – Is the Library faculty considered an Academic unit.

Cheatham – this document does not impact the Library

Matson – In a new college, where they are using this to start with, can they make some minor changes to start with, then move on.

Cheatham – yes

Motion carries on voice vote.

- B. Motion FS_2013_16. Council on Core Curriculum and Policies. (Legislation. Majority Vote at One Meeting) To adopt the Science Criteria in Attachment 2. (no second required)

Motion was made by Sen. Yoder

Discussion –

Yoder – friendly amendment Values 1.2 – development of the ethical obligations in conducting research and to be precise and accurate with data

Anson - Should be there

Yoder – was under Values 2

Douglas - Values 1 – initially was a statement about strengths and limitations of science. Why was that dropped?

Blevins-Knabe – can't remember why

Faust – point of order – there is a motion on the floor

Change from “develop an understanding of the ethical obligation to be precise and accurate with data, and understand how this obligation applies to communication of information; “

to

“develop an understanding of the ethical obligation in conducting research and to be precise and accurate with data, and understand how this obligation applies to communication of information;”

All in favor of amendment - - amendment carries

Continue with discussion on missing strength and limitations of science –

Blevins-Knabe – addressed under applications of science

Wright – these do not specify what can be included

Jensen – suggest under Knowledge 1.3 – Amend - Change from “understand applications of the sciences;” to **“understand applications and limitations of the sciences;”**

All in favor of amendment - - amendment carries

Motion carries by voice vote.

- C. Motion FS_2013_17. Council on Core Curriculum and Policies. (Legislation. Majority Vote at One Meeting) To adopt the Humanities Criteria in Attachment 3. (no second required)

Motion was made by Sen. Yoder.

Discussion – no discussion

Motion carries by voice vote.

- D. Motion FS_2013_18. Council on Core Curriculum and Policies. (Legislation. Majority Vote at One Meeting) To adopt the History of Civilization Criteria in Attachment 4. (no second required)

Motion was made by Sen. Yoder

Discussion –

Anson – Suggest a friendly amendment – Under Knowledge 3, add concepts methodology and findings of History

Yoder – don’t see how we can do that – based on Draft document approved Dec. 7, 2012 – The taxonomy is - knowledge , skills, values –

If we change the taxonomy – we will have to visit all other criteria. I don’t see how this can be a friendly amendment. This is already in the document in the outcomes

Anson – why is the taxonomy important?

Yoder – we voted on it.

Wright - We are approving criteria, the Educational Outcomes themselves

Yoder – we passed outcomes as part of general undergraduate curriculum. The criteria are mapping to these. If we add a knowledge 3, then we have to re-map the entire criteria

Motion is to add criteria to curriculum

Anson – can we modify as an addition to criteria 1 or 2

Called the question

Motion carries with dissenting vote

- E.** Motion FS_2013_19. Council on Core Curriculum and Policies. (Legislation. Majority Vote at One Meeting) To adopt the US Traditions Criteria in Attachment 5. (no second required)

Motion was made by Sen. Yoder

Anson – Formatting of document needs to be updated to reflect which Learning Outcome goes with which specific state requirement

Yoder – in the Senate document approved last December, this course is a social sciences course, so it has a social science Knowledge required by what was passed.

State core calls it a social science, we call it a ‘humanity’ or ‘letter’. We are trying to negotiate the state taxonomy and the senate taxonomy.

Matson – these are minimum requirements - in order to be a core course, it would have to satisfy at least these outcomes, but could satisfy additional learning outcomes.

Motion carries by voice vote.

VIII. Open Forum

Yoder – I would like to see less sleet

Hayn – seconded that sentiment

IX. Adjourn

Anson made a motion to adjourn, seconded by ? Motion carries by unanimous vote with feet.

Attachment 1. Draft Generic College Constitution

Motion. Faculty Governance Committee (Legislation. Requires majority vote at one meeting.)
That the Faculty Senate approves the following generic college constitution to be used by new colleges until they can get approval for their own document.

Generic Constitution For a College Assembly

(The following document shall be used by colleges until they have produced their own document and it has been approved.)

I. Governance of the College

The faculty governance of the college shall be through the Assembly. For purposes of governance and representation, the College shall be divided into academic units, where an academic unit is a department or other academic program within the College.

The faculty of each academic unit shall develop its own policies and procedures for conducting business. Such policies and procedures shall be submitted for review to the academic unit chairperson or program director or program coordinator, the dean, the vice chancellor and provost, and Faculty Governance Committee and for approval to the chancellor. Such policies shall not be in conflict with provisions outlined in the UALR Faculty Handbook.

Any program that is administered by faculty members from multiple departments, multiple colleges, or multiple institutions shall be governed by a separate program committee. The faculty involved in the program shall develop its own policies and procedures for conducting business. Such policies and procedures shall follow the same review and approval process as indicated above for academic units with the addition of a review by the appropriate college curriculum committee before going to the dean. Any curriculum recommendations shall be made to the appropriate college curriculum committee.

