



## FACULTY SENATE

Faculty Senate Meeting Agenda  
Friday, March 29, 2019, 1:00 p.m.  
Ledbetter Rooms B & C, Donaghey Student Center

**I. Welcome and Roll Call**

**II. Review of Minutes (February 22, 2019)**

**III. Announcements**

**IV. Introduction of New Topics (2 minute limit)**

**V. Airing of Grievances (2 minute limit)**

**VI. Reports**

- A. Executive Committee – Amanda Nolen
- B. Chancellor’s Report – Andrew Rogerson
- C. Provost’s Report – Christy Drale
- D. Undergraduate Council – Mike Tramel
- E. Graduate Council – Karen Kuralt
- F. Council on Core Curriculum and Policies – Belinda Blevins-Knabe
- G. Academic Calendar and Schedules Committee - Rene Shroat Lewis (Appendix A)
- H. Governance Committee - Rosalie Cheatham/Andrew Wright

**VII. Old Business - None**

**VIII. New Business**

- A. **Motion FS\_2019\_7.** Senator Macheak on behalf of the Library Faculty (Legislation. Requires majority vote at one Faculty Senate meeting, second required.) Place a constitutional amendment on the University Assembly agenda (Collections and Archives to Ottenheimer Library)

**Be it resolved** that the Constitution of the Assembly of the University of Arkansas at Little Rock be modified to replace “Collections and Archives” with “Ottenheimer Library”.

*Commentary:* As a result of a reorganization, the library has moved out from Collections and Archives and is now under Academic Affairs.

- B. Motion FS\_2019\_8.** Executive Committee (Legislation. Requires majority vote at one Faculty Senate meeting, no second required.) Commendations for the UA Little Rock Women’s Soccer Team and Women’s Basketball Team

**Be it resolved** to commend the UA Little Rock Women’s Soccer team with letters of distinction, and

**Be it further resolved** to commend the UA Little Rock Women’s Basketball team with letters of distinction, and

**Be it further resolved** to present the awards to both teams at the April University Assembly meeting.

*Commentary:* The UA Little Rock Trojans Women’s Soccer and Basketball teams each won their respective Sun Belt Championships and advanced on to the NCAA Tournament.

- C. Motion FS\_2019\_11.** Executive Committee (Legislation. Requires majority vote at one Faculty Senate meeting, no second required.) Placement and Transfer of Credit Policy

**Be it resolved** to modify Policy 517.1 (as amended 4/2017) as follows (underline indicates addition, strikethrough indicates deletion)

### **Policy 517.1 Placement and Transfer of Credit Policy**

#### **Designated Transfer Degree**

A “designated transfer degree” is an Associate of Arts, Associate of Science, or Associate of Arts in Teaching – or any future associate degree program approved by ADHE--that includes a 35-hour state core curriculum.

The core will be transferred according to the core transfer policy and courses will be transferred according to the course transfer policy. Any additional credits that are not assigned by those two policies shall be awarded as general lower level elective credit up to 60 credit hours.

Core Transfer Reciprocity

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~~5. A “designated transfer degree” is an Associate of Arts, Associate of Science, or Associate of Arts in Teaching—or any future associate degree program approved by ADHE—that includes a 35-hour state core curriculum.~~

**Be it further resolved** that with approval, implementation of changes will be effective July 1, 2019.

Commentary: In April 2017, the Faculty Senate revised Policy 517.1 to restrict the transfer of credit. Implementation was postponed to AY 2019-2020 in subsequent senate action (8/2017). The proposed revision creates a provision for students to be able to transfer in credit as part of a completed degree that might not otherwise be credited under the previously approved course transfer policy language.

- D. Motion.** Executive Committee (Procedural. Requires majority vote at one Faculty Senate meeting, no second required). Amend a motion previously adopted on April 27, 2018 referring the matter of proposed revisions to the Annual Review of Faculty Policy to the Committee on Tenure, Faculty Governance Committee, and the Executive Committee, to bring revisions back to the senate in the Fall 2018.

