



FACULTY SENATE

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

Convene 1:03 PM

I. Welcome and Roll Call

Present: CHASSE – Anson, Barrio Vilar, Baylis, Blevins-Knabe, Cheatham, Groesbeck, Hamilton, Harris, Matson, Mitchell, Scheidt, Scranton, Smith; CBHHS – Atkins, ten Bensel, Golden, Hendon, Knight, Leonard, Ruhr, Sadaka; CSTEM – Baillie, Deng, Kattoum, LeGrand, Milanova, Pidugu, Ray, Sharma, Woolbright; LIBRARY – Macheak; LAW – Cummings; EX OFFICIO – Drale, Bain, Nolen, Wright, Shahan

Absent: CHASSE – Condran; CBHHS – Solomon, Staley, Woolridge; CSTEM – Hardeman; LAW – Boles, Woodmansee; EX OFFICIO – Chamberlain

II. Review of Minutes from March 18, 2022

- a. Emend 3-18-2022 minutes to reflect that Sen. Groesbeck's concern was *part-time* faculty in Music

Approved

III. Announcements

Baillie: MIST workshop in two weeks

Nolen: Upcoming Town hall on UA System course course numbering (5/9)

IV. Airing of Grievances (2 minute limit)

- Wright: DegreeWorks offline yesterday and this morning during advising season
- Barrio-Vilar: Need more training in Hyflex modalities; admin should hire a consultant; ATLE cannot furnish the scope and breadth of training needs
 - If there is a need for more HyFlex courses, then the workload policy must reflect the increased demands of modalities
- Wright: Students, faculty and staff must be able to access the schedule; at least 4 different portals with different information; must be consolidated into a single well-designed and implemented portal

- Barrio-Vilar: Missed the dead hour change; have a scheduled class during that slot for fall that is in the catalogue, but that the system did not prevent it.
- Wright: During accreditation visit, grade change policy made no sense; legislation at odds with undergraduate catalogue (faculty member v department/unit chair)
- Pidugu: Many courses also include a lab, so labs are excepted from Dead Hour policy.
- Leonard: Some bills have not been paid from last year; please investigate— staffing, competency, etc?
- Mitchell: Disappearance of videos and transcripts of Chancellor’s Race Forums.

V. Introduction of New Topics (2 minute limit)
N/A

VI. Reports

a. Executive Committee - Amanda Nolen, President of Faculty Senate
Reporting for Executive and Calendar Committees

Calendar report

- Re-examine start date “creep” re: August 2026
 - Rec. to amend calendar for that year
- Consider flexibility in Monday/Wednesday morning bloc times
 - Need to know cost benefit/loss in canceling a bloc
 - Recommendation will be forthcoming

Executive report

- Modality legislation updated in response to Chancellor’s concerns; move
- Committee on Committees publishing ballot on Monday May 2
 - Encourage colleagues to serve on committees
 - Essential to university
- Motion supporting/reiterating Staff Senate rec on police bonus
 - Response to Act 224

Moved Cheatham, 2nd Hamilton

Approved 96%

b. Chancellor’s Report – Christy Drale, Chancellor

- Flex Remote Work policy approved; had reservations, but have been persuaded
- New website for DEI <https://ualr.edu/diversity/>

Hamilton: Thanks for openness to Remote Work policy

c. Provost’s Report – Ann Bain, Provost & Executive Vice Chancellor

- May 9 opportunity to discuss common course numbering with WorkDay team
- ADHE meeting discussing new BA at National Park Colleged defeated
 - Expect more discussion in the coming AY

- Meeting on Workday with other UA System chief academic officers; common theme was need to have HR and Finance modules in good stead before implementation of Student module
 - Announce Academic Staff awards: Nash, Hendricks, Reed, and Larson
 - Retirees: Flinn, Warrick, Jensen, Bergen, Oliver, Fulmer, Sikes, Grover, Johnson, Katt, Holland
 - Thank you to Senate, Executive Committee, and especially outgoing President Nolen
- d. Undergraduate Council – Zac Hagins, Chair
Updated Honors Policy recommendations in report
Will present to Senate in fall
- e. Graduate Council - Laura Ruhl, Chair
GC considered Honors Policy; included in March report
GC sees no need for honors at graduate level
- f. Core Council - Belinda Blevins-Knabe, Chair
No commentary
- g. Budget Report – Jerry Ganz, VC Finance and Administration
View budget here: [UA Little Rock Budget – FY23](#)
Submitted on time, balanced, and well-received by System Office.
End of Covid funding and enrollment decline added challenges to constructing budget.

