



## FACULTY SENATE

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Faculty Senate Meeting Agenda  
 April 29, 2022  
 1:00 PM until adjournment  
 Synchronous Online

- I. Welcome and Roll Call
- II. Review of Minutes from March 18, 2022
- III. Announcements
- IV. Airing of Grievances (2 minute limit)
- V. Introduction of New Topics (2 minute limit)
- VI. Reports
  - a. Executive Committee - Amanda Nolen, President of Faculty Senate
  - b. Chancellor's Report – Christy Drale, Chancellor
  - c. Provost's Report – Ann Bain, Provost & Executive Vice Chancellor
  - d. Undergraduate Council – Zac Hagins, Chair
  - e. Graduate Council - Laura Ruhl, Chair
  - f. Core Council - Belinda Blevins-Knabe, Chair
  - g. Budget Report – Jerry Ganz, VC Finance and Administration
  - h. Planning & Finance Committee – Andrew Wright, Chair
  - i. Ad hoc Committee on e-Learning Policies - Joanne Matson, Chair
  - j. Faculty Governance Committee - Rosalie Cheatham, Chair
- VII. Old Business
  - A. **FS\_2021\_22 Executive Committee** (Legislation. Majority Vote at one Meeting, no second required) Modality Definitions

**Be it resolved to** approve the definitions of teaching modality as indicated below (underline indicates addition; strikethrough indicates deletion); and

**Be it further resolved** that if approved, these definitions would be implemented beginning in Fall 2022.

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.

Asynchronous Online: This modality involves an instructor delivering content and interacting with students asynchronously 100% online through the LMS with no scheduled meetings. How the instructor plans to engage in regular and substantive interaction with the students must be defined in the course syllabus (see Syllabus Policy, 404.8). An online course may not require a campus-based component except for testing at a local site.

Synchronous Online: This modality involves an instructor delivering content and interacting with students synchronously 100% online at scheduled meeting times using a web conferencing tool. Scheduled days and times for the class are provided on the schedule of classes. Faculty will define their method of regular and substantive contact with students in the course syllabus. An online course may not require a campus-based component except for testing at a local site.

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 online modalities. More than 25% of each modality must be used for the course to be considered a hybrid course. The instructor defines the percentage of each modality which will appear on the schedule of classes and in the course syllabus (see Syllabus policy – 404.8).

HyFlex: A hyflex course includes the delivery of content and interaction through any combination of face-to-face and online modalities not covered by hybrid. Each class session and learning activity is simultaneously offered across modalities (e.g., in-person, synchronously online, or asynchronously online).

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

## VIII. New Business

- A. **FS\_2022\_10** Executive Committee (Legislation. Majority Vote at one Meeting, no second required) Approval of Spring 2022 graduates

**Be it resolved** that those applicants completing all requirements for various degrees in the 2022 Spring Semester shall be approved for graduation. (see [ualr.edu/facultysenate](http://ualr.edu/facultysenate) for a list of candidates for graduation, current as of 4/21/2022).

- B. **FS\_2022\_11 Calendar and Schedules Committee** (Legislation. Majority vote; no second required). AY 2026 Academic Calendar Modification

**Be it resolved** to revise the AY 2026 Academic Calendar (Approved April 2021) as shown in Attachment A.

*Commentary:* In Fall 2021, the senate referred a matter to the Calendar Committee regarding the start of the AY26 year. Specifically, the start date was Monday, August 18, 2025. The concern was that the start date was too close to August 16<sup>th</sup>, when faculty go on contract, thus truncating the time during which necessary beginning of the semester planning and orientations occur.

- C. **FS\_2022\_12 Calendar and Schedules Committee** (Legislation. Majority vote; no second required). AY 2027 Academic Calendar

**Be it resolved** to approve the AY 2027 Academic Calendar as shown in Attachment B.

- D. **FS\_2022\_13 Calendar and Schedules Committee** (Legislation. Majority vote; no second required). AY 2028 Academic Calendar

**Be it resolved** to approve the AY 2028 Academic Calendar as shown in Attachment C.

- E. **FS\_2022\_14 Executive Committee** (Legislation. Majority vote; no second required). Revise Placement and Transfer of Credit Policy (517.1; Rev. 10/2020, 3/2019, 8/2017)

**Be it resolved to** revise the Placement and Transfer of Credit Policy (517.1) to include the definition of ‘Correspondence Course’ in a footnote as it pertains to the acceptance of correspondence credit as shown in Attachment D; and

**Be it further resolved** that if approved the change would be made immediately.

*Commentary:* The definition of correspondence course was originally proposed to be included in the Modality Definitions. Per the Chancellor’s request, it was removed from the Modality proposal. However, since this institution accepts correspondence course credit, the definition would be preserved in a footnote of the Place and Transfer Policy.

- F. **FS\_2022\_15 Faculty Professional Development Committee** (Legislation. Majority vote; no second required). Shared (common) questions for Teaching and Course Evaluations

**Be it resolved to** approve the set of questions to be included in the end-of-semester evaluations students complete regarding their instructor and the course itself as shown in Attachment E; and

**Be it resolved that** the response scale should reflect that the larger number should be “strongly agree” (5) and the lower number should be “strongly disagree” (1) and “not applicable” or “does not apply” responses not be included in the aggregate calculation of each item; and

**Be it resolved that** if approved, these items would be included in course evaluations beginning with the Fall 2022 semester.

G. **FS\_2022\_16 Faculty Professional Development Committee** (Legislation. Majority vote; no second required). Procedures for Distribution and Use of Student Evaluations of Teaching

**Be it resolved that** a minimum of 75% of students in each section must complete course evaluations for valid and useable results; and

**Be it resolved that** the distribution of the evaluation survey be a collaboration between instructors and eLearning, including:

- Educating faculty about the UA Little Rock eLearning Course Evaluations webpage, which includes the process and dates,
- Faculty work with eLearning to create the message sent to students,
- Send email from eLearning to instructors with tips on how to encourage students to complete surveys.; and

**Be it further resolved** that if approved, this process go into effect beginning in Fall 2022.

H. **FS\_2022\_17 Faculty Professional Development Committee** (Legislation. Majority vote; no second required). Process for modifying, updating, or deleting department/school specific questions on the Student Evaluations of Faculty

**Be it resolved** that the following procedures be approved for updating, modifying, or deleting department/school specific questions on the student evaluation of faculty:

- For standard university questions, faculty should submit a proposal for an addition or change to the Faculty Senate, who will vote on this change.
- For optional additional questions, the unit or program must approve the addition or change and then forward those changes to eLearning.
- Carefully consider changes to questions in order to capture trends. Trends are important considering the small response rates and could help reduce assessment anxiety.
- Update an instructor's file if a flawed question is changed, especially if the question had an impact on a previous evaluation.

**Be it further resolved** that if approved, this process go into effect beginning in Fall 2022.

- I. **FS\_2022\_18 Academic Integrity and Grievance Committee** (Legislation. Majority vote; no second required). Modify Grade Appeal Policy (501.6; Rev. 2018).

**Be it resolved** to modify the Grade Appeal Policy (501.6) as shown in Attachment F; and  
**Be it further resolved** that if approved, these changes would be implemented beginning in Fall 2022.

- J. **FS\_2022\_19 Academic Integrity and Grievance Committee** (Legislation. Majority vote; no second required). Modify Academic Offense Policy (501.13; Rev. 2021).

**Be it resolved** to modify the Academic Offense Policy (501.13) as shown in Attachment G; and  
**Be it further resolved** that if approved, these changes would be implemented beginning in Fall 2022.

- K. **FS\_2022\_20 Faculty Governance Committee** (Legislation. Majority vote; no second required). Modify the Generic Departmental Governance Document to include approved language regarding Annual Review and Post-tenure Review.

**Be it resolved to** modify the Generic Departmental Governance Document (Approved 5/2011) to include senate approved language pertaining to Annual Review and Post-tenure Review as shown in Attachment H (underline indicates addition; strikethrough indicates deletion); and  
**Be it further resolved** that if approved, the changes would be implemented July 1, 2022.

*Commentary:* Originally approved by the Faculty Senate in May, 2011, the changes and additions to the generic governance document are needed to assure conformity to current practices and so that an academic unit using the document utilizes annual review and post-tenure guidelines that conform to newly approved campus policies that meet Board of Trustees requirements.

