

**MEETING OF THE BOARD OF TRUSTEES  
UNIVERSITY OF CENTRAL ARKANSAS  
MAY 27, 2026  
10:00 A.M.**

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**Mr. Jim Rankin, Jr. – Chair  
Mr. Kelley Erstine – Vice Chair  
Ms. Kay Hinkle – Secretary  
Mr. Curtis Barnett  
Ms. Amy Denton  
Dr. Terry Fiddler  
Dr. Michael Stanton**

**I. CALL TO ORDER**

**II. ROLL CALL**

**III. MINUTES**

**IV. END-OF-YEAR REPORTS FROM THE OUTGOING PRESIDENTS OF THE FACULTY SENATE, STAFF SENATE, AND STUDENT GOVERNMENT ASSOCIATION**

- **Dr. Tori Dunlap, Faculty Senate President**
- **Ms. Sherita Kern, Staff Senate President**
- **Ms. Kylie McGraw, Student Government Association President**

**V. REPORTS**

**A. President’s Report**

- **Bear C.L.A.W.S. (Celebrating the Lofty Achievements of our Wonderful Students)**
- **President’s Update**

**B. Audit & Finance Committee**

**VI. COMMENTS ON ACTION AGENDA BY THE PRESIDENTS OF THE FACULTY SENATE, STAFF SENATE, AND STUDENT GOVERNMENT ASSOCIATION**

- **Dr. Joe Thomas, Faculty Senate President**
- **Ms. Sherita Kern, Staff Senate President**
- **Ms. Talia Burton, Student Government Association President**

**VII. ACTION AGENDA**

- A. Request for Provisional Positions**
- B. Fees – Room and Board – Board Policy No. 632**
- C. Fees – Mandatory General Registration and Other - Board Policy No. 630, Fees – Other Instructional Fees – Board Policy No. 639, and Fees – General Administrative – Board Policy No. 634**
- D. Operating Budget 2026-2027**
- E. Campus Project**
- F. UCA 2035 Strategic Plan**
- G. *Faculty Handbook* – Board Policy No. 300**
- H. Academic Calendar and Critical Dates – Fall 2029 through Summer 2030**

#### **VIII. NOTIFICATIONS/DELETIONS**

- A. Notification: New Associate of Science in General Education**
- B. Notification: Revision of the Associate of Arts in General Education**
- C. Notification: New Certificate of Proficiency in Professional Selling**
- D. Notification: Revision of the Master of Science in Nursing and New Family Nurse Practitioner Concentration**
- E. Notification: New Concentration in Substance Use Prevention**
- F. Notification: Change the Classification (CIP) code for the Master of Science in Nutrition**
- G. Notification: New Minor in Bioinformatics**

#### **IX. NEW BUSINESS**

#### **X. EXECUTIVE SESSION**

#### **XI. OPEN SESSION**

#### **XII. ADJOURNMENT**

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### **III. MINUTES**

Minutes of the February 20, 2026, board meeting and the April 17, 2026, videoconference meeting, which can be found on UCA's website, were distributed to board members for review prior to the May 27, 2026, board meeting.

## VII. ACTION AGENDA

### A. Request for Provisional Positions

The State of Arkansas, through the position appropriation process, permits the university to request provisional positions when there is an emergency or an unexpected need.

Provisional positions may be assigned when the university receives temporary and/or unanticipated funding through grants, contract agreements, or increased collections. Provisional positions exist only as long as the funding for those positions is available and do not automatically convert to regular, budgeted positions.

In submitting a request for the allocation of provisional positions, the state process first requires authorization for that request through the university's Board of Trustees.

The university is requesting approval to establish up to 300 provisional positions for fiscal year 2026-2027.

Therefore, the president recommends to the Board of Trustees the following resolution:

**"BE IT RESOLVED: That the Board of Trustees authorizes the administration to proceed with requests for allocation of up to 300 provisional positions that will be funded by institutional funds, federal, state and private grants."**

## VII. ACTION AGENDA

### **B. Fees – Room and Board – Board Policy No. 632**

The current room and board rate is \$9,566 per year (based on a double-occupancy room and the Total Access meal plan with a \$250 declining cash balance “DCB”).

A 6.95% increase is recommended for room rates. This increase is primarily related to the continuing effort to maintain and upgrade housing facilities. Recommended repairs to the residence halls and university-owned apartments exceed \$10 million. The estimated annual revenue from the proposed increase in housing room rates is \$1,435,735.

After Aramark completed a Meal Plan Optimization review, which included board rate comparisons from public institutions within the state and incorporated feedback from students and campus stakeholders, a new type of dining plan, Bear Flex 3, was proposed as the new baseline dining plan for incoming freshmen. When creating an equivalent dining plan using current rates for year-to-year comparison, the increase is 6.05%. The increase in the dining plan should generate an additional \$2,005,528 overall.

The proposed room and board rate for 2026-2027 is \$11,210 per year, based on a double-occupancy room and the Bear Flex 3 meal plan with \$250 DCB plus three meal equivalencies, **for an overall increase of 6.50% over the equivalent 2025-2026 base plans.** This increase will result in a student paying an additional \$684 per year over **equivalent 2025-2026 base plans.** For the 2026-2027 academic year, Housing anticipates an annualized occupancy rate of approximately 96%.

The proposed schedule of room and board rates was presented to the Student Government Association (SGA) at their February 9, 2026, meeting.

The nightly rate (double/single) used for camps, conferences, and other nightly stays will be increased from \$23/\$30 to \$25/\$33.

Therefore, the president recommends to the Board of Trustees the following resolution:

**“BE IT RESOLVED: That the Board of Trustees hereby approves the following revisions to Board Policy No. 632, Fees – Room and Board.**

**BE IT FURTHER RESOLVED: That the Board of Trustees hereby approves the schedule of room and board rates presented below.”**



## 2026-2027 ROOM + BOARD RATES

<u>Residence Halls/Greek Village</u>	Double Room Rate Per Semester	Single Room Rate Per Semester
TIER 1: Arkansas Hall, Bernard Hall, and RA Room	\$2,785	\$3,485
TIER 2: Baridon, Bear, Carmichael, Conway, Hughes, State, BUCs/Kappa Sigma	\$2,965	\$3,865
TIER 3: Farris Hall and New Hall	N/A	\$4,010
TIER 4: Donaghey Hall, The 425 House, GV Phase I & II	\$3,330	\$4,505

\*Single rooms are only available when space permits typically in the Spring semester.

### Apartments

TIER 1: Stadium Park, Oak Tree, Georgetown	\$3,140	\$3,940
TIER 2: Erbach, Torreyson, Bear Village, Landis Hollow, Long Creek, Farris Rd	\$3,330	\$4,505
TIER 3: Orso Vista	N/A	\$4,675

### Break Housing

	Double Room Rate	Single Room Rate
Winter Break	\$480	\$655
Spring Break	\$155	\$230
May Intersession	\$580	\$580
Summer I	\$640	\$840
Summer II + August Intersession (\$185 credit if properly check out by August 7th)	\$830	\$1,030
Nightly Rate used for approved early arrivals, late stays, camps, and other special circumstances	\$25 per night	\$33 per night

NOTE: Apartments, Donaghey Hall, and Greek Village are open during Winter and Spring Breaks.

### Meal Plans

Residence Hall Meal Plan Options	Rate per semester
Bear Flex 3 - Total Access + 3 meals/week + \$250 Dining Dollars	\$2,820
Bear Flex 12 - Total Access + 12 meals/week + \$250 Dining Dollars	\$3,115

#### Upperclass Student Meal Plan

Den 10 - 10 visits/week in the Christian Cafeteria only + \$325 Dining Dollars	\$2,525
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\*students eligible after two full semesters living on campus

#### Apartment + Donaghey Hall Meal Plan

\$950 Dining Dollars (+ \$65 Bonus DD)	\$950
\$300 Greek Village Dining Dollars (GREEK VILLAGE ONLY)	\$300

**IMPORTANT:** Freshmen are required to live on campus for two semesters. Apartments are available to students who are entering their second academic year. Single rooms are limited and upgrades are available space permitting. Meal plans are mandatory for all residents and may only be changed before classes begin each term. Any resident can choose a Residence Hall meal plan. You must be in an Apartment, Donaghey Hall, or Greek Village to choose the All Dining Dollar plan. Unused Dining Dollars will expire at the end of the Summer II term. The residence halls close for break periods with housing available for additional cost. Apartments, Donaghey Hall, and Greek Village are open during winter and spring breaks. Summer Housing is available in one of the residence halls.

**VII. ACTION AGENDA**

**C. Fees – Mandatory General Registration and Other – Board Policy No. 630, Fees – Other Instructional Fees – Board Policy No. 639, and Fees – General Administrative – Board Policy No. 634**

The administration proposes the following changes in mandatory tuition and fees and other instructional fees:

**1. Mandatory Tuition and Fees:**

The current tuition rate (the general registration fee) is \$260.20 per credit hour for undergraduate students and \$320.70 per credit hour for graduate students.

Based on a review of the university's needs and to prepare the proposed operating budget for the next academic year, the administration proposes that mandatory tuition and fees for undergraduate and graduate students increase by 4.06%. The changes proposed in the chart below include increases for mandatory tuition and fees only. The mandatory fee increases include the Facilities, Technology, and Thomas C. Courtway Student Recreation Center fees.

<b>Student Status</b>	<b>Hours per Semester</b>	<b>Current FY26 Cost Fall/Spring</b>	<b>Proposed FY27 Cost Fall/Spring</b>	<b>Dollar Change</b>	<b>Percent Change</b>
Undergraduate	15	\$10,940	\$11,384	\$444	4.06%
Graduate	12	\$10,233	\$10,648	\$415	4.06%

**Justification:**

The proposed tuition and fee rate reflects an increase of **4.06%** for undergraduate students and **4.06%** for graduate students. Based on the projected enrollment of full-time-equivalent students, if approved, the fee increases will generate approximately \$3.7 million in additional revenue for Education & General (E&G). The additional E&G fee revenue will be applied toward bringing faculty and staff salaries to 90% of the market salary study. The Facilities Fee revenue will generate approximately \$1.6 million, which will be applied toward support, debt service for the District Loop & Hydronics project, and other deferred maintenance across campus. The Technology Fee revenue will generate approximately \$266,766 for centralized computers across campus. The Thomas C. Courtway Student Recreation Center Fee revenue will generate approximately \$261,431 to support the facility's overall operations.

**2. Fully-Online Program Registration**

UCA Online allows students to earn a degree without the traditional constraints of time and location experienced by on-campus students. The academic standards required for UCA Online programs and courses are the same as those for our on-campus equivalents. Students admitted to UCA Online receive flat-rate tuition regardless of residency or location.

<b>Fully-Online Program Registration</b>			
<b>Student Status</b>	<b>Current FY26 Cost per Hour</b>	<b>Proposed FY27 Cost per Hour</b>	<b>Dollar Change</b>
Undergraduate	\$319	\$332	\$13
Graduate	\$363	\$378	\$15

**Justification:**

The proposed increase takes into consideration the costs of operating expenses for this program, along with inflation.

**3. Study Abroad Program Registration**

The Office of Education Abroad and National Student Exchange (NSE) offer UCA students the opportunity to study abroad or study away while earning credit toward their degrees. Education Abroad offers international academic programs in over 20 countries on five continents. Students can earn academic credit by spending a semester at one of UCA’s international partner universities, participating in a short-term, faculty-led trip, or by improving their language proficiency through language immersion programs. NSE offers students the opportunity to study away and attend universities in the U.S. and Canada while earning credits toward their degree.

<b>Study Abroad Program Registration</b>			
<b>Student Status</b>	<b>Current FY26 Cost per Hour</b>	<b>Proposed FY27 Cost per Hour</b>	<b>Dollar Change</b>
Undergraduate	\$291	\$303	\$12
Graduate	\$335	\$349	\$14

**Justification:**

The proposed increase takes into consideration room and board rate increases, along with projected costs of insurance, inflation, and other necessary costs.

**4. College of Science and Engineering Course Fee**

We are proposing the following increase to the College of Science and Engineering Course Fee:

<b>College of Science and Engineering</b>			
<b>Department/School/Program Fee</b>	<b>Current FY26 Cost per Hour</b>	<b>Proposed FY27 Cost per Hour</b>	<b>Dollar Change</b>
College of Science and Engineering Course Fee	\$7.50	\$19.65	\$12.15

**Justification:**

The proposed increases will generate revenue that will be placed in a rollover index to allow the departments to budget for future equipment needs and deferred maintenance.

**5. First-Year Fee**

<b>Administrative Fee</b>	<b>First-Time Undergraduate</b>	<b>Transfer Student</b>
First-Year	\$100.00	\$50.00

**Justification:**

The First-Year fee is not increasing but will now be assessed the "first semester of enrollment" rather than the "first semester of full-time enrollment." The fee serves all first-year undergraduate students and does not distinguish between part-time and full-time. This change will also streamline the record-keeping process.

Therefore, the president recommends to the Board of Trustees the following resolution:

**“BE IT RESOLVED: That the Board of Trustees approves the schedule of fees as the General Registration and Fee charges, the Fully-Online Program Registration increase, the Study Abroad Program Registration increase, the College of Science and Engineering Course Fee increase, and the First-Year Fee assessment, effective fall 2026.”**

## VII. ACTION AGENDA

### D. Operating Budget 2026-2027

The following is a summary of the proposed operating budget for FY27 (July 1, 2026-June 30, 2027).

This operating budget has been prepared based on the following:

- a. Approval of a 4.06% increase in undergraduate and graduate mandatory tuition and student fees as set forth in the schedule of tuition and fees;
- b. Student semester credit hour production based on FY25 actual;
- c. Recognized State Appropriations decrease of \$1,453,939. Educational Excellence Trust Fund (EETF) revenue is budgeted at the FY26 level of \$7,640,948;
- d. Approval of the overall increase in room rate of 6.95%;
- e. After calculating the meal plan equivalency, approval of the board plan at 6.05% for the new dining plan, Bear Flex 3;
- f. Adjustments within existing budgets; and
- g. Commitment of prior year-end funding. Covered expenses are included in the FY27 operating budget, offset by a transfer from Plant Funds.

The budget totals \$218,387,957, an increase of \$6,825,906 or 3.23% over the October revised budget.

The departmental expense budgets are generally held to the same levels as the prior fiscal year (FY26) with a few strategic exceptions.

This budget is prepared with cautious optimism. Primary objectives are to 1) focus on student success, 2) maintain stable reserves, and 3) minimize the financial impact on students and their families.

#### 1. Major Components of Sources

- a. The Educational & General (E&G) Tuition and Fee budget at \$97,286,805 comprises 44.55% of the total budgeted revenue (59.70% of E&G only) and is based on FY25 student semester credit hours. The annualized increase in Tuition and Fees is 4.06% or \$444 per year for an undergraduate student enrolled in 15 hours per semester.
- b. The State Appropriation budget at \$61,205,574 represents 28.02% of the total budgeted revenue (37.56% of E&G only). Funding consists of the Revenue Stabilization Act (RSA) and EETF.
- c. Auxiliary revenues account for 25.38% of the budgeted revenue, which reflects a net increase of 8.81% over all auxiliary units.

#### 2. Major Components of Uses

- a. Salaries and benefits together make up 53.70% of the operating budget for E&G and Auxiliary, which is consistent with industry standards. Salary items include 1) 90% market salary for faculty and staff, 2) faculty promotions and advancement, and 3) academic position adjustments.

- b. The operating budget includes a Voluntary Employee Retirement Incentive option.
- c. Maintenance and Operation (M&O) makes up 19.52% of the budget and includes increases in technology contracts, a custodial services contract, food service and housing contracts, centralized computers, and other smaller adjustments.
- d. Scholarships and waivers account for 14.17% of the budget.
- e. Debt service comprises 7.17% of the university's operating budget. It reflects the new District Cooling and Hydronics debt service, payoff of 2006 Series B & C Bonds, payoff of 2015 Series B Bonds, and related normal payment schedule changes.

### **3. Voluntary Employee Retirement Incentive**

The administration is seeking approval of a Voluntary Employee Retirement Incentive (VERI) for employees who are at least fifty-five (55) years old with at least four years of total, full-time employment at the university, and are 100% vested if participating in TIAA, as of December 31, 2026. Individuals with at least 28 years of service with UCA or the State of Arkansas are also eligible.

This plan will allow UCA to provide eligible faculty and staff with an attractive, completely voluntary retirement incentive, and it will allow leadership to plan strategically for the future.

Approximately 358 faculty and staff members who meet the criteria will be offered the opportunity to participate in the program. Those who elect to participate will receive a \$5,000 payout in addition to 20% of their base salary as of December 31, 2026. Additionally, any employee with over ten years of service will receive 1.0% of their base salary for each year of service beyond ten years, up to a maximum of 10% of the employee's base salary as of December 31, 2026.

Employees will have a 111-day election period to participate in the program. If approved by the board, the election period will begin Wednesday, May 27, 2026, and will close at 4:30 p.m. on Monday, September 14, 2026.

Participating staff members will retire effective December 31, 2026, and participating faculty will retire effective May 15, 2027.

Pursuant to Board Policy 200, this budget is presented for consideration by the Board of Trustees.

Therefore, the president recommends to the Board of Trustees the following resolution:

**“BE IT RESOLVED: That the Board of Trustees approves the 2026-2027 operating budget totaling \$218,387,957.**

**BE IT FURTHER RESOLVED: That the Board of Trustees hereby approves the Voluntary Employee Retirement Incentive plan described above, and that the president and such other officials of the University of Central Arkansas, as the president may from time-to-time designate, are hereby authorized and directed to enter into and execute such other documents, agreements, and instruments as are necessary and required to implement the retirement plan.”**

## VII. ACTION AGENDA

### E. Campus Project

The administration requests approval to proceed with the renovation and preparation of 355 Ledgelawn Drive for the UCA Innovation Campus. The renovation is being completed through a job order contract by UCA for approximately \$1,163,000. The Conway Development Corporation is responsible for \$500,000 of that amount pursuant to a tenant improvement allowance in the lease agreement. The project also includes campus network access, measures necessary to link the building to the main campus, and the purchase of such items as office, laboratory, and audiovisual equipment, computers, and furniture. The estimated completion date of the project is August 15, 2026.

Therefore, the president recommends to the Board of Trustees the following resolution:

**"BE IT RESOLVED: That the Board of Trustees hereby authorizes the administration to proceed with the planning, design, and completion of the specified project, and authorizes the president of the university, or his designee, to execute documents, enter into contracts, and take such other steps as may be necessary or required to facilitate the specified project."**

## VII. ACTION AGENDA

### F. UCA 2035 Strategic Plan

The University of Central Arkansas' current strategic plan was approved by the Board of Trustees on May 13, 2016, and has guided institutional priorities, planning, and resource allocation over the past decade. Since its adoption, the university has experienced significant changes in higher education, including shifts in student expectations, workforce needs, technological advancement, demographic trends, and state and federal policy requirements.

During the 2025–2026 academic year, the university engaged in a comprehensive strategic planning process to develop a new long-range plan to guide the institution through 2035. The development of UCA 2035 included broad participation from faculty, staff, students, alumni, trustees, and community partners. More than 1,400 individuals contributed through surveys, community conversations, feedback labs, and working groups. The process was informed by institutional data, environmental scanning, and consultation with EAB.

UCA 2035 is designed to serve as the university's operating framework for aligning academic priorities, enrollment strategies, financial planning, technology investments, facilities development, and organizational decision-making. The plan also positions the university to prepare for future accreditation and institutional review activities, including the next comprehensive review by the Higher Learning Commission.

The plan is organized around four strategic imperatives: Centering Student Success; Arkansas Campus of Innovation; Discovery in Action; and Future-Ready Foundations. Together, these imperatives provide an integrated roadmap to strengthen student outcomes, expand innovation and workforce partnerships, advance research and creative activity, and ensure that the university's people, systems, and infrastructure are prepared to meet the opportunities and challenges of the next decade.

The proposed effective date of UCA 2035 is July 1, 2026. Upon approval by the Board of Trustees, the administration will begin implementation of the plan and align divisional goals, performance metrics, and resource allocation processes with the strategic priorities outlined in the document.

Therefore, the president recommends the following resolution to the Board of Trustees:

**“BE IT RESOLVED: That the Board of Trustees of the University of Central Arkansas hereby approves the UCA 2035 Strategic Plan, effective July 1, 2026, and authorizes the president and university administration to take all actions necessary to implement the plan and align institutional priorities, operational planning, and resource decisions with its strategic imperatives.”**

## VII. ACTION AGENDA

### G. Faculty Handbook – Board Policy No. 300

The UCA *Faculty Handbook* Committee recommends revisions to the opening pages, document, and chapters two, three, and seven of the current *Faculty Handbook*. The following is a summary of the recommended revisions:

- Opening Pages:
  - Cover page: modify date of the document
  - Title page: modify date of Board approval (pg. i)
  - Forward: specify “Business days” as all days (pg.ii)
  - Table of Contents: modify page numbers (pg. iv-vii)
- Document:
  - Clerical revisions to handbook
- Chapter Two:
  - V.: By-Laws updated by Faculty Senate with approval by faculty (pg. 7-9)
- Chapter Three:
  - II.B.: Remove definition of “close relative” and reference Board Policy for clarification (pg. 12)
  - III.B.: add language to specify offering years of credit for promotion of non- tenure track faculty (pg. 15)
  - IV.A.4.: revise language to specify the promotion to professor timeline (pg. 20)
  - IV.B.3.: revise language to specify the promotion to senior lecture/senior clinical instructor/senior laboratory instructor timeline (pg. 20)
  - V.D.: revise language to specify the promotion to professor timeline (pg. 23)
  - VII.: edit procedure and revise language to align with tenure-track guidelines (pg.29-30)
- Chapter Seven:
  - I.D.2.: add current president of the senate will record meeting minutes (pg. 65)
  - II.F.: revise language to clarify committee initiative (pg. 68)
- Correction:
  - Correct one error in the Faculty Handbook resolution submitted for approval to the Board of Trustees on May 21, 2024.
    - Chapter Seven: I.D.2.: Change the not affiliated designee to specify Honors College *or* Torreyson Library (pg. 65)

The recommendations of the Faculty Handbook Committee have been considered and endorsed by the Faculty Senate, and other appropriate administrators.

Therefore, the president recommends the following resolution to the Board of Trustees:

**“BE IT RESOLVED: That the Board of Trustees hereby approves the above revisions to the UCA *Faculty Handbook*.”**

## VII. ACTION AGENDA

### H. Academic Calendar and Critical Dates—Fall 2029 through Summer 2030

The academic calendar covering the period from fall 2029 through summer 2030 has been reviewed by the University Calendar Committee and has been recommended by all appropriate academic administrators.

The administration requests the authority to make minor adjustments in the calendar as necessary.

Therefore, the president recommends to the Board of Trustees the following resolution:

**“BE IT RESOLVED: That the Board of Trustees hereby approves the attached schedule, which includes the academic calendar and critical dates, and authorizes the administration to make minor adjustments as necessary.”**

# Academic Calendar 2029-2030

## FALL SEMESTER 2029

August 19-22, Sunday – Wednesday	Welcome Week
August 19, Sunday	Opening Freshman Convocation
August 23, Thursday	Instruction Begins (day and evening classes)
September 3, Monday	Labor Day Holiday (university closed)
October 18-21, Thursday – Sunday	Fall Break
November 21, Wednesday	Thanksgiving Break (no classes – university offices open)
November 22-25, Thursday – Sunday	Thanksgiving Holiday (university closed)
December 7, Friday	Study Day
December 8, Saturday	Final Examinations
December 10-13, Monday – Thursday	Final Examinations
December 13, Thursday	Winter Commencement: Graduate Ceremony
December 14, Friday	Winter Commencement: Undergraduate Ceremonies

## WINTER INTERSESSION

December 17, Monday	Instruction Begins for Winter Intersession
December 25, Tuesday	Christmas Day (no classes)
January 1, Tuesday	New Year's Day (no classes)
January 4, Friday	Final Examinations for Winter Intersession

## SPRING SEMESTER 2030

January 17, Thursday	Instruction Begins (day and evening classes)
January 21, Monday	Martin Luther King, Jr. Holiday (university closed)
March 17-March 24, Sunday – Sunday	Spring Break
May 3, Friday	Study Day

May 4, Saturday	Final Examinations
May 6-May 9, Monday – Thursday	Final Examinations
May 9, Thursday	Spring Commencement: Graduate Ceremony
May 10, Friday	Spring Commencement: Undergraduate Ceremonies

## **SUMMER 2030**

May 20, Monday	Instruction Begins for May Intersession and 13-Week Summer Session classes
May 27, Monday	Memorial Day Holiday (university closed)
June 7, Friday	Final Examinations for May Intersession classes
June 10, Monday	Instruction begins for 1 <sup>st</sup> Five-Week Summer Session and 10-Week Summer Session classes
July 4, Thursday	Independence Day Holiday Observed (university closed)
July 12, Friday	Final Examinations for 1 <sup>st</sup> Five-Week Summer Session
July 15, Monday	Instruction begins 2 <sup>nd</sup> Five-Week Summer Session classes
August 16, Friday	Final Examinations for 13-Week Summer Session classes, 10-Week Summer Session classes, and 2 <sup>nd</sup> Five-Week Summer Session classes
August 17, Saturday	Graduate Summer Commencement Ceremonies

## VIII. NOTIFICATIONS/DELETIONS

### **A. Notification: New Associate of Science in General Education**

UCA will offer the Associate of Science (AS) in General Education as a degree earned in progress towards any Bachelor of Science degree, including the Bachelor of Science in Nursing (BSN) and the Bachelor of Science in Education (BSE), rather than as a standalone degree program. The AS in General Education will serve to recognize academic achievement and establish a milestone in a student's learning trajectory towards a bachelor's degree. Students may not declare the AS in General Education as their major course of study. Rather, students will automatically be notified that they have earned the degree upon satisfactory completion of the minimum requirements. The proposed degree is similar to the Associate of Science En Route degree awarded by Arkansas State University and will complement the existing Associate of Business Administration that is earned by BBA students and the revised Associate of Arts in General Education that is earned by BA students.

### **B. Notification: Revision of the Associate of Arts in General Education**

The Associate of Arts in General Education offered by UCA is being re-envisioned as a degree earned in progress towards a bachelor's degree, rather than as a standalone degree program. To do so, the directed electives will be chosen from major or related courses used in fulfillment of a Bachelor of Arts or Bachelor of Public Administration degree, rather than the current limited set of courses. The degree is similar to the Associate of Arts En Route degree awarded by Arkansas State University and will complement the existing Associate of Business Administration that is earned by BBA students and the new Associate of Science in General Education that is earned by BS students.

### **C. Notification: New Certificate of Proficiency in Professional Selling**

The Department of Marketing and Management at UCA will offer students a Certificate of Proficiency (CP) in Professional Selling. This new certificate is a response to ongoing feedback from industry partners and the department's advisory board and will prepare students to meet industry demand for professional selling knowledge and skills. The program is a total of 9 credit hours and consists of the three existing courses in the Marketing curriculum.

### **D. Notification: Revision of the Master of Science in Nursing and New Family Nurse Practitioner Concentration**

The School of Nursing at UCA is making a significant revision to the Master of Science in Nursing (MSN) degree to meet the competencies required by new accreditation standards, to optimize current resources, and to meet the needs of our students and community. The revision adds 43 credit hours of new courses to the MSN degree, removes 12 credit hours of old coursework, and adds a Family Nurse Practitioner concentration to complement the existing Nurse Educator concentration. As a result, the existing MSN Nurse Educator concentration will require a total of 39 credit hours, and the MSN Family Nurse Practitioner concentration will require a total of 46 credit hours. The School of Nursing has removed

direct admission to the Doctor of Nursing Practice program for those with a BSN. The new Family Nurse Practitioner concentration will provide students that have earned a BSN with an incremental pathway to advanced study in nursing, allowing them to earn the MSN before considering the Doctor of Nursing Practice (DNP) program. The revised MSN program will be delivered online.

#### **E. Notification: New Concentration in Substance Use Prevention**

The Department of Health Sciences at UCA proposes to add a new concentration in Substance Use Prevention to the MS in Health Promotion degree. The concentration packages existing courses in the MS program and offers students the opportunity to complete the coursework required to sit for the Arkansas Certified Prevention Specialist (CPS) certification. Prevention Professionals of Arkansas has verified that completion of the courses for the concentration provides eligibility to sit for the certification exam. Students completing the concentration complete 15 credit hours of required courses instead of 15 credit hours of elective courses. A thesis is not required for those completing the concentration.

#### **F. Notification: Change the Classification (CIP) Code for the Master of Science in Nutrition**

The previous CIP code "general foods, nutrition, and wellness study" (19.0501) no longer accurately represents the program requirements of either the MS in Nutrition nor the MS in Nutrition-Dietetics and Nutrition Therapy concentration. Requirements for both programs include a comprehensive curriculum focusing on dietetics. For this reason, the appropriate CIP code for this MS program is Dietetics/Dietitian (51.3101).

#### **G. Notification: New Minor in Bioinformatics**

The Department of Biology at UCA will offer a Bioinformatics minor. The new minor is a timely and strategic response to the growing demand for students to develop computational and analytical skills essential to modern biological research. As the life sciences become increasingly data-driven, students with bioinformatics training are exceptionally well-positioned for careers in high-growth fields. According to the U.S. Bureau of Labor Statistics, jobs for data scientists are projected to grow by 36% between 2023 and 2033, while roles for medical scientists and biochemists – fields that increasingly rely on bioinformatics – are projected to grow by 11% and 9%, respectively. This initiative will empower students to interpret complex datasets, enhance their competitiveness for graduate programs and careers in biotechnology, healthcare, and data science, and foster interdisciplinary collaboration between biology, computer science, computer information systems and analytics, and mathematics. The new minor adds one new course in Bioinformatics. By leveraging existing courses and faculty expertise, the minor can be implemented with minimal additional resources while aligning with institutional goals of innovation, STEM integration, and workforce preparedness. This initiative reflects both the evolving nature of biology and the interests of students seeking to apply biological knowledge in data-intensive contexts, and it promises to enhance our students' learning and career opportunities significantly.