Questions

Leonard: Clarification on staff in budget office

A: Challenges in staff retention across university

Matson: Will VC continue their report?

A: Do not have a formal report/more to report; looking to respond to questions that senators may have around the budget.

Conversion to WorkDay and loss of Adaptive has been massive and delayed swift and necessary communication of details to all campus stakeholders; working to improve that.

Matson: Presents [Questions](#) for VC Ganz

A: Will address those that I can and acknowledge when I cannot

Wright: What will budget look like when CARES monies have been expended?

A: Really HERF monies; discussed prevailing austerity attributable to past few years (retrenchment, pandemic, enrollment declines)

Henslee (Staff Senate Past President): Issue of staff salaries and need for raises. Is there a “roadmap” that can be planned?

A: Very challenging under present circumstances

Discussion continued.

h. Planning & Finance Committee – Andrew Wright, Chair

- Implementation of new Workload policy

Matson: Issues with data; initial report should not be used for decision making.

Annual report after third year will be valuable tool

Question of “individualized instruction” looms large, esp. IU caps; needs to be dealt with in the near term; committee in a good position to evaluate need/exceptions

i. Ad hoc Committee on e-Learning Policies - Joanne Matson, Chair

Matson: [Full report](#) on Senate website

Executive Summary:

This ad hoc committee was created to review policies posted on eLearning’s webpage on subjects within the Senate’s legislative authority. The University Constitution, Article III, states that “[t]he Faculty Senate shall have the right to make recommendations on all matters that concern the educational mission and effectiveness of the University . . . [that] include but are not limited to the following: 1. Admission requirements 2. Curriculum and courses 3. Degrees and requirements for degrees 4. Calendar and schedules . . . “ It should be noted that while the Task Force operated, language on the eLearning website kept changing. Policies that began the semester called “policies” were changed mid-stream to “business processes” and then later to “processes” and “models.” However, changing the policies’ names did not bring them out of the faculty purview: whatever they were called, they still concern curriculum and courses and calendar and schedules. Additionally, it should be noted that these policies are not included in the policies archive of the University, and their development has occurred outside the shared governance process of the university. The Task Force reviewed these areas: 1. Grievance procedure 2. Course evaluation by students 3. Evaluation of online courses 4. Course modality of UALR Online

Of the four policies on the eLearning website reviewed by the Task Force, one, the Grievance Policy, is now consistent with university-wide policy. With respect to the policy on student evaluation of courses, the Senate is reviewing ongoing practices and proposing legislation; and it is expected the eLearning website will be changed to reflect that legislation when adopted. Of the other two policies, on evaluating online courses and on prescribing course modality, the Task Force believes eLearning should be required to engage in the existing faculty governance process. The Task Force therefore proposes . . . that the Chancellor appoint a cross functional committee to include faculty as well as administrators from Academic Affairs and Finance to review UALR Online to do the following: 1. Develop a plan to bring decisions about courses, curriculum, schedules, calendars, and any other matters faculty have authority to make recommendations on into the existing faculty shared governance process; 2. Review enrollment, revenue, and costs of the Online Campus to determine its feasibility and parameters going forward; and 3. Develop a strategic plan for online education in general at UA Little Rock going forward.

- j. Faculty Governance Committee - Rosalie Cheatham, Chair
- Three department governance documents have been approved; 9 in queue

VII. Old Business

A. **FS_2021_22 Executive Committee** (Legislation. Majority Vote at one Meeting, no second required) Modality Definitions

Matson moves

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, **targeted** implementation of the change would go into effect July 1, 2022.

Be it further resolved that all versions of the schedule consistently state the same information.

Wright: Motion to divide question (Modality Definitions v Matson's friendly amendment)

Passed

Modality Definitions passed (93%/7%)

Friendly amendment/language

- Wright: Need implementation date; July 2023
- Finzer: Cannot guarantee compliance by that date owing to limitations of Banner
 - Workday Student to be implemented in July 2024; will require one year to have clean process
- Henslee: Spring of 2025 for use in Fall 2025
- Matson: Working group should be constituted to address problems
- Wright: Important to set a deadline, even if that deadline needs to be altered of necessity
- Cheatham: Ought to do the best we can as quickly as we can; important to help students understand what they are registering for.
- Drale: Deadline impacts parties outside of academic affairs, therefore moves outside of Senate's provenance. Good to have a target date; keep in mind that deadline cannot be binding.
- Wright motion: Amend to "implementation date" to "planning date"
 - Discussion (Matson, Anson, Cheatham, Hendon)
- Amend to "target implementation date of 2023"
 - Passed

Return to original motion

Motion passed

[VC Ganz joins meeting at this juncture; see budget report/discussion VI. g, above]

VIII. New Business

- A. FS_2022_10** Executive Committee (Legislation. Majority Vote at one Meeting, no second required) Approval of Spring 2022 graduates

Moved by Matson

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 for a list of candidates for graduation, current as of 4/21/2022).

