Faculty Senate Meeting Agenda

May 3, 2024 | 1:00 PM until adjournment
Synchronous Online: Zoom link

I. **Welcome and Roll Call**

II. **Approval of [Minutes April 12, 2024 Senate](#), [March 8, 2024 Senate](#), [Feb. 9, 2024 Senate](#) All approved**

III. **Overview of Faculty Senate meeting structure and procedures -- Joanne Matson**

- If legislation pertains to a University policy, please include the policy number on the legislation. See policy page

- When legislation has been passed and signed, please provide both red-lined and clean copy back to the executive committee.

- See [Roberts Rules of Order](#) material from Arizona State webinar.

- Implementing "2 bites at the apple" rule for complicated discussions.

- See [Operations and Motions](#) section on Senate website along left column

- Please report minutes of Senate or Assembly committee meetings to President Matson or Ms. Johnson ([example of ATCC](#)) (Academic Technology and Computing Committee)

IV.   Announcements

V.   Airing of Concerns and Congratulations (2 minute limit)

VI.   Introduction of New Topics (2 minute limit)

VII.   Reports

a.   **UGC Report - Joe Felan**

b.   **GC Report - Nancy Hamilton**

c.   **Workday Student Update - Cody Henslee**

d.   **Faculty Senate Report, Joanne Matson**

- ○   Welcome to next Assembly/Senate President – Angela Hunter

- ○   Update on University System policy revisions

- ○   Update on Workload policy.

- ○   Update on Finances. Excel spreadsheet shared at Assembly.

- ○   Priorities for the future

IX.   Old Business. none.

X. New Business.

A.   **Motion FS_2024_03. Executive Committee** (Legislation. Majority vote at one meeting; no second required). Approve graduates for Spring and Summer 2024. **Approved**

Be it resolved that those applicants completing all requirements for various University of Arkansas Little Rock degrees in the 2024 Spring and Summer Semesters shall be approved for graduation. (See here for a list of candidates for graduation, listed by name and listed by program, as of April 30, 2024).

B.   **Motion FS_2024_10. Executive Committee.** (Resolution. Majority vote at one meeting; no second required.) Recognize the contributions of faculty retiring Spring and Summer 2024. **Approved**

Be it resolved that the Senate congratulates the following faculty retiring Spring and Summer 2024, thanks them for their many years of service as teachers, scholars, and community members at UA Little Rock, and wishes them the best in the future:

- Deborah Baldwin
- Jamie Byrne-McCollum
- Joyce Carter
- Jim Golden
- Johanna Miller Lewis
- Joanne Liebman Matson
- Robert Mitchell
- Ray Ortega
- Bruce Smith

C.   **Motion FS_2024_04. Calendar Committee.** (Legislation. Majority vote at one meeting. No second required). Adopt 27-28 Calendar -- proposed 27-28 calendar

Be it resolved that the proposed 27-28 calendar be adopted. **Approved**

D.   **Motion FS_2024_05. Admissions and Transfer Committee.** (Legislation. Majority vote at one meeting. No second required). Update Freshman Admission Criteria (LR 502.2) to accommodate 2016 changes made to the paper SAT Math section and to include scores from the Digital SAT that was launched in March 2024.

Whereas the College Board modified the SAT math section in 2016 in a way that changes scoring and has introduced the Digital SAT in March of 2024 to replace paper versions of the SAT,

Therefore, update Freshman Admission Criteria – LR 502.2 addressing Admissions of First-time Freshmen to read:

Applicants who present a high school diploma with all of the following academic qualifications will receive admission:

- Completion of the high school Core Curriculum for college preparation as required by Arkansas Code Annotated §§6-60-208 and 6-61-217 and defined by the Arkansas Higher Education Coordinating Board in consultation with the Arkansas State Board of Education, along with either one of the following:
- A cumulative high school grade-point average of 3.0 on a 4.0 scale, or
- A cumulative high school grade-point average of 2.25 on a 4.0 scale, and ACT English, Math and Reading sub-scores of 15 or higher (minimum paper SAT sub-scores of 26 Writing, 26 Reading, and section score of ~~515~~ 400 Math; minimum Digital SAT section score of 440 combined Reading and Writing and section score of 400 Math), or
- Satisfaction of the ACT requirement of the Arkansas Academic Challenge for traditional students as set forth by the Arkansas Department of Higher Education.