# **UCA 2035**

## **Strategic Plan of the University of Central Arkansas**

**July 1, 2026 – June 30, 2035**

**Prepared for Review and Approval by the  
Board of Trustees  
May 2026**

**Note:** This is the penultimate version of UCA 2035. University Marketing and Creative Services is preparing the final designed publication, which will include enhanced formatting and imagery. All substantive text is included in this version.

# UCA 2035: Who We Are and Where We're Going

The University of Central Arkansas was built on a simple belief: education strengthens communities. For more than a century, UCA has prepared people for meaningful lives and for strengthening the communities where they live and serve. We have grown into a comprehensive university known for building futures through effective teaching, meaningful relationships, and the confidence that comes from being challenged and supported, while advancing knowledge, creativity, innovation, and partnerships that strengthen Arkansas and the places we call home.

Our strength has never come from chasing trends, but from adapting what we do best to meet what comes next. It comes from staying focused on helping every learner clarify their goals, meet high expectations, and advance with the skills and resilience to succeed, while producing scholarship and creative work that matters and engaging meaningfully with the communities we serve. That strength is visible in every corner of the university: classrooms, advising conversations, mentoring, creative spaces, research labs, campus life, and community partnerships. It is central to who we are, and it will carry us forward, guided by evidence, into the decade ahead.

What distinguishes UCA is how we deliver on that belief: through a connected, residential learning environment where teaching, mentorship, and applied experience work together to move students forward with clarity and confidence.

Our graduates leave prepared for meaningful work, with less debt and stronger outcomes than many of their peers, and with the relationships and experience to contribute immediately in their communities.

## Mission and Commitments

### Mission

The University of Central Arkansas brings teaching, discovery, and community partnership together to educate students, expand access to opportunity, and serve the public. Through learning, scholarship, creative activity, and applied experience, we advance readiness for meaningful work, civic contribution, and lifelong growth.

### Commitments

***Student Opportunity and Momentum:*** Students and learning remain at the center of the UCA experience, with expanded access and clear pathways that support progress, deepen knowledge, and advance readiness for meaningful work, leadership, and lifelong growth.

**Partnership and Engagement:** Partnerships with communities, industries, and public institutions connect learning and innovation, strengthening economic opportunity, cultural vitality, and civic life.

**Discovery with Impact:** Research, creative activity, and inquiry are integral to the UCA experience, advancing knowledge while contributing to solutions that address the needs of communities and professions.

**Foundations for the Future:** People, systems, infrastructure, and resources are aligned to sustain excellence in learning, discovery, and partnership while enabling UCA to adapt and thrive over time.

## The Moment We Are In

Higher education is under pressure, and UCA is well positioned to meet it. Families need clarity about cost, value, and career outcomes. Students arrive with wide variations in readiness and expectations. Employers need graduates and other learners who can adapt quickly to work shaped by technologies that did not exist ten years ago and may not even exist today. The pace of change continues to accelerate.

UCA meets this moment with confidence because our strengths are precisely what this moment demands. We have advantages that matter: a campus experience built on connection and belonging, strong student outcomes with less debt, faculty and staff deeply invested in every learner's success, and programs aligned with Arkansas communities and industries. These strengths give us momentum and clarity of purpose for the decade ahead.

## How We Built This Dynamic Plan

UCA 2035 was shaped by a year of honest listening across campus and in the community. Faculty described shifts in student readiness and evolving expectations in their fields. Students spoke plainly about what helps them stay on track and what gets in their way. Staff highlighted systems that need to work faster and more coherently. Employers and community partners identified the talent and solutions they need most.

Across these conversations, one truth was clear: culture shapes results. When trust is strong and people feel ownership of student success, progress accelerates. When systems are misaligned, even good ideas stall. This plan reflects that reality, setting

direction and aligning our work with our deepest ambitions for UCA and the communities we serve.

## The Road to UCA 2035

UCA 2035 came together through a yearlong effort built on listening, analysis, and honest reflection about where the university stands and where we need to move. The work unfolded in four phases, each shaping the next and drawn from what our community told us matters most.

### Listening In

We began by looking inward. Through facilitated discussions, campus-wide listening sessions, SWOT analyses, and a review of the previous strategic plan, we surfaced a clear picture of UCA's identity, strengths, and challenges. Staff, faculty, students, alumni, and community partners were candid about what works well and what gets in the way. That early clarity set the foundation for every decision that followed, especially the need for clearer communication, better employee support, and a more coordinated, student-centered experience.

### Looking Out

We paired campus insight with an external assessment of what's changing around us. Drawing on national benchmarking, competitor scans, and analyses of enrollment and workforce trends, this phase sharpened our understanding of where UCA stands in a shifting higher-education landscape: what is changing, where expectations are rising, and where UCA already holds an advantage. The combination of internal and external insight clarified the opportunities ahead, especially UCA's strengths in hands-on teaching, strong completion and career outcomes, post-graduate success, a culture of belonging, and a residential experience that continues to set the university apart.

### Shaping Direction

With that foundation in place, the cross-campus Working Groups and the Central Strategy Team began turning insight into direction. Through iterative conversations, "big bets" discussions, and synthesis of campus input, four institutional imperatives took shape. Goals and objectives were drafted by the people closest to the work, then tested through Community Conversations and Feedback Labs involving more than 500 participants. Those sessions confirmed ideas, clarified perceptions, and refined the vision. They also revealed where language needed to be sharper, where objectives

needed to reflect real practice, and where gaps remained between ambition and daily experience. As the imperatives and goals took shape, we returned to our mission and commitments, refining them to reflect what this process revealed about who UCA is and where we are going.

## **Aligning for Launch**

In the final phase, we focused on refinement and readiness. Working Groups and the Central Strategy Team tightened goals, clarified objectives, and connected them to measurable outcomes. Leadership and governance groups reviewed the emerging plan to ensure alignment across divisions and to confirm that the direction matched the reality of how UCA works. Early implementation steps were identified where urgency or opportunity made them clear. The aim in this phase was straightforward: ensure the plan reflects the lived experience of the campus, incorporates insights from our community, and positions us to move confidently from planning to doing.

## **A Collective Effort**

The development of UCA 2035 was shaped by broad participation across the university and community. Surveys, Community Conversations, Feedback Labs, and cross-campus working groups brought together voices from across the institution, including hundreds of faculty, staff, students, alumni, and community partners. The wide range of perspectives did not always lead to immediate agreement, but it strengthened the plan by surfacing diverse ideas and experiences. The work held together because it was grounded in trust, shared responsibility, and a commitment to create a plan that reflects UCA's reality. We are grateful for the collective effort that shaped UCA 2035. The lesson from this process is clear: UCA is strongest when we work together.

## **Participation Snapshot**

- 1,400+ survey participants
- 500+ contributors in Community Conversations and Feedback Labs
- Representation from every division through cross-campus Working Groups
- Dozens of advisory groups, forums, and leadership reviews
- Three major rounds of campus feedback integrated into the plan

## **The Imperatives That Guide Us**

UCA 2035 is anchored in four long-term imperatives that define what the next decade requires of the university:

- a coordinated student experience,
- a stronger role in innovation, workforce development, and engagement,
- expanded capacity for research, scholarship, and creative activity,
- and the foundations—people, systems, and infrastructure—that make everything else possible.

These imperatives focus the university's work and guide decisions, resource allocations, and measurement over time.

It is important to highlight that UCA's strategy is not built on scale or specialization alone. It is built on integration.

We combine a high-contact residential experience with applied learning opportunities, strong career outcomes, and deep regional partnerships. This combination (connection, coordination, and real-world relevance) is what sets UCA apart and guides the choices in this plan.

## **A More Integrated and Innovative University**

Students do not experience their education in separate pieces, and we cannot operate as if they do. Academic work, advising, campus life, financial planning, career development, and community engagement constantly intersect. When those pieces align, students move forward in their journeys. When they don't, progress slows.

UCA 2035 commits us to real coordination across the university. This requires a structural shift to deliver a coordinated, purposeful, and accessible educational experience for every learner, whether they arrive from across town, across the state, or across their career.

At the same time, UCA is strengthening how it works as an institution. Collaboration, creativity, and applied learning must function as part of everyday operations, not as isolated efforts. This means reducing unnecessary barriers, shortening the distance between a need and a response, and making it easier for students, faculty, and partners to work across disciplines and units.

Becoming a more integrated and innovative university requires both cultural and operational change. We must strengthen the habits and systems that support clarity, coordination, and speed while reinforcing a culture where innovation and continuous improvement are part of our daily work.

Part of this shift includes the UCA Innovation Campus, a dedicated site where students, faculty, and industry partners come together on applied projects, entrepreneurial

problem-solving, and workforce development. It will serve as a shared platform for collaboration, connecting learning with evolving industry and community needs. By extending how we work beyond the main campus, the Innovation Campus creates a visible point of connection between UCA and the region: a place where partners find solutions, students gain meaningful experience, and ideas move more quickly into practice.

This kind of innovation and integration depend on using technology in ways that strengthen human judgment, expand capacity, and support the relationships at the center of the UCA experience.

## **Using Technology Without Losing Ourselves**

Technology, especially artificial intelligence, will continue to reshape higher education. But UCA's distinction has always been human-centered: the staff member who steadies a student in a difficult semester, the instructor who recognizes potential, the mentor who shows a first-generation student they belong, the alum who creates opportunity for the next generation.

Technology will not replace those strengths. It should strengthen them. Used thoughtfully and responsibly, technology can deepen insight into student learning, improve advising and support, streamline operations, and expand the reach of research and creative activity. This includes the use of AI-enabled tools to identify patterns, surface opportunities, and guide timely, informed action across the university.

These tools must support good judgment, not override it. They should make our work more effective without weakening academic freedom, personal connection, or accountability. At UCA, technology is used to strengthen decision-making, improve coordination, and extend the impact of the people who make this university work.

## **Our Commitments and the Work Ahead**

Across multiple rounds of campus feedback, a consistent set of priorities emerged: creating a more coordinated student experience, strengthening UCA's role in innovation and workforce development, expanding the capacity for research and creative activity, and reinforcing the people, systems, and infrastructure that make this work possible.

These priorities clarify where UCA must focus. They also require alignment. Advancing them will shape how we make decisions, allocate resources, and organize our work across the university.

To enact our plan, UCA will align its financial strategy with academic and student priorities, modernize technology systems, and advance campus and facility planning to reflect how students live and learn today. These are not separate initiatives. They are the mechanisms that make the plan real.

We will measure progress openly and adjust when needed. Transparency builds trust, and trust strengthens the institution.

UCA moves toward 2035 with a clear understanding of its role. Our identity remains rooted in a traditional residential experience that builds connection, belonging, and mentorship, while expanding to support learners who need online access, flexible schedules, certificate pathways, and workforce-aligned training. We serve recent high school graduates, working adults, and professionals building new skills. We are a partner to communities and industries that rely on talent and ideas. And we are a university that respects its traditions while strengthening the foundation required for the decade ahead.

This plan sets our direction. Our community will carry it forward.

## **Our Direction for the Decade Ahead**

The strategic imperatives that follow define UCA's priorities for the decade ahead, focusing the university on what matters most while allowing the work beneath them to adapt as conditions change. The initial goals in this plan represent the first phase of implementation. As progress is made and conditions shift, goals, objectives, and tactics will be reviewed, refined, and replaced to ensure resources and effort remain aligned with the university's priorities.

This approach positions UCA to act with clarity and adjust with purpose, maintaining a steady direction while responding to new opportunities and challenges.

## **Imperative 1: Centering Student Success**

*We put students first by pairing excellent teaching with a connected, caring, and academically strong environment where every learner can thrive.*

UCA delivers a student experience built on clarity, connection, and momentum. Students arrive with different levels of readiness and progress because the university is designed to keep them moving forward. We clarify the path, reduce friction, and surround students with people and systems that support progress. Engaging, high-

quality teaching anchors this experience by setting clear expectations and building confidence through purposeful academic challenge.

This is UCA's competitive advantage. Students graduate with less debt and stronger career prospects than many peers, and in an era of rising expectations for value and personalized support, these outcomes matter. Clear, well-designed learning environments, combined with coordinated support, build momentum and confidence that drive persistence, completion, and success after graduation.

Over the next decade, UCA will strengthen this advantage by expanding high-impact learning, coordinating support across academic and student affairs, and building data and digital systems that make progress easier to navigate. Courses, programs, and delivery models will be regularly evaluated and adapted to reflect changing student needs and workforce expectations, ensuring readiness for a world that rewards adaptability, applied experience, and evidence-based problem solving. These shifts will reduce time spent navigating processes and increase time spent learning.

This imperative anchors the strategic plan because it strengthens UCA's value proposition: a university where care is matched by momentum, support is built into the experience, and students leave with clarity, confidence, and the skills to shape their futures.

## **Goal 1.1**

Empower students to succeed academically, personally, and professionally through a practical, academically grounded, and career-informed learning experience.

### **Objectives**

- Stronger indicators of academic success, skill development, and career readiness.
- Improved retention, persistence, and post-graduation outcomes across student groups.
- More students complete experiential learning and related high-impact practices that translate into readiness.
- Broader use of evidence-based, student-centered teaching practices.

### **Tactics**

- Embed high-impact practices and career competencies into targeted courses and co-curricular programs.

- Expand faculty development focused on learning design, student-centered pedagogies, and authentic assessment.
- Strengthen integration and coordination between Academic Affairs and Student Affairs so curricular and co-curricular learning experiences (such as learning communities, advising, and career preparation) reinforce student success, skill development, and career readiness.
- Use workforce and market analysis to adjust programs and delivery formats so student preparation matches employer expectations.

## **Goal 1.2**

Drive enrollment, persistence, and graduation through a seamless, predictable student experience with connected support, clear processes, and consistent communication.

### **Objectives**

- Increased enrollment, persistence, and graduation rates across student populations.
- Students report stronger belonging, engagement, clarity, and confidence.
- Improved career placement and graduate-school outcomes.
- Integrated data systems guide timely interventions and coordinated support.
- Students experience a more consistent and responsive digital environment.

### **Tactics**

- Integrate recruitment, advising, financial aid, and student success workflows to eliminate handoff gaps and duplicated processes.
- Build and use integrated data dashboards to identify risk, guide interventions, and align unit-level action.
- Improve the digital experience by simplifying access to tools, services, communication, and next steps.
- Implement targeted approaches for transfer, adult, first-generation, online, and other populations with distinct barriers.
- Expand structured opportunities for students to connect with faculty, staff, peers, alumni, and support units.

## **Goal 1.3**

Equip faculty and staff to create engaging, evidence-based learning environments that accelerate student progress.

## Objectives

- Students experience active, well-designed, high-quality learning environments grounded in proven instructional practices.
- Academic progress indicators improve, with retention and credit-hour completion increasing and DFW and repeat rates decreasing.
- Center for Excellence in Teaching and Academic Leadership (CETAL) participation increases alongside demonstrated growth in instructional practice.
- Courses deliver more structured learning experiences that support diverse learners while upholding strong academic expectations.

## Tactics

- Expand CETAL programming and encourage broad faculty participation in teaching development that supports high-impact teaching, active learning, practical assessment strategies, and coaching for instructors trying new approaches.
- Support redesign of gateway and high-enrollment courses to increase engagement and reduce unnecessary barriers.
- Integrate course- and program-level analytics (DFW trends, assignment performance, engagement patterns) into teaching support conversations to target improvements.
- Build communities of practice where instructors share strategies, test innovations, and refine their teaching.
- Upgrade the systems that connect students with staff support and provide timely alerts when students need assistance.

## Imperative 2: Arkansas Campus of Innovation

*We bring people, disciplines, and ideas together to turn collaboration, creativity, and applied learning into solutions that strengthen Arkansas and serve the public good.*

UCA connects people, ideas, industries, and government to solve real problems for Arkansas. As a comprehensive university, we draw on strengths across all disciplines to deliver practical, cross-disciplinary solutions that partners and communities can rely on. Our approach to innovation is grounded in applied learning and collaborative problem-solving that produces talent and ideas aligned with evolving community and workforce needs.

To meet this opportunity, UCA must operate with greater clarity and speed. We must understand local challenges, move decisively, and respond with solutions. When

partners come to UCA, they should encounter a university that listens carefully, adapts quickly, and delivers outcomes that matter. We are building the structures and practices that make agile innovation and responsiveness possible.

Over the next decade, UCA will strengthen this position by building a coordinated partnership ecosystem across business, government, education, and nonprofit sectors; shortening the time required to respond to emerging community and market needs; and using data and workforce intelligence to guide decisions. Academic programs, operational support, and community-facing efforts will align as a designed system, ensuring that collaboration produces consistent, scalable results. UCA will become a first-stop partner for community organizations, employers, and regional leaders seeking support, expertise, and solutions.

The Innovation Campus extends this commitment. It provides a dedicated site where students, faculty, staff, and partners work together on applied projects, entrepreneurial problem-solving, and research that connects learning with evolving workforce needs. As the campus develops, it becomes a visible engine of regional progress and economic development: a place where Arkansas companies find solutions, communities access expertise, and students gain hands-on experience that prepares them for meaningful careers and community impact.

Together, the goals in this imperative position UCA to collaborate more effectively, respond more quickly, and convert regional needs into talent, ideas, and measurable results.

## **Goal 2.1**

Build a coordinated partnership ecosystem that connects students, faculty, staff, industry, and community organizations for shared impact.

### **Objectives**

- Broader, strategically aligned partnerships across business, government, education, nonprofits, and entrepreneurship.
- Campuswide participation becomes standard as all units define their place in and contribute to UCA's innovation efforts.
- Growth in partnerships that produce measurable outcomes such as internship-to-career pipelines, applied learning opportunities, cooperative education opportunities, collaborative research, creative activity, training, and community development.

- Clear leadership, governance, and shared structures supporting coordinated partner engagement.

## **Tactics**

- Create a coordinated engagement model that maps partners, identifies gaps, and aligns outreach across units.
- Establish a cross-college governance structure with defined roles, decision processes, and shared ownership of partnership strategy.
- Engage academic units in evaluating their strengths and determining how they can participate in UCA's innovation and partnership ecosystem.
- Prepare and activate a dedicated space that anchors partner activity, supports applied learning, and reinforces interdisciplinary collaboration.
- Develop a multi-year financial plan covering start-up needs, operational costs, and diversified revenue pathways.
- Build an adaptable program portfolio that integrates existing initiatives and introduces new partner-driven opportunities across disciplines.

## **Goal 2.2**

Develop an agile university infrastructure that responds quickly to emerging market, industry, and community needs.

## **Objectives**

- Shorter timelines to develop, modify, and launch academic programs and workforce-aligned initiatives.
- A larger share of programs implementing timely, market-informed updates.
- Stronger partner satisfaction with UCA's responsiveness and turnaround times.

## **Tactics**

- Conduct recurring market and workforce analyses that identify emerging needs and provide actionable insights for academic and administrative units.
- Build a data-informed evaluation framework that identifies bottlenecks and improves program approval and revision processes.
- Redesign high-friction processes to accelerate new program creation and updates to existing programs.
- Establish a cross-functional support structure that coordinates rapid-response work across academic colleges and administrative units.

- Implement a routine reporting schedule requiring programs to document how market trends shape decisions.

## **Goal 2.3**

Establish the Innovation Campus as a dedicated site to advance innovation, entrepreneurial problem-solving, connection of learning with evolving workforce needs, and new pathways for enrollment.

### **Objectives**

- Growth in external partners actively collaborating with UCA through the Innovation Campus.
- Partnerships at the Innovation Campus generate outcomes such as academic pipelines, applied learning experiences, collaborative research, training programs, and fundraising.
- Documented economic and community benefit from Innovation Campus activity, including job creation, training, and applied research with visible regional impact.
- Growth in learners enrolling in programs and offerings connected to the Innovation Campus.
- Students across academic levels gain access to project-based learning, community-based learning, internships, and other applied opportunities tied to the Innovation Campus.

### **Tactics**

- Engage stakeholders across all academic colleges and community sectors so advisory groups guide direction, identify needs, and build shared ownership of the Innovation Campus.
- Prepare and activate the Innovation Campus space so it anchors partner activity, supports applied learning, and enables interdisciplinary collaboration.
- Implement a unified partner-management and impact-tracking system that aligns with existing institutional tools and supports Innovation Campus operations.
- Support cross-college collaboration to source projects, design programming, and involve multiple disciplines in Innovation Campus activity.
- Create clear partnership pathways—such as sponsored projects, training cohorts, applied research collaborations, cooperative education opportunities, and workspace access—to enable scalable engagement.
- Coordinate academic and continuing-education efforts to develop and deliver offerings that attract learners to the Innovation Campus.

## Imperative 3: Discovery in Action

*We make discovery central to the UCA experience, using research, creative activity, and real-world problem-solving to strengthen learning and deliver meaningful impact.*

At UCA, discovery shapes how we teach, work, learn, and solve problems. Research, creative activity, and inquiry generate new knowledge and contribute to practical solutions that address real challenges. These experiences give students, faculty, and staff opportunities to explore ideas, create, and engage complex problems in a rapidly changing world.

Our partners need people who can analyze problems, work with emerging technologies, collaborate across fields and audiences, and adapt to new challenges. They also need research and creative activity that lead to practical outcomes—solutions, not just publications. UCA is built for this work: a comprehensive institution with teacher-scholars, creative practitioners, applied doctoral programs, and deep experience in regional partnerships. This approach strengthens the value of a UCA education by giving students discovery experiences that deepen learning beyond content alone.

Over the next decade, UCA will expand opportunities for discovery in classrooms, labs, studios, communities, and co-curricular experiences; strengthen support for faculty research and creative activity through improved infrastructure and development pathways; and increase external funding, collaboration, and community-engaged scholarship. We will embrace emerging tools, including AI and new research and creative technologies, to open new directions for scholarship and better prepare students for evolving fields.

Discovery is not separate from instruction or engagement; it fuels them. By integrating discovery across the university, we strengthen institutional excellence, expand our impact, and prepare graduates and other learners to analyze, create, lead, and contribute in a changing world.

### **Goal 3.1**

Elevate research, scholarship, creative activity, applied and community-connected learning, and real-world problem-solving as defining elements of the UCA student experience.

## Objectives

- Increase the number of academic programs that integrate discovery-focused learning experiences appropriate to their discipline.
- Strengthen student recognition that discovery (through research, creative activity, and community-connected learning) is a core part of UCA's academic culture.
- Increase student participation in faculty- or staff-mentored research, creative activity, and applied problem-solving experiences.
- Expand student access to community-connected inquiry, challenge-based learning, and real-world problem-solving opportunities across programs.

## Tactics

- Integrate research, creative activity, and applied problem-solving components into academic programs where appropriate to the discipline.
- Expand faculty and staff capacity to mentor student projects by clarifying expectations, adjusting workload where feasible, and providing targeted support.
- Evaluate and strengthen participation and outcomes in research, creative activity, and community-connected learning.
- Incorporate indicators of inquiry, analysis, communication, collaboration, and other discovery-related skills into academic assessment and student-success measures.
- Establish a university-wide framework to document, communicate, and showcase research, creative activity, and scholarship.

## Goal 3.2

Advance faculty excellence in research, scholarship, and creative activity to strengthen academic reputation and regional impact.

## Objectives

- Optimize institutional capacity and structures that support faculty engagement in research, scholarship, creative activity, and other forms of experiential learning.
- Growth in refereed research, scholarly publications, and peer-reviewed creative works across disciplines.
- More external grant submissions and awards, supported by stronger pre-award and post-award processes and infrastructure.
- Increased use of faculty development, recognition, and support structures within departments.

## Tactics

- Assess faculty engagement and support across departments and integrate findings into program review and planning.
- Improve the research and creative activity support structure by refining pre-award guidance, strengthening post-award processes, and upgrading physical and digital infrastructure for grant activity.
- Strengthen research, scholarship, and creative activity through expanded collaboration, enhanced support services, and additional resources (such as seed funds) for disciplinary and regionally relevant projects.

## Goal 3.3

Align research, scholarship, and creative activity with community priorities to expand UCA's role as a catalyst for regional progress.

## Objectives

- Increased proportion of faculty projects demonstrating community, regional, or national benefit, including economic, cultural, educational, or public service impact.
- More faculty-led partnerships with community, public, nonprofit, and industry organizations that produce measurable outcomes such as applied research, creative activity, policy contributions, or workforce-facing solutions.
- Growth in external funding from community, public, nonprofit, or industry collaborations.

## Tactics

- Use a unified, university-wide system to document partnerships, identify community priorities, and track outcomes across research, creative activity, and service.
- Improve infrastructure for community-engaged research and creative activity by expanding access to space, technology, logistical assistance, and partner-management tools.
- Increase capacity for community-engaged work through seed funding, collaboration support, workload flexibility, and recognition structures.

## Imperative 4: Future-Ready Foundations

*We invest in the people, culture, systems, and infrastructure that enable our community to excel—today and for decades ahead.*

UCA's long-term success depends on more than strategy. It depends on investing in the people, systems, and infrastructure that make excellent work possible. A strong university depends on a supported workforce, reliable processes, modern technology, and physical spaces that enable all students, faculty, and staff to succeed. Strengthening these foundations allows our community to focus on the work that moves UCA and the communities we serve forward.

We will build an employee experience that attracts, develops, and retains talent by combining meaningful work, strong relationships, and systems that allow people to succeed without unnecessary friction. In a competitive labor market, institutions that align culture, support, and performance stand apart. UCA will be one of them.

This is a defining opportunity. As technology accelerates, expectations for service and flexibility rise, and financial pressures intensify, institutions stand out when their people have the tools, systems, and support to perform at a high level. UCA's culture of care is already a strength; to remain competitive, we must match that culture with structures that are predictable, modern, and built for long-term effectiveness.

Over the next decade, UCA will reinforce this foundation by cultivating a workforce experience that attracts and retains talent, maintaining facilities and technology aligned with the demands of a modern university, and building financial resilience that supports priorities even in volatile times. We will streamline systems, modernize tools, support professional growth, and improve the environments where people work and learn. These efforts reduce friction, strengthen performance, and reinforce the mission-focused work that defines UCA.

Future-ready foundations are not peripheral but are the operating system of the institution. By investing in people, systems, and infrastructure, UCA ensures it can adapt, compete, and serve Arkansas and the broader communities we engage with well into the future.

## **Goal 4.1**

Cultivate a thriving, committed workforce that makes UCA an employer of choice in Arkansas.

### **Objectives**

- Reduce voluntary departures and improve recruitment outcomes across the broader Arkansas talent market.

- Improve overall employee satisfaction, including satisfaction with supervisory support and internal career progression.
- Increase participation in professional development with evidence of meaningful growth.
- Expand advancement pathways and improve succession planning to support long-term career mobility.

## **Tactics**

- Improve work policies and daily practices to support employee well-being, fulfillment, and performance.
- Expand and reinforce supervisor development so leaders focus on developing people, not just managing compliance.
- Strengthen professional-development pathways and clarify internal mobility routes so employees can see long-term careers at UCA.
- Maintain data-driven processes for reviewing compensation and benefits to ensure competitiveness and internal consistency.

## **Goal 4.2**

Ensure a modern, connected campus environment through sustained investment in facilities and technology that enable effective work and learning.

## **Objectives**

- Faculty, staff, and students report that campus technology and physical spaces support collaboration, innovation, and teaching and learning.
- Satisfaction ratings from building stakeholders and leadership indicate progress on addressing infrastructure barriers.
- Average age of the computing fleet reduced to roughly three years within the refresh cycle.
- All secondary-use technology needs met through the adoption of uniform technology and a redeployment pool rather than ad-hoc purchasing.

## **Tactics**

- Implement a structured, recurring technology refresh cycle that removes replacement burdens from departments and keeps hardware current.
- Assess infrastructure barriers across campus, prioritize critical needs, and publish a phased roadmap for facility improvements.

- Create a clear, user-centered process for requesting updates to campus spaces to improve transparency and predictability.
- Strengthen the role of university technology committees within shared governance so they advise on major technology and infrastructure decisions.
- Deploy an online, interactive campus map with real-time features such as shuttle tracking to improve navigation.

## **Goal 4.3**

Establish a resilient financial model that diversifies revenue and supports sustained investment in people, programs, and infrastructure.

### **Objectives**

- Maintain strategic investment pools that support employee development, compensation incentives, academic programs, technology renewal, and facility refresh cycles.
- Sustain a positive annual operating margin that enables ongoing reinvestment in priorities.
- Increase net tuition and fee revenue through measured grant and aid, steady enrollment, and coordinated retention efforts.
- Grow revenue from grants, partnerships, philanthropy, and continuing education.

### **Tactics**

- Implement funding approaches that stabilize long-term support for facilities, technology, and renewal cycles.
- Track and document savings from refresh cycles to guide reinvestment decisions.
- Strengthen Advancement's role as a strategic partner in building long-term financial resilience.
- Review funding for faculty and staff development and identify gaps that limit participation or affordability.
- Align program-level budget planning with institutional priorities so resources flow to high-value academic and co-curricular initiatives.

