

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

TRANSMITTAL OF FACULTY SENATE LEGISLATION

Faculty Senate legislation is to be submitted to the chancellor to approve or disapprove within ten calendar days after the Assembly review period. The chancellor may approve or disapprove any Faculty Senate legislation within a period from the eleventh through the twenty-fifth calendar day after the Faculty Senate action has been presented to the Assembly, unless the Assembly has been petitioned to amend or rescind the Faculty Senate legislation. In the latter case, the chancellor's approval or disapproval shall be made no later than fifteen calendar days after the Assembly has voted on and failed to approve a motion to amend or rescind a legislative action of the Faculty Senate. The chancellor shall provide written reasons for disapproval to the Faculty Senate.

To the Chancellor of the University of Arkansas at Little Rock:

The following legislation passed the UALR Faculty Senate on November 19, 2021.

FS_2021_21 Course Modality Definitions

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

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

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

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

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

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

HyFlex: A hyflex course includes any combination of face-to-face and online modalities not covered by hybrid. Each class session and learning activity is 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 January 1, 2022.

Disseminated to University Assembly November 22, 2021

Faculty Senate President's Signature *Amanda Nolen* Date November 22, 2021
Amanda Nolen

Received in chancellor's office on JAN 12 2022 (date)

Chancellor's Action:

APPROVED Chancellor's Signature _____ Date _____
Christina Drale

DISAPPROVED Chancellor's Signature *Christina Drale* Date 3/17/2022
(reasons to be attached) Christina Drale

FS_2021_21 Course Modality Definitions

Explanation of Chancellor's disapproval

While I agree with the Faculty Senate that the current set of course modality definitions is dizzying and possibly over-restrictive, the intent is important to keep in focus. Students must have a clear understanding of what they are signing up for, and they must know this before they get the syllabus in the first week of classes. I do not believe the proposed legislation gives them that clarity.

Specific Concerns:

1. Definition of online modality: I believe the general expectation for online students is that they will not be tied to a specific delivery schedule. If I am an online student, I might be very unhappy to learn, when I get the syllabus, that my online class is synchronous and does not fit my schedule. I would like the Senate to consider one of two options—either split this into two online modalities (online synchronous, online asynchronous), or move the synchronous online to the face-to-face category so that you have on-site face-to-face and online face-to-face.
2. We do not offer correspondence courses, so I would like to see this modality removed. I also believe the description provided could be confused with independent study/individualized instruction.
3. I would like to argue that individualized instruction is not necessarily a modality in the sense that we're using it here—that is, a delivery modality. Individualized instruction is a type of instruction/learning like labs, lectures, studios, field placement, etc. I don't think it needs to be here. It does not have its own identifying section code, for instance.
4. I'm OK with the hybrid definition, but you might specify that percentages should be identified in the schedule of classes
5. The HyFlex definition needs clarification. The first sentence: "A hyflex course includes any combination of face-to-face and online modalities not covered by hybrid" could be interpreted to mean that the course is alternately in different modes throughout the semester instead of *simultaneously* in different modes. I think if you add the word "simultaneously" somewhere in the definition, that confusion will be cleared up. Also, when you split out the online modalities between synchronous and asynchronous, that will need to be reflected in this definition.
6. I'd like to see this submitted as stand alone legislation rather than a modification to the Calendar and Schedules Policy(ies) for two reasons: a) the Calendar and Schedules legislation has not been published as a single unified policy in our policy library yet and has no policy number, so submitting this as a modification of what is really a collection of separate pieces of legislation will be confusing, and b) the modality landscape is still evolving and it might be better to keep this separate for now.

It will continue to be a challenge to find the right balance between flexibility and standardization. We want to preserve faculty freedom to create learning experiences that are most effective while also ensuring "truth in advertising" for students as they now have many other educational options. And, we must find this balance amidst an ever-changing educational and technological landscape. I commend the Faculty Senate in working on this important task and look forward to finding consensus in the spirit of shared governance.