



UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Faculty Senate Meeting

Friday, March 14, 2008, 1:00 p.m.

Donaghey Student Center A & B

MINUTES

Present: CAHSS— Amrhein, Anson, Bunch, Chadwick, Cheatham, Dhonau, Eshleman, Estes, Ramsey, Smith, Vinikas, CB— Brice, Holland, Nickels. CE— Barrett, Garner, Kushner, Lindsay). CEIT— Jovanovich, Patangia, Trammel, Tschumi, Wright.. LAW— Aiyetoro, Foster. LIBRARY— Macheak (*alt.*). CPS— Faust, Robertson, Turturro. CSM— Chen, Elsalloukh, Perkins, Sims, Tarasenko, Yanoviak. EX OFFICIO— Anderson, Belcher, Ford, Williams.

Absent: CAHSS— English, Levernier. CB— Edison, Watts. CE— Moley. CEIT — Bayrak. CPS— Gregg, Montague, Robinson. LAW— Fitzhugh. LIBRARY— Medin. CPS— Gregg, Montague, Robinson. CSM—Davis, Douglas, Kosmatov, Rurup. EX OFFICIO— Bates, Rayaz.

I. Welcome and roll call

President Ford declared it to be 1:00 p.m. and called the meeting to order. He acknowledged the new seating arrangement, and asked that senators be seated at the ring of tables and guests in the chairs just outside the circle.

The secretary called the roll.

II. Review of minutes

The minutes of the February 15, 2008, meeting were reviewed. Motion and second to accept the minutes. **Motion carried on voice vote.**

III Announcements

President Ford, in light of the very full agenda, asked that we remember and take our lead in discussion from the word *staccato*. With a disclaimer of any pretension to musical knowledge, he said he understood it to mean “short and punchy.”

Ford recognized that it’s rapidly approaching time to convene the Committee on Committees to make appointments to all our Senate committees for the next year. He asked that senators do all they can do to help recruit good volunteers to stand for the elected committees and councils and to volunteer for the others.

IV. Reports

A. Chancellor Anderson

The chancellor let the Senate know that next week there will be a public announcement of the formation of a Committee on Campus Safety, which will comprise, along with campus representatives of faculty and staff, four people from off campus, including the head of the Arkansas office of the F.B.I. and Little Rock's chief of police. The chancellor pointed out as well that we have at least two faculty members with special qualifications and widely recognized expertise in this area, whose appointments he will be pleased to announce as well.

The group will be charged with reviewing general policies around the campus regarded matters of safety, beyond just the emergency notification system. (The chancellor did, parenthetically, hope everyone is aware we have instituted text messaging as an option in the campus emergency messaging system.) He asked all those present to submit concerns, comments, and recommendations to the public safety committee.

In sympathy and good wishes for our pursuit of such a full agenda, the chancellor noted that as long as he can remember, we've seen the pace of business pick up smartly about mid-March. We survive it always, he said, and emerge around May 1 most often with quite a sense of accomplishment.

The chancellor encouraged the Faculty Senate to give heightened attention to the work going on around increasing our retention of students. If we don't take action this semester, it could easily mean a year's delay before we can move forward as we must.

He commended those who have spent time on retention approaches, including Undergraduate Council and the *ad hoc* committees. The chancellor reiterated for the Senate his two pieces of advice: In as many instances as you can, keep the policy or procedures as simple as possible. And second, we need to pay attention to principle in what we do, but we above all need to be practical. For example, it's true that if we require an FYE course, we'll have students who have to give up an elective. We all like our electives, the chancellor said, and took the opportunity to commend political science electives to all students. However, it is also true that if we don't hang onto students, our funding will suffer, and we'll have less altogether to offer to students.

B. Provost Belcher

The provost offered a brief update on budget season. He hasn't quite yet completed his presentation for the Chancellor's hearings yet, but he has decided on how he will organize his request for new funds. The first priority is, as always, salary increases, this time in five categories: the usual merit-based increases, equity adjustments, moving our averages closer to SREB averages, increasing promotion increments, and pay for part-time faculty members. Other priorities include recruitment and retention, instruction, research, graduate assistants, and infrastructure, and finally, some things like increased bandwidth.

He derived these priorities from his budgets hearings, and consultation with the Deans Council and with the Faculty Senate's Planning and Finance Committee.

Belcher remarked that the Senate should today hear about a proposed model for our developmental program. The impetus for the plan, he said, came from his office. which pulled together a group of people from several areas, including reading, writing, and math faculty.

He also noted that the work of the Tenure Committee coming forward for discussion today strikes him as very important. He underscored the wisdom of revisiting our campuswide guidelines periodically. He has read the present report and recommendation twice, and finds it to be very good work, for which he commended the committee. There are, he also said, some provisions he disagrees with, and he'll communicate those to the committee as the process for review goes on. The provost hopes all of us will do the same in the interest of emerging with the best guidelines we can develop.

C. Reports of Standing Committees

Preceding the reports of Graduate Council and Undergraduate Council, the president noted that we have not done well recently in ensuring that there are regular reports updating the Senate on the work of these two hard-working bodies. The president noted that the executive committee, the chairs of the Council's, and the provost's staff are working to institute a new and better process.

1. Graduate Council, Anne Lindsay, Chair

Lindsay distributed a handout (see attachment A) summarizing the work of the Graduate Council this year. She alerted the Senate to a couple of policy issues coming to the Senate for approval at its next meeting.

Lindsay noted some issues that have been raised in the Council but not yet addressed: 1) Course proliferation, which raises the prospect of dead courses still in the system that need to be pruned, and of duplication of courses, 2) advance notices of degree programs that come through the Council, where the Council is asked to comment on resources but does not have sufficient information to do so, 3) revisions to the curriculum change form, and 4) updating the Graduate Student Handbook, which she noted, desperately needs it.

Lindsay observed that she's putting in place a system that will generate a very brief summary of minutes each time the Council meets along with a link to the minutes, which are available on the Web. The summary and link will be distributed to all faculty, probably through the provost's office, where it can be combined with concurrent reports from Undergraduate Council.

When Lindsay invited questions, the first had to do with whether the Council gets regular updates on new degree programs in the state. Graduate School Dean Sikes fielded the question, and said they're available on the ADHE web site, and that Susan Hoffpauir, associate vice chancellor to the provost, gets notice and when she does, sends them to the deans. Robertson said that sounds like a great process, and that it would be wise, at a minimum, to add the chair of the Graduate Council to that distribution list.

Wright said he has found the Council to have been making some fairly serious policy decisions about which we've learned only later or through a side door, and that this has lately caused difficulty. We may be in our departments, he observed, making policy decisions that are in conflict without our even knowing it.

Wright named as an example changes in what happens with the awarding of a grade of "no credit." His department didn't realize that assigning a grade of no credit means putting a student on academic probation. He asked that we require prompt and appropriate posting of such changes in policy to keep all

faculty apprised. Lindsay said that's not in Graduate Council's authority to require, so she couldn't respond.

2. *Undergraduate Council. Jamie Byrne, Chair*

Byrne reported briefly on the Council's activities, as follows:

- a. Undergraduate Council heard from Carol Thompson regarding the First Year Experience Program. Tabled.
- b. Undergraduate Council approved, with some changes, Sandra Robertson's Academic Success program for students with developmental needs.
- c. Undergraduate Council approved the proposal to make all fine arts classes 3 credits and eliminate the FNAR 2300 and FNAR 2301 courses
- d. Undergraduate Council is working on the revision of the Curriculum Change Forms to make them more user-friendly.
- e. Undergraduate Council, as noted earlier by Anne Lindsay, will be working with Graduate Council on a method to better communicate the actions of the councils to the faculty.

In closing, Byrne encouraged senators to communicate with the faculties in their colleges and encourage them to begin thinking about their representatives to Undergraduate Council for next year..

3. *Tenure Committee, Gary Geissler, Chair. (See attachments B and C.)*

Before introducing Geissler, Ford explained that both he and the provost had asked the Tenure Committee to do what they've done, following the recommendation of last year's Roles and Rewards Task Force, who had discovered a number of tenure-and-promotion-related issues that deserve further examination. Ford noted also that today we are not deciding, but are only discussing and giving guidance to the committee as they continue their work and bring proposals for action to the Senate next month..

Geissler began by reemphasizing some of comments he'd made in this letter to the president and the Senate (attachment B). He thanked the committee for their diligence and hard work. Geissler, who was a member of the Roles and Rewards Task Force, observed that they found in their hearings and meetings all over campus a consistent and high level of concern about tenure and promotion (T&P) practices and dissatisfaction about our current policies.

Our present guidelines, he said, do not specifically state that each department must have written criteria for promotion and tenure, nor do they specifically state that those guidelines must be presented to faculty at the time of their hire. There are no details about how votes are taken, or about how T&P documents should be formatted. The areas the Tenure Committee found lacking as they looked at other universities are exactly the things that we heard faculty being most concerned about. The Committee characterized the present campuswide guidelines as unclear, inconsistent, and outdated.

Geissler said the committee expects a good debate on its recommendations since there has been a lot of give and take within the committee, made up of sixteen elected members, two from each college. He said they've come up with the best document they could by this time, and they do regard it as a work in progress. The committee is glad to engage in wider discussion, and is committed to doing so. Noting the obvious time constraints

in today's meeting, Geissler proposed using this spot on the agenda to begin, and noted they're planning a series of open meetings across the campus through which the discussion can continue..

Geissler proposed to walk the Senate through the proposals (see attachment C), and try to identify quickly those areas of agreement and disagreement.

Six members of the committee were present, and Geissler encouraged them to chime in.

A slightly different version was distributed at today's meeting than the one attached to the agenda, and Geissler quickly pointed out the differences. He noted that Ken Gallant objected to one recent change, and that his good name as a protector of the interests of the Bowen School of Law should remain unchallenged.

In the first proposal: the committee found our existing language too vague, in that, for example, simply meeting the requirement to "adopt criteria" might permit those criteria not actually to be written down.

Concern was expressed about such very specific front-end criteria leading perhaps to more inflexibility than we'd like, especially as we see faculty members growing in directions that fit departmental needs but that might not match perfectly with what they started out with. Looking for language that balances the need for full informing of new faculty with the need for flexibility as both departments and tenure candidates change....

Jovanovich and Lindsay both noted that the "catalog rule" having to do with students' choosing which catalog version applies to them when the roles change during their matriculation might be useful here: let tenure candidates choose the document under which they are judged.