## **Implementing the Dynamic Plan**

UCA will treat this plan as a dynamic framework that aligns governance, resource decisions, assessment, and daily practices so they reinforce one another over time. This structure maintains long-term clarity while allowing goals, objectives, and tactics to

evolve with changing needs and opportunities. The aim is straightforward: keep the plan active, keep the institution focused, and enable UCA to adjust as conditions change.

This operating cycle belongs to all of us. The plan sets direction. Our community will bring it to life.

## **Leadership, Ownership, and Cross-Functional Teams**

As implementation begins, UCA's leadership team will take ongoing responsibility for ensuring that decisions, priorities, and resource allocations remain aligned with the university's mission and commitments. This is not a one-time check. It is a continuous discipline embedded in each operating cycle, requiring leaders to test whether current work reflects our stated direction and adjust when it does not.

To keep work moving across all disciplines and all units, each imperative will have a cabinet-level champion and a small implementation group. They will coordinate action, identify barriers, and maintain alignment as goals and tactics move from concept to execution. This structure prevents diffusion of responsibility and ensures that critical work has a clear home.

The Strategic Planning Committee (SPC) will steward the measurement system. They will monitor KPIs tied to each imperative and goal, identify when a tactic or goal is nearing completion, and recommend when components of the plan should be retired or replaced.

To support timely execution, leadership will clarify roles for each goal and major tactic within every operating cycle: who leads the work, who must be consulted, who provides recommendations, who approves decisions, and who carries out implementation. This clarity keeps cross-functional teams focused and prevents delays as work moves across units.

## **Strategically Aligned Resource Allocation**

In this dynamic framework, strategy drives budgeting and operational decisions. As UCA strengthens student success, innovation, discovery, and foundational systems, resources will shift toward the work that most directly advances the imperatives. Realignment will be thoughtful and steady, sometimes adding capacity, sometimes winding down commitments that no longer serve institutional goals, and always ensuring that investments reflect the priorities of the plan rather than historical patterns.

To maintain alignment, UCA will create clear crosswalks connecting the strategic plan to cascading plans across the university, including budget, staffing, the campus master plan and building and facilities plans, IT strategy, academic planning, and other major operational frameworks. Leaders in these areas will routinely show how decisions in their domains support the imperatives and where adjustments are needed.

This ensures the plan is not an extra layer of work. Instead, it becomes the structure that organizes institutional work.

## **Rolling Review Cycles**

Dynamic planning replaces fixed five-year cycles with regular, structured reflection. UCA will establish a review rhythm that keeps the plan current and responsive to what is happening on campus, in our community, and beyond. These reviews will consider not only internal progress but also external trends, policy shifts, market pressures, demographic changes, and other emerging headwinds that may influence the university's direction.

UCA's review cycle will include:

- Annual cabinet-level strategy reviews to reaffirm direction and set near-term priorities
- Mid-cycle reviews to assess indicators and identify emerging needs or opportunities
- Ongoing SPC monitoring of KPIs, qualitative signals, and external conditions shaping higher education

These reviews refine the path forward without altering the imperatives. The result is a plan that stays steady in purpose but flexible in execution.

## **Refreshing the Goal Portfolio**

A dynamic plan evolves as progress is made. As implementation teams and the SPC determine that a goal has been achieved, or that conditions have shifted, goals will roll off. New goals will be added in support of the same four imperatives. This creates a living portfolio of priorities that remains manageable, visible, and aligned with institutional needs. It also ensures that faculty, staff, and students see steady, meaningful progress.

## **Operationalizing Measurement**

Measurement should guide decisions, not decorate reports. UCA will rely on a concise set of institutional KPIs and unit-level metrics tied directly to the imperatives and their goals. These indicators will reflect what matters most:

- Student momentum and success for all students
- Partner engagement and regional impact
- Research and creative activity across disciplines
- Operational health, performance, and effectiveness
- Workforce well-being and development
- Infrastructure quality and reliability

Quantitative indicators will be paired with qualitative insights from students, faculty, staff, alumni, and partners. Together, these inputs will guide rolling reviews, help determine when goals should sunset, and inform where resources need to move next.

## **Keeping the Plan Alive**

The strength of a dynamic strategy comes from alignment: leadership ownership, strategic resourcing, disciplined assessment, and steady renewal of priorities. This same alignment has long defined UCA's approach to serving students and the state. We focus on the work we do best, and we do it consistently.

As UCA moves toward 2035, this plan will operate as a living guide rather than a static document, helping the university remain organized, focused, and ready for what comes next. Our people will carry this work forward. Together, we will advance the future outlined by the four imperatives.

## With Thanks to Our Campus Community

This strategic plan exists because people showed up consistently, thoughtfully, and with a willingness to wrestle with hard questions about UCA's future. Thousands of voices shaped this work through conversations, feedback, and shared problem-solving across campus. In addition, a set of formally organized teams committed hundreds of hours to turning aspiration into direction and ideas into action. Their work helped ensure this plan is not just ambitious, but grounded, credible, and ready to guide UCA through the decade ahead. What follows is a sincere expression of gratitude to those who served on the Central Strategy Team, Working Groups, and Strategic Framing Team.

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Special thanks to Melanie Overton, whose steady guidance, sharp insight, and unflappable patience elevated this work at every stage. She pushed our thinking, grounded our decisions, and helped us translate big ideas into a strategy we can stand behind. This plan is stronger because of her.



# **Faculty Handbook**

**May ~~2025~~2026**



# UNIVERSITY OF CENTRAL ARKANSAS

## FACULTY HANDBOOK

Approved by the UCA Board of Trustees

~~May 29, 2025~~ May 27, 2026

### Notice of Faculty Handbook Provisions

The *Faculty Handbook* is a summary guide to various offices, activities, and policies that affect faculty members of the University of Central Arkansas. Official copies of the *Faculty Handbook* may be obtained from the Office of the Provost.

The provisions of this *Faculty Handbook* do not replace, amend, or abridge approved policies adopted by the Board of Trustees, which shall take precedence over any matters contained in the *Faculty Handbook*. Official copies of the policies of the Board of Trustees of the University of Central Arkansas may be obtained from the Office of the President.

The website for the Division of Academic Affairs contains a current version of the *Faculty Handbook*.

## FOREWORD

The *Faculty Handbook* provides select information about the University of Central Arkansas for current and prospective faculty members. It is not a comprehensive, self-contained policy document. Policies of the Board of Trustees and other policies and procedures of the university must also be consulted. The table of contents lists the topics covered. The copy retained by the Provost is the **official** version of the *Faculty Handbook*.

Nothing in this *Faculty Handbook*, nor any amendments or revisions hereto, shall replace, amend, abridge, or contravene any federal or state law, the policies of the Board of Trustees, or the Constitution or laws of the State of Arkansas or the United States of America.

Other information applicable to members of the faculty, including, but not limited to, employment benefits, optional insurance plans, and retirement policies and plans, may be obtained from the university's associate vice president for human resources.

For questions or concerns about policies, rules, procedures, or infractions, faculty should contact the individual college representative on the Faculty Handbook Committee or the current chair of this committee.

Suggested changes to this document should be made to the Provost or to the President of the Faculty Senate for submission to the Faculty Handbook Committee. Any revisions to the *Faculty Handbook* shall be made only upon the written recommendation of the President to the Board of Trustees and thereafter adoption by the Board of Trustees of a resolution setting forth the revisions.

"Business days" refers to ~~when~~-all days the university is open for business.

"Working days" (currently defined on page 48 of the *Faculty Handbook*) refers to any day during the fall or spring term in which the university is open for instruction.

"Calendar days" refers to actual days.

## UNIVERSITY MISSION

The University of Central Arkansas, a leader in 21st-century higher education, is committed to excellence through the delivery of outstanding undergraduate and graduate education that remains current and responsive to the diverse needs of those it serves. The university's faculty and staff promote the intellectual, professional, social, and personal development of their students through innovations in learning, scholarship, and creative endeavors. Students, faculty, and staff partner to create strong engagement with the local, national, and global communities. The University of Central Arkansas is dedicated to academic vitality, integrity, and diversity.

**Abbreviated Mission:** The University of Central Arkansas dedicates itself to **Academic Vitality, Integrity, and Diversity (AVID)**.

## UNIVERSITY VISION

The University of Central Arkansas aspires to be a premiere, learner-focused, public comprehensive university, and a nationally recognized leader for its continuous record of excellence in undergraduate and graduate education, scholarly and creative endeavors, and engagement with local, national, and global communities.

## DIVERSITY

We are dedicated to attracting and supporting a diverse student, faculty, and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective.

**Recruitment and Retention:** We actively pursue and seek to retain a diversified student body, faculty, and staff.

**Support:** We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.

**Knowledge:** We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

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## CHAPTER ONE: INTRODUCTION

### I. Role and Scope

Note: This section reflects the information contained in the Arkansas Department of Higher Education's current publication of *Higher Education Coordinating Board Policy* (available on the Arkansas Department of Higher Education website).

#### A. Audiences

The University of Central Arkansas (UCA) is responsible for serving:

- Residents of the state, particularly those in central Arkansas who have completed high school and are seeking either a college degree or continuing professional education.
- Regional and state employers, both public and private—including school districts, health care providers, local governments, private businesses, and community agencies seeking technical assistance and applied research.
- Economic development interests and entrepreneurs in the region and across the state.
- The community and area by providing a broad range of academic and cultural activities and public events.
- Area K-12 schools seeking college general education courses for advanced students.
- Two-year college transfer students.

#### B. Array of Programs and Services

UCA serves these audiences by providing:

- Baccalaureate arts and science programs in the variety appropriate to a comprehensive teaching university.
- Baccalaureate programs in the professional fields of journalism, computer and information sciences, education, public administration, nursing and allied health, and business.
- Master's programs in education, business, nursing, allied health, and selected arts and science fields.
- Doctoral programs in physical therapy, communicative sciences and disorders, leadership studies, and school psychology.
- Services specifically designed to meet the needs of state and regional economic development.

#### C. Special Features

- UCA supports Arkansas public schools through the UCA STEM Institute and other initiatives.
- UCA is a regional center of the Asian Studies Development Program for the East-West Center.
- UCA serves communities and their leaders through the Community Development Institute—the first such organization in the nation, established in 1987—and related initiatives.

### II. Core Values

Note: This section reflects the information contained in UCA's current *Strategic Plan*.

*The Core Values Statement asserts the university community's institutional and ethical standards in fulfilling its mission.*

#### **A. Intellectual Excellence**

We believe in the lifelong intellectual development of students, faculty, and staff. We are committed to the free pursuit of knowledge and continuous growth in learning and teaching.

- **Educated Citizens:** We believe in student success and in preparing students to engage complex issues and express informed opinion through critical thinking, writing, and speech. Given our institution's historical roots in teacher education, this foundation inspires all of our colleges to work together to ensure that our faculty and students collaborate to promote instructional excellence and lifelong learning.
- **Scholarship:** We believe that students and faculty should engage in professional development and scholarly endeavors that promote the creation and application of knowledge in all disciplines.
- **Cultural Competence:** We believe that students should experience cultural activities as they grow in their appreciation for the diversity of ideas and peoples, both inside and outside the classroom.
- **Learning Environment:** We believe that an outstanding physical infrastructure, along with a culture of excellence in all of our endeavors, provides an environment in which our students and faculty can thrive personally and intellectually. We further believe in providing state-of-the-art learning spaces.

#### **B. Community**

We value and respect as our greatest asset the people who make up our community—students, faculty, and staff as well as the people connected to us through ties to our local community and region, the state of Arkansas, our nation, and the world. That is, we believe people are the focus of our institution.

- **Collegiality:** We believe in processes of shared decision making based on productive synergistic interactions among our students, faculty, staff, and disciplines in the pursuit of institutional goals.
- **Partnerships:** We are dedicated to promoting outreach activities, community education, and partnerships with surrounding entities. We believe in collaborating with the citizens of our region, the state, the nation, and the world as well as those organizations and constituents with whom we work.
- **Safe and Healthy Environment:** We promote a safe, healthy, and sustainable environment where our community members can flourish personally and socially as whole beings with obligations to improve their environment.
- **Service:** We believe in sharing our academic and cultural resources and expertise with the public, educational institutions, businesses, cultural centers, and public and non-profit agencies, when appropriate. We work to enable students to integrate into the larger world to promote a commitment to public service through experiential education. Faculty and staff serve our state and local constituents by sharing their energy, talents, and experience.

#### **C. Diversity**

We are dedicated to attracting and supporting a diverse student, faculty, and staff population and enhanced multicultural learning opportunities. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including race, ethnicity, religion, spiritual beliefs, national origin, age, gender, marital status, socioeconomic background, sexual orientation, physical ability, political affiliation, and intellectual perspective.

- **Recruitment and Retention:** We actively pursue and seek to retain a diversified student body, faculty, and staff.

- **Support:** We maintain the highest academic quality and ensure that our programs remain innovative and responsive to the ever-changing and diverse needs of those we serve.
- **Knowledge:** We seek to enhance interaction and understanding among diverse groups and cultivate enriched learning opportunities in a global community.

**D. Integrity**

We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world. Our commitment extends to all levels of our campus to foster a climate of ethical conduct, respect, responsibility, and trust.

- **Ethics:** We believe in acting with honesty, courage, and trustworthiness.
- **Respect:** We support a community and climate of respect and thoughtfulness among students, faculty, staff, and the people of our community, state, nation, and the world.
- **Responsibility:** We commit to being responsible and accountable in our operations at all levels of the institution, including continuous assessment of our academic programs and transparency in our fiscal and operational proceedings.
- **Trust:** We value and continually seek to earn the public's trust in all of our actions and words.

## CHAPTER TWO: UNIVERSITY ADMINISTRATION

The University of Central Arkansas is a member of the higher education community of state-supported colleges and universities in the State of Arkansas; therefore, it is subject to all Arkansas laws affecting higher education. The Arkansas Higher Education Coordinating Board has the comprehensive responsibility for strengthening and coordinating the development of higher education in Arkansas. UCA has its own Board of Trustees.

### I. **Arkansas Higher Education Coordinating Board**

The Arkansas Higher Education Coordinating Board (formerly the State Board of Higher Education) was established in 1971, replacing an earlier commission for the coordination of higher educational finance. While the act establishing the board seeks to strengthen the efforts of the state for the orderly development of higher education in accordance with Arkansas Code Ann. § 6-61-201, the boards of trustees of the colleges and universities retain their autonomy. These boards continue to perform their respective duties in the management and operation of their institutions.

### II. **Board of Trustees**

The Board of Trustees is charged with the management and control of UCA. The board has seven members appointed by the Governor of Arkansas and confirmed by the Arkansas State Senate. Each member of the board serves for seven years, with one member's term expiring each year. The board elects its chairman, vice chairman, and secretary. The university was created to serve the entire state; consequently, there are no geographical limitations within Arkansas in the selection of trustees.

The Board of Trustees possesses constitutional autonomy (under Amendment 33 to the Arkansas Constitution) in the establishment of university programs and policies. Trustees have authority only when acting as a board legally in session.

### III. **Officers of the University**

#### A. **President**

The president is responsible for the general administration of the university. As the chief executive officer of the university, the president is the principal representative of the institution to the public and to the sources of institutional control and, in turn, represents these groups to the university. The president is ultimately responsible for the determination of all policies of the university, other than those established by superior authority, and for the execution of all university policies. The president appoints, with the approval of the Board of Trustees, officers who work under the president's supervision and control to direct the programs and practices in their respective administrative areas.

The president meets regularly with other university administrators and serves *ex officio* on all university councils and committees.

#### B. **Executive Vice President and Provost**

The provost reports directly to the president and serves as the chief academic officer of the university. The provost is responsible for instructional programs, academic personnel, and policies related thereto. With the assistance of the Council of Deans, the provost develops procedures for assessing the effectiveness of the instructional, scholarly, and service activities of the faculty. All associate provosts report to the provost.

The provost chairs the Council of Deans and is an *ex officio* member of all university committees related to academics.

### **C. Vice Presidents**

University vice presidents oversee areas including finance and administration, student services, development and institutional advancement, enrollment management, and university and governmental relations. Responsibilities and duties of the various university vice presidents are set by the president of the university in consultation with the university's Board of Trustees.

## **IV. Academic Organization**

For administrative purposes, the academic programs of the university are organized into colleges, with the dean serving as the chief administrative officer of each college.

All academic colleges consist of a number of departments, each having a chair responsible for the activities of that department. Some colleges have coordinators for certain specialized programs. The university bulletin provides a current list of departments within each college.

The Graduate School offers work at the master's, specialist, and doctoral levels through the various departments of the colleges. The Graduate School is administered by the dean of the graduate school.

The Norbert O. ~~Schedler~~-[Schedler](#) (NOS) Honors College houses the university honors programs, including the Schedler Honors College, Schedler Honors Program, Honors in the Major, and Living Learning Communities..

Torreyson Library advances the academic goals of the university by supporting all colleges, specialized programs, departments, and academic units at both the undergraduate and graduate levels. The library is administered by the library director, who reports to the office of the provost.

### **A. Academic Administration**

The responsibilities and duties of the academic administration are determined by the provost in consultation with the president.

#### **1. Academic Deans**

##### **a. Academic College Deans**

The college deans are responsible for fiscal and academic planning and for personnel decisions and recommendations in their respective colleges. They are responsible for implementing, administering, and monitoring all university policies and procedures. The deans provide leadership to the department chairs and faculty, encouraging the establishment of departmental committees to assure faculty involvement in departmental decision-making processes.

##### **b. Dean of the Graduate School**

The dean of the Graduate School has the overall responsibility for administering the graduate program in compliance with policies and procedures developed by the Graduate Council and approved by the university. The dean of the Graduate School also directs the activities of the office of Sponsored Programs.

##### **c. Dean of the Honors College**

The dean of the Honors College has the overall responsibility for administering the university honors programs, including the Schedler Honors College, Schedler Honors Program, Honors in the Major, and Living Learning Communities. The dean of the Honors College chairs the University Honors Council.

2. Associate Provosts

The associate provosts hold duties and responsibilities in various areas as determined by the Provost, including but not limited to, university regional accreditation; program/special accreditation support; coordination with external organizations; academic services for students; transitional education; academic support services; budget management; personnel matters; and the administration of academic program development, implementation, and assessment.

3. Department Chairs/School Directors

Department chairs are responsible for the effective, efficient use of all departmental resources toward the achievement of departmental goals and objectives. This assignment includes the review, evaluation, and development of curricular and academic program matters; the assignment of faculty time; the development of an effective academic advising program; the accommodation of instructional support services; the identification of departmental needs; the administration of the departmental budget; the administration of university policies; and the initiation of personnel evaluation procedures and practices. The chair may organize faculty committees to address departmental issues.

Department chairs will submit an annual report to the college dean. This report will be used by the college dean in formulating a similar report for the college.

The college reports provide the bases for the provost's reports to the president. These reports focus on concerns and recommendations that will strengthen the effectiveness of the university.

For purposes of this *Faculty Handbook*, the term "department chairs" also includes school directors.

**B. Faculty Association**

The faculty of the university are organized into a faculty association. Faculty elect representatives to the Faculty Senate, which serves as the official representative body of the faculty association.

**V. Faculty Senate Constitution**

**ARTICLE I. MEMBERSHIP AND ORGANIZATION OF THE FACULTY**

**Section 1.** The Faculty Association shall include those full-time employees of the university who hold faculty rank as described in Chapter 3 of the *Faculty Handbook* and those full-time employees of the university who have teaching included as a responsibility of their appointment.

**Section 2.** The Faculty Senate, hereinafter referred to as the senate, shall serve as the representative body of the faculty of UCA.

**ARTICLE II. FUNCTION OF THE SENATE**

**Section 1.** Within the limitations stated in the remainder of this article, the senate shall have the responsibility to review university policies in all areas that directly pertain to the academic function of UCA, such as curriculum and standards, academic programs, faculty affairs, and continuing education.

- Section 2.** To facilitate the timely review of policy proposals that pertain to the academic function of the university, each university standing committee shall forward copies of its minutes to the senate membership and shall make available to the senate for its review any proposals that emanate from said standing committee. The senate may call on chairs of university standing committees to discuss policy proposals that the senate may wish to review.
- Section 3.** The senate shall provide for representation of the faculty in matters affecting the welfare of the faculty.
- Section 4.** The senate shall establish such committees as it deems necessary to carry out its functions.
- Section 5.** The senate shall consider all matters proposed by university and senate committees, by individual faculty members, by the provost, or by the university president, if placed on its agenda.
- Section 6.** The senate shall serve as the faculty committee on committees for the selection of faculty members on all university standing committees.

### ARTICLE III. MEMBERSHIP OF THE SENATE

**Section 1.** The senate shall consist of *ex officio* and elected members as follows:

- A. *Ex Officio:* Provost, who shall serve as a non-voting member.
- ~~B. *Ex Officio:* (For purposes of this paragraph “part-time faculty” means “part-time employees of the university with teaching included as a responsibility of their appointment.”) One part-time faculty member of the university elected by the part-time faculty of the university. This shall be a non-voting member except on issues that directly affect the part-time faculty of the university as determined by the president of the senate.~~
- ~~B.~~ Elected
1. College senators: Three Faculty Association members from each academic college, ~~and three Faculty Association members from all of the unaffiliated faculty units of the university~~ one Faculty Association member from the Honors College, and one Faculty Association member from the Library shall be elected by a secret ballot of the Faculty Association of the respective academic units in accordance with the provisions of the Constitution.
  2. At-large senators: Three Faculty Association members shall be elected by a vote of the entire Faculty Association.

3. Part-time senator: One part-time faculty member of the university elected by the part-time faculty of the university. (For purposes of this paragraph “part-time faculty” means “part-time” employees of the university with teaching included as a responsibility of their appointment”)

**Section 2.** No more than two senators shall be from any single department, and no more than two chairs (or equivalent position) ~~shall be elected~~ serve from each college. No administrator at the assistant dean or above level shall ~~be eligible to be elected~~ serve.

**Section 3.** Elected senators shall serve for a term of three years, and vacancies shall be in accordance with the senate bylaws. However, no person shall serve more than seven successive years.

**Section 4.** Academic colleges with more than one senator shall stagger elections by electing one senator each year. ~~Each group of senators is divided into three classes, such that within each group, one of the three classes is elected each year.~~

**Section 5.** The senate shall adopt election procedures in its bylaws.

**Section 6.** The term of office for newly elected senators shall begin on the date of the first called meeting after the end of spring classes or May 1, whichever comes first.

#### **ARTICLE IV. OFFICERS**

**Section 1.** The officers of the senate shall be as follows: president; vice president, who shall serve as president-elect; secretary-treasurer; parliamentarian; and webmaster/archivist.

**Section 2.** Eligibility for election to an office shall be restricted to elected members of the senate. The president and vice president shall both hold academic tenure at the time of their election as officers.

**Section 3.** The term of office for any senate officer shall be one year or until a successor has been chosen and qualified.

**Section 4.** The officers of the senate shall be elected by vote of the elected members of the senate before May 15 each year.

**Section 5.** The president and vice president of the senate shall be eligible for reassigned time as approved by the provost so that the functions of the office may be properly carried out. The secretary-treasurer shall notify the provost of the name of the person selected as senate vice president (president-elect) so that any necessary schedule planning may be ~~effected~~ affected.

**Section 6.** Once elected, the vice president and president shall vacate their positions as college or at-large senators in order to lead the senate. Without regard to the date of their election to the senate, the vice president shall serve two more years: one year as vice president and one year as president. After serving as president, a

senator's term shall end. The vacancies created by their election as officers shall be filled in accordance with the senate bylaws.

## ARTICLE V. MEETINGS

- Section 1.** The senate shall hold regularly scheduled meetings each month of the academic year.
- Section 2.** The senate may be called into special session by the president of the senate or by request of a majority of the senate.
- Section 3.** Any faculty member may attend any regular or special session of the senate and may participate in its deliberations with the consent of the presiding officer. Only senate members shall be eligible to propose a motion or to vote. Neither the president nor vice-president shall vote unless there is a tie, in which case the president, or vice president if they are presiding in the president's absence, may vote to break the tie.
- Section 4.** A quorum for any meeting of the senate shall consist of a majority of the members.
- Section 5.** The rules of parliamentary procedure contained in *Robert's Rules of Order, Revised* shall govern the proceedings of the senate, subject to such special rules as may be adopted by the senate.

## ARTICLE VI. AMENDMENTS

- Section 1.** An amendment to this Constitution may be proposed at any regular meeting of the senate by a majority vote of the membership, provided a copy of the proposed amendment has been presented to each member in attendance at the immediately preceding meeting.
- Section 2.** Any amendment proposed by the senate shall be submitted to a vote of the faculty. Each faculty member shall be notified at least two weeks in advance of such a vote and at the time be furnished with a copy of the proposed amendment. [Voting shall be conducted similar to the election of senators as prescribed by the faculty senate bylaws.](#)
- ~~**Section 3.** Any proposed amendments to the Constitution that are submitted by the Faculty Senate will be submitted to the Faculty Association for a vote. Voting shall be conducted similar to the election of senators as prescribed by the faculty senate bylaws.~~
- Section 4<sup>3</sup>.** In order for an amendment to pass and thus become a part of the Constitution, over half of the faculty association members must vote, and a proposed amendment must receive "do pass" from at least two-thirds of those voting. ~~Ratified August 20, 1990.~~
- Section 5<sup>4</sup>.** Subsequent to the approval of an amendment by the Faculty Association, this Constitution shall be considered amended upon approval by the university president, and by the Board of Trustees of UCA.

**CHAPTER THREE:  
FACULTY PRINCIPLES, POLICIES, AND PROCEDURES**

Institutions of higher education are established for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the uninhibited search for truth and its exposition. This search, in turn, depends upon the guiding principles of academic freedom, shared governance, and tenure. The intent of this chapter, and the *Faculty Handbook*, is to promote the understanding and support of these principles and to establish policies and procedures for assuring that these goals are met by the University of Central Arkansas.

**I. Guiding Principles**

**A. Faculty Membership**

The university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When speaking or writing as a citizen, or when expressing views on professional matters, the teacher should be free from institutional censorship or discipline, but the teacher's special position in the community imposes special obligations. As a person of learning and an educational officer, the faculty member should remember that the public may judge the profession and the institution by the faculty member's utterances and should make every effort to indicate that the faculty member is not a voice for the institution.

The professional life of faculty members should reflect and be shaped by individual strengths and interests, programmatic requirements of departments, and the overall mission of the university. All full-time appointments, whether tenured, tenure-track, or non-tenure-track, carry expectations in the areas of teaching, scholarship, and service. Within the guidelines of the *Faculty Handbook*, what constitutes appropriate professional engagement in the areas of teaching, scholarship, and service for a faculty member should be determined by the department or program in which the faculty member holds appointment and should be included as criteria for the faculty member's evaluation and retention.

**B. Shared Governance**

The university subscribes, in policy and practice, to high standards of shared governance, as more particularly set forth in this *Faculty Handbook*. The complexity and variety of tasks performed by institutions of higher learning produce an interdependence among the Board of Trustees, the administration, faculty, and students. The faculty has primary responsibility for advice and recommendation in such fundamental areas as curriculum, research, faculty status, and those aspects of student life which relate to the educational process. Responsibility for faculty status includes appointments, promotions, the granting of tenure, and termination. Advice and recommendations in these matters is made by faculty action through established procedures outlined in this *Faculty Handbook*.

**C. Academic Freedom**

Academic freedom is essential to free inquiry and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. The teaching aspect of academic freedom is fundamental to freedom in learning. Academic freedom carries with it duties correlative with rights. A faculty member is entitled to freedom in research and in the publication of the results, subject to the adequate performance of other academic duties; research for pecuniary return, however, should be based upon an understanding with the university administration. A faculty member is entitled to freedom in the classroom in discussing the subject material of the course, but care should be taken in introducing controversial matters that have no relation to the subject.

All grievances that fall within the parameters of academic freedom (as defined above) will be submitted to the Academic Freedom Committee for consideration. (See the provisions later in this *Faculty Handbook* setting for the time period in which to file such academic freedom grievances and the procedure for their consideration by the Academic Freedom Committee.)

#### **D. Tenure**

##### **1. Purposes**

Tenure is a means to certain ends, specifically: (1) freedom of teaching and research and (2) a sufficient degree of economic security to make the profession attractive to faculty of ability. Freedom and reasonable economic security are indispensable to the success of an institution in fulfilling its obligations to its students and society.

Tenure is intended to assure the university that there will be continuity in its experienced faculty and in the academic functions for which they are responsible. Appointment to tenure recognizes a commitment by the faculty member to exemplify the highest professional and academic standards. By such recognition, the university pays homage to the worth of independence of the mind and freedom of inquiry and the faculty member acknowledges an obligation to the institution and its students.

##### **2. Obligations and Responsibilities**

The award of tenure entails special and important obligations. Faculty members who accept the rights of tenured appointment owe it to their colleagues to defend independence and freedom of mind in their discipline. The tenured faculty should create and sustain an intellectual environment where non-tenured colleagues can think, investigate, speak, write, and teach, secure in the knowledge that their intellectual vitality is both essential and welcome.

As the permanent faculty in the institution, the tenured faculty must play a meaningful role in shaping the character of the faculty and in assuring its quality. Therefore, the duty to seek the best qualified persons for appointment weighs most heavily on the tenured faculty, who are also entrusted with responsibility for retention and promotion recommendations. The roles that tenured faculty play in department and college promotion and tenure decisions, in university-level appeals of those decisions, and in university-level appeals of termination for cause are carried out through committees specifically established in the *Faculty Handbook* for those purposes.