- IX. Open Forum  
 X. Adjourn

# Fall 2025 Distribution Copy

August 2025							Full Term	5-Week PoT	7-Week PoT	9-Week PoT
Sun	Mon	Tue	Wed	Thu	Fri	Sat	1: 75 Days	510: 25 Days 520: 25 Days 530: 25 Days	710: 38 Days 720: 37 Days	910: 45 Days 920: 45 Days
					01	02	Mon	14		
03	04	05	06	07	08	09	Tue	15		
10	11	12	13	14	15	16	Wed	16		
17	18	19	20	21	22	23	Thu	15		
24	25	26	27	28	29	30	Fri	15		
31										
September 2025										
Sun	Mon	Tue	Wed	Thu	Fri	Sat				
	01	02	03	04	05	06	<b>Sep 1</b>	<b>Labor</b>	<b>Day</b>	
07	08	09	10	11	12	13				
14	15	16	17	18	19	20		Sep 8 510 Individual Class		
21	22	23	24	25	26	27		Drop Deadline	Sep 17 710 Individual Class	
28	29	30						Sep 23 510 Last Day of Class	Drop Deadline	Sep 23 910 Individual Class
								Sep 23 510 W/D All Deadline		Drop Deadline
								Sep 24 510 Finals		
								Sep 25 510 Grades Due		Oct 3 920 Classes Start
								Sep 26 520 Classes Start		
October 2025										
Sun	Mon	Tue	Wed	Thu	Fri	Sat				
			01	02	03	04				
05	06	07	08	09	10	11			Oct 10 710 Last Day of Class	
12	13	14	15	16	17	18			Oct 10 710 W/D All Deadline	
19	20	21	22	23	24	25	Oct 15 Individual Class	Oct 14 520 Individual Class	Oct 13 710 Finals	
26	27	28	29	30	31		Drop Deadline	Drop Deadline	Oct 14 710 Grades Due	
								Oct 15 720 Classes Start	Oct 15 720 Classes Start	Oct 21 910 Last Day of Class
								Oct 29 520 Last Day of Class		Oct 21 910 W/D All Deadline
								Oct 29 520 W/D All Deadline		Oct 22 910 Finals
								Oct 30 520 Finals		Oct 24 910 Grades Due
								Oct 31 520 Grades Due		
								Oct 31 530 Classes Start		
November 2025										
Sun	Mon	Tue	Wed	Thu	Fri	Sat				
						01				
02	03	04	05	06	07	08				
09	10	11	12	13	14	15				
16	17	18	19	20	21	22				
23	24	25	26	27	28	29		Nov 18 530 Individual Class		Nov 5 920 Individual Class
30								Drop Deadline		Drop Deadline
							<b>Nov 23 Through</b>	<b>Nov 29 Fall</b>	<b>Break</b>	
December 2025										
Sun	Mon	Tue	Wed	Thu	Fri	Sat				
	01	02	03	04	05	06	Dec 3 Last Day of Class			
07	08	09	10	11	12	13	Dec 3 W/D All Deadline			
14	15	16	17	18	19	20	Dec 4 Consultation Day	Dec 10 530 Last Day of Class	Dec 10 720 Last Day of Class	Dec 10 920 Last Day of Class
21	22	23	24	25	26	27	Dec 5 Finals Begin	Dec 10 530 W/D All Deadline	Dec 10 720 W/D All Deadline	Dec 10 920 W/D All Deadline
28	29	30	31				Dec 11 Finals End	Dec 11 530 Finals	Dec 11 720 Finals	Dec 11 920 Finals
							Dec 13 Commencement	Dec 15 530 Grades Due	Dec 15 720 Grades Due	Dec 15 920 Grades Due
							Dec 15 Grades Due			

# Fall 2026 Distribution Copy

August 2026							Full Term	5-Week PoT	7-Week PoT	9-Week PoT				
Sun	Mon	Tue	Wed	Thu	Fri	Sat	1: 75 Days	510: 25 Days 520: 25 Days 530: 25 Days	710: 38 Days 720: 37 Days	910: 45 Days 920: 45 Days				
						01								
02	03	04	05	06	07	08								
09	10	11	12	13	14	15								
16	17	18	19	20	21	22								
23	24	25	26	27	28	29	Aug 24	Classes Start	Aug 24	510 Classes Start	Aug 24	710 Classes Start	Aug 24	910 Classes Start
30	31													
September 2026														
Sun	Mon	Tue	Wed	Thu	Fri	Sat								
		01	02	03	04	05								
06	07	08	09	10	11	12	Sep 7	Labor Day						
13	14	15	16	17	18	19			Sep 10	510 Individual Class				
20	21	22	23	24	25	26				Drop Deadline				
27	28	29	30						Sep 25	510 Last Day of Class				
									Sep 25	510 W/D All Deadline	Sep 21	710 Individual Class	Sep 25	910 Individual Class
									Sep 28	510 Finals		Drop Deadline		Drop Deadline
									Sep 29	510 Grades Due				
									Sep 30	520 Classes Start				
October 2026														
Sun	Mon	Tue	Wed	Thu	Fri	Sat								
				01	02	03								
04	05	06	07	08	09	10							Oct 7	920 Classes Start
11	12	13	14	15	16	17								
18	19	20	21	22	23	24	Oct 19	Individual Class	Oct 16	520 Individual Class	Oct 14	710 Last Day of Class		
25	26	27	28	29	30	31		Drop Deadline		Drop Deadline	Oct 14	710 W/D All Deadline		
											Oct 15	710 Finals	Oct 23	910 Last Day of Class
											Oct 16	710 Grades Due	Oct 23	910 W/D All Deadline
											Oct 19	720 Classes Start	Oct 26	910 Finals
													Oct 28	910 Grades Due
November 2026														
Sun	Mon	Tue	Wed	Thu	Fri	Sat								
01	02	03	04	05	06	07								
08	09	10	11	12	13	14								
15	16	17	18	19	20	21								
22	23	24	25	26	27	28								
29	30													
December 2026														
Sun	Mon	Tue	Wed	Thu	Fri	Sat								
		01	02	03	04	05								
06	07	08	09	10	11	12	Dec 7	Last Day of Class						
13	14	15	16	17	18	19	Dec 7	W/D All Deadline						
20	21	22	23	24	25	26	Dec 8	Consultation Day	Dec 14	530 Last Day of Class	Dec 14	720 Last Day of Class	Dec 14	920 Last Day of Class
27	28	29	30	31			Dec 9	Finals Begin	Dec 14	530 W/D All Deadline	Dec 14	720 W/D All Deadline	Dec 14	920 W/D All Deadline
							Dec 15	Finals End	Dec 15	530 Finals	Dec 15	720 Finals	Dec 15	920 Finals
							Dec 17	Grades Due	Dec 17	530 Grades Due	Dec 17	720 Grades Due	Dec 17	920 Grades Due
							Dec 19	Commencement						







# Fall 2027 Distribution Copy

August 2027							Full Term	5-Week PoT	7-Week PoT	9-Week PoT				
Sun	Mon	Tue	Wed	Thu	Fri	Sat	1: 75 Days	510: 25 Days 520: 25 Days 530: 25 Days	710: 38 Days 720: 37 Days	910: 45 Days 920: 45 Days				
01	02	03	04	05	06	07								
08	09	10	11	12	13	14								
15	16	17	18	19	20	21								
22	23	24	25	26	27	28	Aug 23	Classes Start	Aug 23	510 Classes Start	Aug 23	710 Classes Start	Aug 23	910 Classes Start
29	30	31												
September 2027														
Sun	Mon	Tue	Wed	Thu	Fri	Sat								
			01	02	03	04								
05	06	07	08	09	10	11	Sep 6	Labor Day						
12	13	14	15	16	17	18		Sep 9	510 Individual Class Drop Deadline					
19	20	21	22	23	24	25		Sep 24	510 Last Day of Class					
26	27	28	29	30				Sep 24	510 W/D All Deadline	Sep 20	710 Individual Class Drop Deadline	Sep 24	910 Individual Class Drop Deadline	
								Sep 27	510 Finals					
								Sep 28	510 Grades Due					
								Sep 29	520 Classes Start					
October 2027														
Sun	Mon	Tue	Wed	Thu	Fri	Sat								
					01	02								
03	04	05	06	07	08	09								
10	11	12	13	14	15	16			Oct 15	520 Individual Class Drop Deadline				
17	18	19	20	21	22	23	Oct 18	Individual Class Drop Deadline			Oct 13	710 Last Day of Class	Oct 6	920 Classes Start
24	25	26	27	28	29	30					Oct 13	710 W/D All Deadline		
31											Oct 14	710 Finals	Oct 22	910 Last Day of Class
											Oct 15	710 Grades Due	Oct 22	910 W/D All Deadline
											Oct 18	720 Classes Start	Oct 25	910 Finals
													Oct 27	910 Grades Due
November 2027														
Sun	Mon	Tue	Wed	Thu	Fri	Sat								
	01	02	03	04	05	06		Nov 1	520 Last Day of Class					
07	08	09	10	11	12	13		Nov 1	520 W/D All Deadline					
14	15	16	17	18	19	20		Nov 2	520 Finals					
21	22	23	24	25	26	27		Nov 3	520 Grades Due					
28	29	30						Nov 3	530 Classes Start	Nov 12	720 Individual Class Drop Deadline	Nov 8	920 Individual Class Drop Deadline	
								Nov 19	530 Individual Class Drop Deadline					
							Nov 21	Through	Nov 27	Fall	Break			
December 2027														
Sun	Mon	Tue	Wed	Thu	Fri	Sat								
			01	02	03	04	Dec 6	Last Day of Class						
05	06	07	08	09	10	11	Dec 6	W/D All Deadline						
12	13	14	15	16	17	18	Dec 7	Consultation Day	Dec 13	530 Last Day of Class	Dec 13	720 Last Day of Class	Dec 13	920 Last Day of Class
19	20	21	22	23	24	25	Dec 8	Finals Begin	Dec 13	530 W/D All Deadline	Dec 13	720 W/D All Deadline	Dec 13	920 W/D All Deadline
26	27	28	29	30	31		Dec 14	Finals End	Dec 14	530 Finals	Dec 14	720 Finals	Dec 14	920 Finals
							Dec 16	Grades Due	Dec 16	530 Grades Due	Dec 16	720 Grades Due	Dec 16	920 Grades Due
							Dec 18	Commencement						