II. General Purposes of the College Assembly

The College Assembly shall be the ruling legislative body on educational policies and programs of the college and be a mechanism for information flow to all members of the college community. It shall act within the framework of principles and procedures officially established under the authority of the Board of Trustees of the University of Arkansas and within the framework of faculty and organization provided by the University Assembly of the University of Arkansas at Little Rock. The areas of its authority shall include, but not be limited to, the following:

- c. Curriculum
- d. Degrees and requirements for degrees
- e. Schedule policies

- f. Interpretation of its own legislation
- g. Choice of representatives to the Faculty Senate and the University Assembly's Councils and Committees

III. Membership of the College Assembly

The Assembly shall consist of all full-time faculty members with primary responsibility in (50% or more duties) the college holding academic rank of Distinguished Professor, University Professor, Professor, Associate Professor, Assistant Professor, and Instructor. All members have voice and vote. Professor emeriti, persons with adjunct, visiting, or research academic rank, lecturers, part-time faculty members, teaching assistants, and staff within the college have attendance and voice privileges but no vote in the Assembly. Questions concerning Assembly membership shall be resolved by the Assembly itself.

IV. Officers of the College Assembly

The Assembly shall elect its officers from the members of the College Assembly. The officers shall be elected for a one-year term. The Assembly shall have the following officers:

1. President
2. Vice President
3. Secretary
4. Parliamentarian
5. Immediate Past-President

The Officers of the Assembly shall constitute the Executive Committee of the Assembly. In the interim between Assembly meetings, this committee shall act as the representative of the Assembly and shall stand available for consultation on matters deemed important by the Dean or other academic administrator.

V. Meetings of the College Assembly

- A. There shall be a minimum of one meeting of the Assembly each semester during the nine-month academic year. The dates for meetings shall be set and communicated to Assembly members by the Executive Committee, normally using the official college list serve, at least ten business days (Monday through Friday except for University holidays) prior to the meeting. Special meetings may be convened on the initiative of the President of the College Assembly, at the request of the Dean, or by a formal written request by at least five members

of the Assembly to a member of the Executive Committee. Such special meetings shall be held within twelve business days after a request is made. In an emergency, meetings may be scheduled with two business days written notice to all Assembly members.

- B. The Executive Committee shall solicit items for the agenda no later than ten business days prior to a regularly scheduled meeting, shall prepare an agenda for each meeting, and shall distribute it to all the members of the Assembly at least five business days prior to the date of the meeting with the exception of emergency meetings. For an emergency meeting, an agenda shall be distributed at the time of the call for the meeting, at least two business days prior to the date of the meeting.
- C. A request to the Executive Committee for the inclusion of any item of business made by at least five members of the Assembly or by the Dean at least three business days before the deadline for distributions of the agenda shall be honored.
- D. A minimum of fifty percent of the Assembly membership shall constitute a quorum. Except when otherwise specified, matters placed before the Assembly shall be decided by a simple majority of those present and voting, providing a quorum is present.
- E. Meetings shall be conducted in accordance with Robert's Rules of Order except as otherwise specified by this Constitution.
- F. Voting by proxy shall not be allowed.
- G. Vote shall be by secret ballot if any member so requests.
- H. At each meeting of the Assembly, the Executive Committee shall make a report on all the actions taken and all the decisions and recommendations made by the Committee in the interim between this and the previous meeting of the Assembly.
- I. An action approved by the Assembly shall become effective after ten business days unless specifically vetoed by the Dean. On matters requiring the approval of the Dean, an action of the Assembly may be vetoed by the Dean by notifying in writing the Executive Committee within ten business days from the presentation of the action of the Assembly.

- J. The Assembly may override the Dean's veto at its next meeting providing a quorum is present. An override requires a vote by at least two-thirds of the members present and voting. If the Dean does not elect to withdraw his/her veto within ten business days after the record of the overriding action of the Assembly has been presented, in writing, to the Dean, the Assembly may refer the matter to the Vice Chancellor and Provost. If a settlement is not reached at the dean's or any other higher administrative level, at intervals not to exceed twenty days, the matter may be appealed for resolution to the next higher authority and ultimately to the Board of Trustees of the University of Arkansas.

- K. For elections requiring more than fifty percent majority of those voting to win, the following runoff procedure shall be used. In the event that no candidate receives more than fifty percent of the vote, the two candidates with the highest number of votes shall stand for a new election, with the person receiving more than fifty percent of the vote declared elected. If an election between two candidates results in a tie, then the election shall be decided by lot.