To meet its responsibilities in early-tenure review, annual review of the appointment status of non-tenured faculty, appeals in cases of post-tenure review, and long-range planning for faculty appointments, the tenured faculty in each academic department shall make its recommendations as the standing Department Personnel Advisory Committee (DPAC). The committee shall communicate in writing its recommendations in these matters to the chair and, where appropriate, to the dean of the college.

## **II. General Policies**

### **A. Recruiting Policies**

All recruiting of faculty will conform to the university policy concerning affirmative action. The information in this section is intended to be a summary of recruiting practices and is not intended as a comprehensive policy statement.

The hiring of faculty members into tenured or tenure-track positions will be the result of national searches that involve faculty search committees at the departmental level. Such searches are likewise required when converting non-tenure-track positions to tenure-track positions, regardless of any search that may have been done to fill the non-tenure-track position.

Recruiting is done primarily by the immediate superior. Department chairs will complete a file on the prospective faculty member, including an official transcript received directly from the granting institution, experience, and references. Other files will be maintained by the affirmative action officer.

A prospective faculty member is ordinarily brought to the campus for interviews with faculty, students, and administrators. Every effort should be made to interview a sufficient number of prospects in order to identify candidates meeting high standards of quality.

Offers of employment are to be made only after advice to the chair from the department faculty and recommendations by the appropriate chair, dean, and the provost. Any offer of employment should be in writing and should contain the conditions and terms of employment. The university cannot be bound by oral representations about the terms of employment. All offers of employment are subject to Board Policy No. 416.

**B. Nepotism**

No UCA employee shall vote, make recommendations, or in any way participate in decisions about any personnel matter that may directly affect the selection, appointment, retention, tenure, compensation, promotion, termination, or other employment status or interest of a ~~close~~ relative in accordance with state law. ~~For the purposes of this policy, "close relative" is defined as husband, wife, mother, father, son, daughter, sister, and brother.~~ [Refer to Board Policy 514.](#)

**C. Personnel File of a Faculty Member**

The official file for a faculty member shall consist of all matters contained in the file in the office of the provost as well as any evaluations and materials of such faculty member maintained by the dean or chair. It is the position of the university that when any written information or material concerning a faculty member is placed in such member's personnel file (as defined above) the faculty member will be notified by the office of the provost, the dean, or the chair, depending upon the file involved. The communication shall be in writing and shall include a copy of the information placed in the file. The faculty member will be provided with a period of 20 days from the date of the written notice in which to respond to the provost, dean, or chair in writing concerning the matter placed in the file, and the response shall be placed in the file.

**D. Criteria and Notice of Standards**

The faculty member is expected to know the substantive and procedural standards contained in this handbook generally employed in decisions affecting promotion and tenure. Any special standards adopted by the department or college should be brought to the individual's attention. Any specific criteria affecting the faculty member will be made part of the initial letter of appointment. The university will not be bound by conditions and terms not referred to in writing and approved by the appropriate university officials.

In the event of a revision of these standards, faculty will be eligible to apply for one promotion under the teaching, scholarship, and service requirements found in the UCA *Faculty Handbook* in effect when the faculty member was originally employed.

**E. Minimum Teaching Qualifications**

To be hired to teach courses at UCA, an instructor must have at least eighteen (18) graduate level credits in a relevant area of expertise as determined by the hiring

department, school, or college, and at minimum a master's degree. An instructor must also possess an academic degree at least one level above the level at which they teach, except in programs for terminal degrees. In terminal or doctoral degree programs, an instructor must possess the same level of degree. The department chair (or equivalent) may request an exception to these minimum qualifications from the dean with approval by the provost for the following reasons: (1) progress toward academic credentials or (2) equivalent experience. Approvals will be stored in the Office of the Provost with a copy in the employee's personnel file. A request for an exception is not necessary for UCA graduate students seeking a master's degree assigned to teach undergraduate courses in the subject area of their graduate studies if under the supervision of a faculty member who meets the minimum qualifications.

1. Progress toward academic credentials

Progress toward academic credentials means demonstrable, current, and consistent progress toward the minimum qualifications noted above. An instructor who is qualified as a result of progress toward academic credentials will not permanently be qualified on that basis and must eventually meet the minimum qualifications. For example, a tenure-track instructor who is completing a terminal degree (see 3.IV.A) may be assigned to teach graduate courses. Approval of a request to hire an instructor on the basis of progress toward academic credentials is contingent upon the receipt of a current transcript from an accredited institution of higher education showing that the instructor is currently enrolled and making consistent progress towards the minimum qualifications.

2. Equivalent experience

Equivalent experience means experience that is commensurate with achievement of academic credentials such that it qualifies an instructor for the instruction. This could include a minimum threshold of experience (in years, contact hours, etc.); research, scholarship, or other achievements in the subject area being taught; or other activities and factors that would reasonably be recognized as equivalent experience in the discipline. Previous years of classroom instruction does not alone constitute equivalent experience. Equivalent experience may differ by discipline or program. Each college and/or department must establish criteria for determining equivalent experience and the request must explain how the experience of the candidate meets the criteria.

### **III. Faculty Appointment**

An academic appointment covers full-time members of the faculty, part-time members of the faculty, tenured and tenure-track and non-tenure-track faculty, and administrators directly engaged full-time in the administration of academic programs and/or teaching.

The appointment of a faculty member is either a tenured appointment or a term appointment. A "term appointment" is for a specified period as defined in the letter of appointment. Faculty shall be notified in their initial letters of appointment whether their appointment is on a tenured, tenure-track, or non-tenure-track basis. Any credit toward tenure or rank must be specified in initial letters of appointment.

#### **A. Tenured Appointments**

A "tenured appointment" is a commitment by the university to a sequence of annual appointments, such sequence being terminable only by a resignation, retirement, removal for cause, financial exigency, or discontinuance of program. Although no contract for more than one year can be made between any members of the faculty and the university, the principle of tenure shall be observed as an act of good faith on the part of the university. Academic employees may be tenured only with respect to their academic rank and not with respect to administrative titles or assignments.

Tenured faculty members are eligible for all privileges extended by the university to regular professional personnel, including such programs as retirement and other employee benefits, leaves of absence, professional travel, and other privileges outlined in this handbook. Tenured faculty members are eligible for full participation in the affairs of the university, its component institutions, and its departments and administrative units in accordance with university policy.

The university may grant an initial appointment with tenure in a department at the rank of associate professor or professor in cases of exceptional individual merit and professional accomplishment. Such an appointment is subject to the following:

1. An individual must have earned tenure at a regionally or nationally accredited institution or such other accredited institutions as may be approved by the provost in a field appropriate to the appointment.
2. The tenured faculty of the appropriate department/academic unit must meet *en bloc*, and a majority must approve the awarding of tenure with the initial appointment. If a majority of the tenured members of the appropriate department, the department chair, and the college dean concur with the recommendation to award tenure with the initial appointment, the provost, acting in conformity with university policy, shall indicate in the initial letter of appointment that tenure has been awarded.
3. The provost will maintain a file and a list of all persons and their respective departments who were granted tenure with the initial letter of appointment.

## **B. Types of Term Appointments**

### **1. Tenure-Track Appointments**

Tenure-track faculty members serving their probationary period of employment receive term appointments.

The total number of years that a faculty member in the tenure-track may serve without tenure shall not exceed seven, including any years of credit awarded with the initial contract. Notification of termination must be made prior to the end of the sixth year (including any years of credit awarded with the initial contract). Applications for tenure should be made by September 1 of the sixth year. The letter of appointment following a tenure decision will indicate whether the appointment is a terminal one or whether it carries with it the award of tenure. Faculty hired at mid-year will be notified in the initial letter of appointment whether the initial period will count as credit toward tenure.

Under certain conditions tenure-track faculty may receive approval for a leave of absence. Unless the leave approval letter from the president states that the term of probationary employment has been extended, the period while on leave will be counted (up to a maximum of one year) as part of the tenure probationary period.

If an individual joining the university has had successful faculty or post-doctoral experience at another regionally accredited college or university, the university may count a specified number of those years toward probationary service. Evidence of such successful professional performance will be submitted and evaluated prior to employment. Years to be counted toward probationary service and the schedule for mid-tenure review and tenure and promotion must be indicated in the initial letter of appointment. Faculty members initially appointed at the rank of associate or professor may be offered credit for up to three years of the six-year probationary term if they have had the appropriate experience. Other faculty appointments may include credit for up to three years of the six-year probationary term.

Tenure-track faculty members are eligible for all privileges extended by the university to regular professional personnel, including such programs as retirement and other employee benefits, leaves of absence, professional travel, and other privileges outlined in this handbook. Tenure-track faculty members are eligible for full participation in the affairs of the university, its component institutions, and its departments and administrative units in accordance with university policy.

## 2. Non-Tenure-Track Appointments

The university recognizes that there are specific and limited conditions that justify special appointment to non-tenure-track positions. Non-tenure-track faculty may be hired for circumstances including, but not limited to, those enumerated below:

- a. To temporarily replace tenured or tenure-track faculty on sabbaticals or leaves of absence or who are ill.
- b. To meet temporary increases in enrollment.
- c. For graduate assistants as part of their professional preparation.
- d. To meet programmatic needs of a department of the university. When a determination is made to increase the number of non-tenure-track positions in a department, the procedure shall be as follows. The decision to increase the number of non-tenure-track positions in a department shall be made based upon the recommendation of the department chair to the dean of the college. This recommendation shall then be provided to the provost by the dean. If the provost concurs, the written recommendation of the provost shall be provided to the president with a copy also provided to the president of the senate. The senate shall have five business days in which to provide its written recommendation to the president. After receiving all comments under this provision, and the views of the senate, the decision shall be made by the president in consultation with the provost.
- e. For visiting lecturers and visiting assistant professors.
- f. For contract researchers who do not engage in classroom instruction.

Faculty personnel selected to serve in specified non-tenure-track assignments may be appointed on either a semester or academic year basis. The appointment may be either for part-time or full-time work. Non-tenure-track appointments may be renewed on an annual basis.

The appointments of non-tenure-track faculty, like those of tenured and tenure-track faculty members, may be terminated for cause prior to the expiration of the period of the appointment.

[If an individual has had successful faculty or post-doctoral experience at the University of Central Arkansas or at another regionally accredited college or university, a specified number of those years may be counted toward time in rank. Evidence of such successful professional performance will be submitted and evaluated prior to employment. Years to be counted toward time in rank must be indicated in the initial letter of appointment. The university may offer credit for up to three years of time in rank if the candidate has had the appropriate experience.](#)

Non-tenure-track faculty may be appointed to tenured or tenure-track faculty status in accordance with the needs of the university. The searches will conform to departmental, college, and university search and selection procedures as well as equal opportunity/affirmative action policies. The time a faculty member serves in a non-tenure-track, full-time appointment may at the discretion of the university be

considered as part of the probationary period for those who are subsequently placed on a tenured or tenure-track faculty appointment. Any credit toward fulfilling the probationary period must be stated in the initial letter of appointment to tenure-track faculty status.

Full-time continuing non-tenure-track faculty members are eligible for all privileges extended by the university to regular professional personnel except where otherwise specified, including such programs as retirement and other employee benefits, leaves of absence, professional travel, and other privileges outlined in this handbook. Full-time continuing non-tenure-track faculty members are eligible for full participation in the affairs of the university, its component institutions, and its departments and administrative units in accordance with university policy.

### 3. Part-Time Appointments

Part-time faculty are hired to fulfill specific programmatic needs that are not being fulfilled by full-time (tenured, tenure-track, or non-tenure-track) faculty. Part-time faculty members may hold title but do not hold faculty rank.

#### a. In-Residence Faculty

In-residence faculty includes writer-in-residence, executive-in-residence, artist-in-residence, and other types of in-residence appointments. This faculty category allows for the appointment of individuals who have achieved distinction in their field but may not possess standard academic credentials; their practitioner experience, however, is important to the education of students. Individual departments hosting in-residence faculty are responsible for approving the appointment and determining its length.

#### b. Adjunct Faculty

The university may extend adjunct faculty appointments upon recommendation of a department and with support of the appropriate dean and the provost. Adjunct faculty members must meet the minimum teaching qualifications as described in 3.II.E. Adjunct faculty will be entitled to Torreyson Library privileges and to use the title Adjunct Instructor.

##### i. Non-compensated adjunct faculty

These appointments are non-compensatory but do not preclude offering a separate temporary faculty appointment. Persons receiving such appointments may come either from outside the university or hold non-faculty appointments at UCA. Non-compensated adjunct appointments may be granted for terms not to exceed three years, and significant contributions must be made to the university for reappointment.

##### ii. Adjunct faculty paid per course

Adjunct faculty members paid per course are appointed on an as-needed basis for a term not to exceed one semester. Employment terminates automatically at the end of the semester but may be renewed depending on the instructional needs of the department. Adjunct faculty members paid per course have only the duties directly associated with their teaching assignments and are not required to perform committee work or assume other responsibilities required of full-time faculty.

## C. Special Faculty Appointments

### 1. Library Faculty

Tenured and tenure-track library faculty may be appointed and promoted to the ranks of assistant professor, associate professor, and professor. Non-tenure-track library faculty may be appointed and promoted to the ranks of lecturer I, lecturer II, and senior lecturer. All library faculty must hold the appropriate terminal degree, a master's degree accredited by the American Library Association (ALA).

The procedures for promotion and tenure for the library faculty will be the same as those procedures for other faculty. The responsibilities of the department chair will be fulfilled by the library director; the role of the college-level committee will be assumed by the Library Committee members (in the case of tenure, only tenured members of the Library Committee will serve); and the responsibilities of the college dean will be assumed by the Associate Provost to whom the library reports.

### 2. Honors College Faculty

Honors College faculty may hold the tenurable academic rank of assistant professor, associate professor, or professor. Non-tenure-track faculty may be appointed and promoted to the ranks of lecturer I, lecturer II, and senior lecturer.

The procedures for promotion and tenure for the honors college faculty will be the same as those procedures for other faculty. The responsibilities of a department chair will be fulfilled by the dean; the role of the college-level committee will be assumed by the University Honors Council, excluding the dean (in the case a member of the University Honors Council does not hold tenure, a tenured faculty member alternate will be appointed by the appropriate academic dean); and the responsibilities of the college dean will be assumed by the associate provost, as designated by the provost.

### 3. Graduate Faculty

UCA offers coursework leading to graduate certificates and two types of graduate degrees—professional and research—at three levels: 1) master's, 2) specialist's, and 3) doctoral. Consequently, acceptable standards for appointment and participation of faculty in graduate programs vary considerably across disciplines and within programs.

Criteria for graduate faculty status will be developed and periodically reviewed by the graduate faculty and chair of each department, including qualifications of and expectations for graduate faculty, associate graduate faculty, and affiliated graduate faculty. The graduate faculty and chair of the department may also solicit input regarding the criteria for graduate status from the full-time departmental faculty without graduate status. If a department has fewer than three graduate faculty members, the tenured and tenure-track faculty of the department will develop the criteria for graduate faculty status. Any department offering a graduate program will submit a graduate faculty plan to the Graduate Council.

Appointment to the graduate faculty will be by application to the department's graduate faculty, the department chair, and the college dean following the guidelines and procedures outlined on the Graduate Faculty Application and the departmental graduate criteria. A minimum of three departmental graduate faculty members will review the application on behalf of the graduate faculty. If a department has fewer than three graduate faculty members, a minimum of three

tenured faculty members in the department, including any graduate faculty, will review the application.

Appointments for faculty who meet the requirements as specified in the departmental criteria and are recommended by all reviewing bodies will be presented by the graduate dean as information items to the Graduate Council. Any exceptions or applications in which there are differing recommendations from the faculty, chair, or dean will be reviewed as action items by the Graduate Council.

Members of the graduate faculty are expected to engage actively in the graduate program of the university and to pursue professional activities consistent with that participation.

Graduate faculty membership affords faculty all rights and privileges associated with graduate faculty status.

The Graduate School will maintain guidelines for graduate faculty appointment, an application for appointment to the graduate faculty, and criteria for graduate faculty status in each graduate program.

#### 4. Summer Appointment

The university offers regular summer sessions. Department chairs and faculty on 12-month appointments may be assigned to summer teaching as part of their contracts. Otherwise, contracts for summer teaching are offered according to the needs of the university and its programs and students. The offer of a regular term appointment or of a regular tenured appointment involves no commitment on the part of the university to offer a summer appointment to the faculty member. The university will normally employ its own qualified faculty for summer appointments before employing faculty from outside the university. Among the criteria used in the selection of summer faculty are qualifications to teach scheduled offerings, performance records, and possession of the terminal degree. The university reserves the right to revise or cancel the summer contract depending on actual enrollment or other programmatic considerations.

### IV. Faculty Rank

Faculty rank represents the explicit recognition by the faculty and the university of a faculty member's credentials and accomplishments in teaching, scholarship, and service. All full-time faculty members are appointed at a rank commensurate with their education, their experience, and the programmatic needs for which they were hired. Tenured, tenure-track, and certain non-tenure-track faculty may advance to higher ranks upon fulfilling the criteria set forth in this *Faculty Handbook*.

All references to degrees in this handbook refer to earned degrees from regionally accredited institutions or such other accredited institutions as may be approved by the provost.

#### A. Tenured/Tenure-Track Ranks—Continuing Faculty

The ranks of assistant professor, associate professor, and professor are limited to tenured or tenure-track faculty with a terminal degree or other degree considered acceptable for a tenure-track appointment by the appropriate accrediting body. For exceptions, see 3.IV.D.

##### 1. Instructor

Instructor is a rank designated only for tenure-track faculty who have not completed their terminal degree. Faculty members may hold the rank for a period of time established in their initial letter of appointment (cf. Chapter 3, Section IV.A.1). Appointment to assistant professor will be effective at the beginning of the fall or spring semester immediately following receipt by the Provost's Office of an

official transcript showing that the terminal degree was awarded. Completion of the terminal degree must occur within the time period specified in the initial letter of appointment, not to exceed three semesters. If additional time is warranted for extenuating circumstances, a maximum of two additional semesters may be granted with the recommendations of the Department Tenure and Promotion Committee (DTPC), chair, and dean and approval of the Provost. The probationary period begins at the time of initial appointment to the tenure-track position, regardless of rank.

2. Assistant Professor

An assistant professor should show evidence of teaching ability, substantial experience in advanced study and research, or professional experience of a kind that would permit a comparable academic contribution. An assistant professor should exhibit promise of originality and excellence in some field connected with teaching, writing, research, or the creative arts and should have demonstrated ability in guiding and counseling students. An assistant professor is expected to command the subject matter of some segment of the general field of the discipline in addition to a comprehension of the whole.

Tenure-track faculty without a terminal degree will have an initial appointment at the instructor rank. A tenure-track instructor will have their appointment converted to the rank of assistant professor contingent upon receiving the appropriate terminal degree (with proof of completion), in accordance with conditions specified in the initial letter of appointment. This letter shall state the length of time allowed for completion of the degree (as described in IV.B.1) and any considerations regarding salary adjustments. The probationary period begins at the time of initial appointment to the tenure-track position, regardless of rank.

3. Associate Professor

Appointment or promotion to the rank of associate professor should represent an implicit prediction on the part of the department, the college, and the university that the individual so appointed will make sound contributions to teaching and learning. It should be made only after careful investigation of the candidate's promise in scholarship, teaching, research, leadership, and learning. A candidate for an associate professorship is expected to have demonstrated excellence in the lower ranks and should offer evidence that teaching, creative activity, and research have kept abreast of times in method and subject matter; that a greater degree of maturity has been attained; and that there has been a retention of interest in competent teaching and research. A comprehension of a significant portion of the discipline is expected. Furthermore, evidence of productivity and competent scholarship beyond that completed for the doctoral degree is required.

An associate professor must hold an earned doctorate or the appropriate terminal degree in the discipline or in an appropriate discipline. See also III.C. Special Faculty Appointments.

4. Professor

Appointment of an individual to a professorship is a critical step in determining the future of the academic caliber of the university. A professor, through teaching, creative activity, research, and service, should have demonstrated substantial command of the field, sound scholarship, and a mature view of the discipline.

Promotion to professor should not be expected merely because of years of service to the university. A person being considered for a professorship will have maintained all of the qualities and conditions required for the associate professor rank. In addition, a professor should exhibit stature in the discipline, leadership,

and substantial strength in all areas—teaching, creative activity, research and service.

A professor must hold an earned doctorate or the appropriate terminal degree in the discipline or in an appropriate discipline. See also III.C. Special Faculty Appointments.

[Faculty members are eligible to apply for promotion to professor after serving five full years in rank as an associate professor. Associate Professors may submit their applications in the fall of the 6<sup>th</sup> year in rank, as the review and evaluation process spans the entire academic year. Promotions, if approved, take effect at the beginning of the following academic year. For additional details, see Section V.D. \(Additional Criteria for Promotion\)](#)

## **B. Non-Tenurable Ranks—Continuing Faculty**

### **1. Lecturer/Clinical Instructor/Laboratory Instructor I**

The lecturer/clinical instructor/laboratory instructor appointment is a non-tenure-track position that may be renewed on an annual basis. Duties involve responsibilities in clinical, laboratory, didactic, or transitional courses, and/or clinical or field supervision/coordination.

#### **a. Renewal**

Renewal decisions are based upon documented evidence of successful performance in the areas of teaching, scholarship, and service and upon programmatic need. All lecturers/clinical instructors/laboratory instructors are eligible for consideration with respect to merit raises, grant awards, travel, operating, and other funding.

#### **b. Educational and Experiential Requirements**

- i. The minimum teaching qualifications as described in 3.II.E,
- ii. Current certifications and appropriate credentials (where required), and
- iii. Evidence of (or potential of) mastery of skill and content knowledge in the area(s) of assigned faculty responsibilities.

### **2. Lecturer/Clinical Instructor/Laboratory Instructor II**

Non-tenure-track faculty may be promoted to Lecturer/Clinical Instructor/Laboratory Instructor II if they meet all educational and experiential requirements referenced in (B) (1) (b) and six years of continuous service as a Lecturer/Clinical Instructor/Laboratory Instructor I at UCA or equivalent experience. Promotion is not automatic but must be earned with documented evidence of a high level of effective performance in teaching, scholarship, and service, as expectations in all three areas have been defined, in writing, by the applicant's department. Procedures for promotion are outlined in Chapter 3, Section VII of the *Faculty Handbook*.

### **3. Senior Lecturer/Senior Clinical Instructor/Senior Laboratory Instructor**

Non-tenure-track faculty may be promoted to Senior Lecturer/Senior Clinical Instructor/Senior Laboratory Instructor if they meet all the educational and experiential requirements referenced in (B) (1) (b) and [a minimum of](#) six years of continuous service as a Lecturer/Clinical Instructor/Laboratory Instructor II at UCA or equivalent experience. Promotion is not automatic and must be earned through

sustained excellence in teaching, scholarship, and service, as expectations in all three areas have been defined, in writing, by the applicant's department. Procedures for promotion are outlined in Chapter 3, Section VII of the *Faculty Handbook*.

### **C. Non-Tenurable Ranks—Non-Continuing Faculty**

#### **1. Visiting Lecturer**

The visiting lecturer rank is reserved for the temporary hire of full-time faculty to meet programmatic needs. A visiting lecturer must meet the minimum teaching qualifications as described in 3.II.E. and have the training and experience necessary to meet the programmatic needs of the position.

The term of a visiting lecturer will be for no more than one year. Visiting lines must be requested by the academic unit each year. The number of terms of a visiting lecturer is not to exceed any federal, state, or accreditation requirement.

#### **2. Visiting Assistant Professor**

The visiting assistant professor rank is reserved for the appointment of fully credentialed faculty members who might otherwise qualify for the rank of assistant professor but who are hired to meet temporary programmatic needs. A visiting assistant professor must hold a terminal degree in the discipline or have equivalent experience (see 3.II.E.).

The term of a visiting assistant professor will be for no more than one year. Visiting lines must be requested by the academic unit each year. The number of terms of a visiting assistant professor is not to exceed any federal, state, or accreditation requirement.

### **D. Exceptional Cases**

1. The university recognizes there may be instances when an individual, though not possessing the requisite academic credentials, may on the basis of recognized scholarship and/or professional accomplishment of extraordinary distinction merit faculty rank. In such exceptional cases, the rank of professor may be granted in the appropriate department subject to the following:

Upon receipt of a written positive recommendation, approved by a majority of the tenured regular departmental faculty, the department chair, and the college dean, the provost may recommend to the president that university requirements be waived in that instance.

While the faculty rank of professor may be granted under exceptional circumstances, an individual holding a granted professorial rank is not eligible for tenure.

The provost will maintain a file and a list of all persons and their respective departments for whom the university requirements for a particular rank were waived.

2. In rare cases, the university may desire to hire faculty at the associate professor or professor ranks and not also offer them tenure at hire. In these cases, the tenure process will follow the tenure and/or promotion application and review process. The timeline must be stipulated in the initial letter of appointment.
3. In cases when faculty members are not hired at the beginning of an academic year and/or when credit toward tenure has been granted with the initial contract, the mid-tenure review will be conducted at least one year prior to the year the tenure

decision will be made. The timeline must be stipulated in the initial letter of appointment.

**V. Criteria for Tenure and Promotion**

**A. Effectiveness in Teaching**

The University of Central Arkansas is committed to offering the highest possible level of instruction to its students. Effectiveness in teaching is, therefore, of primary importance in evaluating faculty members for both tenure and promotion. The university expects its faculty to bring knowledge, scholarship, dedication, and energy to the learning environment, regardless of instructional delivery method, and to present the various disciplines offered by the university in a manner that assists students to understand and to develop as educated citizens and professionals. The university recognizes the profession of teaching represents an ongoing commitment to continuous improvement in planning for engaged and successful teaching and learning, and therefore values evidence of ongoing professional development and reflection. Faculty may clearly demonstrate academic vitality and excellence in seeking to improve their pedagogy through a variety of means, including, but not limited to: incorporation of best practices in pedagogical advancement; identification and improvement of weaknesses in teaching; use of student survey data to improve skill development and achievement of course outcomes; curriculum development and course revision over time; contributions to and application of the scholarship of teaching and learning; and participation in professional development, programming and support, and/or disciplinary-specific training opportunities through professional organizations. Evidence of effective teaching includes, but is not limited to: sample syllabi; revisions to course materials to improve learner outcomes; direct assessment of learning outcomes; records of licensure or certification attainment; sample student artifacts with faculty feedback; documentation of active participation in recognition tracks; integration of high-impact practices such as service-learning, community-engaged learning, experiential learning, study abroad, supervision of student research, and other discipline-specific markers of excellence.

**B. Scholarship, Research, and Creative Activity**

Neither good teaching nor the general health of the institution can be maintained without a faculty that continually seeks deeper understanding, higher levels of scholarship, and greater professional distinction. Faculty members, therefore, are expected to demonstrate significant achievement in scholarship, research or artistic creation and/or performance, and other important forms of professional activity appropriate to a given discipline. Although it is impossible to define the nature and limits of professional activity in general, published scholarship and research, grants activities, papers given at professional meetings, and artistic performance open to evaluation by competent professional judgment serve as examples of such activity.

**C. Service to the University and Community**

The university is itself a community and a part of a larger community. For the university to function effectively as a community, every faculty member must be willing to make contributions beyond teaching and scholarship. Service on departmental, college, and university committees and other service to the university that calls for faculty contributions beyond those covered in the first two criteria are expected and are to be considered in the evaluation of faculty for tenure and promotion. Moreover, since the university is part of the community in which it exists and has a responsibility to that community, faculty members may reasonably be expected to serve the larger community outside the university by making their professional abilities and expertise available through service, as opportunity offers. Such service, to be considered in tenure and/or promotion decisions, should involve intellectual, academic, or professional qualities or abilities appropriate to and characteristic of a professional academician.

**D. Additional Criteria for Promotion: ~~Education and Service Requirements~~ Years in Service Requirement**

Promotion to associate professor will be awarded simultaneously with a successful application for tenure. For promotion to professor, a faculty member ~~will have been an associate professor for~~ must complete at least six years in rank as an associate professor. Associate professors may submit their applications in the fall of the 6<sup>th</sup> year in rank, consistent with the timeline for tenure and promotion to associate professor. Because the review and evaluation process spans the full academic year, promotions, if approved, take effect the following academic year. See also Section IV.A.2. (Faculty Rank-Professor Rank) for cross-reference.

Years in service shall mean years served at UCA with the following exception: If an individual joining the university has had successful faculty or post-doctoral experience at another regionally accredited college or university or significant professional experience, the university may count a specified number of those years toward promotion. Evidence of such successful professional performance will be submitted and evaluated at the time of employment and credit to be awarded must be indicated in the initial letter of appointment.

**E. Application of Criteria in Tenure Decisions**

The combined linked tenure and promotion decision has special significance for both the faculty member and the university. For the university, granting tenure and promotion to the next academic rank involves not only an evaluation of past performance but an evaluation of potential for continued growth. Moreover, the granting of tenure and promotion means the acceptance of a new member into the university's permanent scholarly community. The tenure and promotion decision, therefore, must involve consideration of a faculty member's ability to work effectively in, and contribute significantly to, the department and the university community.

**VI. Procedures for Tenure and Promotion**

**A. Procedures Prior to Tenure Review**

1. Annual Conference with Tenure-Track Faculty

The departmental chair will schedule, during the spring term, an annual individual conference for the purpose of assisting each tenure-track faculty member. The chair will review with the faculty member the criteria, standards, and procedures existing at the department, college, and university levels as they apply to the faculty member's consideration for reappointment and tenure.

The chair will review existing information in the department records and will tell the faculty member in the conference, and subsequently in writing, the extent to which criteria and standards are being met. The faculty member will be given an opportunity to disagree in writing with the chair's written statement within 10 working days. A copy of the chair's evaluation and any response from the faculty member will be forwarded to the college dean.