# Spring 2028 Distribution Copy

January 2028							Full Term	5-Week PoT	7-Week PoT	9-Week PoT
Sun	Mon	Tue	Wed	Thu	Fri	Sat	1: 75 Days	510: 25 Days 520: 25 Days 530: 25 Days	710: 38 Days 720: 37 Days	910: 45 Days 920: 45 Days
						01				
02	03	04	05	06	07	08				
09	10	11	12	13	14	15				
16	17	18	19	20	21	22				
23	24	25	26	27	28	29				
30	31									
February 2028										
Sun	Mon	Tue	Wed	Thu	Fri	Sat				
		01	02	03	04	05				
06	07	08	09	10	11	12				
13	14	15	16	17	18	19				
20	21	22	23	24	25	26				
27	28	29								
March 2028										
Sun	Mon	Tue	Wed	Thu	Fri	Sat				
			01	02	03	04				
05	06	07	08	09	10	11				
12	13	14	15	16	17	18				
19	20	21	22	23	24	25				
26	27	28	29	30	31					
April 2028										
Sun	Mon	Tue	Wed	Thu	Fri	Sat				
						01				
02	03	04	05	06	07	08				
09	10	11	12	13	14	15				
16	17	18	19	20	21	22				
23	24	25	26	27	28	29				
30										
May 2028										
Sun	Mon	Tue	Wed	Thu	Fri	Sat				
	01	02	03	04	05	06				
07	08	09	10	11	12	13				
14	15	16	17	18	19	20				
21	22	23	24	25	26	27				
28	29	30	31							

  

Full Term	5-Week PoT	7-Week PoT	9-Week PoT
1: 75 Days	510: 25 Days 520: 25 Days 530: 25 Days	710: 38 Days 720: 37 Days	910: 45 Days 920: 45 Days
<b>Jan 17 MLK Day</b>			
Jan 18 Classes Start	Jan 18 510 Classes Start	Jan 18 710 Classes Start	Jan 18 910 Classes Start
	Feb 3 510 Individual Class Drop Deadline		
	Feb 18 510 Last Day of Class		
	Feb 18 510 W/D All Deadline	Feb 14 710 Individual Class Drop Deadline	Feb 18 910 Individual Class Drop Deadline
	Feb 21 510 Finals		
	Feb 22 510 Grades Due		
	Feb 23 520 Classes Start		Mar 1 920 Classes Start
		Mar 8 710 Last Day of Class	
		Mar 8 710 W/D All Deadline	
	Mar 10 520 Individual Class Drop Deadline	Mar 9 710 Finals	Mar 17 910 Last Day of Class
Mar 13 Individual Class Drop Deadline		Mar 10 710 Grades Due	Mar 17 910 W/D All Deadline
		Mar 13 720 Classes Start	Mar 20 910 Finals
			Mar 22 910 Grades Due
<b>Mar 26 Through Apr 1 Spring Break</b>			
	Apr 3 520 Last Day of Class		
	Apr 3 520 W/D All Deadline		
	Apr 4 520 Finals		
	Apr 5 520 Grades Due		
	Apr 5 530 Classes Start	Apr 14 720 Individual Class Drop Deadline	Apr 10 920 Individual Class Drop Deadline
	Apr 21 530 Individual Class Drop Deadline		
May 1 Last Day of Class			
May 1 W/D All Deadline			
May 2 Consultation Day	May 8 530 Last Day of Class	May 8 720 Last Day of Class	May 8 920 Last Day of Class
May 3 Finals Begin	May 8 530 W/D All Deadline	May 8 720 W/D All Deadline	May 8 920 W/D All Deadline
May 9 Finals End	May 9 530 Finals	May 9 720 Finals	May 9 920 Finals
May 11 Grades Due	May 11 530 Grades Due	May 11 720 Grades Due	May 11 920 Grades Due
May 13 Commencement			

# Summer 2028 Distribution Copy

May 2028							5-Week PoT		7-Week PoT		9-Week PoT	
Sun	Mor	Tue	Wec	Thu	Fri	Sat	2: 25 Days 4: 25 Days		3: 38 Days		1: 45 Days	
	01	02	03	04	05	06						
07	08	09	10	11	12	13						
14	15	16	17	18	19	20						
21	22	23	24	25	26	27						
28	29	30	31				May 22	2 Classes Start			May 22	Classes Start
							May 29	Memorial	Day			
June 2028												
Sun	Mor	Tue	Wec	Thu	Fri	Sat						
				01	02	03						
04	05	06	07	08	09	10	Jun 8	2 Individual Class Drop Deadline	Jun 5	Classes Start		
11	12	13	14	15	16	17						
18	19	20	21	22	23	24	Jun 23	2 Last Day of Class				
25	26	27	28	29	30		Jun 23	2 W/D All Deadline			Jun 23	Individual Class
							Jun 26	2 Finals				Drop Deadline
							Jun 28	2 Grades Due				
							Jul 5	4 Classes Start				
July 2028												
Sun	Mor	Tue	Wec	Thu	Fri	Sat						
						01			Jul 3	Individual Class		
02	03	04	05	06	07	08	Jul 4	Independence	Day			
09	10	11	12	13	14	15	Jul 5	4 Classes Start				
16	17	18	19	20	21	22						
23	24	25	26	27	28	29	Jul 21	4 Individual Class Drop Deadline	Jul 27	Last Day of Class	Jul 24	Last Day of Class
30	31								Jul 27	W/D All Deadline	Jul 24	W/D All Deadline
									Jul 28	Finals	Jul 25	Finals
									Aug 1	Grades Due	Jul 27	Grades Due
August 2028												
Sun	Mor	Tue	Wec	Thu	Fri	Sat						
		01	02	03	04	05	Aug 7	4 Last Day of Class				
06	07	08	09	10	11	12	Aug 7	4 W/D All Deadline				
13	14	15	16	17	18	19	Aug 8	4 Finals				
20	21	22	23	24	25	26	Aug 10	4 Grades Due				
27	28	29	30	31								

## ATTACHMENT D: Placement and Transfer of Credit Policy (517.1; Rev. 10/2020)

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

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#### **International Baccalaureate (Undergraduate only)**

At least twenty-four (24) semester credit hours shall be granted entering freshman students who have successfully completed the International Baccalaureate Diploma Program.

If a student's IB curriculum has a subject at the Standard Level, and, by means other than the IB, the student gains credit for a UA Little Rock course that is mapped to the same subject at the Higher Level, then such credit does not count toward the minimum 24 credits granted for the IB.

Because UA Little Rock awards a minimum of 24 credits when it accepts the IB diploma, any extra credits that are not assigned to specific UA little Rock courses by other means shall be awarded as general lower level elective credit.

#### **Correspondence Credit<sup>1</sup> (Undergraduate only)**

That a maximum of 15 semester hours of credit by correspondence be applied toward an undergraduate degree. To qualify for university credit, a correspondence course must be approved by the UALR department and signed by the chair in which the course is being offered. Applicability of correspondence courses to a specific major or minor will be determined by the department and signed by the department chair in which the major/minor is being offered.

#### **Transferred courses without credit hours**

In cases where an accredited college or university has granted recognition by no academic credit hours for a course, UALR will not grant academic credit for the transferred course; students may consult the department offering the equivalent course on campus regarding the possibility of a course substitution/waiver.

#### **Articulation Agreements**

All articulation agreements regarding transfer of credit beyond the core require approval by the individual academic unit/department level affected by the agreement plus the normal approval

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<sup>1</sup> 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.

## ATTACHMENT E: Common Questions for Student Evaluations of Teaching and Courses

The Faculty Professional Development Committee recommend the following shared questions to serve as the base for institution-wide evaluations:

### **Instructor Questions**

1. The instructor was organized and well prepared.
2. The instructor was available to students.
3. The instructor provided helpful feedback. (add Not Applicable option)
4. The instructor created an inclusive learning environment.
5. The instructor encourages student questions and promotes interaction.
6. I would rate the instructors teaching performance as positive.

### **Course Questions**

1. The course material was organized, updated, and accurate.
2. The course readings, materials, and/or assignments complemented each other.
3. The course requirements were appropriate for the course level.
4. The course provides a balance between abstract concepts and practical/hands-on learning. (Not applicable)
5. The course topics were taught in logical order. (Not Applicable)

**Learner Questions** – Each department creates specific questions.

## ATTACHMENT F: Grade Appeal Policy (501.6; Rev. 2018)

**Explanation of changes made to 501.6: Grade Appeal**

The changes fall into two types:

1. Changes that reflect the standardization of process or language for both 501.6 and 501.13, and
2. Changes that are unique to 501.6:

**1. Changes that apply to both policies**

- a. *Rearrange information* and actions required to better echo the linear timeline. Specifically, we propose moving some steps and dividing some steps into shorter items/steps.
- b. *Make deadlines consistent.*
  - i. *The amendments establish consistent deadlines for submitting materials to the committee and then for forwarding those materials to the panel.* While the deadline to submit to the coordinator (AIGC or Dean of Students) has been articulated more clearly in 501.6, it has not been as consistently been implemented. Moreover, neither policy set a deadline by which the panel must receive it. Last-minute forwarding of materials is unfair to the panel who then rushes to review material. Therefore, we propose that both policies now include a stipulation that the panel must have at least 5 calendar days to review the material or the panel/grievance hearing may be rescheduled.
- c. *Clearly state what documents must be submitted for a hearing, to whom, and by when.*
  - i. The amendments clearly list the recipients of the documentation. This allows both parties adequate time to review the material being submitted that may be employed in the arguments.
  - ii. The amendments establish a deadline for materials to be presented at the panel: The Policy allows that only materials reviewed before the convening of the hearing may be considered. Towards that end, there must be a firm deadline to submit these materials to the AIGC Coordinator (or representative of the Dean of Students).
  - iii. There needs to be a firm deadline to forward these materials to the panel who is hearing the grade appeal (as well as the other parties) – so they may have a minimum time to review the documents. This is the only time frame that is measured in calendar days.
- d. *Include a conflict of interest statement* in both policies. Both amendments address potential conflict of interest in panel members. While this may have been assumed or expected, it should be a formal element in the policies.

