



FACULTY SENATE

Faculty Senate Meeting Agenda
 October 29, 2021
 1:00 PM until adjournment
 Synchronous Online

Convene: 1:02 PM

- I. Welcome and Roll Call
 - Present: CHASSE – Anson, Barrio Vilar, Baylis, Blevins-Knabe, Cheatham, Groesbeck, Hamilton, Harris, Matson, Mitchell, Scheidt, Scranton, Smith; CBHHS –ten Bensel, Golden, Knight, Leonard, Ruhr, Sadaka, Solomon, Staley, Woolridge; CSTEM – Baillie, Deng, Kattoum, LeGrand, Milanova, Pidugu, Sharma; LIBRARY – Macheak ; LAW – Woodmansee ; EX OFFICIO – Drale, Bain, Nolen, Wright, Shahan
 - Absent: CHASSE – Condran (OCDA); CBCSTEM – HHS – Atkins, Hendon; CSTEM – Hardeman, Ray, Woolbright; LAW – Boles, Cummings; EX OFFICIO – Chamberlain
- II. Review of Minutes from September 24, 2021
 Approved by acclamation
- III. Announcements
 N/A
- IV. Airing of Grievances (2 minute limit)
 - Wright: Oversights, slippage in terms of domain/authority/process in different areas across campus; need to be aware of these tendencies before transgressive problems become chronic
 - Mitchell: Promised report on pay discrepancies to Black and Brown committee has yet to be provided 16 months after being first requested
- V. Introduction of New Topics (2 minute limit)
 - Harris: Process for Interdisciplinary Programs/senate legislation
 - A: Send proposal to executive committee
 - Mitchell: Research Integrity Officer issue
 - Nolen: Issue of broad concern; please raise this after chancellor's report
 - Wright: Issue of curriculum process; post hoc revisions undermining work by curriculum committees and councils

- VI. Election of Faculty Senate representative to Faculty Governance Committee
 - Nolen: Last call for senator to serve on governance committee
 - No nominations offered

- VII. Reports
 - A. Executive Committee - Amanda Nolen, President of Faculty Senate
General Counsel Maxey's response to UALR-FS_2021_12; contrary to Board Policy 405.1
 - Identifies three main objections
 - 1. In their opinion, UALR FS_2021_12 undermines the intent of the Board policy regarding the role of the department chair in administering an overall unsatisfactory.
 - 2. They were concerned we bypassed a process of review including input/advice from the Chief Academic Officer. President Nolen takes issue with that assertion as the Chief academic officer is not only a member of this senate, but a member of the executive committee of the senate. That composition is unique to this campus, and it is likely that neither President Bobbitt nor General Counsel would have known that. Nolen thinks that needs to be made explicit.
 - 3. Finally, they noted that the section (II) on post-tenure review includes a statement which they are concerned undermines the idea that performance deficiencies may result in a notice of dismissal. The statement in question is highlighted. There appears to be an inconsistency in the General Counsel's assessment and what was actually submitted. She inserts the word "tenure" in the phrase "...without changing due process and substantive tenure rights of faculty." That word does not appear in the legislation we passed and sent forward. We need to determine whether it is that word that is the nature of her concern (in which case it should not be a concern because it is not included) or if it is a broader issue regarding due process of the faculty.
 - Senate should read and review for discussion at November meeting
 - Charge to establish ad hoc committee to review disability policy and syllabus statement/policy
 - Sharon Downs – AVC Wellness and Inclusion
 - The committee has returned a recommendation for a revised syllabus statement, but not in time to make the agenda for this meeting. Will bring to the November meeting.
 - Mark Baillie, DCSTEM
 - Laura Elizabeth Danforth, CBHHS
 - John Hendon, CBHHS
 - Jennifer Hune, CHASSE
 - Karen Kuralt, CHASSE & Graduate School
 - Fairah Solomon, CBHHS
 - Senate exec comm asked for interpretation of legislation of policy; legislation is explicit in terms of parties to determine accommodation.

- A faculty member from the Bowen Law School requested that the executive committee interpret legislation, specifically the syllabus policy as it relates to the Disability Statement. In particular, who is involved in deciding and administering an accommodation in a course for a student with a disability. The executive committee determined that an interpretation was unnecessary because the statement in the legislation is quite clear: **The only parties involved are the DRC rep, the student, and the instructor. There are no other parties involved.**
- Furthermore, the executive committee asks the Faculty Senate to charge the ad hoc committee that is revising the disability statement, to split the language into policy to include things that are under the authority of the faculty senate (in particular that the faculty member must be involved in the determination of the accommodation) and the things that are informational (like telephone number and other ancillaries) that would be included in a syllabus.