2. Mid-Tenure Review

During the spring semester of the third year, a mid-tenure review will be conducted by the Department Tenure and Promotion Committee (DTPC) (see Chapter 3, Section VI, C, 1), the department chair, and the college dean. The review and evaluation of the faculty member by DTPC shall be conducted in each department according to university procedures using the appropriate forms. Because this is intended to be a formative evaluation conducted to provide critical feedback for tenure and promotion, at each step, the faculty member should meet with the designated representative and discuss the evaluation provided. At each level, the faculty member will be given an opportunity to respond in writing to the feedback

provided within ten working days of its receipt. If any of the dates provided below fall on a non-working day, the deadline is the last working day prior.

- No later than February 1<sup>st</sup>, the faculty member submits their application for evaluation to their department chair.
- The department chair promptly forwards this to the DTPC chair (or equivalent position) who will convene the DTPC.
- No later than March 1<sup>st</sup>, the DTPC chair (or equivalent position) meets with the faculty member and provides written evaluation to both the faculty member and the department chair.
- No later than April 1<sup>st</sup>, the department chair meets with the faculty member and provides a written evaluation to the faculty member and the dean. The materials, including the DTPC's (or equivalent committee) letter, the department chair's letter, and the faculty member's response from any level is forwarded to the dean.
- No later than May 1<sup>st</sup>, the dean meets with the faculty member and provides the faculty member with a written evaluation.
- A copy of the dean's evaluation and any response from the faculty member is forwarded to the department chair where copies of all related letters are placed in the faculty member's personnel file.

In cases where credit toward tenure has been granted with the initial contract, the mid-tenure review will be conducted at least one year prior to the year the tenure decision will be made.

In all matters set forth, the faculty member will be provided an opportunity to ask questions regarding criteria and standards or their application of criteria and standards pertaining to reappointment and tenure.

### 3. Extension of Probationary Period

A faculty member may request a single, one-year good cause extension of the probationary period while continuing employment with the university. Good cause refers to personal, not professional, circumstances that substantially interfere with the employee's ability to perform as a faculty member in one or more areas for a minimum of one semester. Good cause is normally restricted to serious illness or other disability and exceptional family care responsibilities such as pregnancy, childbirth, adoption, or being the primary care-giver of a minor child or other individual who requires extraordinary care and is dependent upon the employee for that care. The request must be made in writing, as soon as possible, but no later than May 31 of the year in which the employee would otherwise apply for tenure. The request is forwarded through the chair and dean, with recommendations, to the provost, who makes the final decision. The provost will notify the faculty member, the chair, and the dean of the final decision no later than July 1 of the same year.

The provisions of this policy are independent of a leave of absence from the university.

## **B. The Candidate**

### 1. Application

The procedure for tenure and/or promotion is initiated in every case by the candidate. It is the responsibility of every faculty member to be aware of the

university, college, and departmental policies and procedures and of the faculty member's own status regarding tenure and/or promotion. The candidate is responsible for preparing the initial application and ensuring that all relevant materials are included. The application form is located on the provost's website. The application should include documentation that the candidate has met all eligibility requirements for tenure and/or promotion, as outlined in this *Faculty Handbook*. The candidate will submit the tenure and/or promotion application to the DTPC by September 1. The departmental committee has a responsibility to determine whether the candidate has included all necessary and relevant materials. Once a candidate's application has been submitted to the departmental committee, nothing may be added to or removed from the application, except upon direct request from the relevant reviewing body and with the consent of the candidate.

2. File

Reviewing bodies may request or consider additional written information available from or submitted by sources other than the candidate. If such information is submitted, it shall be provided to the candidate, who shall have five working days to provide written comments. Any information presented to a reviewing body, along with the application submitted by the candidate and the written comments, constitutes the candidate's file. The candidate's file will be forwarded along with the recommendation of each reviewing body. The confidentiality of the file will be maintained at each level of review, except when there is a formal faculty appeal of a particular decision.

**C. Department-Level Review**

The major share of the responsibility for evaluating a candidate falls on the departmental committees and the department chair. They must determine not only present qualifications for tenure and/or promotion but also potential for future development. The evaluation must be more than a cursory review of the candidate's activities in teaching, research, and service. It must be a thorough assessment of the quality of these activities, supported by substantial evidence provided by the candidate. The departmental committee and chair may request that the candidate secure any additional evidence deemed necessary. The responsibility of judgment is given to the professionals at the department level because of their familiarity with the candidate and the qualifications necessary for their particular discipline.

1. The Department Tenure and Promotion Committee (DTPC)

The DTPC will consist of all tenured faculty of the department with the exception of the chair. To ensure a fair and professionally responsible review, the tenure and promotion committee will consist of no fewer than three members. If a department does not have three tenured faculty members, members of the tenure and promotion committee will be sought from departmental emeriti, retired departmental faculty, and/or tenured faculty from allied disciplines until the committee has three members. In this case, the department chair and college dean will select these committee members with advance notification to the provost.

The committee will elect its own chair. The purpose of the committee is to receive and review all applications for tenure and promotion and make recommendations to the department chair. The committee will evaluate each candidate's accomplishments, applying to them all relevant criteria.

Members of the committee who are also candidates for promotion will be excused from the committee during its deliberations and vote regarding any candidate for tenure and/or promotion. Committee members may also recuse themselves or be

excused by a majority vote of the committee in the event of any other conflict of interest.

For each candidate for tenure and/or promotion, the committee will determine a positive or negative recommendation by a simple majority vote and shall explain the rationale for this recommendation in a letter to the department chair.

The chair of the department committee will provide written notification to the candidate of the committee's recommendation(s) and forward all files to the department chair by October 1.

2. The Department Chair

The department chair will make an independent review of each candidate's file.

Each candidate for tenure and/or promotion will receive a positive or negative recommendation. The chair shall explain the rationale for this recommendation in a letter that shall be transmitted to the College Tenure and Promotion Committee.

The chair will provide written notification to the candidate of the chair's recommendation and will also meet with any candidate who has received a negative recommendation from the departmental committee or the department chair. The candidate may, at this point, withdraw the application; if not withdrawn, the file will be submitted to the college committee. In any case in which the department chair is a candidate for tenure and/or promotion, the chair's file will be forwarded directly from the departmental committee to the college committee. If, however, the department chair is not recommended by the departmental committee for tenure and/or promotion, the chair of the departmental committee will notify the department chair so that the candidate may have the option of withdrawing the application.

All files will be forwarded to the College Tenure and Promotion Committee by October 15.

**D. College-Level Review**

1. The College Tenure and Promotion Committee

Each college will have a promotion and tenure committee consisting of at least five full-time, tenured faculty members. Each department will have at least one member on the committee. No department will have two members before all departments have one, and none will have three members until all have two. Department chairs are ineligible to serve on the committee as are faculty who are candidates for promotion.

In the case where there are more committee positions than departments, the department(s) will be selected at random to have multiple representatives on the committee. In the case where a department has fewer tenured members than positions on the committee, the committee will be formed with the minimum of five members but without representation from that department.

The DTTC will elect from its member(s) the representative(s) and one alternate for the committee. Members will serve three-year terms. Committee members may recuse themselves or be excused by a majority vote of the committee in the event of a conflict of interest. The alternate will serve should a committee member have a conflict of interest that induces a recusal or excusal, be on leave, or apply for promotion.

The purpose of the committee is to evaluate each file and make an independent recommendation to the college dean.

The committee's chief responsibilities are to evaluate the candidate's qualifications for tenure and/or promotion; check the file for consistency with the departmental, college, and university policies and procedures; and review the completeness of the information presented. For each candidate for tenure and/or promotion, the committee will determine a positive or negative recommendation by a simple majority vote. The committee shall explain the rationale for this recommendation in a letter to the college dean.

The committee will elect its own chair. The chair of the college committee will provide written notification to the candidate of the committee's recommendation and forward all files to the college dean by December 1.

2. The College Dean

The college dean will make an independent review of each candidate's file. The dean's perspective should, of necessity, be broader than that of the department chair. In addition to and exclusive of the candidate's individual qualifications and performance, the dean must consider compelling programmatic needs and the stated mission and goals of the college.

Each candidate for tenure and/or promotion will receive a positive or negative recommendation. The dean shall explain the rationale for this recommendation in a separate letter to the provost.

The dean will provide written notification to the candidate of the dean's recommendation and will meet with any candidate who has received a negative recommendation from the college committee or the college dean. The candidate may, at this point, withdraw the application.

In any case in which the dean is a candidate for tenure and/or promotion, the file will be forwarded directly from the college committee to the provost.

All files will be forwarded to the provost by January 15.

**E. University-Level Review**

1. Provost

The provost will determine which candidates will be recommended to the president. The determination shall be that of the provost although the provost may consult with the Council of Deans on any candidate. In addition to and exclusive of individual qualifications and performance, consideration must be given to significant institutional budgetary concerns and compelling programmatic needs. In cases where significant institutional budgetary concerns or compelling programmatic needs may limit the number of faculty from a department to be granted tenure and/or promotion in a given year, the provost will give the departmental faculty the opportunity to rank its tenure and/or promotion candidates.

The provost will provide written notification to the candidate of the provost's recommendation by March 15, prior to submitting recommendations to the president. If requested by the candidate, the provost will meet to discuss the reasons for ~~the a~~ negative recommendation. At this point the candidate may withdraw the application. If a candidate wishes to appeal, the candidate may submit an appeal to the university tenure appeals committee or the university promotion appeals committee (see Chapter 3, Section VI, H). The appeal must be submitted to the president within seven working days of notification of the negative recommendation. The committee will notify the president of its decision with a copy going to the provost.

In any case in which the provost is a candidate for tenure and/or promotion, the file will be forwarded directly from the college dean to the president.

The provost will submit to the president each active candidate's file, including a complete report showing the action taken by each committee and administrator.

2. President and Board of Trustees

The president shall receive the report and recommendations of the provost and, when applicable, the university tenure appeals committee and the university promotion appeals committee. The president makes the final decision on each applicant and reports all positive decisions to the board. The Board of Trustees confirms those recommended for tenure and/or promotion by the president. The board does not address cases in which tenure and/or promotion is denied by the president. The president also provides notification to each candidate.

Tenure and/or promotion is granted by the Board of Trustees upon the recommendation of the president. No other person shall have any authority to make any representation concerning tenure and/or promotion appointment.

**F. Tenure and Promotion Appeals**

When a candidate receives notification from the provost of a negative recommendation to the president for tenure and/or promotion, a written appeal may be submitted to the president within seven working days after receipt of the provost's notice. Appeals may be made on the following bases:

1. Committee or administrative recommendations that are arbitrary and capricious. A decision is "arbitrary and capricious" where it appears that there is no rational basis to support it;
2. Committee or administrative recommendations that are based on reasons that are constitutionally or statutorily prohibited in accordance with UCA's non-discrimination and diversity mission statement;
3. Committee or administrative recommendations that are the result of the exercise by the faculty member of a constitutionally protected right, such as the right of free speech or peaceable assembly;
4. Committee or administrative recommendations that were rendered after failure to comply with the proper procedures as set forth in Chapter 3, Section VI herein. The appellant must show that the proper procedures were not followed and that such error was a contributing factor to the negative recommendation.

An appeal from the tenure and/or promotion process will be heard by a university tenure and promotion appeal committee, which will consist of two members selected at random from each college. The selection shall be made by the Faculty Senate Executive Committee under the supervision of the provost, from the college tenure and promotion committees excluding the college of the appellant. The committee will elect its own chair, who will be non-voting. In the event that there is more than one appeal in a given year, a separate committee will be formed for each appellant.

The purpose of the committees is not to determine the merits of the candidate's qualifications for tenure and/or promotion but to determine whether any of the four bases for appeal are proven by a preponderance of the evidence. The committees will file written reports of findings with the president. The operating procedures of the committee and the administration shall be consistent with those set forth in Chapter 3, Section XI.

## VII. Procedure for Promotion of Non-Tenure-Track Faculty

During the sixth year of continuous service in their current rank, a lecturer/clinical instructor/laboratory instructor is eligible to be considered for promotion to level II status ~~or senior status~~—provided programmatic needs justify continuation of the position. Lecturer/clinical instructor/laboratory instructor II is eligible for promotion to senior status in a minimum of their sixth year of continuous service at level II provided programmatic needs justify continuation of the position.

### A. Annual Conference with Non-Tenure-Track Faculty

The department chair will schedule, during the spring term, an annual individual conference for the purpose of assisting each non-tenure-track faculty member. The chair will review with the faculty member the criteria, standards and procedures existing at the department, college, and university levels as they apply to the faculty member's consideration for reappointment and promotion.

The chair will review existing information in the department records and will tell the faculty members in the conference, and subsequently in writing, the extent to which criteria and standards are being met. The faculty member will be given an opportunity to disagree in writing with the chair's written statement within 10 working days. A copy of the chair's evaluation and any response from the faculty member will be forwarded to the college dean.

### AB. Application

The procedure for promotion is initiated by the faculty member. It is the responsibility of the faculty member to be aware of their own status regarding promotion as well as the policies and procedures involved. A faculty member seeking promotion is responsible for preparing the initial application and ensuring that all relevant materials are included. The application form is located on the provost's website. The applicant should include documentation that ~~they have~~ the candidate has met all eligibility requirements for promotion as outlined in ~~Chapter 3, Section IV, Part B~~ this Faculty Handbook. ~~The application form is located on the Academic Affairs website.~~ The candidate will submit the promotion application to their department chair by September 1.

### BC. File

Each reviewing body may request or consider additional written information available from or submitted by sources other than the faculty member. Any written information added to the file shall be provided to the faculty member, and the faculty member shall be given five working days in which to provide written comments. Any written information requested and provided to a reviewing body, along with the application submitted by the faculty member and such member's written comments, constitutes the file. Each reviewing body will give consideration to the file and make appropriate recommendations. To the degree possible, the file will be maintained in a confidential manner at each level of review, except in those circumstances when a formal appeal of a decision is made.

### CD. Process

A faculty member applying for promotion must submit their completed application to the department chair or appropriate academic administrator by September 1.

The department chair will recommend a process for the formation of a promotion committee, subject to approval by the college dean. The department chair will appoint a committee following consultation with departmental faculty that will have three to five faculty and, when possible, include a combination of tenured, tenure-track, and non-tenure-track faculty. The chair will forward the application to the committee.

The departmental committee has a responsibility to determine whether the candidate has included all necessary and relevant materials. Once a candidate's application has been

submitted to the departmental committee, nothing may be added to or removed from the application, except upon direct request from the reviewing body and with the consent of the candidate.

The committee, after considering the file of each faculty member, will submit a report to the department chair with a written justification for its recommendation by October 1 for each faculty member.

The chair of the department promotion committee will provide written notification to the candidate of the committee's recommendation and forward all files to the department chair by October 1.

The department chair will evaluate the applications and prepare their recommendations.

The chair will provide written notification to the candidate of the chair's recommendation by December 1 and will also meet with any candidate who has received a negative recommendation from the departmental committee or the department chair. The candidate may, at this point, withdraw the application; if not withdrawn, the file will be submitted to the college dean.

The dean will conduct an independent review of all recommendations and corresponding files and prepare a written recommendation for the provost. The dean will provide written notification to the candidate and the department chair of the dean's recommendation by January 15 and will also meet with any candidate who has received a negative recommendation. In the event of a negative recommendation, the candidate may withdraw their application. If an application is not withdrawn, the dean will send the entire record to the provost by January 15.

The provost renders the decision by March 15 regarding promotion and informs the faculty member, in writing, of the decision.

#### **DE.** Promotion Appeals

When a candidate receives notification from the provost of a negative recommendation to the president for promotion, a written appeal may be submitted to the president within ten working days after receipt of the provost's notice. Appeals may be made on the following bases:

1. Committee or administrative recommendations that are arbitrary and capricious. A decision is "arbitrary and capricious" where it appears that there is no rational basis to support it;
2. Committee or administrative recommendations that are based on reasons that are constitutionally or statutorily prohibited, such as the candidate's age, race, sex, religion, or condition of disability;
3. Committee or administrative recommendations that are the result of the exercise by the faculty member of a constitutionally protected right, such as the right of free speech or peaceable assembly;
4. Committee or administrative recommendations that were rendered after failure to comply with the proper procedures as set forth in Chapter 3, Section VII herein. The appellant must show that the proper procedures were not followed and that such error was a contributing factor to the negative recommendation.

An appeal from the promotion process will be heard by a promotion appeals committee, which will consist of three non-tenure-track faculty, two department chairs, and a vice president or other individual reporting directly to the president. The selection shall be made by the Faculty Senate Executive Committee under the supervision of the provost. Faculty and department chairs from the college of the faculty member are ineligible to serve on the

promotion appeals committee. The committee will elect its own chair, who will be non-voting. In the event that there is more than one appeal in a given year, a separate committee will be formed for each appellant.

The purpose of the committee is not to determine the merits of the candidate's qualifications for promotion but to hear all appeals from lecturers, clinical instructors, and laboratory instructors concerning negative recommendations for promotion and determine whether any of the four bases for appeal are proven by a preponderance of the evidence. The committees will file written reports of findings with the president.

## **VIII. Post-Tenure Review**

### **A. Purpose of Evaluation of Tenured Faculty**

The purpose of post-tenure review should be understood as an integral part of the purpose of tenure: to build and maintain an effective and engaged faculty and to ensure academic freedom for that faculty in the pursuit of the goals of the university. Faculty members are effective and engaged insofar as they contribute to the stated mission of their academic departments and thereby to the overall mission of the university. This definition of an effective or engaged faculty assumes that: (a) great variability is possible among the career profiles of successful faculty members; (b) academic departments have the responsibility of defining their expectations for individual faculty members within the department's stated mission and consistent with the "Criteria for Tenure" established in the *Faculty Handbook*; and (c) the university is committed to provide faculty members with the administrative support and academic resources they need to successfully perform the teaching, scholarly, and service roles expected of tenured faculty.

An effective evaluation of tenured faculty will identify faculty members who have become ineffective or disengaged in order to provide support, assistance, and encouragement necessary to again become contributing members of the university community. The post-tenure review process is designed to maintain a faculty capable of effectively fulfilling the university's mission. The evaluation of tenured faculty must serve that process by making every effort to bring ineffective or disengaged faculty back into the active community of scholars.

### **B. Tenured Faculty Evaluation Process**

1. Annual reviews of tenured faculty will provide an administrative determination of merit in addition to determining whether an individual is meeting the responsibilities and obligations of a tenured faculty member. Following the annual review, a tenured faculty member will be informed, in writing, by the responsible administrator (usually the chair) whether or not the faculty member has satisfactorily met the responsibilities of tenured faculty. All annual reviews will be forwarded to the next level administrator (usually the dean) for informational purposes.
2. Where it is determined by the chair that there exists a pattern of unsatisfactory ratings, the chair will inform the faculty member, in writing, of the need for a corrective plan. If the faculty member agrees with this determination, then the chair, in close consultation with the faculty member, will develop a corrective plan, including a time frame for meeting the requirements of the plan. The plan and time frame will be specified to the faculty member, in writing, and a copy will be filed with the dean. If the faculty member elects to contest the chair's determination that there is a pattern of unsatisfactory performance, the faculty member may petition, in writing, the departmental tenure committee to review the record and the chair's determination. The petition must be submitted within five working days of receiving the chair's determination. A pattern of unsatisfactory ratings is defined as two unsatisfactory ratings in consecutive years or three unsatisfactory ratings within five consecutive years.

3. Where it is determined that the departmental tenure committee agrees with the chair's determination and that a corrective plan is needed, the chair and the faculty member will be informed, in writing, of the committee's determination. The chair, in close consultation with the faculty member and departmental tenure committee, will develop a corrective plan, including a time frame for meeting the requirements of the plan. The plan and time frame will be specified to the faculty member, in writing, and a copy will be filed with the dean.
4. Where the chair and the departmental tenure committee, despite careful consideration, disagree, the chair and the departmental tenure committee may submit separate written recommendations to the dean for decision.
5. Where the dean determines that a corrective plan is not needed, the faculty member's most recent annual review will be ruled satisfactory, and the chair and faculty member will be notified, in writing, that no corrective plan is necessary.
6. Where the dean determines that a corrective plan is necessary, the chair, in close consultation with the faculty member and giving careful consideration to the recommendations of the departmental tenure committee, will develop a corrective plan including a time frame for meeting the requirements of the plan. The plan and time frame will be specified to the faculty member, in writing, and a copy will be filed with the dean.
7. The process, beginning with the determination that a pattern of unsatisfactory ratings exists through the development of a corrective plan, shall be completed within a six-week period. Exceptions to the time period may be made for extenuating circumstances as determined by the dean.
8. If it has been decided that a corrective plan is necessary, the faculty member will adhere to the requirements of the plan beginning no later than the following fall term.
9. During the first annual review after the specified time period, the chair will evaluate the faculty member's response to the corrective plan. The chair will inform the faculty member and dean, in writing, of their evaluation. During intervening annual reviews, the chair will advise the faculty member of the chair's determination of progress toward meeting the conditions of the plan.
10. In instances where the faculty member fails to meet the provisions of the corrective plan, the chair will provide the dean with a written report containing a recommendation for appropriate disciplinary action. If the faculty member elects to contest the chair's determination of failure to meet provisions of the corrective plan, the faculty member may petition, in writing, the departmental tenure committee to review the record and the chair's determination before the chair's report is filed with the dean. The petition must be submitted within five working days of receiving the chair's determination.
11. Where it is determined that the departmental tenure committee agrees with the chair's determination, the recommendation of the chair will be forwarded to the dean.
12. Where the departmental tenure committee and the chair disagree, the chair and departmental tenure committee may submit separate written recommendations to the dean for decision.
13. The dean shall notify the faculty member, in writing, of any disciplinary action to be imposed. Notification will be provided during the spring term in which the decision is made. A faculty member who contests the imposition of disciplinary action may file an appeal consistent with the procedures described herein.

## **IX. Relinquishment of Tenure**

A faculty member will relinquish or waive the right to tenure upon resignation or retirement from the institution or upon willful failure to report for service at the designated date of the beginning of any academic term, which will be deemed to be a resignation unless, in the opinion of the president, the faculty member has good cause for such failure to report. Where a tenured faculty member is transferred or reclassified to another department or division by the university, the transfer or reassignment will be with tenure. Tenure will not be relinquished during periods of approved leaves of absence or during periods of service in administrative positions at the institution.

## **X. Expiration, Termination, or Non-Renewal of Appointment**

The university complies with all federal and state laws concerning non-discrimination in the areas of race, gender, disability, or other matters, and non-renewal or termination shall not violate any of the foregoing laws. In addition, as set forth in Chapter 3, Section X, Part A 3 below, if the faculty member alleges that violations of academic freedom contributed significantly to the decision not to renew the appointment, the matter shall be referred to the Academic Freedom Committee.

### **A. Expiration of Term Appointment**

Upon expiration of a term appointment, whether tenure-track or non-tenure-track, the employee is a free agent to whom the university has no obligation. The university may at its discretion reappoint the employee to the same or a different position. Non-reappointment does not necessarily carry any implication as to the quality of the employee's work, conduct, or professional competence.

#### **1. Consultation with Tenured Faculty in Certain Cases**

Prior to notifying certain faculty members of their non-reappointment, the department chair shall consult with the tenured faculty of the department, meeting *en bloc*, and the views of the tenured faculty shall be communicated by the chair to the dean of the appropriate college and to the provost. This consultation with the tenured faculty of the department shall occur in the case of non-reappointment of (i) any tenure-track faculty member or (ii) a faculty member whose appointment carried the expectation of renewal (i.e., a faculty member whose appointment did not contain language notifying the faculty member that such appointment was either temporary or on an emergency basis).

#### **2. Notification Provisions**

When any faculty member with a continuing appointment is not to be reappointed upon the expiration of the term of the appointment, written notice will be provided to the faculty member, by either the department chair or the dean of the college, as follows:

- a. For tenure-track faculty members:
  - i. not later than March 1st of the first academic year of service; or, if an initial one-year appointment terminates during an academic year, at least three months in advance of termination;
  - ii. not later than December 15th of the second academic year of service; or, if the second-year appointment terminates during an academic year, at least six months in advance of termination; and
  - iii. at least 12 months before the expiration of an appointment after more than two years of service.
- b. For non-tenure-track continuing faculty members:

- i. not later than March 1st of the first academic year of service; or, if an initial one-year appointment terminates during an academic year, at least three months in advance of termination;
  - ii. not later than December 15th in years two, three, and four of the member's service; or, if such appointment terminates during an academic year, at least six months in advance of termination; and
  - iii. at least 12 months before the expiration of an appointment beginning with the member's fifth year of service.
- c. Non-continuing faculty members (cf. Chapter 3, Section IV.C.) do not have the expectation of renewal and are not subject to these notification provisions or the procedures in Chapter 3, Section X.D., for non-renewal of appointment or termination.

Notwithstanding any of the foregoing provisions or any other provision of this *Faculty Handbook*, the appointments of tenure-track as well as non-tenure-track faculty may be terminated for cause prior to the expiration of the original contract period.

3. Allegation of Violation of Academic Freedom

If a faculty member alleges in writing to the president, within 10 business days of the receipt of written notice of non-reappointment, that considerations violative of academic freedom significantly contributed to the decision, the allegation will be referred to the [Academic Freedom Committee](#).

4. Limited Appeal to Ensure Proper Procedure Followed

A faculty member described in (i) or (ii) of Chapter 3, Section X, Part A 1 above shall have a limited right of appeal to the Faculty Grievance Panel, in cases other than termination for cause, to ensure that proper procedures have been followed in the non-reappointment of the faculty member. This limited appeal is solely to ensure that proper procedures were followed regarding consultation with the tenured faculty and the notification provisions. (See: Chapter 7, Section 1 H.)

**B. Termination of Faculty Members in Cases of Financial Exigency or Phasing Out of Program**

1. Determination of Financial Exigency or Discontinuance of Academic Programs

A financial exigency is a fiscal condition that requires and permits a reduction or elimination of a program or several programs even though it results in the termination or reassignment of tenured faculty. Determination by the university that a financial exigency exists or that academic programs should be discontinued (even though not mandated by financial exigency) will occur only after so decreed by the Board of Trustees, after consultation with the president, who will have consulted with the appropriate administrators and the senate. Notice that such action will be considered shall be given to the appropriate faculty representatives at least 30 days prior to the date of the board meeting. All data that will be made available to the board will be provided to the senate at the time of this notice.

A "financial exigency" may mean: (a) anticipated state-appropriated and other funds for faculty salaries for the whole institution, or within particular academic programs, are insufficient to pay the faculty their contracted salaries; (b) the occurrence of a reduction in the enrollment of any program or school of the university of such magnitude that requires an adjustment or reduction of the teaching faculty; or (c) an urgent need to reorganize the nature and magnitude of financial obligations in such a way as to restore or preserve the financial ability of

the institution to provide a sound academic program. Financial ability means the ability of the university to provide from current income the funds needed to meet current expenses, including debt payment, and sound reserves without depleting capital.

In recommending a state of financial exigency permitting the retrenchment of program, departmental, or college components, the administration should demonstrate to the trustees that a bona fide exigency exists and that the condition will likely persist without corrective action.

A discontinuance of an academic program permits the termination or reassignment of faculty in an academic program whether they be tenured or not. A decision to discontinue or phase out a program does not require a declaration that a condition of financial exigency exists, but such a decision must take due regard of annual contractual obligations to the faculty and the educational needs of the students.

## 2. Criteria for Identification of Faculty to be Terminated

### a. Procedure

The president, with the approval of the Board of Trustees, will determine whose appointments are to be terminated following the declaration of financial exigency or the phasing out of an institutional program. When faculty dismissals are contemplated on grounds of financial exigency, a program reduction, or termination, there should be early, careful, and meaningful sharing of information and views with the appropriate faculty and administrative representatives on the emergency, the need to terminate, or the need to reduce programs. Recommendations from such faculty and administrative representatives should be sought on alternatives available to the institution to ensure continuation of a strong academic program and to minimize the losses sustained by affected students and faculty members.

### b. Criteria

The criteria to be utilized by department chairs and deans in making specific recommendations regarding reductions in faculty in the event of a financial exigency declared by the Board of Trustees or the phasing out of an institutional program shall be the following:

In the event of a reduction in the number of faculty within a given department, but not the elimination of that unit, the principal consideration in determining which faculty to retain and which to release should be the maintenance of viable and effective academic programs within that department. After faculty members, tenured and non-tenured, who are essential to a program's effective continuance have been identified, the remaining faculty within a department who can be retained, if any, should have priority in retention on the basis of the following criteria, stated in general order of importance:

#### i. Tenure

Tenure should be assigned major importance in retaining faculty within a department having both tenured and non-tenured faculty.

#### ii. Programmatic Needs of the University

The overall programmatic needs of the university must be considered. An adequate curriculum must be retained, with the requisite courses for basic degree programs and major offerings.

The provost, deans, and department chairs will review faculty who are to continue and ensure that those who are to continue must be able to contribute significantly to the curriculum and to teach the necessary courses. The faculty members retained will possess the requisite qualifications to perform the work required.

iii. Rank

Rank normally reflects the degree of teaching effectiveness and scholarly accomplishment by the faculty member, holding length of service constant.

iv. Length of Demonstrated Professional Excellence

Extended service of high caliber is an important measure of the basic character and motivation of the faculty member and an indication as well of loyalty to the profession and institution, intellectual stamina, and general stability. Such assets, demonstrated over an extended time, will be given considerable attention and credit.