Effective date: Fall 2025 **Approved**

Commentary:

Why sub-scores are two-digit and section scores are three-digit in the paper SAT:
- "The section scores for Math each range from 200 to 800."
- "Test scores [or sub-scores] for Reading, Writing and Language, and Math range from 10 to 40."

(from: Understanding Your Score Report - SAT Suite of Assessments)

Also two-digit sub-scores are different from 3-digit section scores:

Your cross-test scores and subscores dig deeper into your performance, revealing how well you did on specific skill areas and question types. Cross-test scores, as their name indicates, sample questions across all three subjects. Subscores shed light on questions from Math and Evidence-based Reading and Writing.

(from What Do SAT Subscores Mean? Expert Guide)

To view the SAT and ACT equivalency chart: ACT-SAT Concordance Tables

To convert two-digit sub-scores to three-digit section scores on the SAT, follow the steps in the Calculating Your Evidence-Based Reading and Writing Score section : How Is the SAT Scored? Scoring Charts

E.   Motion FS_2024_06. Admissions and Transfer Credit Committee (Legislation. Majority vote at one meeting; no second required). Modify the admissions requirements for Concurrent Enrollment students (LR 502.8) to include satisfaction of the ACT requirement of the Arkansas Academic Challenge for traditional students as set forth by the Arkansas Department of Higher Education.

Whereas other freshman admission criteria, like Freshman Admission Criteria – LR 502.2, include satisfaction of the ACT requirement of the Arkansas Academic Challenge for traditional students as set forth by the Arkansas Department of Higher Education,

Therefore, modify high school concurrent admissions to include satisfaction of the ACT requirement of the Arkansas Academic Challenge as seen in the following red-line version of Concurrent Enrollment, LR 502.8:

To be eligible for high school concurrent enrollment, the applicant must meet one of the following requirements:

- Complete at least 50% of the state‑recommended college preparatory courses with a minimum grade point average of 2.5
- Achieve a minimum overall high school grade point average of 3.0
- Achieve a minimum composite score of 21 on the ACT
- Satisfaction of the ACT requirement of the Arkansas Academic Challenge for traditional students as set forth by the Arkansas Department of Higher Education.

Effective date: Fall 2025 **Approved**

Commentary: This is a cleanup motion to make the admissions criteria for concurrent high school students parallel with the admissions criteria for all Freshman students by adding language about the Arkansas Academic Challenge Scholarship.(see Arkansas Academic Challenge Scholarship | ACST)

F.   **Motion FS_2024_07. Senator Mariofanna Milanova** (Legislation. Second required. Majority vote at one meeting. Second vote required). Reduction in Faculty Senate Committee members elected or appointed from each college.

This motion was postponed to be dealt with at the October Faculty Senate meeting.

Whereas in FS_2020_17 (see attached) Faculty Senate committee representatives from each college were adjusted because of college reorganization; and

Whereas the number of faculty at the university has decreased, leaving fewer people available to participate in Senate committees in each college; and

Whereas it is important to balance the role of service with the multiple demands on faculty time;

Be it established that the Faculty Senate committees will be adjusted in the following way, effective immediately upon passage by the Faculty Senate:

Elected Councils

- Council on Core Curriculum and Policies: no change

- ~~Faculty Appeals Council: "**seven** full-time faculty members, with tenure, elected from each college represented in the Faculty Senate" change to "**four** full-time faculty members with tenure, elected from each college represented in the Faculty Senate"~~

- Graduate Council: "**five** representatives qualified for graduate faculty status elected from each college represented in the Faculty Senate" change to "**three** representatives qualified for graduate faculty status elected from each college represented in the Faculty Senate"

- Undergraduate Council: "**four** full-time faculty members elected to two year staggered terms by faculty from each college offering undergraduate work and represented in the Faculty Senate" change to "**three** full-time faculty members elected to two year staggered terms by faculty from each college offering undergraduate work and represented in the Faculty Senate."