**Be it resolved** to divide the question as related to proposed revisions to Policy 403.3 in order to consider those brought to the Faculty Senate on March 29, 2019; and

**Be it further resolved** to rescind the referral of the matter to the Faculty Governance Committee and the Executive Committee of the Faculty Senate for consideration specifically related to the proposed revisions presented to the Faculty Senate on March 29, 2019.

- E. Motion FS\_2019\_10.** Executive Committee (Legislation. Requires majority vote at one Faculty Senate meeting, no second required.) Revision to Policy 403.3 Annual Review of Faculty Policy.

**Be it resolved** to modify the Annual Review of Faculty policy (403.3) (approved 4/20/1990, modified by FS\_2017\_4, FS\_2018\_20, and FS\_2019\_2.), item I.A.5 to limit the use of student evaluations of courses as the sole basis for evaluation of teaching as per the mark-up in Appendix B (underline indicates addition, strikethrough indicates deletion);

**Be it resolved** to modify I.B of the same policy to reference the list of evidence, qualifying activities, and artifacts from the Promotion and Tenure policy (403.15) to be used in evaluating teaching, scholarly or creative activity, and service ; and

**Be it further resolved** that upon approval, implementation of changes to Policy 403.3 will be effective July 1, 2019.

Commentary: [Comments on student evaluations of teaching in Appendix B.] Currently there are lists of evidence, qualifying activities, and artifacts in both the Annual Review policy (403.3) and the Promotion and Tenure policy (403.15). This raises the potential of one policy being amended independently of the other, thus creating a scenario where an item may be appropriate for use in annual review but not promotion and tenure. By maintaining one list of items used for the evaluation of teaching, scholarly or creative activity, and service ensures alignment between annual review, promotion, and tenure.

- F. Motion.** Executive Committee (Procedural. Requires majority vote at one Faculty Senate meeting, no second required.) Rescind a motion previously adopted on April 27, 2018 referring the matter of proposed revisions to Policy 403.3 pertaining to post-tenure review to the Committee on Tenure, Faculty Governance Committee, and the Executive Committee.

**Be it resolved** to rescind the referral of post-tenure review to the Committee on Tenure, Faculty Governance Committee, and the Executive Committee for consideration.

Commentary: The executive committee concludes that no changes are required to the existing post-tenure review language in Policy 403.3 as passed in November 1998 in order to comply with recent changes to UA Board Policy 405.1. This action does not preclude any of the mentioned committees from bringing additional revisions to this policy.

- G. Motion FS\_2019\_16.** Faculty Governance Committee. (Legislation. Majority vote at one Faculty Senate meeting, no second required.) Annual Review Policy (403.3) (approved 4/20/1990, modified by FS\_2017\_4, FS\_2018\_20, and FS\_2019\_2.)

**Be it resolved** to modify the Annual Review Policy (403.3) as follows:

**I. Annual Faculty Review**

An annual review of the performance of all full-time faculty members shall be made on the basis of assigned duties and according to criteria and procedures required herein. It is the responsibility of the department chair to review the performance of adjunct faculty, visiting faculty, and lecturers according to requirements and guidelines established by the voting faculty as provided in the department's approved governance document.

**Be it further resolved** that upon approval, implementation of changes to Policy 403.3 will be effective July 1, 2019.

*Commentary:* This change is needed in order to assure departmental authority and responsibility for review of Adjunct and Visiting Faculty and Lecturers.

**H. Motion FS\_2019\_17.** Faculty Governance Committee. (Legislation. Majority vote at one Faculty Senate meeting, no second required.) Biennial Faculty Handbook Review

**Be it resolved** that the Faculty Handbook be reviewed and updated biennially in spring, odd-numbered years by the Faculty Governance Committee and that any needed modifications be recommended to the Faculty Senate for approval.

*Commentary:* This legislation assures that the Faculty Handbook will remain current.

**I. Motion FS\_2019\_9.** Executive Committee (Legislation. Requires majority vote at one Faculty Senate meeting, no second required.) Clinical Faculty definition.