3. Procedure for Termination

The statement of financial exigency or the phasing out of an institutional program as the reason for dismissal or non-reappointment of a faculty member should be supported in the notice of termination to the faculty member by a specific description of the financial exigency or the reason for phasing out the institutional program involved. If the Board of Trustees has taken action with regard to the matter, the action taken by the Board of Trustees to declare the existence of a financial exigency or the termination of an academic program should be included in the notice of termination. Such a statement shall be *prima facie* showing of good cause for the dismissal or non-reappointment of the faculty member.

4. Personal Conference

After the faculty member has received notice in writing of the reasons for dismissal or non-reappointment, the appropriate administrative officer, at the request of the faculty member, will discuss the matter with the individual in a personal conference. If an understanding of the university's decision satisfactory to the faculty member does not result, the faculty member should be advised of the right to a formal hearing before the Faculty Hearing Committee.

5. Responsibilities and Obligations of the University to Tenured Faculty Terminated Because of Financial Exigency or Discontinuance of Program

Tenured faculty members terminated because of financial exigency or the discontinuance of a program will (a) be given, except in the most pressing of circumstances, 12 months' notice of termination; (b) be given opportunities for appointment, without jeopardy to other employees, in related areas provided they are qualified professionally to serve in such areas, and such positions are available; (c) have the right to reappointment to the previous position if it is reestablished within two calendar years; and (d) be entitled to a hearing before the Faculty Hearing Committee.

6. Right to Appeal

The faculty member involved may obtain a hearing before the Faculty Hearing Committee and challenge a termination based upon financial exigency or the discontinuance of a program on the following bases:

- a. Decisions that are arbitrary or capricious. A decision is “arbitrary and capricious” where it appears that there is no rational basis for it;
- b. Decisions that are based on reasons that are constitutionally or statutorily prohibited, such as the faculty member’s age, sex, race, religion, or condition of disability;
- c. Decisions that are the result of the exercise by the faculty member of a constitutionally protected right, such as the right of free speech or peaceable assembly;
- d. Decisions that were made after failure to comply with the proper procedures as set forth in this section. The faculty member must show that such error was or could have been a contributing factor to the decision.

Proceedings before the committee will be consistent with the procedures set forth below (Chapter 3, Section X, C). In the event that the faculty member is able to prove one of these claims, the faculty member will be recommended for reappointment to the position with compensation for any lost income. Otherwise, the decision of the university will be sustained.

**C. Procedures for the Termination of Tenured Faculty “For Cause”**

This section sets forth the procedures that must be followed by the university in order to terminate a tenured faculty member “for cause.” Termination will not be used to restrain faculty members in their exercise of academic freedom or other rights as American citizens.

The university has the burden of proving that adequate cause for termination exists. This must be satisfied by the university based upon the evidence considered as a whole presented on the question of termination of the faculty member. Procedures for termination shall be undertaken only after all reasonable efforts have been made to remedy informally the performance or conduct at issue.

1. Causes for Termination

- a. Professional Incompetence: Substantial and manifest evidence of unsatisfactory performance of faculty duties or demonstrated incompetence in teaching or research.
- b. Professional Neglect: Substantial and manifest neglect of faculty responsibilities or duties or substantial and manifest neglect of faculty responsibilities in teaching, scholarship, or service.
- c. Professional Misconduct: Professional misconduct is conduct that substantially impairs the fulfillment of faculty obligations, repeated failure to comply with official written directives or established university policies, and/or dishonesty in teaching or research.
- d. Personal Misconduct: Personal misconduct is conduct that substantially impairs the fulfillment of faculty obligations or conduct that has a substantial impact on the member’s fitness to continue as a faculty member.

2. Determination of Adequate Cause for Termination

- a. Professional Incompetence, Professional Neglect, Professional Misconduct

Review of a case of professional incompetence, professional neglect, or professional misconduct will be initiated by the department chair. This

review will include an evaluation of the faculty member's compliance with any previously established plans to address identified deficiencies. Where, in the judgment of the chair, sufficient cause for termination is present, the department chair will notify the faculty member, in writing (no later than October 1 during the fall semester or March 1 during the spring semester), that a recommendation for termination is forthcoming. The faculty member may contest the recommendation of termination by petitioning, in writing and within five business days, the departmental tenure committee to review the record and the chair's determination. Failure to provide a written request within five business days will result in forfeiture of review by the departmental tenure committee, and the department chair will notify the dean, in writing, of the recommendation for termination.

In cases where the departmental tenure committee is convened to consider the determination by the department chair to recommend termination, the committee will review all relevant material and provide the chair and faculty member with a written evaluation and recommendation concerning the future status of the faculty member. Upon receipt of the evaluation and recommendation, the chair may reverse their determination. Otherwise, the chair will forward the committee's report and their recommendation to the dean. The dean will provide a written recommendation to the provost, with copies to the faculty member and chair.

b. Personal Misconduct

In cases of personal misconduct, the chair will provide the dean with a written report and a recommendation for termination. If the dean concurs with the recommendation, the dean will provide a written recommendation to the provost with copies to the faculty member and chair.

3. Decision of the Provost; Preliminary Proceedings

- a. After receipt of the recommendation from the dean, the provost shall have five business days to make a recommendation to the president. The provost shall meet with the faculty member informally in an attempt to reach an acceptable resolution of the issues involved.
- b. If the provost determines that the faculty member should be terminated and that formal termination proceedings should commence, the provost shall notify the faculty member, in writing. This written communication shall set forth the statement of grounds for the proposed termination. A copy of the statement of grounds shall be provided to the president.
- c. If the faculty member requests it within five business days after receipt of the statement of grounds, the matter shall be referred to the Faculty Hearing Committee for an informal, non-binding review. The failure of the faculty member to request the informal review in a timely manner shall result in a waiver of such informal review.
- d. The informal, non-binding review shall not take more than ten business days. The Faculty Hearing Committee shall determine whether or not, in its view, formal proceedings shall be instituted to consider the individual's termination. It shall notify the president, the provost, and faculty member in writing of its conclusion.
- e. If the Faculty Hearing Committee recommends that formal termination proceedings should be commenced, or if the president determines that a formal termination proceeding should be commenced based upon the

provost's recommendation (notwithstanding the Faculty Hearing Committee's informal review), then formal termination proceedings shall be commenced according to the procedures that follow.

4. Formal Termination Proceedings

- a. Formal proceedings to terminate a faculty member shall be instituted by a written communication to the faculty member from the president.
- b. This formal communication shall (1) set forth the statement of grounds for termination and (2) notify the faculty member that if they so request in writing, within the appropriate time period, a formal appeal may be made and a hearing held to consider whether their employment by the university shall be terminated. This written communication shall be dated, and may either be hand-delivered to the faculty member or sent by certified mail, return receipt requested, to the member's address on file with the provost. The date of the letter shall be deemed to be the date such notice is given.
- c. The time period in which the faculty member has to file an appeal of the formal decision to terminate such member is ten business days from the date of the notice from the president.
- d. The appeal by the faculty member is to the Faculty Hearing Committee. In order to utilize the appeal process, the faculty member shall give notice, in writing, to the president, within the time period stated above, that such member desires to appeal the formal notice of termination. The written appeal must also contain an answer to the statement of grounds, and the challenge to the termination shall be based upon one of the following:
  - i. Determinations of cause in this *Faculty Handbook* that are not supported by evidence.
  - ii. Decisions that are arbitrary and capricious. A decision is "arbitrary and capricious" when there is no rational basis for its support.
  - iii. Decisions that are based on reasons that are constitutionally or statutorily prohibited, such as the faculty member's age, gender, race, national origin, religion, or condition of disability.
  - iv. Decisions that are the result of the exercise by the faculty member of a constitutionally protected right, such as the right to free speech or peaceable assembly.
  - v. Decisions that were made after failure to comply with the proper procedures as set forth in this section. The faculty member must show that such error was a contributing factor to the decision.
- e. If an appeal to the Faculty Hearing Committee is lodged, then the burden of proof in Section (d) (i) shall be on the university, and for those in Sections (d) (ii) through (d) (v), the burden of proof shall be on the faculty member.
- f. If the faculty member does not file an appeal within the time period stated above, the termination shall be effective as set forth in the notice from the president.

5. Hearing Procedure before the Faculty Hearing Committee

- a. Not later than five business days after receipt of the appeal, the president shall notify the provost, in writing, of the appeal. Not later than ten business

days after receiving the notice, the provost shall then convene the Faculty Hearing Committee to consider the appeal.

- b. Sufficient time shall be allowed to permit the individual to prepare a defense. The individual shall be informed in detail, or by reference to published regulations, of the procedural rights to which they are entitled.
- c. At the request of the faculty member the termination proceedings provided for herein may be terminated at any time after the appeal has been filed. Similarly, the administration may drop the proceedings at any stage.
- d. Suspension of the faculty member from normal duties or reassignment to other duties during the termination proceedings will occur only if an emergency exists that threatens harm to the individual, to others, or to the university. Determination of an emergency shall be made by the president. Such suspensions shall be with pay.
- e. The committee shall proceed by considering, before the time of the hearing, the statement of grounds for termination already formulated and the faculty member's written response.
- f. In addition to the members of the committee, only the person requesting the hearing and their representative, the chief executive officer of the campus and/or their designee, and witnesses called by the committee are permitted to attend the hearing.
- g. Charges contained in the initially formulated statement of grounds for termination may be supplemented at the hearing by evidence of new events occurring after the initial communication to the individual that constitute new or additional cause for termination. If such additional charges are added, the committee shall provide the faculty member with sufficient time to prepare their defense.
- h. The president, or someone appointed by the president to attend on behalf of the administration, shall have the option to attend or not to attend the hearing, and they may also designate an appropriate representative to assist in developing and presenting the case.
- i. The faculty member shall have the aid of the committee when needed in securing the attendance of witnesses. The faculty member, or their representative, and the representative of the administration, or their designated representative, shall have the right within reasonable limits to question all witnesses who testify orally.
- j. The committee shall determine the order of proof and shall supervise the questioning of witnesses. Strict rules of judicial evidence shall not apply.
- k. The committee will use its best efforts to provide an opportunity for those involved to confront all witnesses, but where this cannot be achieved despite the efforts of the hearing committee, the identity of such non-appearing witnesses, and any written evidence they may have furnished, shall be disclosed to all interested parties during the hearing.
- l. Subject to these safeguards, written statements may, when necessary, be taken outside the hearing and reported to it. All of the evidence shall be duly recorded. Formal rules of court procedure need not be followed, but the committee shall exercise reasonable efforts to protect the rights of the parties in the reception of evidence.

- m. The committee shall formulate its recommendation in private, on the basis of the hearing. Before doing so, it shall give opportunity to the individual and a representative of the university to make oral statements before it. If written arguments are desired, the committee may request them. The committee shall proceed to arrive at its recommendation promptly without having the record of the hearing transcribed when it feels that a just decision can be reached by this means, or it may await the availability of a transcript of the hearing. It shall make explicit findings with respect to each of the grounds for termination presented.
- n. A copy of the record of the hearing and the recommendations of the hearing committee shall be furnished to the president for decision, and copies shall be provided to the faculty member.
- o. The entire process shall be completed as expeditiously as possible, but in no event shall it last longer than 30 business days from the date the committee is convened.
- p. Not later than ten business days after receiving the committee's recommendation, the president shall make a decision and notify the faculty member in writing.

6. Appeal to the University's Board of Trustees

- a. If the faculty member disagrees with the president's decision, the faculty member shall have the right of appeal to the university's Board of Trustees. In order to appeal the president's decision, the faculty member must provide written notice to the president of the appeal not later than five business days after the date of the president's decision.
- b. In such event, the president shall transmit to the Board of Trustees the full report of the hearing committee and state the president's reasons for the termination and their decision.
- c. The review by the Board of Trustees shall be based on the record of the hearing before the Faculty Hearing Committee and the recommendation of the president and also provide the opportunity for an oral or written statement or presentation by the faculty member and a representative of the university. Any such oral presentations shall be made under conditions as the Board of Trustees may determine. The decision of the Board of Trustees on review shall be final. It shall be communicated to the president and, through the president, to the faculty member involved.

7. Terminal Compensation

- a. In the event the faculty member is terminated for cause due to professional incompetence, the faculty member shall receive compensation for a period of 12 months from the date of the formal notice of termination proceedings. This terminal pay, however, is expressly conditioned upon the faculty member's continued teaching and instruction for the university in the same capacity if the university determines that the member's continued instruction for the remaining period is warranted by the circumstances.
- b. If a faculty member is terminated for cause due to professional neglect or misconduct, then, at the discretion of the university or the Board of Trustees, the salary of the faculty member may be paid for a period not to exceed 12 months from the date of initiation of formal proceedings. Determination of whether the faculty member is relieved of teaching

duties, appointments, and privileges shall also be at the discretion of the university.

- c. If the faculty member prevails in the process (either by decision of the president or the Board of Trustees), then such member shall be reinstated, with pay.

**D. Procedures Relating to the Non-Renewal of Appointment or the Termination of Non-Tenure-Track Continuing Faculty Members with More than Seven Years of Service**

This section applies to non-tenure-track continuing faculty members who have completed more than seven years of continuous, full-time service to the university when their appointment is not renewed or when the university determines a need to terminate the faculty member. Along with the written notification of non-renewal or termination, the faculty member shall be apprised in writing that this section of the *Faculty Handbook* outlines the process for their termination or non-renewal of appointment.

This section does not imply, nor shall it be interpreted, to grant tenure to such member or constitute a contract of employment. No action of the university in connection with the non-renewal of an appointment or the termination of a non-tenure-track faculty member shall violate any provision of state or federal law.

**1. Non-renewal of Appointment**

- a. The university may determine not to renew the appointment of the non-tenure-track faculty member for budgetary, programmatic, or other reasons relating to the overall needs of the institution (for example, a decline in enrollment, the cancellation of a program or course of study, a decline in funding, a change in the number of tenured or tenure-track faculty positions in a department, or the conversion of the position to a tenure-track position). A programmatic reason shall not be the replacement of one non-tenure-track faculty member with a new non-tenure-track faculty member performing the same or substantially the same teaching responsibilities within a department. The decision not to renew the appointment under this provision is made upon the recommendation of the department chair and dean to the provost. The provost shall then notify the faculty member of the non-renewal of the appointment. In cases where more than one person in a department is not to be renewed due to reasons set forth herein in the same year, all factors shall be considered, including, but not limited to, such faculty member's length of service to the university and departmental needs as well as overall performance as a faculty member.
- b. A non-tenure-track faculty member whose reappointment is not renewed under this provision shall be provided with written notice of such non-renewal at least 12 months in advance.
- c. If the faculty member whose appointment is not renewed alleges, in writing, that the non-reappointment is due to violation of academic freedom, the matter shall be referred to the Academic Freedom Committee.
- d. If the faculty member believes that procedural errors were made in the non-renewal decision, they may appeal those alleged errors to the Faculty Grievance Panel. This limited appeal is solely to ensure that proper procedures were followed. For information on the Faculty Grievance Panel, see Chapter 7, Section I, H.

## 2. Termination

A non-tenure-track faculty member covered under this section may be terminated for adequate cause.

- a. Adequate cause for termination of a faculty member under this section may be established through demonstration by the university, based upon the evidence considered as a whole, of such member's unsatisfactory performance of faculty responsibilities or for misconduct.
  - i. Unsatisfactory performance of faculty responsibilities means substantial and manifest evidence of unsatisfactory performance or neglect or incompetence in teaching or faculty duties.
  - ii. Misconduct means either personal or professional misconduct that impairs fulfillment of faculty obligations, failure to comply with official written directives or established university policies, or dishonesty in teaching or professional endeavors.
- b. Procedures for Termination: The procedures for the termination of a non-tenure-track faculty member covered under this section shall be the same as that for tenured faculty members (as set forth earlier in this *Faculty Handbook*) but with the following exceptions:
  - i. The decision of the president shall be final and binding. The president's decision may not be appealed to the Board of Trustees; and
  - ii. If the faculty member is terminated for unsatisfactory performance of faculty responsibilities, the faculty member will receive a regular salary through the semester in which the termination notice was given. If the termination is due to misconduct, the faculty member's salary shall cease upon the notice of termination from the provost. If the faculty member prevails and the decision of the president is not to terminate the faculty member, such person shall be reinstated with pay.

## XI. Procedures for Faculty Grievances and Appeals

The procedures set forth in this section shall govern all types of faculty grievances or appeals other than those dealing with (a) the termination of tenured faculty members under Chapter 3, Section X, C; (b) the non-renewal of appointment or termination of faculty members with more than seven years of continuous service under Chapter 3, Section X, D; or (c) sexual harassment complaints. Procedures for each of those matters are set forth in other sections of this *Faculty Handbook*.

The procedure established by this section for faculty grievance and appeals is as follows:

1. A faculty member (hereinafter a "grievant") having a grievance or appeal to be submitted to the Faculty Grievance Panel, the Academic Freedom Committee, or the tenure and promotion appeal committee should first ensure that an attempt has been made to resolve the dispute through the administrative process. The grievant should first schedule a conference with their immediate supervisor as soon as possible after the alleged violation or grievance has occurred. Should the dispute remain unresolved, the grievant must pursue a satisfactory resolution with each of their line supervisors up through the office of the provost. This administrative process should take no longer than twenty working days. The grievant may initiate a formal grievance action or appeal only after these administrative remedies have been exhausted. (See procedures governing sexual harassment complaints.)

2. The time to file a grievance or appeal under this section shall be not later than thirty days after the conclusion of the administrative process. While grievances and appeals may be filed at any time, the review committees will only meet in the fall and spring semesters.  
  
Notwithstanding the time period set forth, however, if other provisions of this *Faculty Handbook* set forth a specific deadline, then that deadline shall apply.  
  
Failure to file a grievance or appeal in a timely manner shall result in the dismissal of the grievance or appeal.
3. The grievant will submit to the university president a written statement, within the deadlines stated above, that will include the factual basis for the complaint, the individual(s) against whom the grievance is lodged, a reference to the provision of the *Faculty Handbook* that gives the committee jurisdiction, a reference to the university policies and procedures involved, and a statement of the relief sought. Specific references to provisions of this handbook or university policies are not required as long as the grievant provides facts and violations that, if proven to be true, would constitute a violation as set forth in this handbook or university policies.
4. The appropriate committee shall be formed in accordance with the provisions of this *Faculty Handbook*. The committee shall be formed not later than ten days after the formal written statement is received by the president. The grievant and persons who are the subject of the grievance shall both be notified of the members of the committee. During the pendency of the grievance or appeal neither the grievant nor the person(s) subject to the grievance or appeal shall contact or otherwise communicate with any member of the committee on the subject matter of the grievance or appeal. Persons selected to serve on the committee who deem themselves disqualified as a result of bias or conflict of interest may request recusal from the matter. A decision as to whether a request for recusal, for cause, is approved shall be determined by a majority vote of the committee at its initial meeting. Additionally, not less than three business days prior to the hearing, the grievant and person(s) charged with infringing upon the rights of the grievant each may challenge, without stated cause, a maximum of two persons each to serve on the committee.
5. The committee will hold an initial organizational meeting not later than one week after the committee is formed. The committee shall conduct such preliminary matters as it deems necessary to hold the hearing in an orderly and fair manner. The committee will determine the number of members necessary to constitute a quorum for the transaction of business, provided that a quorum shall not be less than a majority of the members on the committee. Decisions must be reached by a majority of the voting members present. The number of yes, no, and abstention votes will be recorded without designating the person who cast each vote.
6. The president will present to the committee a copy of the written statement of the grievant and give to the committee the charge of its responsibility. The written statement of the grievant and all of the deliberations of the committee should be kept confidential.
7. Should the committee determine that the statement does not provide sufficient information or that, based upon the statement, the committee has no jurisdiction to hear the complaint, the complaint will be dismissed.
8. After the committee considers the written complaint, the grievant and the person(s) charged with infringing upon the rights of the grievant will be invited to make written and oral presentations to the committee. The committee may solicit any and all necessary and relevant evidence it deems appropriate, written and oral, and shall accept documentation from both the grievant and person(s) charged with infringing upon the rights of the grievant, if offered. All responsibility for questioning witnesses, securing evidence, and determining the order of proof will be vested in the committee.
9. Strict judicial rules of evidence shall not apply.

10. The grievant and person(s) charged by the grievant may be accompanied by an advisor or attorney, but this person will only function in an advisory capacity. The advisor or attorney will not address the committee. The general counsel may also be present but shall only act in an advisory capacity to the committee.
11. The grievant and person(s) charged by the grievant will have the right to be present any time testimony is presented and to secure copies of all evidence considered by the committee. The grievant and person(s) charged by the grievant will not have the right to cross-examine witnesses.
12. A written record of the minutes of the proceedings and the recommendations of the committee will be presented to the president within forty-five working days from the initial filing of the grievance with the president unless a longer period of time is needed due to unforeseen circumstances. An extension of the forty-five working day period must be approved by the president. The committee should make every effort to complete its work during the academic year. If, for any reason, it is determined that this is not possible, the committee in consultation with the grievant and other interested parties shall agree on a schedule and make the recommendation to the president.
13. A copy of the minutes and the recommendation of the committee will be presented to the grievant and the person(s) charged by the grievant.
14. The president's decision will be communicated, in writing, to both the grievant and persons charged by the grievant not later than ten working days after receipt of the committee's recommendation. No appeal shall follow the president's decision.

## **CHAPTER FOUR: FACULTY RESPONSIBILITIES AND OPPORTUNITIES**

Faculty are expected to use pedagogies that engage and support students in rigorous learning experiences. Faculty are encouraged to explore innovative techniques and participate in a process of continuous improvement illustrated by such things as professional development activities, the infusion of currency from research in the discipline, and the development of new courses and materials. Results from student evaluations should stimulate reflection about a faculty member's effectiveness in promoting learning. Data generated from assessment processes should be used to inform decisions that will improve the curriculum and its delivery.

Faculty should be available to students on a regular basis, and office hours (including virtual office hours) must be clearly communicated to students. Faculty must adhere to all university policies and distribute course syllabi that follow requirements posted on the Academic Affairs website.

Other attributes considered essential for effective teaching include:

- Clearly articulated course outcomes
- Alignment of materials, assignments, and assessments to the course objectives
- Class sessions and assignments designed to enhance the learning of stated course outcomes
- Timely, regular, and relevant feedback to students on assignments/assessments

### **I. Faculty Annual Self Evaluation and Planning Report(s)**

At the beginning of each calendar year, every faculty member will submit to the department chair a report summarizing professional accomplishments for the past calendar year. In addition, each faculty member will submit to the department chair a report that details their goals for the coming year. Following review of the goals by the department chair, a copy of the report will be forwarded to the dean. These goals should be directly related to the stated goals and mission of the department, college, and university.

The department chair will meet individually with all faculty members to discuss progress toward projected goals. Conferences of this type will be an integral part of the process to determine retention, promotions, and salary adjustments and must occur at least annually during the spring semester.

The department chair will integrate the plans of individual faculty members into the plans for the department and will use the faculty annual reports to assess the department's achievements.

### **II. Assignment of Instructional Duties**

In recognition of the variations between academic areas, there is no universal solution for the assignment of teaching responsibilities. However, there are fundamental expectations of instructional engagement applied to all full-time faculty.

A standard undergraduate teaching load for a full-time faculty member without administrative duties is 12 credit hours per semester or its equivalent. Where departments or programs find it appropriate, and with approval by the provost, the undergraduate teaching load for a full-time, non-tenure-track faculty member without administrative duties may be increased to a maximum of 27 credit hours or its equivalent per academic year. Six credit hours or its equivalent is a standard teaching assignment during a five-week summer term.

Where accreditation standards govern such parameters as number of courses taught per semester, class size, supervision maxima, or individualized instruction parameters, those standards take precedence over the expectations outlined above.

Adjustments in load may be made on the basis of the following factors:

- A. Reassigned time for administrative duties
- B. Reassigned time for research, creative activity, and professional growth or special assigned duties
- C. Teaching assignment at the graduate level
- D. Reassigned time for chairing a dissertation or thesis committee at the graduate level

A report of reassigned time is required from each department chair during the fall and spring semesters as an institutional record.

### **III. Faculty Office Hours**

Faculty members should establish and observe regular and appropriate office hours (including virtual office hours) and should post a schedule of such hours in appropriate venues. What constitutes regular and appropriate office hours should be determined by faculty in consultation with the department chair.

In the event a faculty member cannot keep established office hours because of illness, meetings, or off-campus professional activities, courtesy would suggest that notice be given so that students may determine the earliest available time for consultation.

Faculty should be alert to the academic calendar and be especially available to students at critical time periods.

### **IV. Student Attendance Records**

All faculty are required to assist university offices in the management of accurate student records. At the beginning of semesters, it is necessary to verify class rosters, noting students who do not appear and those who attend but are not listed. At the end of each term faculty are also required to verify attendance for all students earning a grade of F. Failure to validate attendance has serious financial consequences for the university. When students drop and add classes, or withdraw, faculty members are expected to complete and forward the appropriate forms.

### **V. Evaluation of Students**

Formal evaluation is an integral part of the assessment of a student's progress. Faculty are expected to include in the course syllabus a thorough explanation of evaluation policies. These policies should also be announced at the beginning of the term.

The frequency and design of assignments and examinations are determined by the faculty member. However, certain best practices should be followed:

- A. Faculty should provide students with a number of opportunities to be evaluated during the term.
- B. Evaluation materials should be modified and updated as appropriate.
- C. Students should be given an opportunity to review assignments and examinations after grading.
- D. Make-up examinations and assignments are required only for valid absences as determined by the faculty member. Students who miss examinations and assignments without valid excuses may receive a failing grade for that evaluation. If a student must miss class in order to represent the university in an official capacity, faculty will provide reasonable accommodations. Examples include allowing students to complete work early, submit work late or to complete work early or late, or to complete an equivalent assignment. It is the student's responsibility to initiate plans for make-up work and complete it promptly.

Every effort should be made to ensure that for those receiving mid-term grades, such reports reflect a student's standing and progress in the course.

The final examination period is a part of the regular semester or term. The registrar publishes a schedule for final examinations; final examinations for summer terms are administered during the last class meeting. Any deviations made by faculty to the published schedule must have approval of the department chair, and a record of the change will be reported to the college dean.

A student who misses a final examination and has a valid excuse may be given a grade of "X" (incomplete).

At the end of the semester, faculty will submit final course grades to the registrar. After a final grade has been reported to the registrar's office, it may be changed only by: (1) a written request by the instructor that has the approval of the department chair and college dean or (2) a successful grade appeal that has followed procedures established in the *Student Handbook*, which may be found online.

Faculty members are expected to keep complete and accurate records of student performance. These records remain the property of the university and are to be turned over to the appropriate department chair at the time of a faculty member's separation from the university. Records will be retained consistent with the university's records retention policy (Board Policy 425).

## **VI. Academic Dishonesty and Classroom Misconduct**

Faculty should inform students of the penalties for academic dishonesty and classroom misconduct at the beginning of each term. The university regards all acts of academic dishonesty as deserving severe punishment. Punishment for such acts may include receiving a failing grade for the work or course and/or being dismissed from the university. The student has the right of appeal pursuant to the procedure set out in the *Student Handbook*. Note: Faculty should refer to the Academic Affairs website for minimum syllabus requirements that include academic dishonesty and classroom misconduct statements. The Academic Integrity Policy (Board Policy 709) is available on the Board of Trustees website.

## **VII. Student Course Evaluations**

All courses are subject to evaluation by students. Faculty should encourage students to participate and provide constructive feedback. Copies of all student evaluations should be retained by the faculty member and included in all applications for tenure or promotion.

An ad hoc Student Evaluation Committee will evaluate, review, and update the instrument, procedures, and guidelines as necessary. The typical review cycle will be five years.

Membership: a. Director of assessment, who serves as chair. b. One faculty member from each of the academic colleges appointed by the senate. c. One unaffiliated faculty member, appointed by the senate. d. Four undergraduate student, appointed by SGA. e. A graduate assistant, appointed by the dean of the graduate school.

## **VIII. Protection of Student Information**

The Family Education Rights and Privacy Act (FERPA) requires educational agencies or institutions to provide eligible students access to their educational records. It also requires that no personally identifiable information be revealed from a student's educational records to unauthorized third parties.

When returning any graded material to students, faculty members should be careful not to allow the grades to be seen by anyone other than the students receiving them.

Faculty members shall not post grades in a public manner.

Additional information concerning FERPA is available from the university's general counsel.

## **IX. Academic Advising**

UCA is committed to the belief that students need personal guidance and counsel from faculty members on matters of academic and professional concern. Faculty members are expected to meet with their advisees as frequently as necessary.

The department chair is responsible for assigning student advisees to faculty members. The student may request a change of advisor. Most first-year students and undeclared majors are assigned to advisors by the Academic Advising Center.

Advisors are provided information about their advisees through myUCA. Each advisor should keep an up-to-date program checksheet to assist in course selection. Advising notes should be entered into the online system each time an advisor consults with an advisee.

Students whose term or cumulative GPA is below a 2.0 are notified by the Registrar's Office that their work is probationary in quality and are instructed to see their advisor.

Advice is not binding on the student. In no way does advising represent a legal arrangement. Faculty should provide accurate information and should be knowledgeable of university requirements. However, it is the obligation of the student to monitor progress toward a degree.

Faculty members should familiarize themselves with the services provided by the Counseling Center and the Career Services Center and refer students to those offices if such services seem appropriate.