Comments

- Silverstein offers commentary on letter from Counsel
- Offers that 405.1 does not authorize role described by Counsel
 1. Opposing readings can be discussed
 2. Counsel's perspective appreciated
 3. Alleged ambiguities do not obtain
 4. State statute necessitates involvement of a tenure committee
- Steinbuch
Re: Disability Policy, appreciates executive committee's clarification on determining accommodations (see above)
- Wright: move to adopt senate report; 2nd
- Ad hoc committee will return recommendations in November

B. Chancellor's Report – Christy Drale, Chancellor

- Response to Flexible Work Arrangements and Remote Work
 - Formal response read (enter into record)
 - UA Little Rock will develop a policy and criteria, but will not include a permanent remote work option
 - Will send copy to faculty and staff senate presidents
 - Policy will be established in Spring
- DEI Fellow will be finalized and become active in Spring
- Re: Research Integrity Officer
 - April Chatham Carpenter is RIO, was appointed in April
- Strategic Plan will not be completed before next budget must be submitted, but committee will have identified key issues before that time

No questions or comments put forward

C. Provost's Report – Ann Bain, Provost & Executive Vice Chancellor

- Cost savings report on college reconfiguration and retrenchment
 - Shared with senate [here](#)
- Salary study is in-process
 - Multiple databases holding information are inconsistent; scrubbing to clarify/identify/reconcile differences
 - Will be a comprehensive study for all faculty
 - Will provide to chancellor in 1-2 weeks
- Thanks to Dean Estes, guidelines to HR in hiring more diverse faculty and staff
 - Training, advocacy, expanded advertising
- IU reports will be posted/shared; please look at within departments closely
- Construction projects on-campus have begun
 - Ottenheimer Library
 - End of SHB project

Qs and Cs

- Wright: How will these changes affect net position?
- A: Will check with VC Ganz; following recommendation by IEC

D. University Finance Report - Jerry Ganz, Vice Chancellor of Fin. & Admin.

- HEERF monies will aid in 2022, but will then end
- Budget planning beginning
 - Will include campus input
- Strategic planning process underway
 - 3 members of Planning and Finance committee will be included
- Will be fine in 2022; looking toward 2023

Qs

- Anson: Re provost's report—what was saved in administrative costs?
- A: Will look to that and respond

E. Recruitment & Admissions Report – Kindle Holderby, Assistant VC of Enrollment Management and Jonathan Coleman, Dep. Dir. Financial Aid & Scholarships

- Report Part II (1:06 – 1:35)
- Slides posted on senate website

Qs and Cs

- Cheatham: Why not offering ½ tuition offer in Spring 2022
 - A: We are

- C: Communication not clear
- Leonard (chat): What is our percentage of students that are freshmen? Are we just concentrating on high schools? I know that in past years financial aid would give workshops there on filing for aid and filling out their FASFAs.
 - A (chat): Approx. 40% of our incoming students each year are freshman. For students that attend other universities we continue to recruit them via email campaigns for an additional year.
- Harris (chat): Is there any way for an academic advisor who is trying to recruit students to be able to tell them what tuition and fees will cost? There doesn't seem to be a clear means of determining what tuition and fees actually cost. And it's hard to recruit when we don't know how much it actually costs.

F. Undergraduate Council – Zac Hagins, Chair (no presentation; [report here](#))

G. Graduate Council - Laura Ruhl, Chair (no presentation; [report here](#))

H. Core Council - Belinda Blevins Knabe, Chair (no presentation; [report here](#))

I. Governance Committee – Rosalie Cheatham, Chair

- Request to share process with departments
 - Refer to [flowchart](#); please follow to avoid losing documents
- Governance documents must comply with UA Little Rock constitution and board policy
- Committee only allowed to review documents between August 15-May 15

J. Planning and Finance Committee – Andrew Wright, Chair

Introduce 2 memos and report into record; sent to secretary

3 recommendations; wish to have senate adopt:

1. Committee voted to recommend at least one representative for each academic college to the Academic Planning Committee (6-1).
 - a) Committee recommended Wright (DCSTEM), Sherwin (CHASSE), Atkins (CBHHS), Lowe (Library), Cummings (Law) to Academic Planning Committee.
 - b) Committee recommended Teague (CBHHS), Springer (DCSTEM), Anson (CHASSE) to Budget Planning Committee.
2. Committee formed subcommittee (Teague, Sherwin, Matson) to monitor implementation of workload policy in Fall 2021 and Spring 2022. Committee requested workload summary for Fall 2021 from provost's office to begin work.
3. Committee requested summary of release categories (not IUs) for service/administrative reassignments for Fall 2021 and a pre-COVID, pre-retrenchment semester (e.g. 2018) to begin the work of developing a table of standard service/administrative reassignments.

- Recommendations adopted.

VII. Old Business - None

IX. New Business

- A. **FS_2021_20** Executive Committee (Legislation. Majority vote at one meeting. No second required.) Regular and Substantive Contact

Be it resolved to amend the Calendar and Schedules Policy (404.11; Rev. 4/21) to add a definition of Regular and Substantive Contact as indicated below and in Attachment A (underline indicates addition; strikethrough indicates deletion);

Regular and Substantive Contact (34 CFR Part 600 – Institutional Eligibility Under the Higher Education Act of 1965 as amended effective July 1, 2021)

Regular interaction between a student and an instructor is defined as

1. “Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
2. Monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.”

Substantive contact for all course modalities is defined as the substantive interaction of “engaging students in teaching, learning, and assessment, consistent the content under discussion, and also includes at least two of the following:

- Providing direct instruction
- Assessing or providing feedback on a student’s coursework;
- Providing information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency;
or
- Other instructional activities approved by the institution’s or program’s accrediting agency.”

Be it resolved that if approved, that where regular and substantive contact is referenced in the Syllabus Policy, that a reference be added that links to this definition; and

Be it further resolved that if approved, implementation of the change would go into effect January 1, 2022.

Commentary: The U.S. Department of Education has recently defined what qualifies as regular and substantive contact in postsecondary education.

- Passed

B. **FS_2021_21** Executive Committee (Legislation. Majority vote at one meeting. No second required.) Course Modality Definitions

Be it resolved to modify the Calendar and Schedules Policy (404.11; Rev. 4/21) to add the following definitions of teaching modality as indicated below and in Attachment A (underline indicates addition; strikethrough indicates deletion);

Face-to-face: This is the standard modality, where students enrolled in a course are expected to attend class in-person at the scheduled time and location. Deviations from this regularity may be made by specifying them in the syllabus (see credit hour policy and syllabus policy). A face-to-face course may contain some on-line instruction; however, it may not exceed the limits defined in a Hybrid course.

On-line: This modality involves an instructor interacting with students by internet dissemination. Interaction may be synchronous with scheduled virtual meeting days and times) or asynchronous with no scheduled meetings. If asynchronous dissemination is used, the interaction must be distinguished from a correspondence course. This distinction must be clear in the syllabus (see syllabus policy, credit hour policy). An on-line course may not have [require] a campus-based component. An on-line course may contain a mixture of synchronous or asynchronous activities.

Correspondence course: A correspondence course is a self-paced course of study, where materials are disseminated through means such as mail or internet, including examinations on these materials. Interaction between instructors and students is limited, is not regular and substantive, and is primarily initiated by the student.

Individualized instruction: Individualized instruction may be self-paced (like a correspondence course) or regular (like a face-to-face or synchronous on-line course).

Hybrid: A hybrid course includes both face-to-face and on-line modalities. More than 25% of each modality must be used for the course to be considered a hybrid course (see face-to-face modality). The percent of each modality must be defined in the syllabus (see credit hour policy, syllabus policy).

HyFlex: A HyFlex course includes a combination of face-to-face and online modalities. Each class session and learning activity is offered in-person, synchronously online, and asynchronously online.

Be it further resolved that if approved, implementation of the change would go into effect **January 1, [Fall] 2022**.

Commentary: These definitions reflect federal definitions of the different course modalities (34 CFR Part 600 – Institutional Eligibility Under the Higher Education Act of 1965 as amended effective July 1, 2021) as well as current institutional practice.