Beginning with the first proposal, Wright raised his general concern that the document is far too specific for a universitywide set of guideline. It removes too much authority from departments.

Gallant, a member of the committee, was recognized, and shared how he believes committee members were seeing these issues. Observed that they all understand criteria for tenure or promotion must be not only quantitative but qualitative, and there will always be those judgments about quality.

Foster observed that there are criteria for removal of tenure now listed in the faculty handbook, and suggested these could also be used as a basis for denying tenure.

In connection with the second proposal, the observation was made that the lists there are already in place in policy. Wright commented that in his opinion they're bad, and would be worth revisiting in a search for general language that would better serve all departments in the university. Holzer pointed the senators to language later in the document that speaks to examples of scholarship "appropriate to the discipline." Aiyetoro said such language would indeed deal with the objection, and perhaps should routinely be added to lists in our tenure policy.

Chadwick said her faculty was reminded that the Roles and Rewards Task Force had done significant work in defining scholarly activity, and asked if the language is consistent between the two documents. Geissler said he thinks it is.

Cheatham raised a general question about whether the committee had been aware of the distinction between “shall” and “should,” and suggested that “shall”s belong in a policy, while “should”s perhaps don’t.

Several questions were raised in connection with the third proposal about whether language is as clear as it ought to be, and about agreement with other university policies, such as those on nonreappointment. Suggestion made that any references to weighting be left to departments. Question raised about the intent of the “if considered” language in reference to student evaluations.

Tschumi suggested that perhaps some of the document could be designated as guidance to departments rather than as requirements candidates must meet. Jovanovich suggested that perhaps the entire document should be written in this way. Much of the language of the document sounds like it’s written with the candidate or the department-level tenure and promotion committee as the intended audience, rather than the departments as the audience.

Moving on to the fourth proposal, Jovanovich pointed out some inconsistency in when and how reports are shared and with whom. Members of the committee confirmed that the intended policy was that whenever a written report regarding tenure or promotion is prepared, it shall be shared with the candidate as it is shared with others specified by the policy. Cheatham raised a question about the specificity of the language about midtenure review taking place with the candidate and the chair and dean, which was surely not meant to exclude other faculty from participating. Wright added that other parts of the document seem to say clearly that midtenure review is to be done by the tenure committee itself, and not by chair, dean, or another faculty committee. Ramsey spotted a single reference to mentoring, and Geissler said they had moved toward language about “advising” rather than mentoring, and may have missed that instance.

Jovanovich said there’s an intersection of policies that needs to be explored: he understands there’s another section in the Faculty Handbook that says the annual review is the primary referent for tenure and promotion decisions.

There may be a bunch of things in the fifth proposal that violate our governance process: for example, faculties have the authority to initiate and develop governance documents; deans do not approve governance documents; and not all departments put their T&P documents in their governance documents. Review of governance documents every five years would be an enormous and onerous process.

Jovanovich asked that the final policy make clear that recommendation about tenure cannot be made unilaterally by administrators.

There was lengthy discussion about third-year review, centering on the implications of such review.

Several senators affirmed that there should indeed not be an across-the-board requirement for a college-level tenure and promotion committee. While we worry about adding too many hoops for candidates, we worry also about providing good protection for candidates, and for faculties in making their recommendations.

President Ford ended the discussion after more than an hour.

4. Calendar and Schedule Committee, Amy Barnes, Chair

Barnes distributed a draft schedule for AY 2011-12, which will come to the Senate for a decision at the next Senate meeting. She said we cannot yet know when spring break will be since ours is pegged to the Little Rock School District's, and we schedule far in advance of them.

D. Ad Hoc Committee Reports

1. Ad Hoc Committee on Academic Freedom, Rick Peltz, Chair. (See attachment d.)

Peltz briefly reviewed the content of the committee's report, and suggested that by accepting the report of the committee, work can go forward on the committee's recommendations.

Tschumi noted that the language of the report excludes full-time, nontenured faculty members, and by doing so creates an unfortunate gap. Peltz agreed with the sentiment, and said the committee saw that issue as outside the scope of its responsibility. He thinks including nontenured full-time faculty in these protections might require changes in the law, and would certainly require changes in Board policy.

Robertson moved to suspend the rules in order to approve the report. Ramsey seconded. Motion passed on voice vote.

Robertson moved that the Senate accept the ad hoc committee's report, and that the executive committee assign the results of the ad hoc committee's work to appropriate committees for action. Tschumi seconded. Motion carried on voice vote.

The parliamentarian noted the absence of a quorum as several senators left following this vote. The chair asked the pleasure of the remaining senators. Faust and Aiyetoro both expressed the desirability of hearing the reports of those who had sat through such long discussion.

2. Ad Hoc Committee for University Professor Rank, John DiPippa, Chair

Ramsey reported for the ad hoc committee. He hopes there will be a recommendation for action ready in advance of the next meeting. He spoke to Prof. Stodola's concern about cost raised at the last meeting, saying he believes the cost will be minor and well worth the investment.

E. Other reports

1. First Year Experience Course, Carol Thompson. (See attachment E.)

Peggy Scranton, reporting for Thompson, said they are in the process of gathering more information, and invited senators to contact her or any other member of the committee with ideas or concerns. Hopes to have a proposal for action by the Senate in April.

In response to a question about how much it's going to cost and where the money will come from, Scranton spoke of the possibility of overloads for faculty. She believes long-term financing of such a program may be anticipated from the increases in appropriation as retention goes up. Hoffpauir said a proposed budget has been submitted to the chancellor for this and other retention efforts.

Anson noted he is in a department that cannot now cover the number of classes at the class sizes optimal for students. Asked again where the money will come from.

Ramsey asked if, given the university's straitened resources, the committee has considered some sort of smaller bottom line than "all first-time entering freshman," such as perhaps requiring the course of all first-time entering freshmen with developmental needs. The answer was yes.

The chancellor believes the new allocation formula will go into effect in 2009, and so he wants new programming to begin in the fall. Scranton pointed out they are seeking the approval of Undergraduate Council this semester, and was reminded by Tschumi and Ford that the Undergraduate Council makes a recommendation to the Senate, and the Senate's approval is required for a new curriculum requirement affecting multiple departments, which means the proposal must come for action to the Senate in April.

2. *Campus Commitment to Universal Design, Susan Queller.*

Susan Quellar, director of the university's Disability Resource Center, introduced Freeland and Kuralt, the two faculty members on the Universal Design Campus Committee. Freeland and Kuralt explained what universal design means, and urged the Senate to read the proposed statement of commitment (see draft, attachment F) and vote to endorse it at the April meeting. Project Pace and the Disability Resource Center are available to faculty to enter into conversation about how we can incorporate universal design.

Several senators reacted to Kuralt's suggestion that lecture content might be posted on the Web. Lively discussion ensued, with the presenters' assurance that a campuswide commitment to universal design would not require posting lecture notes or videos on the Web, and that—as now—the specific methods of accommodating people with disabilities would be worked out individually. The commitment to universal design would, however, move us toward more seamlessly integrated resources, as in classroom technology, that would require less individualized planning and accommodation.

The following matters of old and new business, in the absence of a quorum, were continued to the next meeting of the Senate.

V. *Old Business*

A. MOTION. Senator Adjoa A. Aiyetoro (Second required; majority vote at one meeting)

Move to remove from the table the following motion: "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."

VI. *New Business*

A. MOTION. Sen. Sarah Beth Estes (Resolution; second required; majority vote at one meeting.)

Resolved that the Faculty Senate support the Request for Extension of Employee Benefits as presented in Attachment F.

B. Motion. Sen. Pete Tschumi (Legislation. Requires majority vote at one meeting.)

That the Faculty Senate approve the following motion.

Whereas the faculty as a whole are delegated responsibility for the curriculum by the Board of Trustees via the university's governance document, and

Whereas the Constitution of the University Assembly of the University of Arkansas at Little Rock places primary responsibility for curriculum with the Faculty Senate, and

Whereas the responsibility the Undergraduate Council has for issues that extend across multiple programs is restricted to reviewing and making recommendations to the Faculty Senate, and

Whereas the purpose of this legislative process is to create and foster transparency and to encourage broad, open debate of policy issues to ensure well-developed resolutions that balance and take into account the full range of interest and concerns of all stakeholders, and

Whereas the change of the Fine Arts core courses from two credit hours to three credit hours affects the core requirements of all baccalaureate students, and

Whereas the Undergraduate Council failed in its duty to bring the issue before the Faculty Senate, thus violating the University Constitution,

Therefore the Faculty Senate rescinds the approval of the change from two credit hours to three credit hours with the understanding that the Faculty Senate is not directly concerned with the number of credit hours in the course but is concerned with the effect on the two core curriculums and how the changes affect a variety of majors.

Furthermore, the Faculty Senate encourages the various parties interested in causing this change to bring the issue back to the Faculty Senate when the issues have been broadly discussed and vetted by the campus as a whole and all concerns have been resolved.

Commentary: Basically both the Graduate Council and the Undergraduate Council can approve policy issues that deal with a single program. However, any policy changes that effects multiple programs can only be approved by the Faculty Senate. As to the particular concern, this course change actually causes a core change for students in EIT majors and nursing majors.

VII. Open Forum

The clock having run out on access to the room, the meeting was adjourned at 4:57 p.m.

Judith Faust, Secretary

Attachment A

Grad Council September 2007-February 2008 Summary of Major Issues & Business

Discussions

- 9-12-07 Provost attended - discussed job description for dean/head of ORSP- his request
- 1-30-07 Provost attended– discussed interdisciplinary programs on campus – our request
- 10-24-07 Discussion re coordinators in summer

Advanced Notice Submissions

- 9-12-07 PhD Rhetoric
- 10-10-07 PhD Criminal Justice

New Programs

- 9-12-07 Masters -Accountancy
- 9-12-07 Masters - Taxation
- 10-10-07 PhD Reading
- 11-7-07 Certificate in Information Quality
- 1-30-08 Masters Systems Engineering

Policy

- 2-13-08 Timelines for graduate degree completion – See minutes → Senate
- 2-13-08 Transfer of credit – See minutes →Senate
- Converting special topics courses to permanent courses so calendar reflects options for students – affects recruitment → Senate

Issues Raised But Not Addressed/Completed

- Course proliferation vs deletions
- New programs & council's role in judging resources
- CCFs need revising
- Revision of handbook

Other

- Notification of faculty re council business – coordinating with UG Council to send out weekly email with links to minutes
- FYI - Thesis & dissertation guidelines – Completely revised – On Grad Studies website (Note changes to binding options, paper quality, & deadlines added)

Attachment B

March 4, 2008

Richard K. Ford, President of Faculty Assembly
University of Arkansas at Little Rock

Dear President Ford:

The University Committee on Tenure appointed by the Faculty Senate is very pleased to submit to you its draft of proposed changes to the UALR promotion and tenure (P&T) policies and procedures. As you know, our committee has 16 members, including two representatives from each college and two ex-officio members (i.e., a dean and a department chair). As such, we were able to effectively consider and incorporate various perspectives into our proposals. The committee took its charge very seriously and dedicated much time and effort over the past year to develop our recommendations for your consideration.