- e. *Clarify who can be present in a hearing.* Both amendments state that participants are entitled to be present in all stages of the hearing except for during panel deliberations.
- f. *Clarify that hearings are recorded.* Both policies add amendments stating that the hearings are recorded during testimony but not during deliberation.
- g. *Standardize some of the language between 501.6 and 501.13:*
  - i. *Re-name the non-participating representative as the non-participating supporter.* The individuals in these roles are silent observers, there for support. They have no speaking privileges. Changing the title to “supporter” better captures their role.
  - ii. *Use class days throughout instead of calendar days, and both have the same exception of 5 **calendar days** for the material to be distributed to the panel.* The original policies are inconsistent, and so the proposed amendments for both policies refer to class days and reference the definition in the *Student Handbook*.
  - iii. *Modify the use of the associate vice chancellor for academic affairs by*
    - 1. Employing the abbreviation ACVAA
    - 2. Introducing the option of a designee to act on behalf of the AVCAA
- h. *Introduce the term “or their administrative equivalent” instead of chair to account for school directors.*
  - i. The option of a designee is also included consistently.
- i. *Distinguish between the AIGC committee and panel.* The current policies refer inconsistently to the *committee* and *panel*. The amendment distinguishes between the AIGC (*committee*) in the whole and a specific *panel* hearing an appeal.

## **2. Proposals specific to Policy 501.6: Grade Appeals**

- a. *Clarify deadlines.*
  - i. Require the instructor and chair to verify the appeal is filed within twenty class days.
    - 1. Many do not know the window in which a grade appeal must be filed.
    - 2. Requiring that both the instructor and the chair verify this increases the integrity of the process.
  - ii. Establish the timeframe by which the Chair must act in lieu of an absent or unresponsive instructor. This requirement enhances the integrity and efficiency of the process. This holds true for acting in lieu of the faculty member in the initial contact and later in the grade appeal hearing.
- b. *Clarify scheduling parameters.* While occasionally it has been true that a faculty member is unavailable, experience shows that more frequently a student files a grade appeal that may make it to the scheduling stage – and then they are unresponsive to efforts to schedule the panel. This may mean they do not respond to phone calls, emails or messages; or they respond but are continuously unavailable or schedule and then cancel. Thirty class days from when the appeal is



forwarded for scheduling places the appeal firmly into the following semester, and 30 class days is equal to approximately 6 weeks for calendar days.

- i. Setting a limit on how long the appeal may remain open is not designed to be punitive but rather fair.
  - ii. Holding the student and the faculty member to the same standard is more equitable.
  - iii. Leaving the timeframe unlimited is unfair to AIGC members who “secure” days for possible panels.
- c. *Clarify materials required for a Grade Appeal hearing.*
- i. *Require the student to use the Grade Appeal Form and to accompany it with supporting materials including a syllabus.* The current policy is silent on the Grade Appeal Form although it is used later in the process. The student is instructed to contact the instructor in writing. Experience has shown that this initial contact is often vague. Employing the Grade Appeal Form, requiring early articulation of the basis of an appeal and the inclusion of a syllabus, is designed to:
    1. Encourage and require the student to review the policy and their course syllabus in order to engage in a preliminary effort to clarify and outline wherein lies the arbitrary nature of the grading. This is intended to filter appeals that are based on dissatisfaction and frustration that effort did not result in a commensurate grade. We have found numerous instances where the process reaches the AVCAA without any meaningful articulation, and only in conversation does it become clear that the student has no grounds for an appeal.
    2. Provide the instructor with context and details which may lead to an early resolution or a more effective discussion.
    3. Minimize the “turfing” of the grade appeal up the chain of command. This is unfair to the student as well as, ultimately, the faculty.
    4. Improve the student’s argument, and
    5. Facilitate the evaluation of the merit of the case when presented initially to the AIGC
- d. *Clarify that only faculty may change the grade.* The existing policy (as well as the un-revised Grade Appeal Form) provides the panel with the power to change the grade if it rules in favor of the student. This is in contradiction to the 2018 FS policy 404.13, which assigns the responsibility of grades solely as the purview of the instructor. The amendment, therefore, deletes this option from the policy and adds a specific statement stating the panel has no such authority. If approved, the language will also be removed from the older version of the Grade Appeal Form.

- e. *Remove the term “grievance” from the grade appeal policy.* The policies on academic integrity (501.13) and Grade Appeals (501.6) employ “grievance” inconsistently. This term is appropriate for integrity issues as it covers several forms of integrity misconduct. However, it is not appropriate for grade appeals because the scope is much narrower. Also, grade appeals may not proceed if there is a pending grievance. Therefore, eliminating the term for the Grade Appeal Policy clarifies the language.

## **Grade Appeals Policy 501.6**

### **1. Appeal of Course Grades and Evaluated Program Requirements**

The purpose of this policy is to explain the conditions and procedures for the appeal of course grades and other graded program requirements (e.g., comprehensive examination, qualifying examination, thesis, dissertation, and other culminating experiences);

Throughout this policy, the term "instructor" refers to the instructor of record who is responsible for issuing the course grade. "Instructor" may also refer to the program coordinator when the program faculty issues a grade for program requirements that do not reside in a course (e.g., comprehensive examination, qualifying examination, thesis, dissertation, and other culminating experiences).

Students may appeal final course grades; results of capstone experiences, comprehensive and qualifying examinations, defenses, and other graded program requirements. The grade appeal process must be initiated by the student within 20 class days from the date the grade is awarded as defined in the *Student Handbook*.

~~Students have~~ A student has the right to appeal a grade if ~~they~~ he or she feels the grade was awarded as a result of arbitrary grading. The grade appeal process is not appropriate for a student's disagreement or dissatisfaction with an instructor's professional evaluation of coursework. Arbitrary grading is defined here as using standards that are substantially different from those announced by the instructor or described in the course syllabus or program documents.

The student may confer with the Student Government Association or Graduate Student Association president/designee regarding the complaint at any time during the Steps Toward Redress for Grade Appeals. The president/designee will listen to the complaint, counsel the student as to the merits of the case, review the steps as outlined in the formal procedures for grade appeals, assist the student in writing the appeal, and may attend the hearing upon the request of the student as a non-participating ~~representative~~ supporter.

### **2. Steps Toward Redress for Grade Appeals**

~~The student will contact the instructor in writing with a request to meet regarding the grade in question. The request for a meeting should be specific that it is to discuss the grade received by the student. The request must be made within 20 class days after the grade is awarded. There are certain professional courses within the University for which the final grade is awarded upon completion of a designated number of weeks. The student will need to review the time frame for awarding the grade with the department chairperson. A grade appeal cannot be brought forward while an academic integrity~~

matter is being resolved for that course, student, and instructor. In the event the academic integrity matter is resolved in favor of the student, the 20 class days start when the academic integrity process has completed.

1. The student will submit, in person or electronically, a completed Grade Appeal Form to the instructor with a request to meet regarding the grade in question. The Grade Appeal Form should outline the basis for the appeal, and include a copy of the syllabus and any supporting documentation that may allow the matter to be resolved expeditiously.
2. The student is responsible for demonstrating that arbitrary grading occurred and must proceed with an appeal in good faith. Abuse of the grade appeal process may result in a disciplinary referral by the Academic Integrity and Grievance Committee (AIGC) to the Office of Dean of Students for violating the university's Code of Student Rights, Responsibilities and Behavior, per Policy 516.3
3. A grade appeal cannot be brought forward while an academic integrity matter (or other grievance) is being resolved for that course, student, and instructor. In the event the academic integrity matter is resolved in favor of the student, the window of 20 class days to submit a grade appeal starts ~~start~~ when the academic integrity process ~~is~~ has completed.
4. The instructor is responsible to verify that the grade appeal has been submitted within the appropriate 20 class days (as defined in the *Student Handbook*.)
5. ~~Instructors are not~~ No instructor shall be allowed to delay the resolution of a grievance grade appeal by failing to ~~meet~~ hold a consultation with a student submitting an appeal within the designated time, unless *bona fide* reasons such as illness, personal emergency, or campus absences for professional reasons make this time limit unreasonable. ~~If the instructor is unavailable, the student may skip to Step 2.~~
6. If the instructor who assigned the grade is unavailable; ~~for example, the instructor is no longer employed by the university and is~~ or unresponsive, to the student's request for a meeting or is otherwise unavailable and unresponsive, the department chair (or the administrative equivalent) will confer with the faculty in the department or school and appoint a full-time faculty member who is knowledgeable of the subject matter to act in the stead of the unavailable instructor.
7. If the issue is resolved after meeting with the instructor, the student's grade may be changed ~~in Step I of this procedure~~ by written consent of the instructor; ~~and the student.~~
8. If unable to resolve the difference with the instructor, ~~within 5 days of meeting with the instructor,~~ the student shall take forward the grievance appeal within five class days of this discussion to the chairperson of the department or the administrative equivalent, such as a director of a school, chairperson (or dean, if the instructor involved is the department chairperson), or an administrative equivalent, the student should forward the appeal to the Dean of the College in which the course was taught. The appeal should include a written response from the instructor as to why the matter was not resolved.