- Two friendly amendments adopted (see highlights above)
- Cheatham: Motion to refer back to executive committee to bring back at November meeting. Smith 2nd.
- Passed

C. **FS_20201_22** Graduate Council (Legislation. Majority vote at one meeting. No second required.) Graduate Student Academic Probation

Be it resolved to approve the Graduate Student Academic Probation policy (approved by the Graduate Council 10/6/2021) as written below:

Any graduate student whose cumulative GPA on all courses taken for graduate credit falls below 3.0 at the end of a semester will be placed on probation. Students will be removed from probation when their cumulative GPA is a 3.0 or above. Failure to make at least a 3.0 in each semester while on probation or receiving two or more C grades (or lower) during the probation period will result in the student being dismissed from the Graduate School. During their first semester on probation, students must meet with a Graduate School advisor in addition to their program advisor to develop a plan to regain good academic standing.

- Passed

X. Open Forum
No discussion

XI. Adjourn (3:42 PM)

Attachment A: Calendar and Schedules Policy (404.11; Rev. 4/30/21)

Policy:

Classes begin and end dates

Fall full-term classes shall begin no earlier than August 18th and no later than August 26th. The full-term session shall end no earlier than December 12th and no later than December 19th.

Spring full-term classes will start relative to Martin Luther King Jr. Day¹ such that the session shall end no earlier than May 12th and no later than May 17th.

Summer full-term classes will start relative to Memorial Day² such that the session shall end no earlier than August 2nd and no later than August 10th.

Succeeding part of term sessions (i.e. 520,530 and 720) may not start until the completion of the preceding session (i.e., 510, 520 and 710). There is an exception for session 910 and 920, which must overlap to allow adequate days for the overall length of the semester.

Time between classes

That the time between classes be ten minutes and be standardize throughout the class schedules. Evening classes will begin at 6:00 p.m. with a ten minute interval between class periods.

Class Blocks³

In order to facilitate usage of classrooms and allow students to create meaningful schedules, all classes that use classrooms on the University of Arkansas at Little Rock main campus must adhere to the defined class blocks. Classes which do not use classrooms on the main campus may develop start times and class blocks that suit their clientele.

Classes must be scheduled to start at the start time, but may end any time before the end of the class block and may use any of the days in the class block. Any class in which a portion of the class will extend across multiple class blocks requires approval of the department chair (or equivalent) or designee with notification to the Registrar.

- The start times for MWF morning classes shall be 8:00, 9:00, 10:00, and 11:00. The class block shall be 50 minutes long.
- The start times for MWF afternoon classes shall be 12:15, 1:40, and 4:30. The class block shall be 75 minutes long.
- The start times for MW evening classes and TR evening classes shall be 6:00, 7:25, 8:50. The class block shall be 75 minutes long.
- The start times for TR classes shall be 8:00, 9:25, 10:50, 12:15, 1:40, 3:05, and 4:30. The class block shall be 75 minutes long.
- The start times for M, W, T, R evening classes shall be 4:30, 6:00, 7:25. The class block shall be 160 minutes long.

¹ IF MLK day occurs on Jan 15 – 20, Classes begin the following day on Tuesday, January 16 – 21). IF MLK day occurs on January 21, Classes will begin on the Monday, One (1) week prior to MLK Day.

² If Memorial Day falls on May 25 through 29, Classes will begin the following day on Tuesday. If Memorial Day falls on May 30 or 31, Classes will begin on the Monday prior to Memorial Day.

³ Implementation date: Spring 2018 semester.

Credit Hour Policy

All credit-bearing courses (undergraduate, graduate, professional), with the exception of courses offered by the William H. Bowen School of Law⁴ must adhere to the standards laid out in this policy.

Each credit hour awarded by UA Little Rock is expected to require a reasonable approximation of the Carnegie Standard Hour for student achievement of course learning objectives following common practice in higher education.

Standard Delivery Mode for a Credit Hour

The standard for UA Little Rock will be to award 1 hour of credit for 750 minutes of direct faculty instruction and 1500 minutes of out-of-class time. The 750 minutes of direct faculty instruction per 1 hour of credit includes in-class assessment and exams as well as the final exam period. Each credit hour awarded must achieve this standard as a minimum.

The department/program faculty offering a course is responsible for assuring that the content of that course, as articulated in the course description, course learning objectives, and level of the course, satisfies this standard.