**Be it resolved** to adopt the following definition for “clinical” as a modifier for full-time non-tenure track faculty as follows:

The “clinical” modifier may be applied to the ranks of Instructor, Assistant Professor, Associate Professor, and Professor only. The primary application of this modifier is for instruction of practical skills for professional programs often leading to licensure and related administrative service. Delivery of instruction may occur on campus, online, or in field-based settings appropriate to the discipline. The faculty member must be practicing in a clinic or client-based environment. Faculty holding this modifier are not eligible for the granting of tenure. Like other non-tenure track full-time faculty, a clinical faculty position may be a long-term, promotable appointment, with the possibility of renewable multi-year contracts. Candidates must hold an appropriate terminal degree or be qualified based on experience. Licensure or certification may also be a requirement appropriate to the discipline. Departments will determine the criteria for appointments and promotion through each rank. Advancement to each rank will be accompanied by an appropriate increase in salary.

*Commentary:* A Clinical faculty at any rank would not be expected to have a commitment to scholarship and research. This modifier would be for full-time, non-tenure track positions with a commitment to teaching and administrative service (i.e., clinical supervision, clinical instruction, and program coordination). Faculty in a clinical faculty position would be held to expectations defined in the Faculty Roles and Rewards II Non-Tenure track (Policy 403.23) – General Principles and Criteria for Advancement specifically related to Teaching and Service.

**J. Motion FS\_2019\_13.** Faculty Governance Committee. (Legislation. Majority vote at one Faculty Senate meeting, no second required) Adjunct Faculty definition

**Be it resolved** to adopt the description for Adjunct Faculty in Appendix C.1.

*Commentary:* The Adjunct modifier is defined and furthermore assures departmental authority for initiating the process for hiring adjunct faculty and responsibility for verifying and archiving requisite credentials.

**K. Motion FS\_2019\_14.** Faculty Governance Committee. (Legislation. Majority vote at one Faculty Senate meeting, no second required.) Visiting Faculty definition

**Be it resolved** to adopt the description for Visiting Faculty in Appendix C.2.

*Commentary:* The Visiting modifier is defined and furthermore assures departmental authority for initiating the process for hiring Visiting faculty and responsibility for verifying and archiving requisite credentials.

**L. Motion FS\_2019\_15.** Faculty Governance Committee. (Legislation. Majority vote at one Faculty Senate meeting, no second required.) Lecturer definition

**Be it resolved** to adopt the description for Lecturer in Appendix C.3.

*Commentary:* The Lecturer modifier is defined and furthermore assures departmental authority for initiating the process for hiring lecturers and responsibility for verifying and archiving requisite credentials.

**M. Motion FS\_2019\_12.** Graduate Council (Legislation. Requires majority vote at one Faculty Senate meeting, no second required.) Proposed changes to academic clemency policy for graduate students.

**Be it resolved** to modify the Policy for Academic Clemency for Graduate Students (adopted 5/2017) as per the mark-up in Appendix D (underline indicates addition, strikethrough indicates deletion); and

**Be it further resolved** that upon approval, implementation of changes to the Policy for Academic Clemency will be effective July 1, 2019.

*Commentary:* Requiring master's students to sit out for two years keeps them out the entire length of time it would take for a full-time student to complete the degree. During that time, many may lose momentum and choose not to return to school. At a time when enrollment is vital, we would like for these students to be able to come back if their life circumstances have changed. Secondly, the Graduate School has received some applications where even if the student were to be granted clemency, the student's GPA would still be below the "good standing" mark, making it impossible for them to be readmitted. We do not want to see abuses of this policy, however, so we want to require extra work and consideration for a student to be granted more than 2 semesters of clemency.