## **X. Research, Scholarship, and Creative Activity**

Faculty have an inherent responsibility to engage in those scholarly, creative, and professional growth activities that result in more effective and higher-quality service to the university and contribute to the faculty member's professional discipline. Such activities may include formal study toward a terminal degree, research, scholarship, creative activities, or significant involvement in professional associations.

All members of the university community share responsibility for valuing the breadth of these activities and ensuring that they are conducted in a climate of trust among scholars, researchers, and students and between the academic community and the public. When professional misconduct is suspected in the context of these activities, it will be investigated through procedures specified in the university's *Policy for Responding to Allegations of Research Misconduct*. A copy of this policy may be obtained from the Office of Sponsored Programs.

## **XI. Service to the University and Community**

The university is at once a community within itself and is part of the larger society. To function as a community, every faculty member must be willing to make contributions beyond teaching and scholarship. University academic policies and procedures should reflect the advice and counsel of faculty. Therefore, faculty service on advisory bodies, councils, and committees at every level of decision making is essential. The university requires and values this service of the faculty.

Departments, colleges, and the university have committees to attend to critical and ongoing concerns. Every faculty member is encouraged to serve on these committees and to make preferences for service known to department chairs, deans, and the senate.

The university has a commitment to provide a comprehensive student learning environment. Many departments have developed student activities or sponsor cultural and professional events. All university faculty members are encouraged to support those activities and events.

As a primarily residential institution, the university has yet another commitment to provide a supportive environment for student development in non-classroom-related activities, such as special interest clubs, organizations, and student government. Faculty members have an inherent

obligation to support these efforts by serving as advisors, sponsors, and chaperones. Additional information about these activities is available from the Division of Student Services.

Other specific occasions require faculty involvement. Recruitment, academic advising, advanced registration, and registration require the efforts of everyone. Further, commencement is the time when degrees are awarded upon the recommendation of the faculty and thus warrants the participation of all faculty.

Each faculty member is expected to attend all general faculty meetings as well as faculty meetings of the appropriate college and department.

The university, as part of a larger community, expects faculty to extend knowledge and expertise beyond the walls of the formal classroom. Such service should involve intellectual, academic, or professional abilities appropriate to and characteristic of a professional academician. Faculty members are encouraged to consult with Outreach and Community Engagement to facilitate planning and administrative details.

Activities that are compensated are not considered service. Faculty members considering compensated activities should consult the outside employment policy and concurrent employment policy (see Chapter 5 of this handbook).

## **XII. Opportunities for Faculty**

### **A. Professional Travel**

Academic departments and the library have annual budgets for professional travel. At the beginning of each academic year, decisions at the departmental level will determine how this money may best be used to support the professional activities of faculty.

### **B. Faculty Research Funding**

Each year the university budgets funds to support faculty research, scholarship, and creative activities. These funds are awarded in accordance with University Research Council guidelines which are available on the website.

### **C. Reassigned Time**

Full-time, continuing faculty members are eligible to apply for reassigned time from teaching duties to conduct research or to engage in other professional growth activities.

- Requests will be submitted to the department chair. The request should include a summary of the activities to be pursued during the period of reassigned time.
- Requests recommended by the chair will be forwarded to the college dean along with a precise summary of the arrangements for reassigned time.
- Requests recommended by the college dean will be forwarded to the provost.
- Faculty approved for reassigned time will be notified by the Office of the Provost. A progress report will be submitted by the faculty member to the associate provost for instructional support at the expiration of the term during which the reassigned time occurred. Copies will be provided to the chair and the dean.

### **D. Sabbatical Leave Program**

The university supports a sabbatical leave program for tenured faculty members who have at least six years of service with the university. Sabbatical leaves will be for one semester at full stipend or one academic year at half stipend. In the case of faculty members on 12-month appointments, a summer leave may be granted at full stipend. The number of sabbaticals available will be limited by the funds available. Additional leaves may be applied for after each six-year period of service.

A faculty member on sabbatical leave may participate in university affairs and retains the right to vote, except in those cases where the faculty member would be participating or voting in a representative capacity. A faculty member on leave may vote *in absentia*. Absentee votes must be received in writing by the appropriate official prior to the day of the scheduled vote. It is not the responsibility of the university to inform faculty on leave of pending university business.

Applications for sabbatical leave awards are available on the Academic Affairs website. Completed applications are reviewed by the university sabbatical leave review committee, and recommendations are made to the provost. The provost will review the recommendations of the committee and make recommendations to the president. The president will submit those to be recommended to the Board of Trustees. Each applicant approved will be given written notification by the provost indicating the action of the board.

A faculty member going on leave with pay must sign an agreement to return to the university for one academic year or repay the stipend and cost of employee benefits received while on sabbatical leave.

**E. Leave Without Pay**

A leave of absence without pay may be granted to a faculty member to pursue advanced study or to participate in a growth and development activity that is determined to be mutually beneficial. Not more than one year may be granted at a time. Requests to extend the leave will be considered.

Requests for leave should be directed to the department chair. The request, with recommendations from the chair and the dean, will be to the provost. All recommendations are then forwarded to the president for action by the Board of Trustees.

**F. Resignation and Retirement**

If a faculty member plans to resign or retire, a letter of resignation or retirement should be addressed and submitted to the department chair, who will forward the letter to the college dean and the provost. The provost will then forward the letter to the president with approval of the conditions of resignation or retirement. The faculty member should give notice of resignation or retirement at the earliest possible time.

## **CHAPTER FIVE: FACULTY PRIVILEGES**

The university provides the following privileges, benefits, and services to faculty members. The terms “retirement” and “regular retirement” in this chapter refer to benefits-eligible retirement as defined in Section C below.

### **I. Credit Union**

The Office of Human Resources will provide information on the services available from the Arkansas Federal Credit Union. All faculty members are eligible to participate. Withholding procedures are arranged through the Office of Human Resources.

### **II. Identification Cards**

With an identification card, a faculty member and immediate family members may gain free admission to many campus events. Faculty ID cards also provide access to swipe-locked areas on campus and must be kept secure at all times. Lost cards should be reported immediately to the faculty member’s supervisor and the Bear Card Center. The cards are issued free of charge upon authorization by the Office of Human Resources.

### **III. Faculty Emeritus and Distinguished Faculty Emeritus**

Upon retirement from active service with the university, tenured faculty will be recommended to the Board of Trustees as “emeritus” or “emerita.”

Such emeritus or emerita designation will confer the continued privileges of using the Torreyson Library, admission to all university functions as provided active faculty members, and any other privileges the university may deem appropriate.

One year after retirement from active service with the university, tenured faculty who have served the university with extraordinary distinction may be recommended to the Board of Trustees as “distinguished emeritus” or “distinguished emerita.”

The nomination for distinguished emeritus status will be by a written positive recommendation of a majority of the tenured faculty of the appropriate academic department. The Distinguished Faculty Emeritus Committee will be responsible for evaluating all applications for distinguished emeritus status and for preparing a recommendation in each case for submission to the president.

The announcement of distinguished emeritus status will be made at the spring commencement program. The Distinguished Faculty Emeritus Committee will limit its recommendation to no more than three individuals each year for distinguished emeritus status.

### **IV. Employee Benefits**

Upon initial employment by the university, faculty members must fill out forms related to insurance coverage and withholding at the Office of Human Resources. Changes in family status or insurance coverage selected must likewise be reported to the Office of Human Resources. Some changes are only allowed during annual re-enrollment periods.

#### **A. Group Insurance**

The university offers benefits-eligible employees group insurance plans for health, dental, life, and long-term disability. The university pays all or part of the insurance premiums for the employee only. The employee has the option of purchasing dependents’ coverage for health and dental.

*Health and Vision Insurance* becomes effective on either the first day of employment or upon completion of the appropriate enrollment forms, whichever comes later. Enrollment

for the employee and/or qualifying family members must be completed within 30 days of employment or other qualifying event (move from part-time to full-time).

*Dental Insurance* becomes effective the first of the month after 90 days continuous employment (with completion of appropriate enrollments). If the employee wishes to purchase coverage for dependents, application must be made within 30 days of employment or other qualifying event.

*Life and Accidental Death and Dismemberment Insurance* becomes effective on the first of the month following the date of employment (with completion of the appropriate enrollments). The university provides coverage equal to one times salary to a maximum of \$150,000. Additional coverage may be purchased by the employee at one, two, or three times salary coverage to a maximum of \$350,000. Requests for coverage after the initial enrollment period are subject to evidence of insurability review. At age 65, the amount of insurance will decrease by 35%. At age 70, the employee pays for all coverage, and at age 80 all coverage ends.

For employees hired after December 31, 1998, or moving into benefits-eligible roles after that date, no retiree life insurance is provided.

For employees hired before January 1, 1999, two retiree life plans are in effect, which are dependent upon date of employment. Please contact the Office of Human Resources to discuss unique situations.

*Long-term Disability* becomes effective after three months' continuous employment. Disability insurance provides partial income replacement in the event of a long-term condition that prevents the employee from returning to work. The waiting period for disability coverage is six months.

*Continuation of Group Health and Dental Insurance (COBRA)*—All insurance coverage ceases when employment is terminated. However, the employee may elect to continue health and dental insurance coverage under the Consolidated Omnibus Budget Reconciliation Act (COBRA). Contact the Office of Human Resources before leaving campus for complete details.

Additional information concerning group insurance plans is available in the Office of Human Resources.

## **B. Social Security**

All faculty are covered by Social Security. Contributions are deducted from each paycheck and matched by the university. Social Security provides retirement, disability, and survivor benefits.

## **C. Retirement Plans**

### Public Employees Retirement System

The Arkansas Public Employees Retirement System (APERS) is a defined benefit retirement plan. Five years of plan participation are required to be vested (not open to new employees).

### Arkansas Teacher Retirement System

The Arkansas Teacher Retirement System (ATRS) is a defined benefit retirement plan. Five years of plan participation are required to be vested.

### TIAA

Teachers Insurance & Annuity Associations (TIAA) is a defined contribution retirement plan available to all benefits-eligible employees. UCA contributions vest on a pro-rated basis for

plan participation of less than four years. Service from day one through year two is 25% vested, completion of year two through year three is 50%, completion of year three through year four is 75%, and service after four completed years is 100% vested. Employee contributions are immediately vested to the employee.

#### Supplemental Retirement Accounts (SRA)

The university, through vendors, offers all employees the opportunity to participate in supplemental retirement plans. The plans receive no contributions from the university. Employee contributions are made on a pre-tax basis. For current SRA vendors, contact Human Resources.

#### Benefits-Eligible Retirement

Pursuant to UCA Board Policy 516.

#### **D. Phased Retirement**

Pursuant to UCA Board Policy 528.

#### **E. Fee Remission**

Pursuant to UCA Board Policy 623.

### **V. Use of University Facilities and Services**

#### **A. Check Cashing**

If funds are available, the business office will cash a faculty member's personal check. The business office may limit the amount for which the check is written. Automated teller machines are available in the Student Center for personal banking needs.

#### **B. Wellness Services**

Employee Assistance Program (EAP)

The Employee Assistance Program (EAP) provides short-term counseling and mental health support for benefits-eligible employees, as well as their spouses and dependents. Services are confidential and there is no cost to the faculty member or family members for utilizing EAP. EAP can help with any of the following: anxiety, depression, stress management, anger management, support for caregivers, grief/bereavement, individual life skills training, life/career coaching, personal/emotional concerns, referral/resources assistance, relationships, substance abuse, wellness training, and work-related issues.

In-person visits are available in Conway ~~ore~~ or Little Rock. Phone and virtual sessions are also available. To schedule an appointment, call 501-686-2588. UAMS is the contracted provider of EAP services for UCA faculty and staff. Visit the Arkansas Employee Assistance Program website from the University of Arkansas for Medical Sciences for additional information.

BeWell: UCA's Employee Well-Being and Health Promotion Program

BeWell supports the holistic well-being of faculty and staff members by offering a comprehensive suite of health-promoting programming and resources to support all dimensions of work-life wellness. Additionally, benefits-eligible employees and retirees enrolled in UCA's health insurance can voluntarily complete activities to qualify for a discount on health insurance premiums and earn BearBucks. The annual BeWell cycle is Nov. 1 to Oct. 31. All participation components for financial incentives must be completed and submitted by the Oct. 31 deadline. Visit the UCA BeWell website for additional information.

**C. Dining Service**

Faculty may set up their Bear Card to purchase meals in Christian Cafeteria or the Student Center through the Bear Card center and the UCA food service vendor. Arrangement may also be made with the food service office for catering group meals on or off campus.

**D. Student Health Center**

The health center provides first aid and simple health monitoring tests for faculty members. This service is for UCA personnel only and does not include family members.

**E. Legal Services**

The general counsel of the university is available for consultation in regard to legal matters related to a faculty member's professional responsibilities or action. The staff of the Arkansas attorney general may represent the university in litigation.

The university carries an educator's liability insurance for all faculty and staff to cover the cost of any legal actions brought against employees while properly acting within the scope of their university employment. The university also carries a medical professions liability policy for faculty, students, and staff in specified health-related professions.

**F. Library Privileges**

Faculty members and their immediate family members have full use of the library. Faculty children under 10 years of age should be escorted by an adult when using the library.

All patrons are expected to reimburse the university for lost or damaged books that are checked out with the patron's card.

**G. Parking on Campus**

Any employee who operates a vehicle on campus must register a description of that vehicle and the state license number with the university police department, located at the corner of Marian Ross Avenue and W.J. Sowder Street on campus. Parking permits may be purchased and parking/traffic fines paid at that location. A copy of "Traffic and Parking Regulations" is provided with each parking permit.

Parking permits are available to employees each academic year or a portion thereof. A faculty member's spouse and children are not eligible for faculty/staff parking permits.

If an employee must operate an unregistered vehicle on campus, a temporary permit may be obtained from the university police department. These permits are valid for one week. The first permit per semester is free of charge.

**H. Postal Service**

The campus post office provides postal services and is located in the Student Center.

**I. Recreation Facilities**

The use of the university's recreation facilities may be obtained through the Human Resources Department.

**J. Employee Alcohol/Drug Abuse Assistance Programs**

There are a number of groups, offices, agencies, and hospitals in central Arkansas that offer drug treatment and rehabilitation services/programs. For information about these contact the following departments:

1. UCA's counseling center can provide referrals for those with alcohol and other drug problems.

2. The health resource center provides information on alcohol/drug awareness programming.
3. The Office of Human Resources provides information on services available through UCA's group health insurance program.

**VI. Vacation**

Vacation periods are not provided for faculty on nine-month appointments except for institutionally determined holidays and periods when the university is not in session. The university observes the following holidays: Martin Luther King Jr. Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and the subsequent Friday upon decree of the Governor of the State of Arkansas, and the Christmas season.

Faculty and administration on 12-month appointments will arrange vacation periods with their immediate supervisor consistent with the obligations of their office. Written requests and approval are required for all vacation periods, and the immediate supervisor maintains a record of vacation days taken.

Vacation time for 12-month faculty and administrators is accrued at the following rates:

Length of Employment	Annually
0-3 years	12 days
4-5 years	15 days
6-12 years	18 days
13-20 years	21 days
Over 20 years	23 days

All vacation time is cumulative, but no employee may carry forward more than 30 days from one calendar year to the next.

Any university faculty member who on or after July 1, 1993, reduces employment status from a 12-month position to a position of fewer than 12 months that does not accrue annual leave is required to use all annual leave accrued before entering into the new employment status.

**VII. Sick Leave**

A collegial approach is followed in the case of illness of a nine-month faculty member. When illness occurs, faculty members are expected to notify the department chair so that appropriate arrangements may be made for class meetings and any other obligations for which the faculty member may have made a commitment. As needed, colleagues are asked to assume class responsibilities.

The University of Central Arkansas Board of Trustees Policy 529 allows for up to six-months of paid sick leave for fulltime continuing faculty during the Academic Year. To ensure compliance with all state and federal laws regarding medical information privacy, Family Medical Leave Act (FMLA) reporting, and documentation for continued pay and benefits, this process is managed through UCA Human Resources. Faculty do not have to disclose any health information to their department chair, school director or college dean.

Leave without pay may be granted at the discretion of the university president upon recommendation of the provost.

All 12-month administrative personnel with faculty rank who assume administrative positions after January 1, 1989, will accumulate sick leave at the rate of eight hours per month with a maximum accrued leave of nine hundred sixty hours. Employees who leave university employment are not entitled to be paid for accrued sick leave.

All 12-month administrative personnel holding faculty rank in the employment of the university before January 1, 1989, will be allowed maximum absences due to sickness not to exceed six consecutive months.

The Family and Medical Leave Act of 1993 entitles employees who have worked at least 1,250 hours during the previous 12 months to a total of 12 workweeks of unpaid and/or paid leave each calendar year for the following:

1. Medical reasons,
2. Birth or adoption of a child, or
3. To care for a child, spouse, or parent with a serious medical condition.

The employer must maintain coverage for the employee under any group health plan for the duration of the leave at the level of and under the conditions coverage would have been provided if the employee had continued employment.

Upon return from family and medical leave, an employee is entitled to be restored to:

1. The position formerly occupied or
2. An equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

### **VIII. Military Leave**

Faculty members who are members of the National Guard or any of the reserve branches of the U.S. armed forces will be granted leave at the rate of 15 days per calendar year plus necessary travel time for annual training purposes. Effective July 15, 1991, Act 956 of 1991 provides that military leave will accumulate for use in succeeding calendar years or fiscal years until it totals 15 days at the beginning of the calendar year or a maximum number of 30 military leave days.

Military leave will be granted without loss of pay and in addition to regular vacation time. Each employee who requests military leave must furnish a copy of orders to the Office of Human Resources.

Faculty members called to duty in emergency situations by the governor or by the United States president will be granted leave with pay not to exceed 30 days, after which leave without pay will be granted. This leave will be granted in addition to regular vacation time.

### **IX. Fiscal Policies and Payroll Deductions**

All faculty members are paid semi-monthly. Salaries for teaching summer school are determined on a percentage of the nine-month salary.

Certain payroll deductions are made automatically by the university, and certain others may be made at the request of the faculty member. These are listed and explained below:

#### **A. Income tax**

Both federal and state income tax installments are automatically deducted from the paycheck.

#### **B. Retirement**

Deductions are made from the salaries of employees who are members of either the Arkansas Teacher Retirement System or TIAA. In either case, the university also makes contributions on behalf of the faculty member.

**C. Social Security**

Deductions are made from the salaries of employees for social security contributions. The university also makes matching contributions on behalf of the faculty member.

**D. Group Insurance**

Although the university covers part of the premiums for dental and medical insurance, deductions for those faculty members are made to cover any additional costs.

For those faculty members who elect to carry life insurance in addition to that provided by the university, deductions are made from the salary of the employee.

**E. Tax-Sheltered Annuities**

Deductions are made from the checks of participants of tax-deferred annuity plans. Further information can be obtained from the assistant vice president for human resources.

**F. Contributions to the University of Central Arkansas Foundation, Inc.**

Payroll deductions are permitted for contributions to the University of Central Arkansas Foundation, Inc., when authorized by university employees.

**G. Cafeteria Plan**

Pre-tax deductions will be made as designated by the employee in accordance with Section 125 of the Internal Revenue Code. Information may be obtained at the Office of Human Resources.

**CHAPTER SIX:  
ADDITIONAL UNIVERSITY POLICIES AND RESOURCES AFFECTING FACULTY**

Board Policies may be found on the Board of Trustees website. Additional important laws and policies may also be found on the UCA General Counsel website. These lists are not comprehensive.

**I. Board Policies**

<http://uca.edu>

- A. [Facilities Usage \(Board Policy 400\)](#)
- B. [Alcohol Use on Campus \(Board Policy 405\)](#)
- C. [Intellectual Property and Property Transfer \(Board Policy 410\)](#)
- D. [Computer Use Policy \(Board Policy 412\)](#)
- E. [Equipment Use Policy \(Board Policy 413\)](#)
- F. [Drug-Free Workplace Policy \(Board Policy 505\)](#)  
Federal regulation of controlled substance: [21 U.S.C. § 812](#)
- G. [Firearms \(Board Policy 507\)](#)
- H. [Sexual Harassment Policy \(Board Policy 511\)](#)
- I. [Nepotism \(Board Policy 514\)](#)
- J. [Consensual Relationships \(Board Policy 515\)](#)
- K. [Children in the Workplace \(Board Policy 518\)](#)
- L. [Smoking/Tobacco Use \(Board Policy 519\)](#)
- M. [Arkansas Whistle-Blower Act, UCA policy \(Board Policy 523\)](#)

**II. State Laws and Standards**

- A. Affirmative Action ([Arkansas OPM guidelines](#)-ref. Ark. Code Ann.§6-63-103)
- B. [Employment in Two State Agencies](#)
- C. [Extra Income](#)
- D. [Freedom of Information Act](#)
- E. [Political Activity](#) (Ark. Code Ann. §§7-1-101-104)
- F. [Professional Services Contract Employment](#)
- G. [Textbook Orders \(Act 175 of 2007\) Ark Code Ann.. § 6-60-601 \(2012\).](#)  
Textbook submission deadlines: April 1 for Fall Semesters, November 1 for Spring Semester and Summer Sessions

**III. University Policies**

**A. Absences from Work**

Faculty members who find it necessary to be absent from duty as a result of illness or for other appropriate reason are expected to notify the department chair as soon as possible.

When possible, advance notification of a forthcoming absence is expected, and the faculty member should arrange for appropriate alternative activities for class instruction.

**B. On-the-Job Injuries**

When a university employee is injured while working, the accident should be reported immediately to the supervisor and the Office of Human Resources. The Office of Human Resources should be contacted to complete the necessary forms within 24 hours of the injury. Faculty injured while working may be eligible for workers compensation from the Public Employees Claims Division of the Arkansas Insurance Department. For further information concerning on-the-job injuries, contact the Office of Human Resources

**C. Outside Employment Policy**

The university emphasizes that full-time faculty are obligated to devote their working time and efforts primarily to university activities. However, the university acknowledges that its faculty's professional qualifications have great value in areas beyond their normal university assignments. Appropriate outside activity contributes to professional development, enhances opportunities for research, informs classroom instruction, and contributes to the public service mission of the university. The university thus encourages the participation of its faculty in consultation and other professionally related external employment that further these goals and do not delay, conflict, or interfere with the instructional, scholarly, and/or other services expected by the university.

Prior to engaging in such activity, faculty must submit a written plan to the departmental chair citing the nature of the activity, the approximate schedule and amount of time involved, use of university resources, and source of funding. The level of compensation will be reported if employed by the state. If the faculty member receives compensation above regular university salary, the plan will include a method for reimbursing the university for any significant use of its resources.

The plan will be forwarded by the chair with recommendations to the college dean, who will forward it with recommendations to the provost for approval of the conditions of employment. Faculty will provide a summary of such activity in their annual reports, including an approximation of the time spent on the project(s), any use of university resources, and, if significant university resources are used and/or state funds are involved, the level of compensation.

**D. Inclement Weather: Delayed Start; Early Closure; University Closure**

It is the policy of the university not to close due to bad weather when students are on campus. Instruction and support operations will continue.

University personnel are expected to be at work when the university is open. Each employee must exercise judgment as to when it is safe to travel. Accrued Annual Leave must be used for absences during inclement weather unless the employee is on approved sick leave at the time of inclement weather.

The university may close due to severe weather in some instances when students are not in residence and food services are closed. An announcement will be given by the administration, and the time off will be treated as an unofficial paid day off.

When weather conditions are unfavorable in the early morning but expected to improve during the day, the university may implement a delayed start time. Announcement of the delayed start will be given as early as possible on the morning of the delay.

Weather announcements will be made on the university website, and on local and regional television and radio stations.

On a delayed-start day, employees arriving at work by 10:00 a.m. will not be charged for two hours leave. Employees arriving at work after 10:00 a.m. or not at all, except in cases of previously approved sick leave, may be charged with annual leave for all hours missed.

Some critical support positions, as designated by the university and/or departments (such as police officers and physical plant maintenance staff), are expected to report to work during inclement weather. Using personal judgment to determine when it is safe to travel, employees in these roles may be required to report to work early and/or remain after normal working hours in support of critical functions of the campus.

#### **E. Office and Building Security**

Control of keys is essential. The *University of Central Arkansas Key and Lock Guidelines* can be found on the Physical Plant website. Academic and administrative buildings are closed to public access after 5:00 p.m. on weekdays. They are also closed on weekends, holidays, and other times designated by the administration.

If a facility is to be used during the times stated above (evenings, weekends and holiday periods) for an activity that is not regularly scheduled, a written request to open the facility should be sent to the calendar office in Brewer-Hegeman indicating the nature of the meeting, the person responsible, the room number, and the times for opening and closing. This request should be made 72 hours in advance. The university police department will ensure that the facility is opened and secured.

Faculty members should take special care to protect university property, equipment, and supplies. Care should be taken to secure student records and copies of examinations. The following practices should be observed:

1. Do not leave unoccupied offices open or unlocked.
2. Make certain that office doors are locked when leaving for the day.
3. Do not leave grade books, records, or examinations unsecured, whether they are in electronic or paper form.
4. Lock all classrooms containing electronic, office, or audio visual equipment.
5. If using an office in the evening, lock outside building doors upon entering and exiting.
6. Close and lock windows in offices and classrooms when leaving for the day.

Evidence of unauthorized entry into a building, classroom, or office should be reported immediately to the university police department at 450-3111.

#### **F. Facilities**

For each university building a person is designated as "building administrator." All requests to the physical plant for work orders, custodial services, and supplies must originate from the building administrator's office. Requests from faculty and staff in the building will be channeled through that office. The building administrator is responsible for helping the physical plant establish priorities on scheduled work and coordinating the completion of the work. Additionally, the building administrator is responsible for developing, implementing, and managing the building emergency plan.

## **CHAPTER SEVEN: UNIVERSITY STANDING COUNCILS AND COMMITTEES AFFECTING FACULTY**

This list is not comprehensive. Additional university standing councils and committees may also be found on the UCA University Committees website. In addition to the university administrative structure, the Faculty Senate, the Staff Senate, the Student Government Association, and other university councils and committees play a significant role in the governance and management of the activities of the institution.

The administration, the senate, and the Student Government Association (SGA) may each appoint committees to address issues of special concern to those groups. In the case of administratively appointed committees, reports and recommendations are made to the administrator responsible for creating the committee and determining its function. The senate committees report to that body, which in turn may make recommendations to the president, the provost, other appropriate administrative officers, or to an appropriate university standing council or committee. SGA committees report to the SGA. SGA recommendations are made to the president or the vice president for student services and institutional diversity.

University standing councils and committees and their purposes are determined jointly by the president and the faculty. These groups provide advice and counsel, serve as appellate panels, and propose policies and procedures that affect the entire university. Standing councils and committees report to the appropriate administrator. Appointment of faculty members to these groups is made by the senate acting as the committee on committees, unless their selection process is specified.

Acting as the committee on committees, the senate:

- Makes a continuous study of all standing committees except the Council of Vice Presidents and the Council of Deans and recommends that committees be restructured, combined, eliminated, or created as changing conditions of the university may dictate, with the approval of the university president. Guidelines for approval of new faculty committees and revision of existing committees reside on the Faculty Senate website.
- Appoints, subject to the approval of the president or the president's representative, faculty members of all university committees unless the selection process is specified. Membership to any committee will include one or more individuals from offices or departments that deal directly with the area of concern of that committee. Consent of all appointees is required before the appointment is official.
- Studies the distribution of committee memberships and makes any changes it deems advisable.
- Publishes a complete list of committees and memberships for distribution to the faculty and administrative offices each fall.

### **I. Reporting to the President**

#### **A. Academic Freedom Committee**

1. Charge: To hear grievances in the area of academic freedom.
2. Procedure: The operating procedures of the committee are set forth in Section XVII of Chapter Three.
3. Membership: Two full-time continuing faculty members from each college tenure and promotion committee selected at random by the senate Executive Committee under the supervision of the provost. The committee will elect its own chair, who shall be non-voting. The provost will organize the committee at the appropriate time whenever a grievance is filed alleging academic freedom has been violated or infringed.
4. Meetings: On call

5. Reports to: President

**B. Distinguished Faculty Emeritus/Emerita Committee**

1. Charge:
  - a. The committee evaluates recommendations for distinguished emeritus/emmerita status within the guidelines established by the Board of Trustees.
  - b. The committee may recommend criteria for eligibility to distinguished emeritus/emmerita status.
  - c. The committee may recommend the privileges and rewards accompanying distinguished emeritus/emmerita status.
  - d. The committee is responsible for publicizing the existence of this honor.
2. Membership: The committee consists of the provost or designee who will serve as chair, one tenured associate or professor from each academic college, one tenured faculty member from Torreyson Library, and two tenured at-large members. Members other than the chair are appointed by the senate for rotating three-year terms.
3. Meetings: On call
4. Reports to: President

**C. Faculty Grievance Panel**

1. Charge:

To hear and review all grievances from faculty that are grievable matters as stipulated in this handbook that do not fall under the jurisdiction of another committee.

The panel shall have jurisdiction, on a limited basis as set forth herein, concerning the non-reappointment of tenure-track faculty or the non-reappointment of non-tenure-track faculty whose appointment carries an expectation of renewal.

Matters involving academic freedom, promotion, tenure, termination of tenured faculty, and terminations or non-reappointments of faculty with more than seven years of continuous service shall not come within the jurisdiction of this panel.