~~If the instructor who assigned the grade is unavailable, for example, the instructor is no longer employed by the university and is unresponsive to the student's request for a meeting or is otherwise unavailable and unresponsive, the~~

~~department chair will confer with the faculty in the department and appoint a full-time faculty member who is knowledgeable of the subject matter to act in the stead of the unavailable instructor.~~

9. When receiving the student's Grade Appeal Form, the chairperson (or administrative equivalent) must verify that it was submitted to the instructor within the designated 20 class days.

10. Within 10 days of receiving the student's Grade Appeal Form and attendant documents, the chairperson (or the administrative equivalent) shall attempt to resolve the dispute within 10 class days by meeting with the student and the instructor. The student's grade may be changed at this point with Step 2 of this procedure by the written consent of the instructor.

11. ~~At this meeting~~ The chairperson (or administrative equivalent) ~~will employ the Grade Appeal Form to document that the meeting has occurred and whether the grade appeal was resolved or not. The documentation will be disseminated electronically to both the instructor and the student. have the student and the instructor complete and sign the Grade Appeal Form and give a copy to the student. The department chairperson maintains the original. If the student took the course online or does not live within a reasonable driving distance of the main campus,~~ The Grade Appeal Form may be sent electronically, but it must include scanned or electronic signatures.

12. If the grade appeal has not been resolved, the student must forward their Grade Appeal Form, including instructor and chairperson (or administrative equivalent,) feedback within 3 class days to the ~~As a last resort and only after Steps 1 and 2 have been carried out, the student may file a formal complaint in writing within three (3) class days to the~~ Associate Vice Chancellor for Academic Affairs (AVCAA) or their designee

13. ~~The student must then meet with the AAVCA (or their designee), associate vice chancellor for academic affairs and bring to the meeting a written statement which clearly explains the basis of the appeal and the Grade Appeal Form. During this meeting the AAVCA (or their designee) will~~ The purpose of this meeting is to: a) confirm that prior steps in the appeal process have been followed properly (if not, the appeal shall be redirected back to the appropriate lower level); b) review the relevant grounds for a grade appeal with the student; and, c) inform the student of the next step in the appeals process.

14. ~~Following the meeting with the AAVCA (or their designee), if conference,~~ the student decides to proceed with the formal appeal, the AVCAA (or their designee) ~~associate vice chancellor academic affairs will immediately consult with the Academic Integrity and Grievance Committee chairperson. After this consultation, the AAVCA (or their designee) On the basis of this consultation, the associate vice chancellor for academic affairs will notify the student in writing whether that the~~ grade appeal will be (a) referred to the Academic Integrity and Grievance Committee for a hearing or (b) to the Executive Vice Chancellor/Provost if the case does not fall within the purview of the Academic Integrity and Grievance Committee.

~~The student is responsible for demonstrating that arbitrary grading occurred and must proceed with an appeal in good faith. Abuse of the grade appeal process may result in a disciplinary referral by the AIGC to the Office of the Dean of~~

~~Students for violating the university Code of Student Rights, Responsibilities, and Behavior (Policy Number 516.3).~~

### **3. Procedures for Formal Grade Appeals Handled by the Academic Integrity and Grievance Committee**

This committee is a Faculty Senate committee. Its makeup and purpose are governed by the Constitution of the University Assembly of the University of Arkansas at Little Rock, Article III. It provides the members of hearing panels.

The Academic Integrity and Grievance Committee (AIGC) shall handle all aspects of the formal student grade appeals except for grievances that must be resolved elsewhere (such as a claim of discrimination that is forwarded to Human Resources.) The AIGC ~~shall~~ will follow these procedures for conducting grade appeal hearings. The procedures ~~shall~~ will be distributed to all members of the committee by the ~~a~~ Associate ~~or~~ Vice ~~e~~ Chancellor ~~for a~~ Academic ~~a~~ Affairs (AAVCA) or their designee. Reasonable deviations from the time frame or procedures will not invalidate a decision unless the deviations cause significant prejudice to the student.

1. Following the conversation with the Chair of the AIGC, the AVCAA or their designee will forward the grade appeal to the AIGC Coordinator for immediate scheduling.
2. The AIGC Coordinator will coordinate schedules with the instructor, the student and panel members. The student and the instructor's schedule will be considered when scheduling the date, time and place of the hearing, but in the interest of fairness, reasonable speed shall be the watchword.
3. If the instructor is unavailable to meet with the AIGC panel within 30 class days from the date the appeal was referred to the AIGC coordinator for scheduling, the department chairperson, their administrative equivalent, or their designee, may represent the instructor.
4. If the student is unavailable to meet with the AIGC panel within 30 class days from the date the appeal was referred to the AIGC Coordinator for scheduling, the appeal may be dismissed.

~~At least 10 class days before the date set for the hearing, the student and the instructor will be notified in writing of the nature of the appeal and of the date, time, and place the case is to be heard. They shall also be notified that, should either party choose not to appear, the hearing will proceed as scheduled. For the purposes of this section, the day after the date the letter of notification is mailed or emailed shall be the first day of the 10-day period.~~

5. The AIGC committee ~~must~~ should strive to hear the case within 15 class days of the date ~~time~~ the appeal was received by the AAVCA. ~~filed, if at all possible. The determination of the date, time, and place of the hearing will include consideration of the student's and the instructor's schedules and of their convenience, but in the interest of fairness, reasonable speed shall be the watchword.~~

6. At least 10 class days before the date set for the hearing, the student and the instructor will be notified in writing ~~of the nature of the appeal and~~ of the date, time, and

place the case is to be heard. ~~The student and the instructor~~ They shall also be notified that, should either party choose not to appear, the hearing will proceed as scheduled. For the purposes of this section, the first day of this 10-day period will be the day after the date the letter of notification is was mailed or emailed shall be the first day of the 10-day period.

7. The student and instructor will be notified that they may each ~~can~~ bring witnesses to speak on their ~~his or her~~ behalf, that they each will have a reasonable opportunity for confronting witnesses appearing against them ~~him or her~~, that each has the right to be present during all phases of the hearing, except for panel deliberations, and that each may bring to the hearing two non-participating ~~representatives~~ supporters.

8. Legal representation at grade appeal hearings is prohibited.

9. At least five class days before the ~~committee~~ panel is convened, the student and the instructor must submit to the AAVCA or their designee ~~associate vice chancellor for academic affairs~~ all the information and supporting documentation that each feels is pertinent to the appeal. This information must be in writing and supported in detail, and it should also specify what witnesses the student or instructor will bring to the scheduled meeting.

5. Materials submitted fewer than five class days before the appeal hearing will not be disseminated to, be reviewed by, or be referenced by either the instructor or the student during the appeal.

6. Copies of the ~~information~~ material provided by the deadline, along with the original Grade Appeal Form and its supporting documentation, will be distributed to all involved parties (instructor, student, and panel members) at least five *calendar* days before the panel meets. Failure to comply with this deadline may result in the hearing being rescheduled.

7. Students appealing grades are reminded that the burden of proof is on the student; i.e., ~~the students~~ must be able to support their ~~his or her~~ assertions. All submitted materials must be directly related to demonstrating that the conditions for arbitrary grading (as defined in this policy) have been met.

8. A hearing panel will be selected from the AIGC to consider the appeal. **[moved]** A hearing panel for a grade appeal consists of a panel chair, two additional faculty members, and two students. On all grade appeals involving graduate or professional degree curricular matters, at least one graduate faculty member and one graduate student shall be included on the hearing panel. Of this number, all must be present. **[end move]**. A panel chair will be chosen from among the faculty members present at the hearing panel. ~~The chairperson shall serve as the chairperson of all appeals hearing panels.~~ [A hearing panel for a grade appeal consists of a panel chair, two additional faculty members, and two students. On all grade appeals involving graduate or professional degree curricular matters, at least one graduate faculty member and one graduate student shall be included on the hearing panel. Of this number, all must be present.]

9. Panel members may recuse themselves during the scheduling of the hearing or upon receipt of the materials. In such a case they will be replaced by another panel member who may serve in their stead. Compliance with the guidelines for panel representation is required despite a recusal.