Our work is an important continuation of the outstanding efforts of the Task Force on Faculty Roles and Rewards. In their report (which was approved by the Faculty Senate in Spring 2007), the task force concluded that possibly the greatest concern expressed by UALR faculty during a series of open meetings was the lack of clear and consistent processes for promotion and tenure.

Two research studies among UALR faculty (one conducted by the abovementioned task force and another conducted by our committee toward the end of the Fall 2007 Semester) yielded strikingly similar results. A key finding of the Task Force survey was that 61% of faculty felt that UALR's current P&T processes were unsatisfactory. In our follow-up survey (which included 121 faculty members representing each college, faculty rank, and experience level), the key concerns of faculty with regard to UALR's P&T policies and procedures included:

- 1) unclear and ambiguous P&T expectations and guidelines.
- 2) inconsistent tenure requirements.
- 3) unwritten policies and traditions.
- 4) a disproportionate amount of influence by chairs, deans, and/or associate/assistant deans.
- 5) little or no tenure guidance, mentoring, and communication of expectations.
- 6) uneven and outdated P&T policies and procedures across departments and colleges.

In addition to systematically gathering faculty input, our committee reviewed P&T guidelines from numerous other universities (e.g., the University of North Carolina at Charlotte, the University of Texas at El Paso, Indiana University,

Purdue University, the University of Maryland). This extensive review allowed us to identify and adopt “best practices” from reputable universities.

Our committee concluded that ensuring consistency in P&T policies and procedures across campus through clearly written guidelines and various levels of review, while allowing flexibility of specific performance evaluation criteria and weights among departments and disciplines, is half the battle in efforts to increase faculty satisfaction. The other major consideration is clearly communicating to faculty exactly what to expect throughout the P&T process (via orientations, annual reviews, mid-tenure reviews, mentoring programs, workshops, application packet examples, and other information and feedback).

Clearly, the proposed changes to UALR’s current P&T policies and procedures are very much needed to help move the university forward. At a time when numerous, widespread retirements are occurring or imminent among UALR’s faculty, we definitely need P&T guidelines that are satisfactory and up-to-date to attract new, outstanding faculty and to help retain current, productive faculty members.

In closing, I would like to express my appreciation and admiration for the hard work and dedication of our committee members. Our proposed changes to UALR’s P&T policies and procedures are extremely important to the university’s future, and we trust that the Faculty Senate and administrators will give our proposals all due consideration.

I would also like to thank you and the Faculty Senate for your faculty leadership and support.

Sincerely,

Gary L. Geissler, Chair
University Committee on Tenure

Attachment C

Proposed Changes to UALR Promotion and Tenure Guidelines

Submitted to: The UALR Faculty Senate

Submitted by: The University Committee on Tenure

March 4, 2008

Objectives

The primary objectives of the following proposed changes to the promotion and tenure guidelines for the University of Arkansas at Little Rock are to:

1. provide clear promotion and tenure policies, criteria, documentation, and procedures to be followed throughout the university.
2. develop consistent promotion and tenure standards of quality across colleges, thereby maintaining and improving the quality of the university.
3. allow individual departments flexibility in setting appropriate promotion and tenure criteria.
4. clearly communicate promotion and tenure expectations throughout a faculty member's career.
5. ensure fairness, objectivity, and transparency in the promotion and tenure review process.
6. promote the academic freedom of faculty in teaching, scholarship, and service.

Proposal 1

We propose the following addition to the UALR Faculty Handbook at the beginning of the UALR Criteria and General Standards for Initial Appointment, Successive Appointments, Promotion, and Awarding of Tenure (6-9):

Current Version:

In accordance with the provisions of Board Policy 405.1 on appointments, promotion, and tenure as revised, the UALR University Assembly developed and adopted on November 5, 1980 the following criteria and general standards. Detailed written criteria and general standards also exist at the department and college/school levels.

Proposed Version:

Each department/school (“department”) shall set its own specific written, substantive criteria for tenure and/or promotion; however all departmental policies must meet the following objectives and requirements.¹

Departmental, college, university and system-wide written criteria for promotion and tenure decisions shall be presented to the candidate at the time of employment. Unwritten “criteria” shall not be considered in evaluating promotion and/or tenure. In the event of a mission change for any of these units, notice must be given in writing to the candidate of a change in any of the criteria. The standards become fixed as of the last probationary review prior to coming up for tenure [mandatory mid-tenure review – see Procedures for Promotion and Tenure Review]. (Faculty currently employed on tenure-track are subject to the criteria that were in writing at their time of hire.) These written criteria shall constitute the sole criteria for promotion and tenure that will be applied by all persons in the process.

The rules and standards regarding promotion and/or tenure decisions shall permit and encourage faculty members to develop and express different ideas and divergent views and to make inquiries unbounded by present norms, notions of collegiality and academic citizenship, etc, consistent with academic freedom. Mere expressions of opinions, however strongly expressed, however controversial such opinions may be, shall not constitute cause for denial of promotion and tenure. Similarly, decisions on promotion and tenure shall not be based on other inappropriate factors such as life-style, philosophical and/or political and/or religious belief, outlook, and expression of views. Disagreement is essential for intellectual, academic, and social growth; however, the fair exchange of ideas must involve respectful stating and consideration of multiple points of view. Disruptive and disrespectful behavior towards colleagues that is blatant and consistent, such as defamation of character of one’s colleagues, is not sanctioned under academic freedom. Faculty are expected to manifest standards of decency and ethical behavior.

Academic freedom does not include the right to ignore departmental guidelines about the material to be covered in a particular course or reasonable requirements related to the syllabus, textbook, and lesson plans.

The granting of tenure need not be accompanied by promotion, and the granting of promotion need not accompany tenure. The criteria for promotion and tenure are closely related, but not identical. While both are based on performance commensurate with rank, tenure requires documented evidence of the promise of continued achievement.

In accordance with the provisions of Board Policy 405.1 on appointments, promotion, and tenure as revised, the UALR University Assembly developed and adopted on November 5, 1980 the following criteria and general standards. Detailed written criteria and general standards also exist at the department and college/school levels.

Proposal 2

We propose that the Criteria and General Standards for Promotion section

¹ “Criteria” are the professional activities on which the evaluations are based.

(6-10) be replaced with a new section titled General Standards for Promotion and Awarding of Tenure as follows:

Current Version:

III. Criteria and General Standards for Promotion

Promotion in rank is based upon merit. In as much as it is incumbent upon departments to determine what activities and accomplishments constitute satisfactory service in rank, it is expected that 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.

Areas to be addressed by each applicant include: teaching, scholarly activities, and service activities. Evidence of meritorious performance may be demonstrated through such things as, but is not limited to the following:

Teaching

1. Student evaluations
2. Peer evaluations
3. Self evaluation
4. Curriculum design and development
5. Creative/innovative teaching strategies

Scholarly activities

1. Publications
2. Research and/or research project grants
3. Performances
4. Concerts
5. Exhibitions
6. Speeches/presentations to professional meetings
7. Awards/recognitions in professional activities

Service activities

1. Committee/special project participation (department, college, University, system)
2. Discipline-related community involvement
3. Working in and with professional organizations
4. Relating discipline to the community
5. Development of cooperative ventures between University and community
6. Advisement of students
7. Participation in professional meetings

Proposed Version:

III. General Standards for Promotion and Awarding Tenure

The procedure for recommending promotion and tenure begins at the department level [in accordance with Board Policy 405.1, Sections III and IV.A.]. Each department shall establish its own procedure for reviewing promotion or tenure applications to be

approved through administrative channels. This procedure must include participation by tenured faculty other than administrators in the recommendation process.

Promotion in rank is based upon merit. In as much as it is incumbent upon departments to determine what activities and accomplishments constitute satisfactory service in rank, it is expected that 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 evaluation of each promotion and tenure application should be made in relation to written guidelines for performance/achievement as established by the department and approved through administrative channels.

Proposal 3

We propose that the current Criteria and General Standards for Procedure Concerning Awarding of Tenure section (6-10) be replaced with a new section titled Criteria for Promotion and Awarding of Tenure as follows:

Current Version:

IV. Criteria and General Standards for Procedure Concerning Awarding of Tenure

The procedure for recommending tenure begins at the department level [in accordance with Board Policy 405.1, Section IV.A.]. Each department shall establish its own mechanism for reviewing tenure applications to be approved through administrative channels. This mechanism must include faculty participation in the recommendation process.

The evaluation of each application should be made in relation to guidelines for performance/achievement as established by the department and approved through administrative channels.

Proposed Version:

IV. Criteria for Promotion and Awarding of Tenure

Areas to be addressed by each promotion and tenure applicant include: teaching, scholarly activities, and service activities.

Evidence of meritorious performance may be demonstrated through, but is not limited to, the following:

Teaching

To assess excellence in teaching, faculty accomplishment may include, but is not limited to, the following:

1. Student evaluations
2. Peer evaluations
3. Self evaluation
4. Curriculum design and development
5. Creative/innovative teaching strategies

Detailed and specific evidence of effective teaching should be included in the dossiers of faculty members being recommended for promotion or tenure. Evidence of specific curriculum design and development shall be included in the dossier of faculty members being considered for promotion or tenure. 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), and how they conform to or extend principles of "best practices."

Student evaluations, if considered, shall not serve more than half of the overall evaluation of teaching, and student evaluations shall not be weighed more than peer evaluations. Academic units are responsible for evaluating effective teaching in on-line courses and team-taught courses.

Teaching performance shall be evaluated no less than each year according to the department's plan. Teaching in the first year shall not be weighed as heavily as in subsequent years, and teaching evaluations from the first year shall not be considered in subsequent years.