Elected Standing Committees

- ~~Committee on Tenure: "**three** faculty from each college represented in the Faculty Senate" change to "**two** faculty from each college represented in the Faculty Senate"~~

- ~~Faculty Governance Committee: "**two** members from each college represented in the Faculty Senate elected by the faculty of the college" change to "**one** member from each college represented in the Faculty Senate elected by the faculty of the college"~~

Appointed Committees

- Academic Integrity and Grievance Committee: no change

- Academic Calendar and Schedules Committee: "**two** full-time faculty members from each college represented in the Faculty Senate to be appointed to two year, staggered terms by the Committee on Committees" change to "**one** full-time faculty member~~s~~ from each college represented in the Faculty Senate to be appointed to a two year~~, staggered~~ term~~s~~ by the Committee on Committees"

- Academic Technology and Computing Committees: "**three** full-time faculty members from each college appoint to two year, staggered terms by the Committee on Committees" change to "**two** full-time faculty members from each college appoint to two year, staggered terms by the Committee on Committees"

- Admissions and Transfer of Credit Committee: no change

- Athletics Committee: "**ten** full-time faculty members to be appointed by the Committee on Committees with representation by at least one voting member from each academic college and the Bowen School of Law" change to "**seven** full-time faculty members to be appointed by the Committee on Committees with representation by at least one voting member from each academic college and the Bowen School of Law"

- Building and Grounds Committee: "**two** members from each college represented in the Faculty Senate appointed to two year, staggered terms by the Committee on Committees" change to ""**one** member~~s~~ from each college represented in the

Faculty Senate appointed to a two year~~, staggered~~ term~~s~~ by the Committee on Committees"

- Faculty Professional Development Committee: "**three** full time faculty members from each college represented in the Faculty Senate to be named by the Committee on Committees" change to "**two** full time faculty members from each college represented in the Faculty Senate to be named by the Committee on Committees"

- Library Committee: "**two** full-time faculty members from each college to be named by the Committee on Committees" change to "**one** full-time faculty member~~s~~ from each college to be named by the Committee on Committees"

- Planning and Finance Committee: "**three** full-time faculty members from each college represented in the Faculty Senate to be named by the Committee on Committees, to staggered terms of two years each" change to "**two** full-time faculty members from each college represented in the Faculty Senate to be named by the Committee on Committees, to staggered terms of two years each"

- Honors and Awards Committee: no change

- Student Research and Creative Works Committee: no change

Commentary:

This motion reflects the difficulty in filling many committees because of a reduced number of faculty. As an illustration, see this OIR report prepared for IPEDs:

AY	Total Full-Time Faculty	Tenured	On Tenure Track	Non-Tenure Track
2014	445	261	102	82
2017	455	261	79	115
2023	351	183	93	75

G.   **Motion FS_2024_08. Executive Committee.** (Legislation. Majority vote at one meeting; no second required). Shared governance on modality policy. **Approved as modified.**

Whereas, since the pandemic, new technology has greatly affected online pedagogy; departmental resources in offering multiple modalities is limited; and faculty are both engaged and exasperated in seeking to meet the diverse needs of different student groups; and

Whereas, as a consequence, modality of online instruction is not solely an administrative issue;

Therefore, policy about teaching modality is also a joint concern of administrative and faculty governance units (i.e., Senate and the Curriculum Councils);

Further, starting Spring 2025, the following policies will be in effect:

1. Decisions about modality start at the program level.

2. Programs may offer both synchronous and asynchronous online courses for the Online Campus.

3. Courses in totally online programs that must offer a required course synchronously or in a specific location must post this fact on the program website (as is currently done with the internships in the MSW program: https://ualr.edu/online/programs/msw/)

4. With the exception of those situations in #3, totally online programs must offer an asynchronous path to graduation, meaning that if they offer a program requirement synchronously, in subsequent terms they must alternate with asynchronous sections for those courses; and in no term should most requirements be offered synchronously.