**IX.** Open Forum

**X.** Adjourn

## Appendix A - Academic Calendar and Schedules Committee

### Fall 2020 with November Break (Approved)

| July |    |    |    |    |    |    |
|------|----|----|----|----|----|----|
| Su   | Mo | Tu | We | Th | Fr | Sa |
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| 12   | 13 | 14 | 15 | 16 | 17 | 18 |
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| 26   | 27 | 28 | 29 | 30 | 31 |    |

| August |    |                     |    |    |    |    |  |
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| 16     | 17 | 18                  | 19 | 20 | 21 | 22 |  |
| 23     | 24 | 25                  | 26 | 27 | 28 | 29 |  |
| 30     | 31 | FT-910 710-910 Beg. |    |    |    |    |  |

| September |    |    |    |    |    |    |
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| October |    |                     |    |    |    |    |  |
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| 16      | 17 | 18                  | 19 | 20 | 21 | 22 |  |
| 23      | 24 | 25                  | 26 | 27 | 28 | 29 |  |
| 30      | 31 | FT-910 710-910 Beg. |    |    |    |    |  |

| November |    |                     |    |    |    |    |  |
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| 23       | 24 | 25                  | 26 | 27 | 28 | 29 |  |
| 30       | 31 | FT-910 710-910 Beg. |    |    |    |    |  |

| December |    |    |    |    |    |    |
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|---------------|------------|-------------|------------------|--------------|-------|
| Campus Closed | Prior Term | Final Exams | Consultation Day | CommenCement | Break |
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### FALL 2020 with October Break (New)

| July |    |    |    |    |    |    |
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| August |    |                     |    |    |    |    |  |
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| 23     | 24 | 25                  | 26 | 27 | 28 | 29 |  |
| 30     | 31 | FT-910 710-910 Beg. |    |    |    |    |  |

| September |    |    |    |    |    |    |
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| October |    |                     |    |    |    |    |  |
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| 16      | 17 | 18                  | 19 | 20 | 21 | 22 |  |
| 23      | 24 | 25                  | 26 | 27 | 28 | 29 |  |
| 30      | 31 | FT-910 710-910 Beg. |    |    |    |    |  |

| November |    |                     |    |    |    |    |  |
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| 16       | 17 | 18                  | 19 | 20 | 21 | 22 |  |
| 23       | 24 | 25                  | 26 | 27 | 28 | 29 |  |
| 30       | 31 | FT-910 710-910 Beg. |    |    |    |    |  |

| December |    |    |    |    |    |    |
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| Campus Closed | Prior Term | Final Exams | CommenCement | Break |
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### Fall 2021 with November Break (Approved)

| July |    |    |    |    |    |    | October |    |    |    |    |    |    |
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| August |    |    |    |    |    |    | November |    |    |    |    |    |    |
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| September |    |    |    |    |    |    | December |    |    |    |    |    |    |
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| 29        | 30 | 31 |    |    |    |    |          |    |    |    |    |    |    |

Prior Term

Commencement

First Day-Class

Consultation Day

Final Exams

### Fall 2021 with October Break (New)

| July |    |    |    |    |    |    | October |    |    |    |    |    |    |
|------|----|----|----|----|----|----|---------|----|----|----|----|----|----|
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| 15   | 16 | 17 | 18 | 19 | 20 | 21 | 22      | 23 | 24 | 25 | 26 | 27 | 28 |
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| August |    |    |    |    |    |    | November |    |    |    |    |    |    |
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| 15     | 16 | 17 | 18 | 19 | 20 | 21 | 22       | 23 | 24 | 25 | 26 | 27 | 28 |
| 29     | 30 | 31 |    |    |    |    |          |    |    |    |    |    |    |

| September |    |    |    |    |    |    | December |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
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| 15        | 16 | 17 | 18 | 19 | 20 | 21 | 22       | 23 | 24 | 25 | 26 | 27 | 28 |
| 29        | 30 | 31 |    |    |    |    |          |    |    |    |    |    |    |

Prior Term

Commencement

First Day-Class

Consultation Day

Final Exams

## Appendix B

### I. Annual Faculty Review

An annual review of the performance of all full-time faculty members shall be made on the basis of assigned duties and according to criteria and procedures required herein.

The annual review of each faculty member shall provide the primary basis for the chairperson's recommendations relating to salary, promotion, granting of tenure, successive appointment, non-reappointment, post-tenure review, and dismissal. Furthermore, this review is to provide guidance and assistance to all faculty in their professional development and academic responsibilities in the areas of teaching, scholarly or creative activity, and service.