Scholarly activities

To assess excellence in scholarship, faculty accomplishment may be demonstrated through things appropriate to the discipline which may include, but may not be limited to, the following:

1. Publications
2. Research and/or research project grants
3. Patents
4. Performances
5. Concerts
6. Exhibitions
7. Speeches/presentations to professional meetings
8. Awards/recognition in professional activities

Research or its equivalent in the creative and performing arts is expected of all tenure-track and tenured faculty at UALR, as well as all research faculty, scientists, and scholars. In those fields in which scholarly research is primarily comprised of publication in journals, the quality of the journal shall be positively considered in evaluating scholarship. Research and creative accomplishments outside primary teaching responsibilities are permissible as long as they are in the discipline or interdisciplinary purview of the faculty member.

The scholarship of teaching is not the same as "best teaching practices." 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 that document student accomplishment or contribute to the theoretical base of knowledge about curriculum or effective teaching and learning. Appropriate external funding should be sought to support these efforts, as in many other scholarly pursuits.

Increasingly, research, scholarship, or creative activity involves collaboration. The academic unit shall determine if such collaboration across institutional and disciplinary lines is encouraged. Candidates must be careful to document the extent and form of their contributions to collaborative work. They should make clear their individual role (e.g., conception of work; acquisition, analysis, and interpretation of data; writing, revisions, and other communication; administrative and material support) in such collective activity.

Upon employment, faculty shall be informed in writing of the relative importance of the various possible and feasible research/creative activities to the determination of promotion and/or tenure decisions. While departments may take various approaches to research and scholarly activity, such latitude is not designed to supplant the requirement.

Service activities (internal and external)

To assess excellence in service, faculty accomplishment may include, but is not limited to, the following:

1. Committee/special project participation (department, college, university, system; for example, assessment and recruitment projects)
2. Discipline-related community involvement
3. Working in and with professional organizations
4. Relating discipline to the community
5. Development of cooperative ventures between the university and community
6. Student advising
7. Participation in professional meetings

To fulfill the university's mission as a public institution, faculty members shall participate in service activities that are distinct from but related to their roles as teachers and scholars. Contributions in these areas should be carefully documented, evaluated, and considered as positive factors in the reappointment, promotion, and tenure review process.

Significant professional service is expected of each faculty member. The importance assigned to service in considering candidates for promotion or tenure may vary according to individual circumstances and the mission of the unit.

Professional service is normally provided to three specific groups:

1. the public (e.g., various local, national, and international communities; clients; and/or patients);
2. the profession or discipline;
3. the campus and university

Service includes participation in the governance of the university. Consideration should also be given to activities external to the university that are based on the professional expertise of the candidate and related to the public service objectives of the university. Such activities might include service on boards, committees, and task forces,

and service to professional societies and associations. Delivery of continuing education workshops and non-credit courses might be included here or in the teaching area depending upon guidelines established by the candidate's department.

Proposal 4

We propose that the following policy statement be added immediately prior to the Post-Tenure Review section in the UALR Faculty Handbook's Policies Governing Faculty Service (6-12):

Promotion and Tenure Review

The procedures to achieve the ultimate objectives of promotion and tenure policies at the University of Arkansas at Little Rock require: 1) demonstration of faculty excellence in scholarship, instruction and service; 2) substantive processes in the faculty and administrative review for promotion and tenure. The university must establish and maintain high standards of instruction, scholarly discovery, artistic activity, professional service and community outreach, and promote and tenure only those faculty who meet these criteria.

The promotion and tenure procedure provides a structure for mentoring faculty as they proceed through the probationary period, including administrative input by the provost through workshops on the tenure and promotion process and a mandatory mid-tenure review by the department chair and dean (or dean, if the college does not have a departmental structure). The process shall allow for faculty proposal for promotion and/or tenure prior to the end of the probationary period as well as mandatory review if early application has not occurred.

The evaluation shall be performed by a faculty process with a parallel administrative evaluation at the department, college and university level of organization. The candidate shall be informed in writing of progress throughout the procedure. At each stage of review, documentation of the outcome of the review, including the reasons for a positive or negative recommendation, shall be provided. The candidate retains the rights of appeal, without fear of retaliation for exercising those rights. At the same time, the review process protects the confidentiality of both faculty and administrators who participate so that the evaluation process can be as thorough and incisive as possible.

Proposal 5

We propose that the following sub-section be added immediately after the proposed Promotion and Tenure Review policy statement above:

A. Procedures for Promotion and Tenure Review

1. Departmental governance documents relating to promotion and tenure review shall be reviewed and approved by the dean every five years to ensure that they are up-to-date and consistent across the college. The provost must also approve changes to the governance documents. This process must be completed within twelve months.

2. At the time of hire, letters of offer should have in writing such issues as the possibility of early decision, rank, and other understandings.
3. A written statement by the department chair concerning progress toward promotion and/or tenure must be included in each annual review.
4. A university-wide, mid-tenure review shall be mandatory, commonly during the third year of the probationary period. Colleges and/or departments may elect to conduct second and fourth year reviews in lieu of a third year review.
5. The candidate shall submit a dossier of professional activities (as detailed below) to the chair of the departmental (or college if there is no departmental structure in the college) review committee.
6. If a faculty member has a joint appointment between two departments, the promotion and tenure process shall originate within the department that requires the majority of teaching.
7. All departments shall have a department-level promotion and tenure review committee (DRC) consisting of only tenured faculty.
8. All colleges shall have a college-level promotion and tenure review committee (CRC) that provides the dean with recommendations on reappointment, promotion, and the conferral of permanent tenure. The committee shall be elected by the college faculty from the tenured faculty of the college who hold full-time appointments. Election shall be according to procedures established by the college faculty that provides for the election of at least three members, each representing a different department. At the Bowen School of Law, the CRC shall consist of professors from the law school and other schools at UALR and shall perform its review after the review of the Law School Dean. The CRC shall elect its chair from its members.

Colleges shall have procedures ensuring that no faculty member participates in the same case as a member of both the DRC and the CRC in reviewing or providing recommendations about reappointment, promotion, or the conferral of tenure.

No dean, department chair, associate dean, or assistant dean may serve on the CRC.

It is the responsibility of members of the CRC to act in the interest of the college in general. Members of the CRC do not serve on that body to represent the interests of their home departments in supporting or opposing the case of any faculty member under consideration by the CRC.

9. Only tenured faculty and administrators shall participate in the tenure review process.
10. Only faculty and administrators who hold a rank equal to or above the rank for which the candidate is being considered shall participate in the promotion review process. In the event that a department has fewer than three tenured faculty at the appropriate rank, additional tenured faculty may be appointed by the dean.

11. Individual departments (or colleges), based on majority vote of the tenured members, shall have autonomy in determining when and how external review of applications should be included in the promotion and tenure process.
12. Promotion and tenure review committees at each level shall have a minimum of three tenured faculty members. In the event that a department has fewer than three tenured faculty, additional tenured faculty may be appointed by the dean. The department chair and applicant may submit a list of possible committee members to the dean for consideration.
13. The department (or college if there is no departmental structure in the college) review committee will forward the original recommendation to the department chair (or dean). The chair (or dean) shall not be involved in any of the deliberations of the committee prior to the forwarding of this recommendation.
14. All levels of committees that act on promotion and tenure shall record the vote tallies (not names), which is then forwarded to the next level of review. The Summary of Votes should include the number of: a) positive votes; b) negative votes; c) abstentions; d) absences due to leaves, illnesses, etc.; f) the total number eligible to vote. (The numbers in categories a – d should equal the total number of faculty members eligible to vote in the relevant body). An abstention shall occur if there is an actual or perceived conflict of interest.
15. The candidate shall be provided with an outcome letter, including the vote referenced above, at each committee and administrative review level.
16. Throughout the entire process, confidentiality of information must be maintained. Faculty members and administrators at every review level must assume personal responsibility to ensure that confidentiality is not violated.

Proposal 6

We propose that the following sub-section be added immediately after the proposed Procedures for Promotion and Tenure Review sub-section above:

B. Documentation

Beginning at the date of employment, both the faculty member and the department chair (or college dean in the event that the college does not have a departmental structure, e.g., the William H. Bowen School of Law) shall maintain complete documentation for all aspects of that faculty member's promotion and tenure appointment. Documentation shall include, but not be limited to, letters of understanding at the time of hire; mid-tenure reviews; previous annual reviews; summaries of all teaching evaluations; committee assignments and results; proposals written and grants received; published articles; and other scholarly/creative activities.

The candidate for review is responsible for compiling a complete and accurate dossier of his or her professional activities, according to the format specified by the

department or college. Each department (or college in the event that the college does not have a departmental structure) is expected to foster faculty development and active engagement suitable to the discipline. Expectations for promotion and tenure must be clearly communicated in writing and orally on an ongoing basis (e.g., faculty orientation, annual reviews, mid-tenure reviews). As part of their annual reviews and mid-tenure reviews, tenure-track faculty should be informed about their progress toward tenure in writing and encouraged to ask questions and to seek clarification, when needed. Candidates should be made aware of departmental and campus-wide sources of support. Also, departments should support and fully cooperate with tenure-track faculty in providing the opportunity to review successful tenure applications and other helpful documents.

Specifically, the candidate should directly submit a dossier of the following documentation to the Department Review Committee (or to the College Review Committee in the event that the college does not have a departmental structure), including but not limited to:

1. An up-to-date curriculum vitae (see Appendix for the recommended format);
2. Copies of publications;
3. Copies of any relevant unpublished works (e.g., articles accepted for publication, presentations at conferences);
4. Proposals written and grants received;
5. Materials related to other scholarly/creative activities;
6. For faculty with teaching responsibilities -- a teaching portfolio including, but not limited to:
 - a. A summary of student teaching evaluations relative to available norms
 - b. Peer reviews of teaching performance
 - c. Representative course syllabi and other materials
 - d. A description of learning assessment and application to continuously improve courses;
7. Information related to department, college, and university service, community or public service, professional service, and other relevant forms of service;
8. A self-assessment of the candidate's performance in each of the major areas for review (i.e., scholarship, teaching, and service);
9. Objective letters of evaluation from reputable individuals in the discipline, when required by the procedures of a given college/department;
10. Other supporting documents that may be relevant to the decision.

The dossier may be in the form of multiple binders, or may be prepared as an electronic submission (e.g., a CD or DVD) containing folders equivalent to the hard copy binders may be used. Label each binder or electronic file folder clearly and include a table of contents in each binder or file folder.