VI. Committees of the Assembly

- A. The Standing committees of the Assembly shall be:
 - 1. Undergraduate Curriculum
 - 2. Graduate Curriculum
 - 3. Policy Advisory
 - ~~4. Awards~~

 - B. Each committee, except as specified elsewhere in the constitution, shall have one voting representative from each academic unit of the college. The academic units shall select their representatives no later than April 1. Except as specified in the Constitution, service on any committee shall be limited to those faculty who are (a) a member of the Assembly and (b) elected by the faculty of his/her academic unit. Representatives shall assume their duties at the first meeting described in IX. A.1.
- XII. Each committee shall elect its own Chairperson and Secretary except as noted below. The term of any member or officer of a committee shall be one year

except that curriculum committee members shall serve two-year staggered terms. There is no restriction as to re-election.

XIII. Each committee shall report its decisions to the faculty and the Dean within 10 business days after such decisions are made except as noted below.

XIV. Specification of Committees

1. The College Undergraduate Curriculum Committee

1. The College Undergraduate Curriculum Committee shall review, interpret, and recommend changes in all undergraduate policies, including undergraduate intercollegiate programs. It shall recommend approval or disapproval of curriculum proposals, off-campus programs, and new degree programs.

~~2.~~ In reviewing the policies and procedures of programs involving faculty members from multiple departments, multiple colleges, or multiple institutions, the College Undergraduate Curriculum Committee shall ensure that all faculty members participating in the program have an appropriate role in governing the program.

3. Any program including intercollegiate programs in the college with curriculum issues before the College Undergraduate Curriculum Committee shall have voice privileges before the Undergraduate Curriculum Committee on its curriculum issues.

4. Decisions of this committee shall be distributed to the college faculty. If none of the Assembly challenges any action made by the committee within five business days after notification, the committee's action shall be considered ratified. However, if five or more members of the Assembly register written objections with the Chairperson of the College Undergraduate Curriculum Committee within five business days after ratification, a College Assembly meeting shall be called to resolve the issue in question if the matter is not otherwise resolved to the satisfaction of the disputants.

5. In the event that a representative to the University Undergraduate Council is not a current academic unit representative to the College Undergraduate Curriculum Committee, he or she shall serve as an ex-officio member without vote of the Undergraduate Curriculum Committee and may participate in all committee meetings.

2. The Graduate Curriculum Committee

- D. The College Graduate Curriculum Committee shall review, interpret, and recommend changes in all graduate policies including intercollegiate programs. It shall recommend approval or disapproval of curriculum proposals, off-campus programs, and new degree programs.
- E. In reviewing the policies and procedures of programs involving faculty members from multiple departments, multiple colleges, or multiple institutions, the College Graduate Curriculum Committee shall ensure that all faculty members participating in the program have an appropriate role in governing the program.
 - A. Any college programs, including intercollegiate programs, with curriculum issues before the College Graduate Curriculum Committee shall have voice privileges before the Graduate Curriculum Committee on its curriculum issues.
 - B. Decisions of this committee shall be distributed to the college faculty. If none of the Assembly challenges any action made by the committee within five business days after notification, the committee's action shall be considered ratified. However, if five or more members of the College Assembly register written objections with the Chairperson of the Graduate Curriculum Committee within five business days after ratification, a College Assembly meeting shall be called to resolve the issue in question if the matter is not otherwise resolved to the satisfaction of the disputants.
 - C. In the event that a representative to the University Graduate Council is not a current academic unit representative to the College Graduate Curriculum Committee, he or she shall serve as an ex-officio member without vote of the Graduate Curriculum Committee and may participate in all committee meetings.
 - a. Policy Advisory Committee
 - a. The College Policy Advisory Committee (PAC) shall advise the Dean on academic and administrative policies of the college. Any formal recommendation made by the committee to the Dean shall be reported to the College Assembly.

b. At its initial meeting each year, the College PAC shall establish a schedule of meetings agreeable to the Dean and to the committee.

b. Awards Committee

The Awards Committee shall have the following functions:

c. To identify and select recipients of any college-level awards to students.

d. To select the college recipients of the Faculty Excellence Awards. For this function only, to meet University requirements, the College Assembly President shall appoint one student and one alumnus of the college to serve on this committee. The two shall be from separate academic units.

e. To identify and award a College Distinguished Alumnus Award to an outstanding graduate of the college.

f. To work with the Dean's office to arrange for awards and an awards' ceremony near the end of the Spring semester.

g. To coordinate with academic units in the college in the recognition of additional outstanding students as selected by each academic unit.

a. Special Purpose Committees

Special Purpose Committees may be created in the college to consider matters outside the purview of standing committees. These committees shall operate under the same general guidelines as described for the Standing Committees of the College Assembly.

A. General Ad-hoc Committees

The College Assembly and/or its President may create ad-hoc committees, which shall report to the Assembly.

B. Dean's Ad-hoc Committees

The Dean may also appoint ad-hoc committees, which, at the Dean's discretion, shall report either to the Dean or to the Assembly.