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#### A. Procedures for Annual Faculty Evaluation

Detailed criteria and procedures for annual evaluation of faculty shall be recommended by the faculty and chairperson of each academic unit; these criteria and related procedures must be submitted to the dean or director, the Vice Chancellor and Provost, and the Chancellor for approval. All procedures for annual reviews adopted by each unit shall include provision for, and details for implementation of, the following:

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5. Each academic unit shall establish procedures for student evaluation of teaching. The purpose of student evaluation of teaching is to provide students with a voice in curriculum development and implementation.

- a. Student evaluations of teaching may not be the sole basis for evaluation of teaching.
- b. The items included in the instrument administered to students to evaluate teaching must be approved by the department, college, or university faculty.
- c. The data resulting from a faculty member's student evaluation of teaching must be made available to that faculty member in a timely manner and are confidential. These data may only be made available to those involved in performance evaluation (faculty member, chairperson, peer evaluation committee, promotion and tenure committee.).

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#### B. Criteria for Faculty Evaluation

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Evidence, qualifying activities, and artifacts to be used in evaluating teaching, scholarly or creative activity, and service are defined in the Promotion and Tenure policy (403.15).

##### ~~1. Evaluation of Teaching or Professional Performance~~

~~Teaching: Although difficult to evaluate, teaching performance must be given high priority. Important measures for good teaching are influence exerted on students and the mastery of the field.~~

~~Teaching is defined in terms of providing for student learning in a variety of ways, including classroom or clinical instruction, team teaching, supervision of independent study or research, thesis or dissertation supervision, multi-disciplinary teaching activities, student advisement,~~

course preparation, curriculum design and development, use of creative teaching strategies and technologies, etc. Evidence used to evaluate teaching generally include student evaluations, peer evaluations, self-evaluation, and other materials.

Professional Performance (In the case of faculty with non-teaching appointments): Evaluation may include but is not limited to evidence of the following: performance in the areas of professional responsibility and effectiveness in carrying out assigned duties; ability and willingness to accept additional responsibility and/or leadership; cooperation in dealing with personnel at all levels; efforts at self-improvement; innovations in program implementation; development of special projects, resource tools, and/or the use of creative techniques in the performance of duties; initiative and resourcefulness in solving unit problems; ability to communicate effectively orally and in writing. Evidence used to evaluate professional performance generally includes supervisors' evaluations, clientele evaluation, peer evaluation, self-evaluation, and other materials.

## 2. Evaluation of Scholarly or Creative Activities

Scholarly or creative activities are defined in terms of those activities and work products that contribute to the professional growth of the faculty member and the faculty member's academic discipline. Evidence used to evaluate scholarship may include research, academic publications, grants, contracts, papers presented at professional meetings, membership on editorial boards of professional journals, service as a manuscript referee, fellowship awards, and instruction materials preparation (textbooks, video tapes, lab manuals, etc.). In fields where it is appropriate, performance, concerts, exhibitions, and other creative endeavors are considered under the rubric of scholarship. An essential element of judging scholarly or creative activities is peer review.

## 3. Evaluation of Academically related Service Activities

Service shall be evaluated in terms of service to the public, the university, or the profession and may include activities such as discipline-related community service, work on college or university committees, department service, administrative service, recruitment, in-service education, working with professional organizations, and participation in professional meetings. The University has identified public service as an important objective.

*Commentary regarding student evaluations of courses:*

Student evaluations of courses are used regularly at this institution to provide evidence of teaching quality in annual reviews, promotion and tenure decisions, and teaching award decisions. They are sometimes included in the calculus for merit raises. Teaching is a complex set of behaviors and conditions that cannot be assessed in a single outcome measure. The reductive nature of student evaluations creates a misleading metric that can (at best) describe a student's experience in the course; an experience complicated by that student's prior experiences and expectations. We are proposing to limit the use of student evaluations of courses on the grounds that there is systematic misinterpretation and misuse of the student evaluation data and on the grounds the evaluations disproportionately penalize women faculty.