On the front of the hard copy dossier binder please place a sheet or label that includes the following information:

Name of Faculty Member, Current Rank, School/College, Department or Unit

Affiliation, and nature of the application (e.g. Application for Promotion and Tenure, or Application for Promotion or Application for Tenure.)

For electronic dossier submission, the equivalent information should be in a file called Title Page.

For dossiers in electronic submission, items like the application form, curriculum vitae, summaries of teaching, research, and service accomplishments, statement of teaching philosophy should be saved as pdf files. A 12-point serif font such as Times New Roman or Palatino, or a 12-point sans serif font such as Arial is preferred. Letters/documents with letterhead and signatures should be scanned into Adobe Acrobat pdf format for inclusion in an electronic submission dossier.

Material should be clearly organized. In hard copy submission, this means a binder for primary materials with a detailed table of contents and marked tabs, and other binders for supplementary materials, each with a table of contents and marked tabs; in electronic submission this means folders on CD or DVD labeled accordingly. In the case of electronic submissions, there should be a title page and a table of contents file included in each electronic folder, and each folder should be labeled (e.g. Primary Materials; Teaching; Research/Creative; Service).

Additional information (e.g., annual and mid-tenure evaluations) may be available or required in the dossier by a given college/department. Also, the department and college review committees, department chair, and dean may make a written request for any missing or additional information or clarification needed for the review.

Report of the Department Review Committee (DRC):

An analysis of the candidate's strengths and weaknesses and the resulting recommendation should be prepared by the Department Review Committee and addressed to the department chair (who will not serve on this committee). It should indicate the vote of the committee on the recommendation and be signed by all members to indicate that they have reviewed the report. Significant minority opinions should 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.

Recommendation of the Department Chair:

An analysis of the candidate's strengths and weaknesses and the resulting recommendation should be prepared by the department chair and addressed to the dean. If the recommendation is positive, a copy is given to the candidate when it is forwarded to the dean. If it is negative, he or she shall meet with the faculty member to provide the faculty member with a copy of the determination and its rationale, and to explain the faculty member's right of rebuttal. Within ten days after this meeting, the faculty member may submit to the dean and the chair his or her written rebuttal to the chair's determination. Upon receipt of the faculty member's rebuttal, or at the end of ten days after the chair meets with the faculty member if the faculty member does not submit a rebuttal, the chair shall submit his or her determinations and rationales, together with the recommendations and rationales of the DRC, to the dean of the college.

Report of the College Review Committee (CRC):

An analysis of the candidate's strengths and weaknesses and the resulting recommendation should be prepared by the College Review Committee and addressed to the dean (who will not serve on this committee). It should indicate the vote of the committee on the recommendation and be signed by all members to indicate that they have reviewed the report. Significant minority opinions should 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.

Recommendation of the Dean:

An analysis of the candidate's strengths and weaknesses and the resulting recommendation should be prepared by the dean and addressed to the provost. If the recommendation is positive, a copy is given to the candidate when it is forwarded to the provost. If the recommendation is negative, he or she shall meet with the faculty member to provide the faculty member with a copy of that determination and its rationale, and to explain the faculty member's right of rebuttal. Within ten days after this meeting, the faculty member may submit to the provost and the dean his or her written rebuttal to the dean's determination. Upon receipt of the faculty member's rebuttal, or at the end of ten days after the dean meets with the faculty member if the faculty member does not submit a rebuttal, the dean shall submit his or her determinations and rationales, together with the recommendations and rationales of the CRC and the DRC, the determinations and rationales of the department chair, and the faculty member's rebuttal(s), if any, to the provost.

Recommendations and Documentation Reviewed by the Provost:

The documents submitted to the provost for review shall include the applicant's entire dossier, with the reports and recommendations of all prior review levels.

Termination of Review:

Throughout the promotion and tenure review process, three negative consecutive reviews (e.g., by the departmental committee, department chair, college committee, or dean; or for the Law School – by the committee, the dean, and the provost) effectively terminates the review process. However, the candidate may then initiate an appeals procedure for reconsideration of a negative recommendation, in accordance with provisions stated in the university's governance document.

Appendix

The curriculum vitae should be completed in the following format:

- A. Personal Information (Name, department, current rank)
- B. Education (including institutions, dates, degrees)
- C. Professional Employment (employment background, in reverse chronological order)
- D. Research, Scholarly and Creative Activities
In each category, published works should be listed first, in reverse chronological order, followed by works not yet published but accepted for publication. Pieces

in preparation that are not completed and not reviewed should not appear on a c.v. (The one exception is working papers, customary in certain fields such as economics and mathematics. These should be listed in D 9. "Other"). The candidate should distinguish between authored and edited works and between refereed and non-referred outlets, should clarify the status of work accepted but not yet published, and should identify his or her contribution to multi-authored works. Please list all authors, in the order they appear on the publication. Because disciplines differ in the way senior authorship is listed, please indicate the works on which the candidate is the senior author. When the research is published in a foreign language, the translation of the title should be included.

1. Books. (Please specify if whether a completed manuscript has been accepted without the need for further revisions.)
 - a. Books authored. Original or revised edition should be specified.
 - b. Books edited.
 - c. Chapters in books.
2. Articles in Refereed Journals or Law Reviews/Journals.
Full citation, inclusive of page numbers, should be provided. Review articles and invited articles should be so identified.
3. Monographs, Reports, and Extension Publications. Book Reviews, Other Articles, Notes.
4. Patents Received
5. Talks, Abstracts, and Other Professional Papers Presented.
 - a. Invited talks, etc.
 - b. Refereed conference proceedings.
 - c. Unrefereed conference proceedings.
6. Films, CDs, Photographs, etc.
Specify the nature of the faculty member's contribution.
7. Exhibits, Performances, Demonstrations, & Other Creative Activities.
Specify the nature of the faculty member's contribution.
8. Original Designs, Plans, Inventions, Software.
9. Contracts and Funded Grants.
9. List amount awarded, time period, and role (e.g., principal investigator).
10. Other

E. Teaching, Mentoring, Advising

1. Courses during the period under evaluation.
2. Course or Curriculum Development.
3. Manuals, Notes, Software, Web pages, & Other Contributions to Teaching.
4. Advising (other than research direction): Indicate approximate numbers of

students per year.

- a. Undergraduate.
 - b. Graduate.
 - c. Other advising & mentoring activities (advising student groups, special assignments, recruiting, faculty mentorship, etc.)
5. Advising: Research Direction. The name of student and academic year(s) involved should be indicated, as well as placement of the student(s). List completed work first and then in-progress work.
- a. Undergraduate.
 - b. Master's.
 - c. Doctoral.
6. Extension Activities. Major programs established, workshops, presentations, media activities, awards, honors, etc., should be indicated.

F. Grants (source, amount, type of grant, role on project, starting and ending dates)

G. Honors, Awards, Fellowships, Prizes

H. Service:

1. Professional.
 - a. Offices and committee memberships held in professional organizations (include dates).
 - b. Reviewing activities for agencies.
 - c. Other unpaid services to local, state, and federal agencies.
 - d. Other non-University committees, commissions, panels, etc.
 - e. International activities not listed above.
 - f. Paid consultancies (optional).
2. Campus.
 - a. Departmental.
 - b. College.
 - c. University.
 - d. Special administrative assignments.
 - e. Other.
3. Community, State, National.

Please date the CV in the header, and include numbered pages in the footer so reviewers will know that they have the most recent version and number of pages.

Important Note: CVs should not include age, date of birth, marital status, or social security number (SSN). These items are not relevant and should always be omitted from the CV.

Attachment D

Ad Hoc Faculty Senate Committee to Study Academic Freedom and Tenure

Faculty Senate
University of Arkansas at Little Rock

Dear Senators:

In fulfillment of its mission, the ad hoc Faculty Senate Committee to Study Academic Freedom and Tenure is pleased to submit the following work product to the Faculty Senate.

In the spring of 2007, the Faculty Senate instructed the ad hoc Committee:

- (1) to study the adequacy of the University tenure contract to protect academic freedom;
- (2) to determine the process by which the tenure contract can be revised; and
- (3) to make recommendations accordingly to protect academic freedom.

As to point (1), the Committee has concluded its study of the adequacy of the University tenure contract to protect academic freedom. As to point (2), the Committee has concluded that it is not immediately necessary to revise the tenure contract if instead the University and the Faculty agree on an effective interpretation of the existing contract language, specifically Board Policy 405.1. Accordingly, and as to point (3), the Committee recommends principally:

- (a) that the following Report, Proposed Interpretation, and Illustrations be referred to the standing Faculty Committee on Tenure for consideration in anticipation of formal proposal for adoption by the University and the Faculty;

The Committee furthermore recommends:

- (b) that the Faculty further study the scope of Board Policy 405.1, insofar as it may be limited by its terms, to assess its adequacy as a sole safeguard of academic freedom in the theoretical absence of complementary constitutional safeguards; and
- (c) that the Faculty in the future study the system of tenure, including issues such as the range of personnel who are eligible for tenure and the process by which tenure is awarded, to ensure that tenure itself is not diminished as an institution and that the fundamental principles of academic freedom are observed throughout the university community as part of a consistent philosophy and not reserved for application among a fortunate elite.

In support of these recommendations, the Committee offers the following documents:

- (i) the Report of the Committee;
- (ii) the Proposed Interpretation Concerning Closely Related Activities; and
- (iii) Illustrations in Support of the Proposed Interpretation.

The Committee thanks the Senate for this opportunity to serve the Faculty.