5. Programs must post their schedule of required courses in advance, clearly indicating to students the asynchronous path to graduation.

6. Programs that do not themselves offer fully online programs but that do offer online courses that serve other programs (such as Core courses or Language courses) **are encouraged** ~~are expected~~ to offer both asynchronous and synchronous online options along with on-campus options.

7. The course schedule should reflect time and modality of online courses.

8. Other synchronous options such as limited residency programs should be considered when appropriate.

9. Marketing of the Online Campus should be adjusted to accommodate these changes.

10. The appropriate administrative and academic units should work together to regularly collect, analyze, report, and act on key indicators about student success in different modalities.

Commentary

This motion is intended to allow greater flexibility to academic units who offer [Online Campus degrees](#) while simultaneously offering Main Campus degrees to both in-person and online students. As a secondary purpose, it may enable programs to offer more on-campus courses.

When the Online Campus was implemented in 2015, the term "online" was virtually synonymous with "asynchronous" so there was little discussion about different strategies for teaching online courses. Programs agreed to offer online paths to graduation, but the agreement did not explicitly state they had to be asynchronous. In the years leading up to the pandemic, there was some experimentation with synchronous online instruction, which was supported by the university when it funded "Zoom" and "Owl" classrooms. The pandemic changed everything, showing many faculty and students the possibilities of online learning that transcends the traditional self-directed asynchronous model. Ironically, the Office of e-Learning and the Provost's Office implemented a new administrative policy in 2021 restricting all Online Campus courses to the asynchronous modality, wanting to continue to market online courses in the way they had always marketed them.

While decisions about modality certainly have an administrative component, course modality also has huge pedagogical, disciplinary, and resource implications, given that in almost all programs, the same faculty offer on-campus and online courses; and given that programs often stack sections with multiple modalities. Many remote students, once they have experienced the increased interaction, engagement, and community afforded by synchronous classes, express a preference for such courses so long as they are informed in advance of the schedule. Moreover, in some disciplines and with some students, student learning may be more successful with synchronous instruction. Therefore, decisions about modality should be addressed at both the administrative and academic program levels.

Additionally, given the large number of online courses offered to both Online and Main Campus students (roughly 80% of the SSCH), increased attention should be given to the implications of this trend, both for students and faculty. See this sample schedule from Spring 2024 where "stacked" sections are set off by boxes.

H.   **Motion FS_2024_09. Recommendation.** (Executive Committee. Majority vote at one meeting; no second required). Identifying course modality. **Approved.**

Whereas the current system of using section numbers to identify modalities is cumbersome and confusing; and

Whereas, within Banner there is no way to merge stacked sections, leading to complicated and often inaccurate information about faculty load and student enrollment, as well as an inefficient use of faculty time in managing up to 6 "sections" for a single course simultaneously;

Therefore, the Faculty Senate recommends that in the new SIS system, Workday Student, there be developed a way to merge "stacked" sections; and

That there be developed a way to show in the course schedule that an Online Campus section is offered synchronously by listing the time and developing a symbol for an online synchronous course.

Possible ways to identify Online Campus courses that are synchronous:

1. Add an S to the section number: 9USx.

2. Use another letter besides U for synchronous Online Campus sections: e.g., use 9Vx for synchronous Online Campus section and keep 9Ux for asynchronous Online Campus sections.

3. Use another number besides 9 to start all Online Campus sections, and then add additional letters as needed (e.g., 88x for asynchronous Online Campus courses, 8Sx for synchronous Online Campus courses, 99x for asynchronous Main Campus online courses, 9Sx for synchronous Main Campus Online Courses)

4. Allow the Meeting Time to function as informing the students a course is synchronous.

Additional recommendations:

- Consider changing to a less complex system where section numbers are not being used to indicate both modality and campus.

- Consider whether it is time to reconsider the two-campus model.

Commentary

Unlike the previous motion, these issues are not within the scope of faculty legislative authority, but these administrative decisions have a significant effect on faculty being able to do their jobs, and we encourage problem-solving on these issues.

XI. Open Forum

XII. Adjournment at 3:33 pm.