Proper use and interpretation of student evaluations of teaching are important given the impact these data have on faculty careers. However, principles for interpreting interval data in general and teaching

evaluations specifically are generally ignored by both faculty and administrators leading to over-interpretation of small differences in evaluation scores. Measurement theory reminds us that means are estimates of true scores (Cohen & Swerdlik, 2018). An instructor's true score lies within a range of scores that is a function of the number of observations and the standard error present in that measurement. In addition, differences between two means may not be statistically meaningful and any interpretation of a difference should not be made without appropriate statistical tests of significance. Because the misinterpretation of scores from these evaluations is so widespread, we recommend the following guidelines if these data are to be included in personnel evaluations including annual review, promotion, tenure, and merit raises.

- Combine means across items and courses as they are more reliable in the aggregate;
- Provide confidence intervals to represent the range of scores in which the true score falls;
- Comparison means should be provided for context. Comparison means can be a departmental mean or a mean across similar courses; and
- Statistical tests should be conducted and reported to determine if differences between means are statistically significant.

Failing to follow these guidelines undermines standard measurement principles and renders student evaluation data meaningless (Boysen, et al., 2014; Boysen, 2015; Greenwald, 1997; Lawrence, 2018).

However, even following the recommended measurement principles, gender bias in student evaluations represents a form of inequality facing women faculty across academia (Bennett, 1982; Boehmer & Wood, 2017; Gutierrez y Muhs, et al., 2012; MacNell, et al., 2015; Morgan, 2016; Nargundkar & Shrikhande, 2014; Reid, 2010; Rosen, 2018). Assumed societal expectations for gendered roles is evident in the results of empirical studies examining bias in student evaluations of teaching. The demonstrated bias is not based on behaviors of the instructor, but of actual bias on the part of the students and their expectations for gendered behaviors of the instructors. Regardless of the performance of the instructor, students rate women instructors more harshly than men. This suggests that women have to work harder than men to receive comparable ratings thus amplifying institutional inequalities based on gender. Therefore, using student evaluations of teaching as a primary tool to evaluate faculty teaching for the purposes of annual review systematically disadvantages women faculty across this campus.

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## Appendix C Faculty Governance Committee

### C.1 Adjunct Faculty

Certain individuals whose education and professional experience enhance the teaching, research, or service programs of UALR may receive fixed term appointments as adjunct faculty with appropriate academic rank: adjunct distinguished professor, adjunct professor, adjunct associate professor, adjunct assistant professor, or adjunct instructor. Such adjunct faculty are normally:

- (a) employed by an organization other than UALR and do not receive compensation or salary from UALR;
- (b) paid from grant funds administered through UALR;
- (c) employed on a temporary basis to fill a University-funded position; or
- (d) employed primarily (more than 50 percent) in a nonacademic capacity by UALR.

An adjunct faculty position may not be used to circumvent a tenure decision or to extend the probationary period of a nontenured faculty member.

Adjunct faculty appointments are made for a specified period (e.g., one semester or one year), and neither the University nor the individual has a commitment on renewal. Adjunct faculty are hired by the department chair / unit head according to criteria and procedures determined by the department faculty as specified in the unit's approved governance document. It is the responsibility of the chair to assure that official credentials (transcripts and resume) conform to the department's requirements and that these credentials are archived. Lecturers are evaluated following guidelines provided in UA Little Rock's annual review policy. Unless the terms of appointment specify otherwise, UA Little Rock policies on promotion, tenure, on-reappointment, leave, and Off-campus Duty Assignments do not apply to adjunct faculty. The procedures pertaining to matters of dismissal during a term of appointment, as outlined in this Handbook, do apply to adjunct faculty.

Adjunct faculty have voice, but not vote in the University Assembly and in official meetings of the college, school, and department. Colleges, schools, or departments may (consistent with the University Assembly's Constitution and Board of Trustees' Policy) authorize them voting status by specific action on other matters. Depending on the source and terms of financial support, adjunct faculty may be eligible for certain fringe benefits. If so, these are specified in the terms of the appointment.