Sincerely,

Ad Hoc Faculty Senate Committee
to Study Academic Freedom and Tenure

Richard J. Peltz, chairman, Law
Carlton M. "Sonny" Rhodes, Mass Communication
Roby D. Robertson, Institute of Government
Olga Tarasenko, Biology
C.F. Williams, History

Report of the Faculty Senate Ad Hoc Committee to Study Academic Freedom and Tenure in Support of the Proposed Interpretation Concerning Closely Related Activities

The university is the quintessential marketplace of ideas.¹ Academic freedom is the legal and theoretical guarantee that ensures the proper functioning of the marketplace.² Accordingly, “[o]ur Nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned.”³

In recent decades, however, courts and scholars have doubted the viability of academic freedom as a zone of liberty protected in constitutional law.⁴ At a 2007 panel of the annual conference of the American Association of Law Schools,⁵ Professor Van Alstyne, a renowned constitutional scholar, described three threads of First Amendment law that cast serious doubt on the future viability of academic freedom as a constitutional concept.⁶ First, the U.S. Supreme Court’s jurisprudence on employee speech suggests that a public employee acting within the scope of employment enjoys no First Amendment protection vis-à-vis the government employer.⁷ Second, the Court’s jurisprudence in government funding suggests that a recipient of government funds may be constrained to speak only in accordance with the terms of the funding.⁸ Third, the Court’s jurisprudence in government speech suggests that public institutions themselves enjoy a prerogative to speak their own institutional viewpoints,⁹ and federal courts have elevated First Amendment protection for institutions over the liberty of individuals within institutions.¹⁰

If academic freedom as a constitutional concept is endangered, then it becomes critically important that academics and academic institutions well define their understanding of academic freedom as expressed through their contractual relationships.¹¹ Fortunately in this vein, the American Association of University Professors has done considerable work in articulating the commonly understood scope of academic freedom, and the norms of the AAUP have been widely adopted by institutions of higher education. The academic freedom policy of UALR

¹ See, e.g., *Keyishian v. Board of Regents*, 385 U.S. 589, 603 (1967).

² See, e.g., *id.*

³ *Id.*

⁴ See generally, e.g., R. George Wright, *The Emergence of First Amendment Academic Freedom*, 85 NEB. L. REV. 793 (2007).

⁵ Academic Freedom, Plenary Program, AALS, Washington, D.C., Jan. 4, 2007; see Elia Powers, *A Freewheeling Academic Freedom Debate*, INSIDE HIGHER ED, Jan. 5, 2007.

⁶ William W. Van Alstyne, Academic Freedom, Plenary Program, AALS, Washington, D.C., Jan. 4, 2007.

⁷ *Id.* (discussing *Garcetti v. Ceballos*, 126 S. Ct. 1951 (2006)). The *Garcetti* Court expressly reserved the question of employee-speech doctrine in the academic context. *Garcetti*, 126 S. Ct. at 1962; see also *id.* at 1963, 1969-70 (Souter, J., dissenting).

⁸ Van Alstyne, *supra* note 6 (discussing *Rust v. Sullivan*, 500 U.S. 173 (1991)).

⁹ *Id.* (discussing *Johanns v. Livestock Marketing Ass’n*, 544 U.S. 550 (2005)).

¹⁰ E.g., *Urofsky v. Gilmore*, 216 F.3d 401 (4th Cir. 2000). See generally Richard H. Hiers, *Institutional Academic Freedom or Autonomy Grounded Upon the First Amendment: A Jurisprudential Mirage*, 30 HAMLINE L. REV. 1 (2007).

¹¹ Cf. Richard J. Peltz, *Censorship Tsunami Spares College Media: To Protect Free Expression on Public Campuses, Lessons from the “College Hazelwood” Case*, 68 TENN. L. REV. 481, 542 (2001) (urging college student media to clarify contractual protection for intellectual freedom in anticipation of loss of constitutional safeguards).

articulated in Board Policy 405.1 is derived directly from the landmark AAUP 1940 Statement of Principles on Academic Freedom and Tenure.¹²

Still, the AAUP articulation of academic freedom focuses on the core functions of research, teaching, and service, and is sparse on detail. Due process is the touchstone of academic freedom protection in the AAUP framework. As a matter of substantive due process, “cause” is a sine qua non of adverse job action against a protected individual, and ample procedural due process also is required. There is no doubt in the AAUP vision that faculty autonomy as against a “for cause” determination embraces a wide range of activities, exceeding the strict, core constructs of research, teaching, and service.¹³ For example, an AAUP statement *On the Relationship of Faculty Governance to Academic Freedom* maintains that “[t]he academic freedom of faculty members includes the freedom to express their views . . . on matters having to do with their institutions and its policies, and . . . on issues of public interest generally, and to do so even if their views are in conflict with one or another received wisdom,” even if the expression does not fall squarely within the traditional cores of published research, classroom teaching, and public service activities.¹⁴ But the AAUP framework offers little more specific articulation of protected faculty activity outside these traditional cores.

At the same time, academic freedom, like other civil liberties, faces vigorous perils in our present era of grave concern for public security. This state of affairs has been studied by the AAUP Special Committee on Academic Freedom and National Security in a Time of Crisis. In the weeks after September 11, 2001, an Orange County (California) Community College professor was suspended for remarks deemed insensitive to Muslim students, and board members of the City University of New York called for the censure of faculty who criticized U.S. foreign policy.¹⁵ At Irvine Valley College in California in 2003, the academic vice president issued a memo admonishing faculty not to discuss the war in Iraq “unless it can be demonstrated, to the satisfaction of this office, that such discussions are directly related to the approved instructional requirements and materials associated with those classes.”¹⁶ Officials of the State University of New York at New Paltz, citing “the best interests of the university,” denied funds to a women’s studies program conference on Islam after off-campus groups alleged unbalanced criticism of Israel.¹⁷ Rutgers University in 2003 denied use of university facilities for a student-organized conference on Palestinian solidarity after pro-Israeli politicians objected, though the university pointed to defective paperwork to support its decision and disclaimed any content or viewpoint bias.¹⁸ In all of these instances, faculty involvement in the activities

¹² AAUP, *AAUP Policy Documents & Reports* 3 (10th ed. 2006).

¹³ See generally NEIL W. HAMILTON, *ACADEMIC ETHICS: PROBLEMS AND MATERIALS ON PROFESSIONAL CONDUCT AND SHARED GOVERNANCE* (2002).

¹⁴ AAUP, *supra* note 12, at 142. Shared institutional governance is an established aspect of academic freedom even though it is not squarely within any of the core functions of research, teaching, or service. See, e.g., Paula Wasley, *AAUP Criticizes Rennsalaer Polytechnic Institute Over Faculty Governance*, CHRON. OF HIGHER EDUC. NEWS BLOG, Sept. 24, 2007.

¹⁵ Robert O’Neil, AAUP, For the Record: Academic Freedom and National Security, <http://www.aaup.org/-AAUP/issues/AF/oneilFTR.htm> (2004) (last visited Dec. 21, 2007) (speech delivered June 12, 2004, in Washington, D.C., to AAUP annual meeting).

¹⁶ AAUP, *Academic Freedom and National Security in a Time of Crisis*, <http://www.aaup.org/AAUP/comm/-rep/crisistime.htm> (2003) (last visited Dec. 21, 2007).

¹⁷ *Id.*

¹⁸ *Id.*

deemed objectionable might be challenged if academic freedom were misconstrued as strictly limited to the core functions of research, teaching, and service. But academic freedom is a broader concept, protecting faculty autonomy in commenting on public affairs¹⁹ and in organizing conferences on matters of public interest, even when those activities are not tightly bound to a classroom lecture or a publication of research.

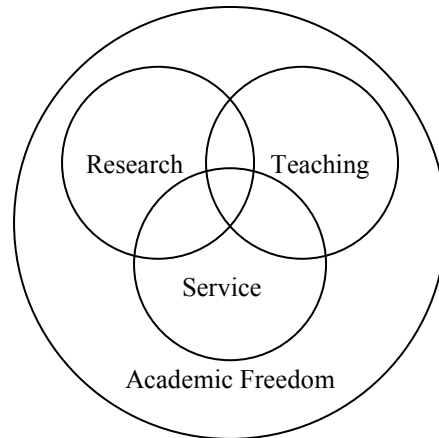


Figure 1

It is therefore at this time appropriate, and in the interest of all members of the university community, to elaborate a common understanding of the academic freedom that is guaranteed by Board Policy 405.1. This Interpretation offers that elaboration by supplementing the Policy's non-exhaustive, exemplary list of faculty activities with examples of activities that are closely related to, but not plainly within, the core academic functions. *See* Figure 1. The committee also has drafted a series of Illustrations to guide understanding of the Interpretation. The Illustrations similarly are exemplary and non-exhaustive; they derive from anecdotal experiences reported by and to members of the committee, from questions asked of the committee, and from hypothetical problems considered by the committee.

Neither the Interpretation nor the accompanying Illustrations mean to change or counter Board Policy; to the contrary, both mean to elaborate on the scope of present Board Policy. The Interpretation furthers the guarantee of Board Policy of a zone of academic freedom that is steadfast and consistent, and not subject to erosion upon the vagaries of constitutional interpretation over time. In this vein, the Interpretation eschews any impact of the devolution of academic freedom as a constitutional concept, as described by Professor Van Alstyne.²⁰ Ultimately, the Interpretation and Illustrations mean to bolster the evident intention of the Board Policy to facilitate a thriving marketplace of ideas in the university and thereby to ensure that the leaders of our communities, states, and nation are “trained through wide exposure to that robust

¹⁹ Post-9/11 fear is a highly visible threat to academic freedom, but certainly the traditional threat of partisan sniping is ever-present. *See, e.g.,* Robin Wilson, *AAUP Goes to Bat for “Freedom in the Classroom,”* CHRON. OF HIGHER EDUC., Sept. 12, 2007 (citing AAUP, *Freedom in the Classroom* (2007)).

²⁰ For example, Interpretation paragraph 2 maintains the application of free expression norms to faculty speech despite the case-law development described by Professor Van Alstyne, *see supra* note 7.

exchange of ideas which discovers truth out of a multitude of tongues, rather than through any kind of authoritarian selection.”²¹

Finally, the committee reports the following recommendations for further inquiry. First, the committee recommends that the Faculty in the future study the scope of Board Policy 405.1, not as it may be construed through appropriate interpretation, but indeed as it may be limited on its own terms, to assess its adequacy as a sole safeguard of academic freedom in the theoretical absence of complementary constitutional safeguards. Second, observing that Board Policy 405.1 concerns itself with the protection of tenured faculty, the committee recommends that the Faculty in the future study the system of tenure, including issues such as the range of personnel who are eligible for tenure and the process by which tenure is awarded, to ensure that tenure itself is not diminished as an institution and that the fundamental principles of academic freedom are observed throughout the university community as part of a consistent philosophy and not reserved for application among a fortunate elite.²²

In fulfillment of its mandate from the Faculty Senate, the ad hoc Committee to Study Academic Freedom and Tenure recommends that the Senate refer this proposal and materials to the standing Committee on Tenure. The ad hoc Committee does not anticipate that amendment will be required to Board Policy itself. A standing committee ultimately may recommend that Senate officers enter discussion with the University Administration with the objective of effecting a joint adoption of the Board Policy 401.5 Interpretation Concerning Closely Related Activities and Illustrations in Support, to be reflected in the UALR Faculty Handbook.