~~The hearing panel will not make any decision on a specific appeal until it has been determined that all pertinent written documents, ~~ere!~~ testimony from the student and the instructor, ~~ere!~~ testimony from witnesses and official records~~

~~from the student's college or school dean and from the Office of Records and Registration have been submitted and reviewed.~~

10. The only persons present at meetings of this ~~panel committee~~ shall be the panel members, the student, the instructor, designated observers, [~~move: the student and the instructor~~] ~~along with their non-participating supporters representatives~~, and witnesses ~~actually~~ testifying before the ~~committee panel~~. ~~With prior notice to the hearing panel.~~ Any of the parties involved in the appeal hearing, including the student, the instructor, or witnesses, may appear via synchronous technology rather than in person, provided that the panel members are notified in advance.

11. All proceedings will be recorded except for panel deliberations.

12. Written statements by witnesses ~~should not be allowed~~ in lieu of personal appearance, ~~should not be allowed~~ except in rare instances, ~~at the discretion of the panel chair.~~

~~During the process of making a decision on a case, the panel shall consider only that information which (a) has been presented during the hearing and (b) is relevant to the grounds for a grade appeal.~~

~~A decision to change or direct changes in a student's grades requires a majority vote of the hearing panel: in the case of a tie, the grade assigned by the instructor shall stand.~~

13. Once the arguments and testimonies have concluded, all participants except for the panel members depart and recording is discontinued.

14. Deliberations will focus on the merits of the arguments as they pertain to the criteria for arbitrary grading.

15. The panel will either support or reject the grade appeal. A decision shall be reached by a majority of the panel members.

16. The panel has no authority to assign a new grade. Grades are the purview of the instructor and the academic unit.

17. Upon reaching a decision, the panel will formalize it conclusion of the appeals hearing, the panel will make a decision in writing and sign appropriate appeal documents. These are returned to the AVCAA or their designee within The panel chair will return the master file and the recording of the hearing, and prepare a summary of the findings, decision, and recommendations for the associate vice chancellor for academic affairs within three class days of the hearing.

18. Within 10 class days of receiving the panel's decision the AVCAA [~~move: The associate vice chancellor for academic affairs~~] shall send a letter explaining the findings and the decision ~~such decision~~ to the student, instructor, ~~department head,~~ chairperson or their administrative equivalent and the college dean, ~~and in case of a grade change, to the Office of Records and Registration.~~

19. Either party The student or the instructor may appeal the panel's decision in writing to the vice chancellor/pProvost or their designee.

20. The appeal should be submitted with a copy to the chairperson and the non-appealing party, within 10-5 class days after receipt of the decision, with a copy of the appeal forwarded to the nonappealing party.

21. ~~Upon receiving the appeal, The vice chancellor/p~~ the Provost, or their designee, shall review and render a decision about the appeal within 10 class days. ~~the decision of the committee on appeal within 10 class days. of receipt of either party's appeal of that decision.~~ Reasonable deviations from the time frame or procedures will not invalidate a decision unless the deviations cause significant prejudice to the student.
22. ~~The vice chancellor/p~~ Provost, or their designee, shall have the authority to:
- a. Approve the recommendation of the AIGC panel;
  - b. Remand the case to the original hearing panel for rehearing;
  - e. Remand the case to a different hearing committee for rehearing or
  - d. Reverse the decision of the hearing panel;
23. ~~The vice chancellor/p~~ Provost, or their designee, shall notify the appealing party and the non-appealing party of ~~his/her~~ their decision within 10 class days of receipt of the appeal.
24. ~~The vice chancellor/p~~ Provost shall return the records to the AAVCA ~~associate vice chancellor for academic affairs~~ for filing and for appropriate action. The ~~vice chancellor/p~~ Provost's decision shall be final.



## ATTACHMENT G: Academic Offenses Policy (501.13; Rev. 2021)

### **Explanation of changes made to 501.13: Academic Integrity and Discipline**

The changes fall into two types:

1. Changes that reflect the standardization of process or language for both 501.6 and 501.13 [see the explanation under 501.6] and
2. Changes that are unique to 501.13

Additionally the committee makes a recommendation for future review.

### **Proposal specific to Policy 501.16: Academic Offenses**

- a. *Delete the following as it appears earlier in the policy:* The final step in the current policy repeats that the representative of the Office of Dean of Students informs the student and the instructor of their right to appeal and the steps to do this. This already appears earlier.

### **Recommendation for further future review and streamlining of Policy 501.13:**

We recommend removing three sections at the end of the policy that are either stated elsewhere or merit their own policy. Restating policies within other policies leads to a greater likelihood of inconsistency as every iteration must be modified when anything is amended. Specifically,

- a. Remove the section titled “**Sanctions Imposed by the Academic Integrity and Grievance Committee.**” This policy is detailed in University Policy 516.3 and referenced earlier in this policy (501.13). There is no need to repeat it.
- b. Create a separate policy regarding student records to include **Conduct Records**. This policy can oversee all issues pertaining to student records, including conduct records.
- c. Remove “**Student Rights and Privileges Regarding Academic Offenses**” as it appears in University Policy 516.3 and also on the Dean of Students webpage in the student handbook. In each case, the list is slightly different. The AIGC believes Policy 501.13 is better served referencing these rights and citing the university policy rather than listing them here too. Re-listing them increases the likelihood that any changes will not be mirrored elsewhere. These rights and privileges regarding academic offenses are detailed and outlined in multiple other locations.

...

### Procedures for Academic Offenses Referred to the Academic Integrity and Grievance Committee

1. The representative from the Office of Dean of Students will notify the chairperson of the Academic Integrity and Grievance Committee (AIGC) that a written appeal has been received.
2. The AIGC will then convene within 15 class days to consider whether the student is responsible for the violation and when necessary, the appropriate disciplinary action (sanction).
3. The student's and instructor's schedules will be considered when scheduling the date, time and place of the hearing. The determination of the date, time and place of the hearing will include consideration of the student's and instructor's schedules and of their convenience, but in the interest of fairness, reasonable speed shall be the watchword.

~~The representative from the Office of the Dean of Students, will convene an AIGC hearing panel within 15 class days to consider whether the student is responsible for the violation and when necessary, the appropriate disciplinary action (sanction).~~

4. At least 10 class days before the date set for the hearing, the student and the instructor will be notified in writing concerning (a) the nature of the complaint and (b) the date, time, and place the case is to be heard. The student and the instructor will be notified in writing at least 10 class days before the date set for the hearing of the nature of the complaint and of the date, time, and place the case is to be heard. They shall will also be notified that, should either party choose not to appear, the hearing will proceed as scheduled. For the purpose of this section, the first day of this 10-day period will be the day after the date the notification letter was mailed or emailed. of mailing of the letter of notification shall be the first day of the 10-day delay period.
5. The student and the instructor will be notified that they may each can bring witnesses to speak on their behalf, in his or her behalf, that they each will have a reasonable opportunity for confronting witnesses appearing against them him or her, that each has the right to be present during all phases of the hearing, except during panel deliberations, and that each may bring to the hearing two non-participating supporters. representatives.
6. At least five class days before the panel convenes, the student and the instructor must submit to the representative from the Office of the Dean of Students all the information that each feels is pertinent to the appeal. This information must be in writing, supported in detail, and include a copy of the syllabus (if applicable). The material should include a statement specifying specify what additional evidence, witnesses and/or legal counsel the student or instructor will bring to the scheduled meeting.
7. Materials submitted less than five class days before the appeal hearing will not be disseminated to, be reviewed by, or be referenced by either the instructor or the student during the appeal.
8. Copies of the ~~information~~ material provided by the deadline will be distributed to all involved parties (instructor, student, and panel members) at least five calendar days before the panel meets. Failure to comply with this deadline may result in the hearing being rescheduled.
9. Panel members may recuse themselves during the scheduling of the hearing or upon receipt of the materials. In such a case they will be replaced by another panel member who may serve in their stead. Compliance with the guidelines for panel representation is required despite a recusal.

10. Legal counsel is permitted at academic offense hearings. Legal counsel serves in a non-participatory capacity and is restricted to the role of advisor.

11. A hearing panel will be selected from the AIGC to consider the appeal. ~~A panel chair will be chosen from among the faculty members present at the hearing panel.~~ A panel to hear appeals for academic offenses consists of the chairperson and three members; of this number, one must be a faculty member and one must be a voting student member. A representative from the Office of the Dean of Students also attends the hearing on behalf of the university. The Faculty Senate/Assembly president and the Student Government Association president or the Graduate Student Association president may appoint temporary committee members during the summer months to hear cases in an emergency and only after the representative of the Office of Dean of Students associate vice chancellor or their designee has made all attempts to contact committee members and alternates. A panel chair will be chosen from among the faculty members present at the hearing panel.

12. The only persons present at meetings of this ~~panel committee~~ shall be the panel members, the student, the instructor, designated observers, ~~along with their~~ non-participating supporters representatives, and witnesses actually testifying before the committee panel. ~~With prior notice to the hearing panel, a~~ Any of the parties involved in the appeal hearing, including the student, the instructor, or witnesses, may appear via synchronous technology rather than in person, provided that the panel members are notified in advance.

13. All proceedings shall will be recorded except for panel deliberations.

14. Written statements by witnesses in lieu of personal appearance should not be allowed except in rare instances: at the discretion of the panel chair.

15. ~~In determining During the process of making a determination~~ of responsibility for the alleged violation or in determining the appropriate disciplinary action (sanction), the hearing panel shall consider only that information which (a) has been presented during the hearing and had been submitted previously in a timely manner, and (b) is relevant to the alleged violation.