## C.2 Visiting Faculty

Visiting appointments are used to bring individuals to the UA Little Rock campus for special purposes and varying periods of time. These appointments are identified by the ranks of visiting distinguished professor; visiting professor; visiting associate professor; visiting assistant professor; or visiting instructor.

Visiting faculty are not eligible for tenure consideration but may be eligible for certain fringe benefits. These are specified in the terms of the appointment.

Visiting faculty have voice but not vote in the University Assembly and in official meetings of the college or school and department. Colleges, schools, or departments may (consistent with the University Assembly's Constitution and Board of Trustees' Policy) authorize them voting status by specific action on other matters.

Recommendations for the appointment of visiting faculty originate in the department according to criteria and procedures determined by the department faculty as specified in the unit's approved governance document. It is the responsibility of the chair to assure that official credentials (transcripts and resume) conform to the department's requirements and that these credentials are archived and are submitted through regular channels on the standard appointment form. Visiting faculty are evaluated following guidelines provided in UA Little Rock's annual review policy.

### C.3 Lecturer

The rank of lecturer includes the designation of part-time faculty of the university, employed to expand or enrich the university's offerings. Lecturers have faculty status, but do not teach more than two three-hour courses per semester.

Lecturers' primary responsibilities are to the teaching functions in their assigned classes, and they are expected to perform all duties directly relating to their classes, including keeping appropriate class records and consultation with their students. However, lecturers are not required to perform other duties normally associated with full-time faculty status, such as participation in general campus advisement or service on committees, except by mutual consent.

Lecturers have voice but no vote in the University Assembly and in official meetings of the college or school and department. Colleges, schools, or departments (consistent with the University Assembly's Constitution and Board of Trustees' policy) may authorize voting status for lecturers by specific action on other matters.

Lecturers are hired by the department chair / unit head according to criteria and procedures determined by the department faculty as specified in the unit's approved governance document. It is the responsibility of the chair to assure that official credentials (transcripts and resume) conform to the department's requirements and that these credentials are archived. Lecturers are evaluated following guidelines provided in UA Little Rock's annual review policy. UA Little Rock's general policies on promotion, tenure, non-reappointment, fringe benefits, retirement, leave, and off-campus duty assignments do not normally apply to lecturers. The UA system and UA Little Rock procedures pertaining to matters of dismissal during a term of appointment, as outlined in the Faculty Handbook, do apply to lecturers. Lecturers also have the right to present matters to the appropriate university appeals and grievances committees. Lecturers should consult the [Handbook for Part-Time Faculty](#), available in the Office of the Provost and in the deans' offices.

## **Appendix D Academic Clemency for Graduate Students**

Any UA Little Rock Graduate School student who has previously attended UA Little Rock and whose attendance at UA Little Rock or any institution of higher education has been interrupted for a period of at least ~~two~~ one years may qualify for academic clemency providing he or she meets all of the criteria specified below and was not dismissed for non-academic reasons. Under this policy a Graduate School student may apply to have Graduate School grades and credits earned at UA Little Rock previous to the separation removed from his or her grade point average. Approval of a request for clemency requires the signature of the student's Program Coordinator and the Graduate School Dean.

After re-entering UA Little Rock following a separation of at least ~~two~~ one years from any institution of higher education, a graduate student may request academic clemency at the Graduate School. The student shall specify the term(s) for which clemency is desired. The request will be forwarded, along with appropriate permanent record information, to the student's Program Coordinator for approval. The coordinator shall forward the request to the Graduate School Dean.

Clemency shall cover all credits earned during the semesters (i.e. Spring, Summer, Fall) for which clemency is requested. ~~A Graduate School student may request clemency for up to two entire semesters.~~ If more than two semesters of credit are needed to return the student to good academic standing, a special petition must be filed with the Graduate School. The student's complete record will remain on the transcript with the added notation of academic clemency received. Any petition for academic clemency must be requested and granted prior to the awarding of a degree. Once the degree is awarded, the record is closed and the academic clemency policy cannot be invoked. Academic clemency may be approved only once. For purposes of degree requirements, a student who receives clemency must follow the provisions of the Graduate Catalog in effect at the time of re-enrollment.