VII. Officers of the Assembly – Duties

A. The President shall preside at the College Assembly and Executive Committee meetings and shall be the chief executive officer for all functions and responsibilities of the Assembly.

B. The Vice President shall preside at the College Assembly and the Executive Committee meetings during the absence of the President. As the agent of the Executive Committee, the Vice President shall also:

1. Collect items for the agenda.
2. Prepare the agenda.
3. Distribute the agenda and the minutes of the Assembly meetings.
4. Be in charge of any activities related to the agenda and the minutes of the Assembly meetings.

H. The Secretary shall:

1. Prepare the minutes of the meetings.
2. Submit minutes to the Vice President.
3. Obtain information from various committee and academic units for dissemination to the Assembly members.
4. Take care of correspondence work.
5. Act as Secretary of the Executive Committee.

D. The Parliamentarian shall advise the Assembly and the Executive Committee on questions of procedures and propriety for impartial and efficient transaction of business of these bodies and on qualified voting members of the body for the purposes of determining a quorum. .

VIII. Election of the Officers of the Assembly

A. Elections shall be held during an Assembly meeting no later than during the first week of May on a date set by the Executive Committee.

- B. The Executive Committee shall solicit nominations for officers and publish a slate of nominees with the meeting agenda.
- C. Nominations for a particular office may also be made from the floor.
- D. All elections shall be held by secret ballot unless there is only one nominee standing for a position. The person receiving more than fifty percent of the votes of the members voting shall be declared elected. Runoff elections may be held.
- E. The officers shall assume their duties on July 1st following their election.

IX. Officers of Committees

VII. Election of the Officers of Committees

1. Election shall be held each academic year during the first meeting of the committee with a member of the Executive Committee presiding. The first meeting shall be held prior to the end of the second week of classes for the Fall semester.
 2. Nominations shall be accepted from the floor. The person receiving more than fifty percent of the votes of the members voting shall be declared elected. Runoff elections may be held. In the event of a tie, the presiding member of the Executive Committee shall select, by lot, one of the contestants for the office.
1. The Chairperson shall preside at the committee meetings and shall be the chief executive officer and spokesperson for all the functions and responsibilities of the Committee.
 2. The Secretary shall be responsible for collection of agenda items and preparation and distribution of the agenda and the minutes of meetings.

X. Elections for UALR Elected Committees and Faculty Senate

- a. Elections shall be held during a College Assembly meeting no later than during the first week of May of the final year of the

term of service for the respective representatives. The meeting date shall be set by the Executive Committee.

- b. Nominations may be made from the floor.
- c. All elections shall be held by secret ballot. The person receiving more than fifty percent of the votes of the members voting shall be declared elected. Runoff elections may be held.
- d. To ensure broad representation, senators to the UALR Faculty Senate shall be elected according to the following procedure:
 - 1. Nominations are solicited from all voting members of the college at least 10 days prior to the meeting. Nominations are also solicited from the floor. College faculty are encouraged to consider broad representation of academic units when nominating and electing Senators.
 - 2. Nominees with the most votes, up to the number of senators allowed, shall be elected as senators representing the college. The number of votes each voting faculty member is allowed equals the number of available positions. Only one vote may be cast per nominee.
 - 3. Nominees with the next most votes, up to the number of alternates allowed, shall be elected as alternate senators.
 - 4. In the event of a permanent vacancy, the alternate who received the most vote total will fill the vacancy.

XI. Filling Office Vacancies

- a. The Vice President shall assume the office of President of the College Assembly in the event of such a vacancy.
- b. For any other vacancy at any other position occurring among College Assembly officers, University committees, and the Senate, the Executive Committee shall appoint an individual from the college to serve the remaining term. Such

appointments shall follow all guidelines for academic unit representation.

XII. Academic Units

The faculty of each academic unit shall develop its own policies and procedures for conducting business and shall hold meetings at least once each semester of the nine-month academic year for the purpose of discussing and acting upon departmental affairs. In addition to the methods of calling meetings specified in an approved governance document, faculty meetings may be convened by a written call of the department chairperson or by a written call of one-fourth or more of the full-time faculty.

Each academic unit needs to ensure that its written policies and procedures for conducting business include, but are not limited to, the following areas of faculty decision making:

1. Attendance, discussion, and voting rights
2. Calling and holding meetings
3. Curriculum
4. Academic policies
5. Faculty recruiting and appointments
6. Promotion
7. Tenure
8. Annual review of faculty and chair
9. Term and selection of the chair

In specifying the term and selection of the chair, the rules of governance for each academic unit shall specify the procedure by which the academic unit faculty makes its recommendation for chair to the dean. This procedure may specify an election process. The rules of governance for each academic unit shall also specify the term length of the chair.

The governance document shall follow the review and approval process as specified in the Constitution of the University Assembly.