Ad Hoc Faculty Senate Committee
to Study Academic Freedom and Tenure

Richard J. Peltz, chairman, Law
Carlton M. “Sonny” Rhodes, Mass Communication
Roby D. Robertson, Institute of Government
Olga Tarasenko, Biology
C.F. Williams, History

²¹ *Keyishian*, 385 U.S. at 603 (internal quotation marks, marks of prior alteration, and citations omitted).

²² See generally, e.g., John Gravois, *Labor Union Plants a Flag for Academic Freedom in an Era of Fewer Tenured Positions*, CHRON. OF HIGHER EDUC., Oct. 29, 2007 (citing American Federation of Teachers, *Academic Freedom in the 21st-Century College and University*); John Gravois, *Tracking the Invisible Faculty*, CHRON. OF HIGHER EDUC., Dec. 15, 2006 (citing AAUP, *Contingent Faculty Index*); Donna Euben, *Legal Contingencies for Contingent Professors*, CHRON. OF HIGHER EDUC., June 15, 2006; Donna R. Euben, AAUP, *Tenure: Perspectives and Challenges*, <http://www.aaup.org/AAUP/protect/legal/topics/tenure-perspectives.htm> (2002) (last visited Dec. 21, 2007).

Proposed Interpretation Concerning Closely Related Activities

(1) As faculty responsibilities evolve, a need arises to elaborate a common understanding of the academic freedom that is guaranteed by Board Policy 405.1. Section 2(4)(1)(13) of Board Policy 405.1 is clear in that the core functions described in subsections (1), (2), and (3) are exemplary and neither limit nor exhaust the scope of academic freedom. In addition to the core functions of research, teaching, and service, faculty conduct activities that are closely related to those core functions. Accordingly, the broad conception of academic freedom expressed in Board Policy 405.1 protects faculty engaged in those closely related activities. The following statements therefore further exemplify, while still neither limiting nor exhausting, the scope of academic freedom that is protected by Board Policy 405.1.

(a) Faculty members are entitled to freedom in the selection of classroom instructional materials, regardless of medium or source.

(b) Faculty members are entitled to freedom in advising students.

(c) Faculty members are entitled to freedom in their involvement with campus organizations.

(d) Faculty members are entitled to freedom in the course of faculty governance.

(e) Faculty members are entitled to freedom of expression both within and outside the institution.

(f) Faculty members are entitled to freedom of participation in scientific, research, or educational meetings, and in the organization of conferences.

(2) As has always been the case under Board Policy 405.1, acts which interfere with the freedom of faculty to pursue these activities, as well as acts which, in effect, deny the freedom to speak, to be heard, to study, and to administer, are the antithesis of academic freedom. Moreover, for purposes of legal analysis under the First Amendment, faculty engaged in research, teaching, service, and closely related activities are presumed to be speaking on matters of public concern, regardless of whether the matter affects the interests of the speaker.

(3) As has always been the case under Board Policy 405.1, academic freedom does not mean absolute discretion to pursue any agenda without regard for the pedagogical mission of the university. Individual academic choices may be limited by policies that are reasonable and viewpoint neutral, and adopted by duly authorized bodies of the faculty for pedagogical reasons. In matters of alleged interference with academic freedom, due process remains the analytical touchstone such that interference may never be sanctioned when not “for cause” or when lacking the provision of ample procedural safeguards.

Illustrations in Support of the Proposed Interpretation Concerning Closely Related Activities

The following Illustrations mean to demonstrate principles embodied in Board Policy 405.1, as articulated specifically through the Interpretation Concerning Closely Related Activities. The Illustrations are in no way limiting or exhaustive of the scope of academic freedom described by Board Policy 405.1 and the Interpretation Concerning Closely Related Activities.

(1) Selection of Classroom Instructional Materials. Professor X in the English Department chooses a controversial novel for an introductory literature course. She believes as a pedagogical matter that the novel is appropriate to the course. The head of the Department objects to the choice, deeming the book unsuitable as insufficiently challenging. Professor X's adoption decision is protected by academic freedom, because the selection of classroom instructional materials is an activity closely related to teaching. Subsequently, for viewpoint-neutral and pedagogical reasons, the faculty of the English Department duly and reasonably adopts a uniform reading list for all introductory literature courses. Professor X's previous selection is not on the list. Professor X subsequently must abide by the decision of the faculty.

(2) Student Academic Advising. Professor Y in the Political Science Department advises a student who wishes to study historical Soviet politics to consider transfer to another institution, because the University offers limited resources in that area. The student has not taken any classes from Professor Y. University student retention policy disallows advising students to transfer. Professor Y's advising of the student is protected by academic freedom, because even informal student advising is an activity closely related to teaching and service. The University student retention policy may not be enforced against Professor Y, because it unreasonably burdens Professor Y's discretion in student advising.

(3) Student Conduct Advising. Upon a student's request and with the permission of the head of the Business Department, Professor X in the Business Department sits in a meeting between the student and the head of the Department to discuss allegations of plagiarism against the student. The student has not taken any classes from Professor X, but the student trusts Professor X as a neutral observer who is not involved in the matter under consideration. Subsequently, the student is disciplined upon the authority of the head of the Department. Believing that the student has grounds for appeal, Professor X advises the student as to established University procedures for the appeal of disciplinary matters, as well as the student's right, consistent with University procedures, to seek professional outside counsel. Professor X's advising of the student is protected by academic freedom, because student advising is a function closely related to teaching and service. Whether Professor X and the head of the Department differ on the appropriate outcome of the matter has no bearing on the scope of protected activity.

(4) Campus Organization Participation. Upon invitation, Professor Y in the Religion Department participates in a debate sponsored by the Lesbian, Gay, Bisexual and Transgender Student Association. Professor Y vehemently asserts the position that homosexuality is a sin. Professor Y's participation in the debate is protected by academic freedom, both because participation in a campus organization is closely related to teaching and service, and because the expression, however vehemently, of an opinion, however controversial, may not constitute cause for adverse employment action.

(5) Internal Policy Statement, Distinterested Speaker. Professor X in the French Department writes a memo to her departmental colleagues asserting that the placement testing of incoming students is inadequate. Professor X's position is at odds with the conclusion of the French Department Assessment Committee, which just concluded a study of the adequacy of incoming placement testing. Professor X's expression is protected by academic freedom, both because her expression is closely related to service through faculty governance and to teaching, and because the expression of an opinion, however controversial, may not constitute cause for adverse employment action.

(6) Internal Policy Statement, Interested Speaker. Professor Y in the Business Department writes a memo to the departmental faculty stating that the head of the Business Department has shown poor judgment by placing resources in student placement, rather than in faculty research, and that the head should be removed. Because of the Department's fiscal priorities, Professor Y suffers a reduction in funding. Professor Y is accused of acting in self-interest and in not being a "team player." Professor Y's expression is protected by academic freedom, because Professor Y's expression is closely related to service through faculty governance, and to teaching and research, and Professor Y is presumptively commenting on a matter of public concern, even though the matter affects him. Professor Y's expression is also protected because the expression of an opinion, however controversial, may not constitute cause for adverse employment action. Whether a faculty member is regarded as a "team player" has no bearing on the scope of protected activity.

(7) External Policy Statement, Public Affairs. Professor X in the Sociology Department is quoted in the newspaper as an expert stating that government entitlement programs hurt the poor more than help the poor. Professor X did not tell the reporter that she was not speaking on behalf of the University, but she did not affirmatively purport to speak on behalf of the University. Professor X's expression is protected by academic freedom, both because her expression as an expert is closely related to service and research, and because the expression of an opinion may not constitute cause for adverse employment action. Because Professor X was consulted in her capacity as an expert, it was not necessary to disclaim his affiliation with the University. It was evident under the circumstances that Professor X was not purporting to espouse an official position of the University.

(8) External Policy Statement, Institutional Affairs. Professor Y in the Law Department is quoted in the newspaper stating that the University places too much emphasis on recruitment and insufficient emphasis on placement. Professor Y told the reporter that he was not speaking on behalf of the University, but that disclaimer does not appear in the story. Professor Y's expression is protected by academic freedom, both because his assessment of University policy is closely related to service through faculty governance and to teaching, and because the expression of an opinion, however controversial, may not constitute cause for adverse employment action. Professor Y properly disclaimed that he was not speaking on behalf of the institution, and he is not responsible for the subsequent failure of a third party to perpetuate the disclaimer.

(9) External Policy Statement, Whistleblower to Private Entity. Professor X in the Journalism Department urges a regional accrediting agency of journalism departments to determine whether the department awards more credits than permitted in certain subjects, according to accreditation standards, for students pursuing degrees in the Department. Professor X does not know whether the Department is or is not at fault, because she does not have access to records that would demonstrate the Department's culpability. But she is not reckless in urging the agency to make inquiry. The Department's accreditation is consequently jeopardized. Professor X's communication is protected by academic freedom, because the communication is closely related to service through faculty governance, and to teaching, and because Professor X has not asserted a fact she knows to be false, nor asserted a fact with reckless disregard of its truth or falsity. The Department may prefer that Professor X first have worked internally to correct any misunderstanding, but Professor X's failure to do so is not cause for adverse employment action.

(10) External Policy Statement, Whistleblower to Public Entity. Professor Y in the Political Science Department reports to the Department of Education that the Department has disclosed student information in a manner contrary to the Family Educational Rights and Privacy Act. Professor Y's communication is protected by academic freedom, both because the communication is closely related to service through faculty governance, and because the communication is protected by the First Amendment right to petition, regardless of whether the matter concerns Professor Y personally. The Department may prefer that Professor Y first have worked internally to correct any misunderstanding, but Professor Y's failure to do so is not cause for adverse employment action.

(11) Exercise of Public Right. Professor X in the German Department files a request under the state freedom of information act (FOIA) to obtain public records revealing the expenditures of the Department. The Department previously denied access to Professor X on grounds that she had no authority over or responsibility for the financial disposition of the Department. The FOIA does not condition access on the purpose of the request or identity of the requester. Professor X's FOIA request is protected by academic freedom, because Professor X's supervision of departmental expenditures is closely related to service through faculty governance. Moreover, Professor X's request is protected because the exercise of a statutory or constitutional right cannot be cause for adverse employment action.