16. A decision shall be reached by a majority of the panel members.

17. The panel members shall submit their findings within three class days of the conclusion of the hearing.

18. If the hearing panel finds the student is responsible for the violation, the instructor will determine the appropriate grade penalty ~~based on a recommendation from the panel,~~ and the panel will determine the appropriate disciplinary sanction, per University Policy 516.3 In such a case, the panel chair may request the representative ~~from~~ of the Office of the Dean of Students, who may be available remotely, to open the student's file to see if there is a prior disciplinary record.

19. If the panel finds the student is not responsible for the violation, the instructor will treat the student accordingly; in any case, no disciplinary sanction or grade penalty shall be imposed until the appeal deadline has expired. ~~The administrative officer will maintain all records during the appeal delay period and on the expiration date will forward all records to the Office of the Dean of Students for filing and appropriate administrative action and notify the instructor to impose the penalty.~~

20. ~~Within 5 days of receipt of the findings, the representative of the Office of Dean of Students will notify the student and the instructor in writing of (a) the decision and determination of the case, (b) the disciplinary sanction imposed and, (c) the right of the student, the instructor or the representative of the Office of Dean of Students, to petition for appeal.~~ The administrative officer shall notify in writing and deliver within five class days of the hearing to the appropriate persons (the student, the instructor, and the representative from the Office of the Dean of Students) the decision and determination of the case, the disciplinary sanction imposed, and the right of the student, the instructor, or the representative from the Office of the Dean of Students to petition for

~~appeal. The Appeal Procedures and Instructions shall accompany the letter. A grade penalty cannot be appealed.~~

~~21. After receiving the panel's decision, the student, the instructor and the representative of the Office of Dean of Students have 5 class days to submit an appeal.~~

~~22. The representative of the Office of the Dean of Students will maintain all records during the window to appeal period.~~

~~23. When the appeal period ends, and no petition has been filed by any of the parties, if the sanction involves a grade penalty, the representative of the Office of Dean of Students will notify the instructor to impose the penalty. A grade penalty may not be appealed.~~

~~24. The panel may impose sanctions as determined by University Policy 516.3.~~

~~25. If the disciplinary sanction imposed was suspension or expulsion, the representative of the Office of Dean of Students administrative officer shall notify the Executive Vice Chancellor and Provost, and the Chancellor in writing of the hearing panel's decision and the determination of the case, reasons for the decision, and the sanction imposed, . The representative of the Office of Dean of Students will also and verify that all involved parties have been notified of their right to petition for appeal in accordance with the University's Procedures and Instructions.~~

### **Sanctions Imposed by the Academic Integrity and Grievance Committee**

Sanctions which may be imposed by the Academic Integrity and Grievance Committee for academic offenses include but are not limited to the following:

Administrative Class Withdrawal

Counseling Disciplinary Probation

Disciplinary Warning

Expulsion

Reprimand

Restitution

Suspension

### **Administration of Conduct Records**

Academic records and conduct records are kept separate to minimize the risk of improper disclosure. Disciplinary suspension shall not result in a notation on a student's permanent record. Temporary notice that a student is on suspension and ineligible to return to the University until a certain date shall be attached to the student's official record, i.e. transcript, on the ledger in the Registrar's Office, and in the student's personnel file in the Office of the Dean of Students. This action shall be taken to notify other schools or prospective employers that the student is not presently in good standing with the University. Once the student has reestablished his or her eligibility to return to the University, the temporary note shall be removed.

Conduct record information is released only in these circumstances: (1) receipt of written release from the student; (2) demonstrated need to know on the part of University personnel; or (3) receipt of a court order from legal authorities.

### **Student Rights and Privileges Regarding Academic Offenses**

The student has the right to the following:

1. Receive a written charge statement to include the nature and the specific charge(s) at least 10 class days before the hearing.

2. Be present at the hearing and have an opportunity to speak in own defense and to present evidence.
3. Receive names of witnesses and persons testifying against him or her.
4. Present witnesses, question University witnesses and persons testifying against him or her, and to review statements submitted.
5. Have an opportunity to review the information to be submitted at the hearing in advance to prepare a defense.
6. Present a version of the facts through personal and written statements including statements of witnesses or persons testifying.
7. Appear alone at the hearing or bring two non-participating representatives of his or her choice (faculty, staff, student, legal counsel, etc.) to advise the student but not to question. The committee may retain University legal counsel to furnish advice in such cases.
8. Have a determination of the facts of the case based solely on information at the hearing by the authority that holds the hearing.
9. Be informed in writing of the findings and the determination of the case, and the reason(s) for the decision and any sanctions imposed.
10. Receive a copy of the summary of the hearing and have a copy of the hearing tape made at his or her own expense.

## ATTACHMENT H: Generic Department Governance Document

**Generic Departmental Governance Document**

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

**Adopted Month XX, 20YY**

**Definition of Membership**

All faculty of the department, other than lecturers and visiting faculty, who hold more than a half-time appointment in the department, are members of the departmental governance body (hereafter referred to as the Assembly). Faculty who hold an appointment as described above during only one semester of an academic year shall have membership only during that semester. Faculty who qualify for membership shall have all privileges, including voting right, as set forth in this document.

**General Charge of the Assembly**

The Assembly is charged with the governance for the academic program of the department in a manner consistent with the goals and objectives of the department, college, and the University of Arkansas at Little Rock.

**Jurisdiction of the Assembly**

The Assembly shall have legislative power over the academic business of the department, including, but not limited to, the following matters:

- Curriculum including course and program additions, changes, and deletions.
- Degrees offered and degree requirements.
- Class scheduling within the parameters of meeting student needs and university requirements.

In addition, the Assembly, in cooperation with the department chairperson, shall recommend personnel policies to be observed within the department and shall perform a monitoring function to ensure that such policies are being observed.

Included in this authority are

1. The authority (within UALR's Procedures and Guidelines for Promotion and Tenure) to review faculty performance, including tenure and promotion, and to make recommendations in this regard, in addition to those recommendations provided by the chair.
2. The authority to recommend the hiring and dismissal of faculty.

Recommendations on budgetary priorities concerning the department's discretionary funds.

### Assembly Meetings

Presiding Officer: The chairperson or his or her designated representative shall preside at all meetings of Assembly.

### Schedule of Meetings

A meeting of the Assembly shall be scheduled by the department chairperson no later than the sixth day of classes for both the fall and spring semesters. The department chairperson may also call additional meetings and shall honor requests for called meetings by 25% or more of the Assembly's membership, or three members of the Assembly, whichever is less. A department meeting may be called at any time during the summer or during vacation periods provided a notice of the meeting and the agenda are mailed to the home of each faculty member at least seven calendar days prior to the meeting. Normal rules and requirements apply during the summer and vacation meetings. At the next regular meeting, the chair will summarize actions taken during the summer and/or vacation meetings.

### Place of Meetings

Meetings will be held at a place convenient to members of the department, normally on the University campus in close proximity to department offices, hybrid or synchronously.

### Meeting Agenda

Agendas shall be prepared by the department chair for all regularly scheduled meetings of the Assembly and shall be distributed to the members no later than 5:00 p.m. of the day before the meeting. Items may be placed on the agenda by any member of the Assembly.

### Quorum

A quorum of 60% or more of the membership of the Assembly is required in order to conduct business requiring a vote at meetings of the Assembly. Meetings may be held without a quorum for discussion purposes only.

### Voting Procedures

A simple majority of all members voting on an item of business of the Assembly is required for approval, except where otherwise specified in this document or in Robert's Rules of Order (newly revised). No proxy voting is allowed. The Assembly may consider a motion on any item of business pertinent to the department. The Assembly may submit recommendations to the department chairperson on items not within the jurisdiction of the Assembly. While the chairperson is not bound to honor the Assembly's recommendations on such items, the chairperson is expected to inform the Assembly of his or her actions. Members of the Assembly may challenge actions of committees of the Assembly through motions submitted at meetings of the Assembly.

### Rules of Order

The business of the meeting shall be conducted in accordance with the most current edition of Robert's Rules of Order (newly revised) unless specified otherwise in this departmental governance document.

### Meetings Open

Meetings of the department are open to anyone who wishes to attend, except when personnel matters are being considered or when student privacy rights must be respected.

#### Record of Meetings

A department Assembly member will be elected or assigned by the chairperson to record minutes of each meeting, which shall be distributed to all members following the meeting. Copies of the minutes shall be maintained in the department office.

#### Voice and Voting Rights

All members of the Assembly shall have voice and vote at meetings of the Assembly. Other persons invited to attend meetings, including lecturers, staff members, and students of the department, have voice without vote.

#### Committees of the Assembly

Members of committees shall be elected by majority vote of members present and voting at a meeting of the Assembly that was publicized in advance for the purpose of such election. Members of committees shall be elected for a term of one year.

Each committee shall select a chairperson. Business of the committees shall be conducted by majority vote of members present and voting. Committee members are expected to attend all meetings of their committees.

The following committees shall function as herein described:

Curriculum Committee – The general charge to this committee is the overview of all academic matters of the department. Specific duties include:

Review and approval of all course additions, deletions and changes, all program additions and deletions, and all curriculum changes.

Other academic matters.

Personnel Committee - The Personnel Committee is responsible for monitoring all matters involving personnel including but not limited to the matters as directed below. After adoption of policies on these matters by the assembly, the committee shall continue to evaluate and recommend changes to the Assembly, as warranted.