XIII. Coda

As a generic college constitution, this document is to be used by a new college until its own document is approved. The expectation is that each college will replace this document with a document of its own designed to meet the specific needs of the college. To approve a replacement for this document requires a favorable vote from a majority of the members present and voting at two consecutive meetings. The proposed document must then go through the normal review process of the university with approval being at the discretion of the Chancellor.

When the college engages in the process of writing its own constitution, it needs to add language to specify how to amend the constitution for example, by a statement such as shown below:

Amendments may be proposed by any member of the Assembly through motions submitted at a meeting of the Assembly. Amendments must receive a favorable vote from two-thirds of the members present and voting at two consecutive meetings to become effective. All amendments to this document are subject to review and approval in accordance with the Constitution of the University Assembly before they come into effect.

Commentary: The UALR Constitution requires the Faculty Governance Committee to create and submit to the Faculty Senate a generic governance document for new colleges. This document serves that purpose. It is the Committee's hope that established colleges may also find useful ideas that they wish to incorporate into their documents. However, a generic document must be specific whereas a document that could be used as a template for writing general documents would contain lists of possible variations that colleges might want to use. So colleges are cautioned not to see this document as requiring them to do things as specified here. Colleges are free to address governance issues in their own way within the relevant campus and University system authorization.

Attachment 2. Science Criteria

Courses in this area focus on teaching students the concepts and methodologies, findings and applications of science while developing their inquiry and analysis skills. All courses in this area use the scientific method, apply quantitative reasoning, critical thinking, problem-solving, information technology, and a commitment to ethical behavior. All courses must include a lecture and laboratory.

Curriculum Area	Educational Goals	Learning Outcomes Students will:
Science	Knowledge 1 – Concepts, Methodologies, Findings, and Applications of Natural Sciences, Engineering and Technology	<ol style="list-style-type: none"> 1. understand the theoretical perspective used in one or more science discipline; 2. understand observational and experimental methods used in one or more of the sciences; 3. understand applications of the sciences;
	Skills 1 – Communication	1. develop an understanding of how to communicate scientific procedures, results from the inquiry and conclusions resulting from applying the scientific method;
	Skills 2 – Critical Thinking, Quantitative Reasoning, and Solving Problems Individually and Collaboratively	<ol style="list-style-type: none"> 1. develop basic skills from the scientific method including inquiry, data collection, analysis, and interpretation in order to explore a scientific problem from hypothesis testing to formulating a conclusion based on the inquiry; 2. learn about the world through observation and experimentation, through modeling and interpretation, and through analysis and evaluation;
	Skills 3 – Information Technology	1. develop and apply technological tools for inquiry, analysis, and presentation of scientific information and data;
	Values 1 – Ethical Behavior and Personal Responsibility	<ol style="list-style-type: none"> 1. take responsibility for completing assignments in an ethical manner, working on one’s own when required and acknowledging resources when used; 2. develop an understanding of the ethical obligation to be precise and accurate with data, and understand how this obligation applies to communication of information;
	Values 2-Civic Responsibility	1. develop an understanding of the ethical issues that may result when applying scientific knowledge that is incomplete.

Attachment 3. Humanities Criteria

Courses in this area emphasize the reading and interpretation of a broad survey of philosophical, literary, and other texts to focus on the examination and representation of human thought and experience. These courses employ humanistic inquiry in order to interrogate the human experience, and the meanings and values that individuals and cultures assign to it. In addition to the knowledge domain of the humanities, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

Curriculum Area	Educational Goals	Learning Outcomes Students will . . .
Humanities	Knowledge 2 – Concepts, Methodologies, and the Global Heritage of the Arts	<ol style="list-style-type: none"> 1. understand foundational concepts and methods in a particular humanistic discipline 2. understand cultural and historical contexts as they inform philosophical, literary, and other texts
	Skills 1 – Communication	<ol style="list-style-type: none"> 1. read, analyze, and interpret philosophical, literary, and other texts, orally and in writing, using primary and secondary materials
	Skills 2 – Critical Thinking	<ol style="list-style-type: none"> 1. assess, analyze, and synthesize the views, theories, and beliefs presented in philosophical, literary, and other texts 2. determine and gather relevant primary and secondary sources for the assessment, analysis, and synthesis of ideas presented in philosophical, literary, and other texts 3. explore one’s own identity and values in relation to texts and their intellectual, aesthetic, and cultural contexts
	Skills 3 – Information Technology	<ol style="list-style-type: none"> 1. understand and use a range of past and current technologies for inquiry, exploration, and communication 2. assess the reliability and relevance of information resources
	Values 1 – Ethical and Personal Responsibility	<ol style="list-style-type: none"> 1. take responsibility for completing assignments in an honest and ethical manner, working on their own when required and acknowledging resources when used 2. understand the ethical implications of philosophical, literary, or other texts and their interpretations
	Values 2 – Civic Responsibility	<ol style="list-style-type: none"> 1. understand the use of a humanistic perspective in developing a sense of civic responsibility
	Value 3-Global and cultural Understanding	<ol style="list-style-type: none"> 1. understand the importance of the experiences of a diverse range of people as expressed in philosophical, literary or other texts 2. respect diverse viewpoints about the meanings and values of human experiences

Attachment 4. History of Civilization

Courses in this area are unique in that they bridge the humanities and social sciences.