It is the responsibility of the department chair (or equivalent) or designee to schedule course meeting times that ensure the required contact time (including deviations below) within the academic semester (fall, spring) and the summer session.

It is the responsibility of the course instructor to deliver the content within the schedule of course meeting times. In the event that scheduled activities cannot be delivered (for instance, snow days, holiday, technological failure, or instructor absence), the department/program faculty has the responsibility for making reasonable accommodations to deliver the content.

Regular and Substantive Contact (34 CFR Part 600 – Institutional Eligibility Under the Higher Education Act of 1965 as amended effective July 1, 2021)

Regular interaction between a student and an instructor is defined as

⁴ The William H. Bowen School of Law is accredited by the American Bar Association Council of the Section of Legal Education and Admissions to the Bar (“ABA”), which has been designated by the Department of Education as the law school accreditation agency to ensure compliance with federal regulations. ABA Accreditation Standard 310 governs the determination of credit hours awarded for coursework and is consistent with federal regulations.

3. “Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
4. Monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.”

Substantive contact for all course modalities is defined as the substantive interaction of “engaging students in teaching, learning, and assessment, consistent the content under discussion, and also includes at least two of the following:

- Providing direct instruction
- Assessing or providing feedback on a student’s coursework;
- Providing information or responding to questions about the content of a course or competency;
- Facilitating a group discussion regarding the content of a course or competency; or
- Other instructional activities approved by the institution’s or program’s accrediting agency.”

Deviations from the Standard:

A course that deviates from the Standard (for instance, a course that does not offer a final exam) or that uses a delivery mode other than the Standard (for instance, a laboratory) must indicate the deviation in the syllabus and provide a justification demonstrating how the course will achieve results equivalent to the Standard. A department/program faculty may adopt systematic deviations and equivalencies for alternative delivery modes in lieu of a statement on the syllabi.

Course Modality Definitions:

Face-to-face: This is the standard modality, where students enrolled in a course are expected to attend class in-person at the scheduled time and location. Deviations from this regularity may be made by specifying them in the syllabus (see credit hour policy and syllabus policy). A face-to-face course may contain some on-line instruction; however, it may not exceed the limits defined in a Hybrid course.

On-line: This modality involves an instructor interacting with students by internet dissemination. Interaction may be synchronous with scheduled virtual meeting days and times) or asynchronous with no scheduled meetings. If asynchronous dissemination is used, the interaction must be distinguished from a correspondence course. This distinction must be clear in the syllabus (see syllabus policy, credit hour policy). An on-line course may not have a campus-based component. An on-line course may contain a mixture of synchronous or asynchronous activities.

Correspondence course: A correspondence course is a self-paced course of study, where materials are disseminated through means such as mail or internet, including examinations on these materials. Interaction between instructors and students is limited, is not regular and substantive, and is primarily initiated by the student.

Individualized instruction: Individualized instruction may be self-paced (like a correspondence course) or regular (like a face-to-face or synchronous on-line course).

Hybrid: A hybrid course includes both face-to-face and on-line modalities. More than 25% of each modality must be used for the course to be considered a hybrid course (see face-to-face modality). The percent of each modality must be defined in the syllabus (see credit hour policy, syllabus policy).

HyFlex: A HyFlex course includes a combination of face-to-face and online modalities. Each class session and learning activity is offered in-person, synchronously online, and asynchronously online.

Time Between Final Exams and Grades Due

That all academic calendars will provide adequate time for grading between the administration of final examinations and the deadline for reporting grades to the Office of the Registrar. Adequate time for grading is defined for full, 9-week, and 7-week terms as two complete business days between the administration of the last regularly scheduled examination and the deadline for reporting grades to the Office of the Registrar. One complete business day is the minimum for 5-week terms.

Final Exams

Consultation Day will be the first business day after the last day of classes. Faculty should be available to consult with students during business hours (8:00 am - 4:00 pm).

Meetings and other required activities involving either students or faculty may not be scheduled on Consultation Day.

Final exams for the fall and spring semesters on the main campus will be scheduled during the period of five consecutive business days following consultation day, except for final exams in Math 1302 and 1321, which may be held on Consultation Day from 4:00pm - 6:00pm.