Passed 100%

- 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 16th, when faculty go on contract, thus truncating the time during which necessary beginning of the semester planning and orientations occur.

Passed 96/4%

- 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.
Passed 100%

- 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.
Passed 100%

- 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)
Moved by Matson

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.

Passed 96/4%

- F. **FS_2022_15 Faculty Professional Development Committee** (Legislation. Majority vote; no second required). Shared (common) questions for Teaching and Course Evaluations

Introduced by Harris

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.

- Wright motion to postpone to Fall meeting; 2nd Anson

Passed

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.

- Wright: Friendly amendment—generic descriptor for eLearning, i.e. “unit responsible for distributing evaluations.” Bullet points contradict standing policy.
- Smith motion to postpone with consideration of discussion; 2nd Anson

Passed

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.

- **Wright motion to strike 1st and 3rd bullet points [highlighted above]**

Matson: Take as considerations as opposed to deletions.

- Smith motion to postpone with consideration of discussion; 2nd Anson Passed

- 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.

Lost quorum at 4:15 PM (19 senators present)

Remainder of agenda below uncompleted—

- 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.

- IX. Open Forum
 X. Adjourn

ATTACHMENT A: Academic Year 2026 Calendar

ATTACHMENT B: AY 2027 Academic Calendar

ATTACHMENT C: AY 2028 Academic Calendar

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 Credit¹ (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

...

¹ 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)

Justification for, and summary of, changes made to 501.6: Grade Appeal

Following are revisions proposed by the AIGC to 501.6: Grade Appeals.

The changes fall into two types:

1. Changes that reflect the standardization of process or language for both 501.6 and 501.13,
2. Changes that are unique to 501.6:
 - . Location: Moving a procedure so it corresponds to its place in the timeline
 - a. Procedures that are unique to the process of 501.6

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

- . *We propose some rearranging of the information and actions required to better echo the linear timeline. Specifically, we propose moving some steps and dividing some steps into shorter items/steps.*
- a. *We propose making deadlines consistent.*
 - . *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.*
- a. *We propose clearly articulating what documents must be submitted for a hearing, to whom, and by when.*

.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.

*i.*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 Dean of Students).

*ii.*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 timeframe that is measured in calendar days.

- d. We propose including 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.
- . We propose clarifying *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. We propose clarifying that *hearings are recorded*. Both policies add amendments stating that the hearings are recorded during testimony but not during deliberation.
- g. We propose standardizing some of the language between 501.6 and 501.13:
 - . *Both amendments 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.
 - i. *Both amendments 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*.
 - ii. *Both amendments modify the use of the associate vice chancellor for academic affairs by*
 1. Employing the abbreviation ACVAA instead of repeatedly referring to the *associate vice chancellor for academic affairs*.
 2. Introducing the option of a designee to act on behalf of the AVCAA
 - . *Both amendments modify the term “chairperson” to account for changes in university structure*. The current policies refer to the chairperson. The amendments introduce “*or their administrative equivalent*” to account for school directors.
 - . Here too the option of a designee is introduced or included consistently.
 - . *Both amendments 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.

0. Proposals specific to Policy 501.6: Grade Appeals

- . *We propose clarifying some deadlines.*

.The amendment requires 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.

i.The amendment establishes 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.

a. *We propose clarifying 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.

. Setting a limit on how long the appeal may remain open is not designed to be punitive but rather fair.

i. Holding the student and the faculty member to the same standard is more equitable.

ii. Leaving the timeframe unlimited is unfair to AIGC members who “secure” days for possible panels.

c. *We propose clarifying materials required for a Grade Appeal hearing.*

. *The amendment requires 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 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.

- 0. Provide the instructor with context and details which may lead to an early resolution or a more effective discussion.
 - 0. Minimize the “turging” of the grade appeal up the chain of command. This is unfair to the student as well as, ultimately, the faculty.
 - 0. Improve the student’s argument, and
 - 0. Facilitate the evaluation of the merit of the case when presented initially to the AIGC
- d. *We propose clarifying 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.
- . *We propose removing 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.

Policy 501.

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.

0. 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.~~

0. 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.

0. 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.

0. At this meeting the chairperson (or administrative equivalent dean) 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.

0. 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

0. 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.

0. 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 eChancellor/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).~~

0. 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 ~~v~~ 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.~~

0. 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.~~

0. 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.