They convey knowledge of key historical people, events, and the contexts in which scientific and humanistic reasoning and discovery take (and have taken) place. These courses explore patterns of social and cultural change and transition over time, make connections between the past and present, and facilitate critical and analytical thinking and writing.

Curriculum Area	Educational Goals	Learning Outcomes Students will . . .
History of Civilization	<p>Knowledge 1: The concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology</p> <p>Knowledge 2: The concepts, methodologies, and the global cultural heritage of the arts and humanities</p>	<ol style="list-style-type: none"> 1. develop a foundational knowledge of historical information and historical methodology; 2. understand how historical context shapes the human experience; 3. understand the inter-relatedness of historical events and the interaction between differing groups and societies; 4. understand the role of science and technology in the development of civilization;
	Skills 1- Communication (oral, written, visual, second language; professional self-presentation)	1. communicate using language appropriate to the discipline of history, orally and in writing
	Skills 2- Critical thinking, quantitative reasoning and solving problems individually and collaboratively	<ol style="list-style-type: none"> 1. use appropriate methods of inquiry to analyze historical readings and ask relevant historical questions; 2. find, evaluate, analyze, and synthesize primary and secondary sources to reach conclusions about the history of cultures and civilizations;
	Skills 3- Information Technology (Locating, retrieving, evaluating,	1. use appropriate technological resources to find appropriate

synthesizing)	primary and secondary sources;
Values 1- Ethical behavior and personal responsibility	<p>1. develop commitment to academic integrity and take responsibility for completing assignments in an ethical manner, working on one's own when required and acknowledging resources when used;</p> <p>2. recognize the value of and demonstrate respect for diverse points of view;</p>
Values 2- Civic Responsibility	<p>1. understand the ethical implications of research, methods, knowledge in addressing cultural issues.</p>

Attachment 5. US Traditions

Courses in this area teach how our government is structured, the history of our nation, and how that history has shaped and is shaping our government.

Curriculum Area	Educational Goals	Learning Outcomes Students will . . .
U.S. History/ Government	Knowledge 1—The concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology.	1. develop a foundational knowledge of the U. S. constitution; and 2a. develop a foundational knowledge of historical information such as names, dates events, terms, and concepts in U.S. history; or 2b. develop a foundational knowledge of the structures, powers, and limitations of U.S. national government institutions; and 3a. understand the diversity and complexity of the historical contexts that shape the U.S. experience; or 3b. understand the decision and policy making processes within and among the branches of the federal government;
	Skills 1- Communication (oral, written, visual, second language; professional self-presentation)	1. communicate using language appropriate to the discipline, orally and in writing;
	Skills 2- Critical thinking, quantitative reasoning and solving problems individually and collaboratively	1. use appropriate methods of inquiry to analyze sources and ask questions appropriate to the discipline; 2. find, evaluate, analyze, and synthesize primary and secondary sources to reach conclusions; 3. support ideas with empirical evidence and reach conclusions based on that evidence;

Skills 3- Information Technology (locating, retrieving, evaluating, synthesizing)	1. use appropriate technological resources to find appropriate primary and secondary sources;
Values 1- Ethical behavior and personal responsibility	<p>1. develop commitment to academic integrity and take responsibility for completing assignments in an ethical manner, working on one's own when required and acknowledging resources when used;</p> <p>2. recognize the value of and demonstrate respect for diverse points of view;</p> <p>3. appreciate value of civility for democratic government;</p> <p>4. understand the normative foundations of the state, the scope of its activities, and the nature of justice;</p>
Values 2- Civic Responsibility	1. understand roles, rights, and responsibilities of citizenship.

**Ad-Hoc Committee on Online Education
Interim Report – SWOT Analysis of Online Education at UALR
December 2013**

Following are the mission statement for online education at UALR and the SWOT analysis conducted. The mission statement has been modified since it was first presented to the Senate in early September. The SWOT analysis is in its preliminary stages. It is based on concerns shared with the committee by staff, faculty and students. However there has been no methodical analysis or verification of those concerns. The next stage of the SWOT, to start in the spring semester, will be to compare the SWOT analysis with existing resources and policies as well as to collect data from stakeholders. This stage will result in a final SWOT analysis and which will then serve as the basis for the strategic plan.

Mission Statement

UALR's faculty and staff are committed to creating and providing quality, cutting-edge, online education. They will empower students through online educational experiences that prepare them to be productive citizens and to pursue life long learning.