All other final exams will be scheduled based on the Class Block:

	<u>If your class meets:</u>	<u>Then your final exam will be:</u>
<u>M, W, F Classes</u>	<u>8:00am MWF</u>	<u>W 8:00 - 10:00am</u>
	<u>9:00am MWF</u>	<u>F 8:00 - 10:00am</u>

	<u>10:00am MWF</u>	<u>W 10:30am - 12:30pm</u>
	<u>11:00am MWF</u>	<u>F 10:30am - 12:30pm</u>
	<u>12:15pm MWF</u>	<u>M 10:30am - 12:30pm</u>
	<u>1:40pm MWF</u>	<u>W 1:30pm - 3:30pm</u>
	<u>3:05 pm MWF</u>	<u>M 1:30pm - 3:30pm</u>
<u>T, R Classes</u>	<u>8:00am TR</u>	<u>R 8:00am - 10:00am</u>
	<u>9:25am TR</u>	<u>T 8:00am - 10:00am</u>
	<u>10:50am TR</u>	<u>R 10:30am - 12:30pm</u>
	<u>12:15pm TR</u>	<u>T 10:30am - 12:30pm</u>
	<u>1:40pm TR</u>	<u>R 1:30pm - 3:30pm</u>
	<u>3:05pm TR</u>	<u>T 1:30pm - 3:30pm</u>
<u>Evening Classes</u>	<u>4:30pm MWF or W only</u>	<u>W 4:00pm - 6:00pm</u>
	<u>4:30pm M only</u>	<u>M 4:00pm - 6:00pm</u>
	<u>4:30pm TR or R only</u>	<u>R 4:00pm - 6:00pm</u>
	<u>4:30pm T only</u>	<u>T 4:00pm - 6:00pm</u>
	<u>6:00pm MW or W only</u>	<u>W 6:00pm - 8:00pm</u>
	<u>6:00pm M only</u>	<u>M 6:00pm - 8:00pm</u>
	<u>6:00pm TR or T only</u>	<u>T 6:00pm - 8:00pm</u>
	<u>6:00pm R only</u>	<u>R 6:00pm - 8:00pm</u>
	<u>7:25pm MW</u>	<u>M 6:00pm - 8:00pm</u>
	<u>7:25pm TR</u>	<u>R 6:00pm - 8:00pm</u>

	<u>7:25pm T only</u>	<u>T 8:00pm - 10:00pm</u>
	<u>7:25pm W only</u>	<u>W 8:00pm - 10:00pm</u>
	<u>7:25pm R only</u>	<u>R 8:00pm - 10:00pm</u>
	<u>7:25pm M only</u>	<u>M 8:00pm - 10:00pm</u>
	<u>8:50pm TR</u>	<u>T 8:00pm - 10:00pm</u>
	<u>8:50pm MW</u>	<u>W 8:00pm - 10:00pm</u>

Classes which occupy more than one Class Block will use the earliest Class Block's Final exam time.

Holiday/Vacation Classes

That a holiday or vacation period in the class schedule begin after the last class period of the last class day before a holiday. If Friday is the last class day before a holiday, scheduled Saturday classes shall be held.

Spring Break

UA Little Rock spring break will coincide with the “common spring break for public schools” as directed by the Arkansas State Code⁵ (A.C.A. § 6-10-106) for elementary and secondary schools. The break will begin on the Sunday before the week of the spring break, and concluding on the Saturday after the week of spring break.

Fall Break

Fall break will be identified on the academic calendar as beginning on the Sunday before Thanksgiving and concluding on the following Saturday.

Unique Calendars for Special Clienteles

It is understood that Departments and Colleges are encouraged to set special course schedules to accommodate their particular clienteles. To that end, the Executive Vice Chancellor and Provost may approve limited variations from the normal schedule to enable units to accommodate unique clienteles, e.g. for public school teachers during the summer months, or to test experimental or innovative approaches to meeting student needs.

⁵ The Arkansas State Code states that the common spring break begins on the Monday of the 38th week of the school year. The thirty-eighth week is calculated by counting from the first week in July that begins on a Sunday.

Academic Calendar Plan

That the Calendar and Schedules Committee coordinating with the Office of the Registrar will prepare the academic calendar five years in advance of the current year and present to the Faculty Senate for approval. An approved academic calendar will be published to the campus three years in advance of the current year.

Changes in Calendar Dates

During an academic semester, the Faculty Senate Executive Committee may legislate changes to calendar dates for that academic semester on behalf of the Faculty Senate.

Citation and Modification

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

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