(12) Organization of Conference. Professor Y in the History Department organizes a conference of academic professionals on the subject of teaching evolutionary biology. The History Department asks Professor Y, an avowed atheist, to cancel the conference for fear that protests organized by a student organization espousing creationist theology will be disruptive to the campus. Professor Y refuses to cancel the conference. Professor Y's decision to go forward with the conference is protected by academic freedom, because Professor Y's conference activity is closely related to teaching, research, and service. The History Department may not upon mere fear of disruption override Professor Y's decision, and the History Department must endeavor to thwart unlawful disruptive conduct before resorting to censorship of academic activity. The History Department may override Professor X's discretion only upon circumstances demonstrating an imminent threat of substantial campus disruption that cannot be averted by alternatives less restrictive than the curtailment of academic freedom.



FYE: Key to Retention and State funding

Urgency:

- UALR ranks at the bottom of retention and graduation rates in Arkansas for the 2000-2006 cohort, retaining 29.8 of its students in their first year. The average rate is 46.3 percent, with a high of 59.5.
- Ualr also ranks 2nd to last out of 15 similar insitutions across the nation, including University of New Orleans, University of Memphis, Universality of Missouri-St. Louis, with a retention rate of 56 percent for first year students and a graduation rate of 23.92 percent.
- State funding formulas for the new bienium beginning July 1, 2009, target those institutions with higher graduation and retention rates for funding increases. Funding will be based on graduation and retention rates.

The Way Forward

- National statistics show that FYE courses help students persist in their college education.
 - Colleges with 3 hour FYE courses average a retention rate of 46% (ours is 29.8%) per Noel-Levitz survey
 - Students who have taken a three hour FYE course say it was the single course that had the great impact, and that kept them in school. (Habley & McClanahan)
 - College students who take a 3 hour first year experience course graduate at a higher rate than a mtched group of students who were not enrolled in the course (Schnell, Seashore, Louis and Doetkoff (2003)



- No matter what the initial ACT scores or high school GPA a student might possess, six constructs taught in FYE courses were found to be predictive of college persistence: goal setting, personal knowledge and development, and community support, among others (Lotkowski, 2004)
- At UALR, the PEAW 1300 course shows a student persistence rate for first year students from 60 to 80 percent (instead of our average which is again, 29%)
- One department based course in Systems Engineering at UALR indicates the persistence rate for students rose from 40 to 81 percent during its initial offering.
- 6 intensive study reports completed on campus from 1994 until the present consistently have recommended an FYE course as one way to help students persist in their academic careers

Because the benefits to students (and the university) are proven, we recommend that all entering students be required to take some version of an FYE course.

Our Proposal

Every entering first year student is required to take a first year experience course. These courses assist the student with the transition from high school to college and focus on study skills and community building. The student may find these courses in every college including University College where the designation is PEAW 1300-FYE. All FYE will be identified in the schedule with an FYE after the listing.

- Beginning in the fall of 2008, every entering student would be required to take an FYE course of some type in the first year. Courses already in place through University College, or UC, PEAW 1300, PEAW 1124, or PEAW 1190, for example, would fulfill this requirement.
- Students who are unsure of their major or what direction of study they want to pursue would be directed to the FYE course through UC.



- Students who have an idea about where they want to major would be directed to an FYE type course, if available, that would incorporate the learning objectives in the UC course (see modified list below), but would be offered through either a department or a College.
- In programs that already require over 124 hours for graduation, one of the required entry-level courses in these programs could be modified to incorporate the learning objectives (again, see modified list below) borrowed from the UC FYE course.
- Instructors could opt to teach the course already in place through University College but add the academic component based in his or her discipline. For example, the course could include all of the learning objectives from the current FYE course; students would learn the material through examining a basic theme of the course. Thus, a political science instructor might decide on a theme “Conservative and Liberal Voices in the American Political System.” Students would read and take notes on material related to this theme; they would learn about test taking through this theme; they could perform their service learning through political events taking place in this election year. Betsy Hart in the Office of Campus and Community Affairs has offered help students locate service learning opportunities.
- A department could design its own FYE course and thus gain the benefit of early contact with the student and student semester credit hours. Two examples from departments on campus:
 - Course in Systems Engineering includes similar objectives (below) and includes speakers, field trips, group projects and other components designed to build community (persistence rate rose from 40 percent continuation in the program, to 81 percent continuation)
 - Course from the sciences including biology, chemistry, and earth sciences. This course, still in development, is the result of a national Science Foundation grant and will target talented and needy students, at least initially, but if successful, the course could include other science students.
- A course could be developed through a college such as Arts Humanities and Social Sciences. It could be team taught, or taught by individual instructors.



- Instructors would teach these courses as a part of their load, or as an overload if replacement instructors cannot be found to teach upper level courses.
- All FYE type courses could be listed in the schedule under FYE with a brief description about the course. There a student could find the courses UC offers as well as courses offered through a department or a college that meet the FYE requirement containing similar learning objectives.

Each of the courses that qualify as an FYE course would have a designation after the number similar to what one would find after an online course, which lists the course SPCH 3300-999. The FYE course could be listed as say, PEAW-1300-FYE. In this way advisors could easily recognize which courses fulfill the FYE component of the core no matter what the actual number or prefix.

A committee will be formed to review applications each semester for FYE status. While the actual form of the course could vary, most important will be adherence to the learning objectives of the current FYE courses, emphasis on community building and the inclusion of a service project.

Benefits Of the FYE Approach for Faculty and Students

Students would tend to persist in their college careers, affording them knowledge and skill for further success

FYE courses tend to build community among faculty and students

Students taking FYE courses feed into Learning Community Designed courses that also enhance student persistence.

Departments would meet students early in their academic careers and could promote their own disciplines thus possibly obtaining additional majors.

More students would remain departments or colleges with FYE based offerings, thus increasing SSCHs for those departments or colleges.



In colleges where the persistence rate is low, students would be better prepared to begin college work within particular disciplines, develop speaking and writing skills, and would tend to persist through to graduation.

Current Learning Objectives for FYE:

- **Awareness of the University, college life, organizational structure of the university, student responsibilities, university responsibilities**
- **Active Involvement in the community through understanding the purpose and goals of service learning, and participating actively, recognizing the learning expectations**
- **Emphasis on holistic wellness applied to every part of a student's life, personal and academic**
- **Sense of academic community and a sense of belonging because of an awareness of and how to use all academic, personal, community and UALR publications including, but not limited to Career Links, the Writing center, financial aid, testing services, bookstore, cashier, Office of Campus Life, Bailey Center and many more**
- **Awareness of a learning partnership using critical thinking skills in a reflective essay, developing memory techniques using textbooks, developing sophistication in test taking**
- **Preparation for the future looking at interests, skills and aptitudes, and thinking about career possibilities**
- **Strategic planning for personal development and growth setting personal professional and time management goals, learning about personal finance management, recognizing personal value systems, and the appropriate use of passive, assertive, and aggressive behavior; developing inclusive relationships, recognizing stress management techniques and working on a plan for holistic wellness.**



Attachment F

Resolution Title: A Campus Commitment to Universal Design

Universal design, a concept that emerged from the architectural field, is now recognized as a viable concept for rethinking and reconstructing many environments—including the environments found in educational settings. Frank Bowe, a pioneer in these efforts, defines universal design as it applies to the educational setting as “the preparation of curriculum, materials and environments so that they may be used appropriately and with ease, by a wide variety of people.” In essence, the application of universal design moves us from the separate but equal approach of accommodating individual differences, to a more inclusive and equitable way of thinking about design of instruction and service environments.

We propose a campus-wide commitment to universal design as a framework within which to deliver instruction, plan our services, and organize academic programs.

WHEREAS, the University of Arkansas at Little Rock has demonstrated a longstanding commitment to providing a quality educational experience to a diverse student body;

WHEREAS, the university also has a history of being in the forefront in terms of the campus community’s response to disability;

WHEREAS, the traditional accommodation approach of responding to disability perpetuates a “separate but equal” model;

WHEREAS, the adoption of universal design as a framework within which we deliver instruction, plan our services, and organize academic programs will place UALR in the forefront of universities that are making the shift from a reactive approach to a proactive one;

WHEREAS, the implementation of universal design will likely result in new and improved design;

WHEREAS, many educators have noted that implementing universal design principles benefits most students—including students with disabilities; students for whom English is a second language; international students; nontraditional students; students with a learning style that differs from that of his or her instructor’s teaching style; and academically at-risk groups (which at UALR includes African American men).

Therefore, be it RESOLVED by the Faculty Senate of the University of Arkansas at Little Rock that, UALR staff, faculty and administrators adopt a formal campus-wide commitment to universal design and publish a summary statement on key web pages and in undergraduate and graduate catalogs;

(Sample statement: The University of Arkansas at Little Rock is committed to the creation of usable, equitable, inclusive and sustainable learning environments. We promote the principles of universal design for the betterment of all members of our diverse campus community, including people with disabilities and other identity groups.)

that universal design concepts be infused in faculty and staff training—especially training that relates to course design, Web design, information delivery, and service delivery;

that UALR implement a campus diversity initiative and include Disability as an aspect of the diversity that is an integral part of our campus community;

that the university revisit campus policies and adapt them to reflect this paradigm shift;

that as staff and faculty orientation materials are developed, incorporate messages that promote this philosophy as a part of our campus culture;

that UALR use the principles of universal design to guide construction/development of all aspects of the campus environment: the built environment, classrooms and labs, the IT environment, instruction, programs, and services and engage faculty, staff and administrators in identifying disabling environments and reconstructing them based on these principles;

that UALR hire architects who are trained in universal design principles and involve the Chancellor's Committee on the ADA in the early planning stages for new buildings and remodeling projects;

that we view the need to retrofit a process, product or environment or provide an accommodation as a signpost pointing toward the probable need for redesign;

that we promote inclusive, equitable design with our vendors or potential vendors by communicating the need for products that are usable, to the greatest extent possible, by all of our students, faculty, staff, visitors and alumni and purchasing products that meet our standard; and that we, as a campus, utilize the following as guiding principles as we move forward toward this vision of a more equitable, sustainable and usable campus environment:

- Disability is an aspect of diversity that is an integral part of society.
- Disability is a social construct resulting from the present inability of social institutions and designed environments to accommodate individual differences. (Schriner & Scotch)
- Access is a matter of social justice.
- Good design means, among other things, that a product, process, or environment is, to the greatest extent possible, usable by everyone.
- Creating and advocating for usable, sustainable, and inclusive learning environments is a shared responsibility.