SWOT Analysis of Online Education at UALR

1. STRENGTHS.

The Online Format. The nature of the online format provides access to opportunities in higher education for more students than the existing physical campus infrastructure can support. This format allows for some long-term reductions in overhead costs through savings in the use and maintenance of physical facilities. Similarly, the online format can provide accommodations for prospective students in rural areas of the state, allowing the university to recruit students in those areas.

UALR's Environment. The university benefits from the name recognition that comes from being located in Arkansas's capitol city and its largest metropolitan area, Little Rock. Additionally, UALR benefits from the support it has thus far received from stakeholders at all levels. UALR's administration has a long history of strong support for online education, and has been at the forefront of the UA System's efforts toward online programs thus far. This puts UALR in a strategically advantageous position as the UA System becomes more purposeful in encouraging and promoting online courses and programs.

Existing Resources. A large contingent of UALR's faculty either already teaches courses in an online format or has expressed interest in doing so, and there has been a steady increase in the number of online sections offered in recent years. These faculty members have access to training and support resources through the STaR office and IT Services, which have been allocated funding to develop and provide these support mechanisms. Quality control for instructional design can be enhanced through Quality Matters certification. Additionally, the recent expansion of the testing center allows for the increased integrity of online testing and assessment. Further, the recent restructuring within the university has placed online education under the purview of Academic Affairs, which is expected to enhance future coordination of online educational programs across the university.

2. WEAKNESSES.

Vision and Planning. At present, UALR lacks a master plan for the future of online education and how it will fit in the university's overall strategic and development plans. Its approach thus far has been reactive rather than proactive, and has involved the adoption (and subsequent shedding) of some models without sufficient consideration of their potential effects or input from faculty. In integrating online education with future plans, the university must determine what the most appropriate blend of delivery systems will be, whether that be in face-to-face classroom settings, through fully online settings, or a blend of the two. A number of areas have yet to be addressed in these plans:

Development and Alumni Relations. An emphasis on online education is potentially problematic for fundraising and placing students. Online students are not particularly loyal to the university after they graduate, as they do not experience the same socialization into the institutional culture as students who learn in a face-to-face environment.

Market Issues. There currently is no clear definition of what UALR's potential market share in online education could be, nor what segments or regions of that market it intends to pursue. Additionally, the university lacks a clear plan for an approach to online education that focuses on the primarily non-traditional, often underprepared student population that UALR serves. The working assumption that online education will increase graduation rates is questionable and not necessarily supported by available data.

Course Assessments. At present, no plan exists to assess programs and teaching effectiveness in a reasonable and fair manner as it applies to faculty members, private coaches, and graduate teaching assistants. The university also lacks a mechanism to assess the implementation and management of multiple course sections, which is crucial in that the implementation is significantly different from that of face-to-face courses. Particular attention should be paid to the outcomes and feasibility of accelerated online coursework.

Funding and Resources. While the university has already allocated some financial resources to enhancing online programs, those resources are very limited and are further challenged by the recent 10% across-the-board budget cuts. Faculty members often do not have sufficient computer equipment or other hardware and software required to teach online in an effective manner, and there is no articulation of funding specifically for continuing education in online teaching. Additionally, many of the latest programs and features for Blackboard are not available, and faculty are neither involved in nor made privy to the decision-making process when such new features are adopted.

Training and Support Mechanisms. There are a number of concerns with respect to the availability and efficacy of the resources currently available for faculty and students.

Faculty Training and Development. While opportunities for faculty training and development do exist, STaR faces a challenge in adequately communicating training and development resources for faculty. To date, demand for these services has not been sufficient to justify an expansion of training offerings. There is an absence of incentives for professional development, whether financial or through recognition at the departmental level for the purposes of tenure and promotion. There is also a lack of clarity as to who subsidizes continuing education for faculty who teach online. Traditionally, departments support content expertise opportunities, but technological and pedagogical training require their own additional funds.

Student Preparation and Support. Many students come to UALR unprepared for the demands of their coursework. Students often do not understand the nature and demands of online courses, and in many cases they do not possess adequate technical skills nor have off-campus access to computer resources, and many are unaware of campus resources. This lack of student knowledge creates

significant challenges to retention, student success, and the faculty's ability to deliver course material effectively.

Technical Support. The lack of a single, centralized source of support, combined with the lack of support availability on evenings and weekends, poses a significant road block to the effective delivery of online education.

Institutional Policy and Organizational Issues. UALR's infrastructure for online education is generally not well organized. Redundancy and confusion exist within the university, and there is currently no source with clear-cut information on which department or individual bears responsibility for each component of online education.

Institutional Data Collection and Analysis. The university suffers from a lack of data points to consider and inform its decision-making regarding online education. There is currently no central data collection on attendance and enrollment in traditional versus online courses. Some data are not collected in a systematic fashion, and what data are collected are difficult to gather, organize, and analyze. Further, there seems to be inadequate communications between IT and Institutional Research, meaning that data are not shared effectively. It is important that demographics, re-enrollment, and graduation rates for all students are maintained, and that data are stored in such a way that they can be readily analyzed for evaluation purposes.