The Personnel Committee shall coordinate and review the development of promotion and tenure criteria and procedures and submit them to the Assembly for consideration. These criteria must be in accordance with Board of Trustee and University policies.

The Personnel Committee shall coordinate and review the development of detailed criteria and procedures for annual evaluation of faculty and submit them to the Assembly for consideration. These criteria and procedures shall include their application to determining merit raises. These criteria and procedures shall include any specific items needed to accomplish post-tenure review. These criteria must be in accordance with Board of Trustee and University policies.



Promotion and Tenure Committee – Due to the varying requirements to participate as a member of a promotion and tenure committee under the University’s Promotion and Tenure Guidelines, the Assembly shall establish committees as needed to review applications for promotion or tenure. Each committee shall consist of three members, meeting the requirements in the University’s Promotion and Tenure Guidelines, and elected by the Assembly. In the event that there are not enough faculty members eligible under University Promotion and Tenure Guidelines, the Assembly shall create a list of qualified individuals from outside the department. The list shall contain at least one name more than the number of additional members needed and shall be used by the College Dean to select the remaining members.

Assessment Committee – The Assessment Committee will recommend goals and means to the faculty for the assessment of student learning outcomes and will oversee their implementation. The committee will provide assessment assistance to faculty as needed and will analyze and report assessment results to the department and to other University officials.

Ad Hoc Committees – The Assembly may establish ad hoc committees. The department chair may also establish ad hoc committees, with notice to the department of the membership and assignment of any such ad hoc committee.

## **Department Administration**

### Chairperson

The department chairperson is the academic leader of the department. As such, the chairperson is expected to provide leadership with the goal of developing and maintaining academic programs of distinctive quality. The chairperson shall allocate available budget and other resources to support and encourage all faculty to seek excellence in teaching, Scholarly, Creative and Professional Activity and service. The chairperson shall ascertain that all students of the department are receiving appropriate advisement. The chairperson shall ascertain that student organizations within the department have chosen faculty members to be advisors in accordance with their by-laws. The chairperson shall evaluate faculty for salary increases, tenure, and promotion in accordance with procedures and criteria approved by the Assembly. The chairperson then shall forward his/her recommendations for tenure and promotion, along with the recommendations for promotion and tenure of the Promotion and Tenure Committee to the Dean. The chairperson shall prepare budget requests to the administration and report such requests to the Assembly. The chairperson shall review class schedules to ensure that all scheduled courses are staffed and shall assist in hiring part-time instructors.

### Selection of Department Chairperson

Recommendations to the dean for the department chairperson position shall normally be made by election from among faculty members of the Assembly. The chairperson shall be elected for a term of three years and shall be elected by written ballot by majority vote of Assembly members that was publicized in advance for the purpose of such election.

The department chairperson must be a **tenured or** tenure-track faculty member within the department.

## Annual Review of Faculty

### General guidelines

The annual review of the work of each faculty member shall be made in accordance to criteria and procedures required in Board Policy 405.1 (revised) and other pertinent Board and University policies.

The goals of the annual review are to: a) evaluate the activities and achievements of the faculty during a given year; b) identify meritorious accomplishment by faculty; c) identify inadequate performance by faculty in order to provide guidance for faculty development.

This review is to provide guidance and assistance to all faculty in their professional development and academic responsibilities. The annual review of each faculty member shall provide the primary basis for the Chair's recommendation relating to salary, promotion, granting of tenure, successive appointment, non-reappointment and dismissal.

Review of faculty performance shall be based on three broad categories: teaching; scholarly, creative, professional activity; and service. Each year, at the time of the preparation of the self-evaluation, each faculty member shall estimate a percentage of his/her work to be allocated among teaching; scholarly, creative, professional activities; and service. In no case shall the percentage for teaching be less than 50% and some activity is expected in both of the other areas. For Instructors, it is assumed that the percentage for teaching will be significantly greater.

The department recognizes the various talents of individual faculty members and their respective interests as well as the difficulty in assigning to faculty a specific percentage of their efforts that should be dedicated to each of the areas. Tenured and tenure-track faculty are expected to contribute in all three areas. Non-tenure-track faculty are expected to emphasize teaching and contribute in the other areas as their interest and assigned tasks permit.

### Criteria

#### A. Teaching

The Roles and Rewards Task Force I (policy 403.20) identified universal qualities of effective teaching. Although they were listed with tenured faculty in mind, they apply to non-tenured faculty as well. "The nature of effective teaching may vary across disciplines, but certain qualities are universal: respect for students, faith in student abilities, a focus on student learning, and a commitment to student success. Equally important, faculty should view themselves as role models who convey the values of their disciplines and initiate students into their professions. In the pursuit of excellence in teaching, faculty members must remain current in their discipline and in pedagogical strategies. They should consider teaching a continual process of improvement and

growth.”

All faculty are expected to meet classes regularly, require appropriate work from students, make themselves available for student consultations, maintain regular office hours, provide and follow a course outline/syllabus, respond adequately and fairly to student work and offer examinations and other forms of student assessment that are fair in the sense of giving each student an equal chance to succeed and are relevant to the content of the course. Teaching effectiveness will be evaluated, and performance below Departmental standards will be deemed unsatisfactory.

Teaching is defined in terms of providing for student learning in a variety of ways including classroom or laboratory instruction, team teaching, supervision of independent study or research, multi-disciplinary teaching activities, student advisement, course preparation, curriculum design and development, use of creative teaching strategies and technologies, and innovative activities.

Documentation of teaching performance may include, but is not limited to evidence of the following:

- appropriate teaching methods
- innovative teaching methods
- appropriate usage of technology
- currency of course content and presentation techniques
- ability to inspire and stimulate students
- development of courses and/or instructional material
- effectiveness/leadership in academic advisement and mentoring
- teaching awards/honors
- student/peer evaluations

#### B. Scholarly, Creative and Professional Activity

For tenured and tenure-track faculty, there is the expectation that they be involved in scholarly, creative and professional activities. A continuing lack of involvement in such activities will be deemed unsatisfactory. For Instructors desiring advancement, there is the expectation that they be involved in scholarly, creative or professional activities.

Documentation used to evaluate scholarly, creative, professional activity may include evidence of:

- academic publications (books, monographs, articles, reviews, scholarly newsletters)
- grants
- papers/presentations at professional meetings
- creative works

- membership on editorial boards of professional journals
- service as manuscript referee—preparation of instructional materials (texts, videos, lab manuals, etc).
- training and certification in specialized skills
- professional honors/awards

### C. Service

Service involves service within the university, the community and the profession. All voting members are expected to perform committee work within the department and from time to time at the college and university levels. Members are expected to be responsive to community needs as time and expertise allow. A continuing lack of involvement in service activities will be deemed unsatisfactory.

Tenured and tenure-track faculty shall be evaluated in terms of service to the profession, the public, the university, and the department and may include activities such as discipline-related community service, work on college or university committees, department service, administrative service, working with professional organizations and participation in professional meetings. Instructors desiring advancement shall be evaluated for their work in service as described below as well.

Documentation of service may include evidence of:

- activities intended to enhance community understanding
- involvement in professional organizations
- holding office or positions of leadership in professional organizations
- involvement in student life activities
- service to other University programs
- participation in discipline-related service organizations
- leadership in college/university governance
- participation in college/university committees/councils

### **Post Tenure Review**

Criteria and Procedures: to include the following:

With regard to tenured faculty an annual rating of unsatisfactory in any two categories of teaching, service, or research shall constitute an overall unsatisfactory performance rating for that year. Before making a determination of overall unsatisfactory, the chairperson must take into consideration the faculty member's assigned workload and evidence of relevant, documented efforts and outcomes within the context of that workload. If there is a determination of overall unsatisfactory performance, then post-

tenure review will be initiated. If the faculty member is not rated overall unsatisfactory. then the faculty member is overall satisfactory. If the faculty member is determined to be overall unsatisfactory the Promotion and Tenure Committee, the chair and the dean shall prepare a professional development plan supported by appropriate resources. The plan must be developed within 30 days of the final overall evaluation of overall unsatisfactory and must contain measurable objective benchmarks identifying what is necessary to attain meaningful progress and, separately, satisfactory performance. if the faculty member receives one additional overall unsatisfactory review during the professional development plan period, and fails to demonstrate meaningful progress in remediating overall performance deficiencies, the department chairperson informed by the recommendation of the Promotion and Tenure Committee, and the dean, may initiate the process for terminating with cause the tenured faculty member as specified in the UA Little Rock policies and UA Board policies Faculty.

### **Evaluation of Faculty and Staff for Salary Increases**

Annual reviews of non-classified personnel shall be conducted in accordance with criteria and procedures approved by the Assembly. The department chairperson shall provide each person a written copy of his/her evaluation, listing strengths as well as weaknesses, and specifically addressing any problems that require correction.

### **Amendments**

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

### **Coda**

As a generic departmental governance document, the document is to be used by a new department **or department lacking an approved governance document** until it can write and get approved a document of its own. The expectation is that each department will replace this document with a document of its own designed to meet the specific needs of their department. To approve a replacement for this document requires a favorable vote from a majority of the members present and voting at two consecutive meetings of the department Assembly. The proposed document must then go through the normal review process of the university with approval being at the discretion of the chancellor.