0. 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.

0. Legal representation at grade appeal hearings is prohibited.

0. 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.

0. 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.

0. 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.

0. 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.

0. 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.]

0. 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, evidence, testimony from the student and the instructor, evidence, 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.~~

0. 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.

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

0. 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.~~

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

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

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

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

0. Upon reaching a decision, the panel will formalize its 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.-

0. 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.~~

0. ~~Either party~~ The student or the instructor may appeal the panel's decision in writing to the ~~vice chancellor/p~~Provost or their designee.

0. ~~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.

0. 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.

0. The ~~vice chancellor/p~~ Provost, or their designee, shall have the authority to:

- . Approve the recommendation of the AIGC panel;
- a. Remand the case to the original hearing panel for rehearing;
- b. Remand the case to a different hearing committee for rehearing or
- e. Reverse the decision of the hearing panel;

0. 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.~~

0. 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)

1. Proposals specific to Policy 501.16: Academic Offenses

. We propose deleting 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.

0. 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 may 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:

. 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.

a. Create a separate policy regarding student records to include **Conduct Records**. This policy can oversee all issues pertaining to student records, including conduct records.

b. Remove “**Student Rights and Privileges Regarding Academic Offenses**” as it appears in University Policy 516.3. 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 including:

.University Policy 516.3 (<https://ualr.edu/policy/code-of-student-rights-responsibilities-and-behavior-516-3/>) (*See A. below*)

i.on the web page of the Office of Dean of Students (<https://ualr.edu/deanofstudents/section-vii-administration/student-rights/>), and in

ii.Faculty Senate policy 501.13 (*See B. below*) and

iii.Faculty Handbook (*See C. below*)

A. Policy 516.3: Code of Student Rights, Responsibilities and Behavior

(<https://ualr.edu/policy/code-of-student-rights-responsibilities-and-behavior-516-3/>) has the following: **Student Rights and Privileges (Accuser and/or Accused)**

1. Receive a written charge statement to include the nature and the specific charge(s) at least five (5) class days before the hearing. (See Dean of Students website and Policy 501.13)
2. Be present at the hearing and have an opportunity to speak in his or her own defense and to present evidence.

3. Receive names of witness(es) and persons testifying against him or her.
4. Present witness(es), question university witness(es) and persons testifying against him or her, and to review statements submitted.
5. 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 or witnesses or persons testifying.
7. Appear alone at the hearing or bring two (2) non-participating representatives of his or her choice, e.g., faculty, staff, student, legal counsel, etc., to advise the student but not to question.
8. The committee may retain university legal counsel to furnish advice in such cases.
9. Have a Determination of the facts of the case based solely on the information presented at the hearing by the authority that holds the meeting.
10. Be informed in writing of the findings and determination of the case and the reason(s) for the decision and any sanctions imposed.
11. Receive a copy of the hearing recording made at his or her expense.
12. Right to petition for appeal. (Refer to Appeal Procedures and Instructions for University Judicial Appeals Committee (UJAC), and Appeals to the Chancellor.)
13. Student has the option of being represented during the appeal process by a licensed attorney or non-attorney advocate at the student's expense and the student has received suspension or expulsion. Attorney or non-attorney participants may fully participate during appeal proceedings.

B. Embedded in 501.13 is:

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.

C. The Faculty Handbook:

<https://catalog.ualr.edu/content.php?catoid=7&navoid=1066#student-academic-integrity-and-grievance-policy>

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.

(FS, 8/2018)

Academic Integrity and Discipline (Policy 501.13; Rev. 4/2021)

...

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).~~

0. 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.

0. 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.

0. 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.

0. 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.

0. 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.

0. 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.
0. Legal counsel is permitted at academic offense hearings. Legal counsel serves in a non-participatory capacity and is restricted to the role of advisor.
0. 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.
0. 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.
0. All proceedings ~~shall~~ will be recorded except for panel deliberations.
0. Written statements by witnesses in lieu of personal appearance should not be allowed except in rare instances: at the discretion of the panel chair.
0. 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.
0. A decision shall be reached by a majority of the panel members.
0. The panel members shall submit their findings within three class days of the conclusion of the hearing.
0. 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.
0. 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.~~

~~0. — 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.~~

~~0. — 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.~~

~~0. — The representative of the Office of the Dean of Students will maintain all records during the window to appeal period.~~

~~0. — 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.~~

~~0. — The panel may impose sanctions as determined by University Policy 516.3.~~

~~0. 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.~~

Please see AIGC recommendations regarding these sections:

~~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-~~

Descriptions of sanctions are found in the *Student Handbook*.

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.