Registration and Aid Issues. Students and faculty alike face too many hurdles with regard to registration, financial aid, and academic advising. For example, if a student forgets to confirm registration, faculty may be told by administration to re-enroll those students, which can create overloads. Additionally, late registration is even more challenging than regular registration, and students in accelerated programs face difficulty every time they register for the second term. Further, there are an excessive number of steps in BOSS and/or Banner for faculty members to effectively assist students in the academic advising process.

Leadership Concerns. Online education initiatives thus far have been primarily led and conceived by administrators rather than faculty, resulting in a top-down approach and a disconnection between policy and practice. There seems to be a lack of understanding about the pedagogical issues related to online learning and what quality online education entails.

Lack of Policies Regarding Teaching Load. There is presently no established policy regarding teaching load for online courses. Load is a major issue, addressed widely in pedagogical literature. There is no consensus other than recognizing that effective online teaching takes more time than equivalent classroom teaching. However, current policies regarding faculty teaching loads do not account for any release time to develop, maintain, and update online courses. The lack of policy regarding load and scheduling of online courses leads to unevenness in load within and across colleges and sometimes even within departments. Caps on the number of seats available per course are decided arbitrarily, rather than by best practices as outlined in the issue. Additionally, there is no uniform policy for the use of coaches, graduate teaching assistants, or the implementation of multiple course sections.

Tenure and Promotion Policies. There is no standard for departmental, college, and university governance and tenure and promotion documents and policies regarding the teaching and development of online courses and the management of online degree programs as compared to their traditional counterparts.

Learning Management Systems (LMS) and Design Policies. At present, there is no clear policy regarding the appearance or design of online courses, nor is there any policy relating to support for faculty innovation and use of alternative Learning Management Systems.

Intellectual Property Policy. The university's current Technology Enhanced Course Materials (TECM) policy assumes that the intellectual property rights for any TECM reside with the faculty member

unless an agreement has been signed indicating otherwise. However, recent case law appears to challenge the enforceability of this policy, which is of concern to faculty.

Student Behavior and Academic Integrity. There is confusion as to policy, procedure, and the adjudication of student behavioral or academic integrity issues in the online environment.

Faculty-Administration Relations. There is a lack of clarity regarding the scope of faculty support for online initiatives. Administrative decisions regarding online education over recent years have changed frequently, creating a sense of skepticism and mistrust among the faculty. There is concern among the faculty that UALR may attempt to emulate for-profit models of education, using Ph.D.'s and others with terminal degrees to develop courses and related material, but delivering those courses to students through adjunct or contingent faculty at low wage levels with no benefits or office space. In addition, some faculty members, chairs, and administrators do not acknowledge the value of online education or understand the work and effort involved in teaching an online course. In some cases, online faculty members are marginalized simply because they teach online.

3. OPPORTUNITIES.

Structural and Resource Integration. The expansion of online education programs at UALR presents faculty and administrators the opportunity to integrate vital academic supports from the very beginning. The current restructuring of academic and administrative affairs may allow the university to determine how to best allocate its limited resources in order to maximize the efficiency and effectiveness of educational delivery, both in traditional and online settings. Additionally, there is an opportunity to begin long-term research on which types of educational practices produce students who are best prepared for graduation, possessing critical thinking skills and content knowledge.

Recruitment. Providing a diverse offering of online courses and programs presents UALR with the opportunity to recruit a wider range of students with the type of academic credentials needed for success from a broader geographical area.

Innovation. Online initiatives provide faculty with the opportunity to develop and promote interdisciplinary courses and programs, as well as more specialized, short-term courses that serve the needs of business and industry. Additionally, ever-emerging technologies enable faculty to develop new skills and pedagogies and identify the most effective and efficient online delivery models.

4. THREATS.

Market Challenges. The online education market is changing rapidly, and there is concern that the market may be nearing its saturation point. Additionally, there are questions as to whether UALR will be able to compete on a national or even local basis. There are significant challenges to be faced in competing against other institutions within the state of Arkansas. A threat also lies within the marketplace in that high-quality online programs can be difficult to differentiate from low-quality programs offered by other institutions. Additionally, programs which offer 50% or more of their courses online must obtain approval through the UA System and at the state level and are subject to challenges from other system campuses, including UA-Fayetteville, which could potentially hamper future expansion of UALR's online offerings.

Funding Challenges. The recent shift by the state legislature to a performance-based model of higher education funding creates uncertainty as to the availability of funding for online initiatives. This leaves the university more reliant on tuition and other sources of revenue, creating tension between the need to recruit and retain students and the desire to provide a quality educational experience.

Risks to Accreditation. Should class sizes, especially online, increase without a proportional increase in faculty and instructor lines, the university may become at risk for losing its regional accreditation.