Except in cases of alleged violations of academic freedom, the non-reappointment of non-tenure-track faculty whose appointment carries no expectation of renewal is not a grievable matter under any provision of this handbook.
2. Procedure:
  - a. Except as set forth in (b) of this Section 2, the operating procedures of the Faculty Grievance Panel shall be the same as those procedures set forth in Section XI of Chapter Three of this *Faculty Handbook*.
  - b. In the event of the panel considering the non-reappointment of a (i) tenure-track faculty member or (ii) non-tenure-track faculty member whose appointment carried the expectation of renewal, the panel shall convene to review the procedural aspects of the non-reappointment. If the faculty member alleges, in writing, that adequate consideration was not given in the non-reappointment decision, the panel shall decide whether or not to recommend reconsideration. The panel decision is advisory only, and the

panel shall not substitute its judgment for that of the recommending person or persons.

3. Membership:

The panel pool will consist of two faculty members elected from each academic college with at least one holding the rank of Assistant Professor or above and one faculty member who is from either the Honors College or Torreyson Library, elected for staggered two-year terms. Such persons shall not hold the position of dean, assistant dean, department chair, or comparable administrative position. Committees formed from the panel pool shall consist of five persons, with no more than two non-tenured, selected at random by the Faculty Senate Executive Committee under the supervision of the provost.

- a. Faculty shall be selected by each academic college at the beginning of the fall term. Non-tenured faculty serving in the panel pool shall have at least seven years full-time, continuous service.
- b. Persons with a clear conflict of interest or from the department of either the grievant or the person against whom the grievance is filed will be ineligible to serve on the committee. An additional consideration for exclusion may be a panel member's contemporaneous service on a Faculty Grievance Committee.
- c. The committee hearing the grievance shall elect its own chair, who retains a vote.

In the case of an appeal alleging race, age, gender, national origin, or disability discrimination, the chair of the Diversity Advisory Committee, or their designee, will sit on the council as a non-voting *ex officio* member.

4. Meetings: On call

5. Reports to: President

**D. Faculty Handbook Committee**

1. Charge: The charge of the Faculty Handbook Committee shall be to (a) review the *Faculty Handbook*, (b) accept and consider suggestions for changes, and (c) recommend any modifications in writing to the president of the senate and to the Office of the Provost. The committee shall meet in the month of September each year and may meet at such other times as the provost or chair of the committee may determine. Each member shall be provided with reasonable advance written notice of the date, time, and place of each meeting and be provided with drafts of any proposed changes for consideration at the meeting. Any recommended modifications to this *Faculty Handbook* shall be voted upon by the committee. Such recommendations shall be forwarded to the senate for its review. If the senate suggests substantive changes or votes not to recommend any of the changes, the modifications will be returned to the *Faculty Handbook* Committee for reconsideration, reconciliation with other relevant sections of the *Faculty Handbook*, and resubmission to the senate for final confirmation. Recommendations of the senate on such revisions shall then be forwarded to the president of the university.

Suggestions for the improvement of the *Faculty Handbook* shall be made in writing and directed to the Office of the Provost, the chair of the *Faculty Handbook* Committee, or the senate president.

2. Membership: The committee shall be composed of (i) the provost (or an associate provost with academic tenure designated by the provost); (ii) the immediate past

president of the senate, who will serve as chair; and (iii) one tenured faculty member, senior lecturer, or senior clinical/laboratory instructor from each academic college of the university selected by the full-time continuing faculty from such college to serve for a three-year term; and (iv) one tenured faculty member, senior lecturer, or senior clinical/laboratory instructor from either the Honors College ~~and or~~ Torreyson Library, to serve for a three-year term, selected by the full-time continuing faculty members. No more than three members can be non-tenured. The current president of the senate, the vice president for finance and administration, the associate vice president for human resources and risk management, and the general counsel of the university shall also be members of the Faculty Handbook Committee but shall not have a vote. [The current president of the senate will record the meeting minutes.](#)

3. Meetings: Weekly during the academic year
4. Reports to: President

#### **E. Faculty Hearing Committee**

1. Charge: To hear any matter covered under this *Faculty Handbook* which is referred to the Faculty Hearing Committee.
2. Procedure: The procedure is set forth in this *Faculty Handbook* under Chapter 3.
3. Membership: The committee shall consist of seven tenured faculty members. The members of the committee shall be randomly selected by the Faculty Senate Executive Committee, under the supervision of the provost, from a pool of tenured faculty, excluding members of the same department as the faculty member making the appeal. One faculty member shall be chosen from each academic college and one faculty member from the Honors College or Torreyson Library will be chosen. The committee shall elect its own chair, who retains a vote.
4. In the case of an appeal alleging race, age, gender, national origin, or disability discrimination, the chair of the Diversity Advisory Committee will sit on the committee as a non-voting *ex officio* member.
5. Meetings: On call.
6. Reports to: President

#### **F. University Admissions Committee**

1. Charge: To review and make recommendations relative to current University of Central Arkansas admissions guidelines and criteria and to make decisions regarding admission appeals.
2. Membership: The chief of staff or other designee appointed by the president is chair; an associate provost as designated by the provost; director of admissions; registrar; one department chair from each college appointed by the Council of Deans; honors college dean or their designee; chair of the Department of Student Transitions; and one at-large member appointed by the president. All college appointments are for three-year staggered terms.
3. Meetings: On call
4. Reports to: President. The senate requests that this committee provide a written report to the senate by January 15 of each year.

## II. Reporting to the Provost

### A. Academic Assessment Committee

#### 1. Charge:

The Academic Assessment Committee will provide oversight, identify needs, and develop recommendations and policies regarding institution-wide assessment of student learning in order to strengthen the university and enhance its accountability. It will also recommend changes in academic assessment processes; review the usefulness of academic assessment strategies, reporting strategies, and feedback processes; and ensure that assessment data are used to inform decision making at all levels. The committee will support, fully or in part, faculty initiatives related to the improvement of academic assessment programs. The committee will maintain close communications with the senate; the office of the provost; the UCA Core Council; and other appropriate committees, administrative bodies, and academic units.

#### 2. Responsibilities:

- a. Review individual programs' assessment plans and processes and recommend ways for improvement.
- b. Advise faculty, departments, and colleges on assessment procedures and methods.
- c. Review and implement policies for reporting assessment data.
- d. Develop and implement policies for dissemination of assessment data.
- e. Solicit proposals from faculty and award funds for initiatives to improve assessment.

A written report shall be provided to the senate by April 1 of each year. This report should summarize the body's activities during the prior year, provide appropriate statistics and data, and outline planning for the following year. The report should be approved by the membership of the committee. The chair of this committee shall contact the president of the senate to schedule a presentation to the Senate by this same date.

#### 3. Membership:

- a. The Assistant Provost for Academic Assessment and General Education who serves as the chair.
- b. One faculty member from each academic college and one faculty member from the Honors College appointed by the respective dean. Members serve staggered three-year terms.
- c. One undergraduate student appointed by the SGA for a one-year term.
- d. A graduate student appointed by the dean of the graduate school for a one-year term.

#### 4. Meetings: Monthly during the academic year

#### 5. Reports to: Provost

**B. Academic Adjustments and Appeals Committee**

1. Charge: The committee serves as a faculty committee to review atypical undergraduate cases in which rigid application of university academic regulations might result in an injustice to an individual. The committee may recommend the waiver or modification of any university regulation within the limits of sound educational practice.
2. Membership:
  - a. Registrar, serving as chair. The chair will vote only in the event of a tie.
  - b. One faculty member from each academic college and one faculty member from the Honors College, each appointed by the senate to serve staggered three-year terms.
3. Meetings: On call
4. Reports to: Provost

**C. Council of Deans**

1. Membership: The Council of Deans comprises the deans of the academic colleges, the graduate dean, the honors college dean, and the associate provosts. The provost chairs the Council of Deans.
2. Responsibilities: The council acts in an advisory capacity to the provost. The council reviews all academic policies, and new courses and programs that are recommended by the Undergraduate Council and the Graduate Council.
3. Meetings: On call by the provost
4. Reports to: Provost

**D. Faculty Development Committee**

1. Charge: To foster curricular and course improvement and assist faculty in improving teaching. The committee reviews applications from faculty members to support, fully or in part, activities related to the development of curriculum and faculty instruction.
2. Membership: The director for the center for excellence in teaching and academic leadership serves as permanent chair; one faculty member from each college chosen by the provost from a list of at least three nominees from each college provided by the deans of each academic college; one faculty member from either the Honors College and Torreyson Library, chosen by the provost; and two at-large members chosen by the senate. All members except the chair serve rotating three-year terms.
3. Meetings: On call
4. Reports to: Provost

**E. Faculty Salary Review Committee**

1. Charge: Examine and study faculty salary, merit, and equity on an ongoing basis. Make periodic adjustments to the Salary Adjustment Allocation Model. Engage in ongoing dialogue with faculty by making reports electronically available to all faculty, responding to faculty queries, and, if necessary, conducting open forums for the discussion of issues and concerns of individual faculty members. Report findings and decisions to the president of the senate by March 1.

2. Membership: One faculty member from each academic college, one faculty member from the Honors College, or one faculty member from Torreyson Library to be appointed by the senate to serve three-year terms. The provost or their designee to serve in an *ex officio*, non-voting capacity. A representative from the office of institutional research will serve in an *ex officio*, non-voting capacity. The committee chair is elected by the committee.
3. Meetings: On call
4. Reports to: Provost

**F. Global Learning Advisory Committee**

1. Charge: ~~To work with the Center for Global Learning and Engagement to recommend progressive changes that will advance the Global Learning Scholar Program; to assist with the assessment and evaluation of the Global Learning Scholar Program; to facilitate the implementation of the Global Learning Scholar Program across the university.~~ To work with the Center for Global Learning and Engagement to advance the integration of UCA's global learning initiatives across campus including: the Global Learning Scholars Program, Global Spotlight co-curricular events, Collaborative Online International Learning, and the promotion of faculty, and student awareness of the United Nations Sustainable Development Goals.
2. Membership:
  - a. ~~The Associate Vice President for Global Learning and Engagement, the Global Learning faculty liaison and Assistant Provost of Excellence in Teaching and Academic Leadership, and provost's designee are permanent members.~~ The Associate Vice President for Global Learning and Engagement, the Director of the Center for Global Learning and Engagement, the Global Learning faculty liaison, the Assistant Provost of Teaching and Academic Leadership, and the provost's designee are permanent members.
  - b. In consultation with the chairs, each academic college dean appoints one faculty member, to include a faculty member from honors college appointed by the dean/director.
  - c. One student member will be appointed by the SGA.

\_\_\_\_\_ All members serve staggered three-year terms except for students who serve one-year terms. Initial appointees will draw for length of term. The AVP for Global Learning and Engagement and the provost's designee are non-voting members.
3. Meetings: Monthly or six times per year TBD
4. Reports to Provost (or Designee)

**G. Graduate Council**

1. Charge:
  - a. To review and recommend to the Council of Deans new graduate curricula and programs proposed by the various departments and colleges.
  - b. To review existing graduate offerings and make appropriate recommendations to the Council of Deans.

- c. To initiate and recommend policies relevant to graduate degree requirements, grading and credit policies, academic standards, and related matters.
- d. To review and recommend faculty for graduate status.
- e. To act as an academic appeal body for graduate students.

The senate requests that this committee provide a written report to the senate by October 1 of each year.

2. Membership:

- a. Department chairs are appointed by the senate, one from each of the academic colleges. No other department chair may serve on the council.
- b. Graduate faculty members with the rank of assistant professor or above are appointed by the senate, one from each academic college.
- c. Each academic college, according to the procedure for appointing college committees, appoints one faculty member.
- d. One graduate student is appointed by the senate, one graduate student is appointed by the Graduate Council, and one graduate student is elected by the SGA.

The dean of the graduate school serves as chair of the Graduate Council. The council elects its secretary. The registrar and the director of the library serve as *ex officio*, non-voting members. Members serve four-year terms on a rotating basis for each of the first three categories. Students serve one-year terms.

- 3. Meetings: X-period the third Thursday, each month. On call other times as needed.
- 4. Reports to: Provost

**H. Institutional Animal Care and Use Committee**

- 1. Charge: To implement federal guidelines as required by law concerning animal care and use.
- 2. Membership:
  - a. One doctor of veterinary medicine appointed by the president from recommendations of the chairs of the department of biology and the department of psychology. (Permanent member)
  - b. Three members who have had experience in research involving animals. (Five-year terms)
    - (1) The provost selects one from two faculty recommended by the department of psychology chair.
    - (2) The provost selects one from two faculty recommended by the department of biology chair.
    - (3) The provost selects one from two faculty recommended by the dean of the college of health and behavioral sciences
  - c. One member whose primary concerns are in a non-scientific area. The president selects one from two faculty recommended by the dean of the graduate school and the research compliance coordinator.

- d. One individual who is not affiliated with the university in any way and is not a member of the immediate family of a person who is affiliated with the university. This member will be appointed by the provost from two recommendations made by the chairs of the department of biology and the department of psychology.
  - e. The chair will be elected for a two-year term by the committee from the three faculty with animal research experience.
  - f. The research compliance coordinator is an *ex officio*, non-voting member of the committee.
  - g. Member replacement: A member who is unable to complete their term may be replaced by the appropriate college dean or chair for up to one year to facilitate maintenance of the committee membership.
- 3. The research compliance coordinator serves as the IACUC administrator.
  - 4. Meetings: Two per year and on call
  - 5. Reports to: Provost

**I. Institutional Biosafety Committee**

- 1. Charge: To review and approve university research involving the use of recombinant and/or synthetic nucleic acids and other biohazards. Research projects are reviewed for compliance with the NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules (NIH Guidelines) and the Biosafety in Microbiological and Biomedical Laboratories (BMBL).
- 2. Membership:
  - a. Two individuals who are not affiliated with the university in any way and are not a member of the immediate family of a person who is affiliated with the university. These individuals represent the interests of the community with regards to health and environmental safety. The community members will serve five-year terms.
  - b. Four faculty members with research experience in specific fields, serving five-year terms
    - (1) One member with plant expertise
    - (2) One member with animal expertise
    - (3) One member with microbiology expertise
    - (4) One member with ethics expertise
  - c. The university biological safety officer is an *ex officio* member and serves as a committee administrator.
  - d. The chair of the biology department is an *ex officio*, non-voting member.
  - e. The research compliance office is an *ex officio*, non-voting member and serves as a committee administrator
  - f. The committee will elect its chair from the voting members of the committee. The chair will serve a two-year term.

- g. Faculty and community members who serve five-year terms will be appointed by the provost. The research compliance officer will solicit nominations from the dean of the appropriate academic college. The dean will submit the names of nominees to the research compliance officer. The research compliance officer will forward the nominees to the provost for final selection and appointment.
- 3. Meetings: Annually and on call as needed.
- 4. Reports to: Provost
- 5. Send minutes to: Chair of the Committee on Committees

**J. Institutional Review Board (IRB)**

- 1. Charge:
  - a. Ensure compliance by the university with all applicable federal and state laws and guidelines as well as university policy and procedures concerning research with human participants.
  - b. Review, with the authority to approve, require modifications in, or disapprove all research activities involving human participants conducted by university faculty, staff, or students.
  - c. Review, with the authority to approve, require modifications in, or disapprove all research conducted involving university faculty, staff, or students by outside parties.
  - d. Carry this authority out without the influence of any outside party. This ensures decisions are made without conflicts of interest.
- 2. Membership: The IRB is appointed pursuant to those stipulations and guidelines contained in pertinent federal regulations (45CFR46). A good faith effort should be made in the selection of membership to reflect diversity of race, gender, and cultural background.
  - a. The research compliance officer serves as the IRB administrator, a non-voting member.
  - b. The following 12 voting members serving five-year staggered terms:
    - (1) One faculty member from each of the academic colleges and one faculty member from the Honors College, of whom at least three regularly conduct or supervise research involving human participants.
    - (2) Two at-large faculty members who regularly conduct or supervise research involving human participants.
 

To fill a vacancy in any of the faculty positions, the research compliance officer will solicit nominations from the dean of the appropriate academic college. The dean will submit the names of two nominees to the research compliance officer. The research compliance officer will forward the two nominees to the provost for final selection and appointment.
    - (3) Two non-scientific members shall be appointed by the provost with recommendations made by the director of sponsored

programs and the research compliance coordinator. According to 45CFR46.107(c), "Each IRB shall include at least one member whose primary concerns are in scientific areas and at least one member whose primary concerns are in nonscientific areas."

- (4) Two members not affiliated with the institution shall be appointed by the provost from recommendations made by the director of sponsored programs and the research compliance coordinator. According to 45CFR46.107(d), "Each IRB shall include at least one member who is not otherwise affiliated with the institution and who is not part of the immediate family of a person who is affiliated with the institution."
- c. Four alternate faculty members shall be appointed by the provost to serve in an as-needed capacity.
- d. The dean of the graduate school and the director of sponsored programs will serve as *ex officio*, non-voting members of the IRB.
- e. According to 45CFR46.107(f), "An IRB may, in its discretion, invite individuals with competence in special areas to assist in the review of issues which require expertise beyond or in addition to that available on the IRB. These individuals may not vote with the IRB."
3. Chairperson: The provost shall appoint the chair based upon recommendations made by the director of sponsored programs and the research compliance officer. If the chair is appointed from the committee, creating a vacancy, the position will be filled so as to maintain college representation as stated above in "Membership."  
  
The chair will vote in only two circumstances: 1) to break a tie vote or 2) when required to establish a quorum.
4. Meetings: Convened meetings of the IRB will usually occur each month during the fall and spring semesters. A majority of the voting members constitutes a quorum, provided, however, that one non-scientific member is in attendance for voting to take place.
5. Reports to: Provost

#### **K. Library Committee**

1. Charge: Faculty members of the Library Committee advise the director of the library on matters of general library policy. Student members advise the committee on any library matters that are of particular concern to the student body. Members' reports to colleagues in the respective colleges serve to maintain a flow of ideas and opinions between the faculty and the library staff. They advise on the allocation of funds to alleviate deficiencies in the specific subject areas.
2. Membership: The committee consists of the director of the library, who will serve as chair, one undergraduate student appointed by the SGA, one graduate student appointed by the dean of the graduate school, and one tenured faculty member from each academic college and one tenured faculty member from the Honors College appointed by the senate to serve staggered three-year terms. The Library Committee will select one of its members to serve as secretary.
3. Meetings: On call
4. Reports to: Provost

**L. Public Service Award Committee**

1. Charge: To determine the faculty member who will be the award recipient for outstanding public service activities as this service relates to the individual's position as a member of the university faculty.
2. Membership: One faculty member from each academic college elected to rotating three-year terms by the colleges and one faculty member from the Honors College. Award recipients will serve two-year terms, the second year as chair, beginning the year after receipt of the award. In the event that there is a conflict of interest, committee members may recuse themselves or be excused by a majority vote of the committee. In such cases, the dean will appoint a new college representative for the remainder of the academic year. Neither the committee chair nor the previous year's award winner can be replaced. If the committee chair is recused or excused, the committee will be chaired by the previous year's award winner.
3. Meetings: On call
4. Reports to: Provost

**M. Research, Scholarship, and Creative Activity Award Committee**

1. Charge: To determine the faculty member who will be the award recipient for excellence in research, scholarship, and/or creative activity.
2. Membership: One faculty member from each academic college elected to rotating three-year terms by the colleges and one faculty member from Torreyson Library. Award recipients will serve two-year terms, the second year as chair, beginning the year after receipt of the award. In the event that there is a conflict of interest, committee members may recuse themselves or be excused by a majority vote of the committee. In such cases, the dean will appoint a new college representative for the remainder of the academic year. Neither the committee chair nor the previous year's award winner can be replaced. If the committee chair is recused or excused, the committee will be chaired by the previous year's award winner.
3. Meetings: On call
4. Reports to: Provost

**N. Sabbatical Leave Review Committee**

1. Charge: The committee will evaluate applications for faculty sabbatical leaves and make recommendations to the provost. Both the committee recommendation and the provost's recommendations are forwarded along with the applicant's file to the president.
2. Membership: The associate provost as designated by the provost, two tenured faculty members elected by each of the academic colleges, and one tenured faculty member from the Honors College to serve three-year rotating terms. Deans and departmental chairs are ineligible to serve, and no more than one member of a department may serve at a time. Members may not serve more than two successive terms (excluding the associate provost). The associate provost serves as chair.
3. Meetings: Early October, after the October 1 deadline for fall and spring sabbatical leave applications submitted in the fall semester of the academic year prior to the academic year of the requested sabbatical.
4. Reports to: Provost

**O. Service-Learning Advisory Committee**

1. Charge: To advise the leaders of the service-learning program; to recommend progressive changes that will advance the service-learning program; to assist with the assessment and evaluation of the service-learning program; to facilitate the implementation of service-learning across the university.
2. Membership:
  - a. The service-learning faculty liaison, service-learning program coordinator, director of the center for teaching excellence, and provost's designee are permanent members. The service-learning faculty liaison chairs this committee.
  - b. In consultation with the chairs, each academic college dean appoints one faculty member, to include a faculty member from honors college and Department of Student Transition appointed by the dean/director.
  - c. Two members will be drawn from the Conway community at large, nominated by themselves or by the committee members and approved by the associate vice-president for outreach and community engagement.
  - d. Two student members will be appointed by the SGA.

Except for members of the Conway community and students, who serve one-year terms, members serve staggered three-year terms. Initial appointees will draw for length of term. The service-learning coordinator and the provost's designee are non-voting members.
3. Meetings: Monthly on the second Tuesday at x-period.
4. Reports to: Provost (or designee)

**P. Study Abroad Advisory Committee**

1. Charge:
  - a. Recommend guidelines for proposing, delivering, and assessing study abroad programs;
  - b. Create policies and procedures to promote and facilitate study abroad programs, such as faculty-led, exchange, and language immersion as well as consortiums for students;
  - c. Review and recommend all international partnership agreements related to study abroad with universities, colleges, and non-profit institutions;
  - d. Review all study abroad proposals (their frequency, rotation, and distribution) and make recommendations for UCA study abroad programs;
  - e. Assess safety of all study abroad programs to meet UCA study abroad crisis and risk management policies;
  - f. Make recommendations that promote accessible and affordable programs for all UCA students; and
  - g. Promote professional development related to study abroad for the UCA community.
2. Membership:

- a. One faculty representative elected from each academic college.
- b. One faculty representative elected from the Honors College.
- c. Three faculty members appointed by the senate.
- d. The study abroad coordinator, associate director for international engagement, and associate vice president for international education and engagement (or designee) will also serve as *ex officio*, non-voting members.
- e. One student representative appointed by the SGA to serve a one-year term.

The associate vice president for international engagement (or designee) serves as chair of the committee. All faculty members serve three-year staggered terms.

3. Meetings: The committee meets at least three times each fall and spring academic semester with minutes of the meetings posted online.
4. Reports to: Provost

**Q. Teaching Excellence Award Committee**

1. Charge: To determine the faculty member who will be the award recipient for excellence in teaching.
2. Membership: One faculty member from each academic college elected to rotating two-year terms by the college and one faculty member from the Honors College. Award recipients will serve two-year terms, the second year as chair, beginning the year after receipt of the award. In the event that there is a conflict of interest, committee members may recuse themselves or be excused by a majority vote of the committee. In such cases, the dean will appoint a new college representative for the remainder of the academic year. Neither the committee chair nor the previous year's award winner can be replaced. If the committee chair is recused or excused, the committee will be chaired by the previous year's award winner.
3. Meetings: On call
4. Reports to: Provost

**R. Teaching Technology Advisory Committee**

1. Charge: To serve as an advisory group to the provost and the vice president of information technology regarding instructional technologies and associated emerging pedagogies. The committee will consider and make recommendations regarding the adoption of new instructional technology tools and applications.
2. Membership: This committee will consist of the assistant provost of teaching and academic leadership, who will serve as permanent co-chair along with the manager of instructional technology. Membership also includes an information technology security specialist, the director the Office of Accessibility Resources and Services (OARS) or designee, the dean of the graduate school or designee from the Graduate School, one academic dean as designated by the Provost, one faculty member representing each of the academic colleges, and the director of the library or designee. The faculty representatives shall be recommended by the committee co-chairs and appointed by the Faculty Senate for staggered three-year terms.
3. Meetings: At least one time each Fall and Spring semester.

4. Reports to: Provost and Vice President of IT

**S. UCA Core Council**

1. Charge:
  - a. To review the current UCA Core program and make appropriate recommendations to the Council of Deans.
  - b. To review and recommend to the Council of Deans new and revised UCA Core curricula proposed by the various departments and colleges.
  - c. To initiate and recommend policies and procedures relevant to UCA Core requirements.
2. Membership:
  - a. The Assistant Provost for Academic Assessment and General Education serves as chair.
  - b. One department chair is elected from each of the academic colleges.
  - c. Two faculty members elected from each academic college with at least one holding the rank of assistant professor or above;
  - d. One faculty member elected by the honors college faculty.
  - e. Two students are invited to serve as members of the council, one representing the SGA and one representing Alpha Chi.
  - f. The associate provost as designated by the provost, First Year Seminar coordinator, director of the library, and the registrar are *ex officio*, non-voting members.

~~g.g.~~ Each council member serves three years on a rotating basis. Students serve one-year terms. The council elects its secretary each academic year.
3. Meetings: X-period the first Tuesday of each month. On call other times as needed.
4. Reports to: Provost

**T. Undergraduate Council**

1. Charge:
  - a. To review and recommend to the Council of Deans new undergraduate curricula and programs proposed by the various departments and colleges;
  - b. To review existing undergraduate offerings and make appropriate recommendations to the Council of Deans; and
  - c. To initiate and recommend policies and procedures relevant to baccalaureate and associate degree requirements, grading and credit policies, academic standards, and related matters.

The Faculty Senate requests that this committee provide a written report to the senate by October 1 of each year.

2. Membership:

- a. One department chair from each of the academic colleges will be appointed by the senate. No other department chair may serve on the council.
- b. One faculty member from each academic college holding the rank of assistant professor or above will be appointed by the senate.
- c. One faculty member from the Honors College will be appointed by the senate.
- d. One faculty member from each academic college will be appointed, according to the procedure for appointing college committees.
- e. Three students are invited to serve as members, representing the following organizations: SGA, Alpha Chi, Gamma Beta Phi.

The associate provost as designated by the provost serves as chair of the Undergraduate Council. The council selects its secretary. The provost, registrar, director of advising, and director of the library are *ex officio*, non-voting members. Each council member serves four years on a rotating basis for each of the first three categories. Students serve one-year terms.

3. Meetings: X-period the first Thursday of each month. On call other times as needed.
4. Reports to: Provost

**U. University Honors Council**

1. Charge: The council formulates and recommends policies and programs to the Council of Deans relating to honors and awards. The dean of NOS Honors College works closely with the council in securing consultation and approval in developing programs and in instituting changes within the campus-wide honors program.
2. Membership: The University Honors Council is composed of one faculty member from each academic college, one faculty member from the Honors College, one chair (from any department), and the dean of NOS Honors College, who serves as a non-voting *ex officio* member. The dean of NOS Honors College/director of exemplary studies serves as the permanent chair of the committee. The membership of the council is appointed by the senate and serves three-year rotating terms.
3. Responsibilities: The council formulates and recommends policies and programs to the Council of Deans relating to honors and awards. The dean of NOS Honors College works closely with the council in securing consultation and approval in developing programs and in instituting changes within the campus-wide honors program.
4. Meetings: On call
5. Reports to: Provost

**V. University Research Council**

1. Charge: To review and recommend university funding for research and creative projects proposed by university faculty and fulfill the functions related to intellectual property and technology transfer outlined in Board Policy 410. A collateral charge involves cooperation with the college research committees in nurturing, facilitating, and encouraging the pursuit of research and creative activities on the part of

individual faculty members. Moreover, this council will review any reported fraud or abuse in research at UCA in accordance with currently established policy.

2. Membership: Chairs of the college research committees and two full-time continuing faculty members at large, appointed by the senate for three-year terms. The dean of the graduate school chairs this council.
3. Meetings: On call
4. Reports to: Provost

### **III. Reporting to the Vice President for Student Services and Institutional Diversity**

#### **A. Academic Integrity and Discipline Committee**

(pursuant to UCA Board Policy 709)

1. Charge:
  - a. To hear cases of a serious nature involving student behavior.
  - b. To hear cases on appeal from the Student Judiciary Board, Greek Judicial Board, or administrative hearing officer.
  - c. To hear cases of academic misconduct and make recommendations jointly to the provost and vice president for student services and institutional diversity.
2. Membership: Four tenured faculty members appointed by the senate for rotating four-year terms; the sophomore, junior, and senior class presidents as elected by the student body; the primary graduate senator on the Student Government Association; and four university staff appointed by the Staff Senate for rotating four-year terms. The chair is the faculty member with the longest service on the committee.
3. Procedures: The chair will convene the committee in September to review the responsibilities of the committee and the procedures outlined in the *Student Handbook* for appealing academic integrity and disciplinary decisions. When the committee addresses matters of academic integrity, a superquorum of six members is required, including at least one member of each group (faculty, administrative, and student). If the alleged infraction is committed by a graduate student, the graduate student member of the committee must be present.
4. Meetings: An orientation/training meeting in September and on call
5. Reports to: Vice president for student services and institutional diversity

## APPENDIX OF ABBREVIATIONS

ALA: American Library Association  
APERS: Arkansas Public Employees Retirement System  
ATRS: Arkansas Teacher Retirement System  
AVID: Academic Vitality, Integrity, and Diversity  
COBRA: Continuation of Group Health and Dental Insurance  
DPAC: Department Personnel Advisory Committee  
DTPC: Department Tenure and Promotion Committee  
IRB: Institutional Review Board  
PEC: Professional Education Council  
SCE: Student Course Evaluations  
SGA: Student Government Association  
SRA: Supplemental Retirement Accounts  
TIAA: Teachers Insurance & Annuity Associations



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