

Proposed Faculty Handbook Edits 2022/23

Current Handbook (pg. 19): The UPTC shall consist of one tenured faculty member at the associate rank or higher from each of the six colleges (i.e., Arts and Humanities, Business, Education, Engineering and Applied Sciences, Natural and Health Sciences, and eTech). Faculty serving as department heads or deans are not eligible for appointment to the UPTC. Persons applying for promotion may not serve on the UPTC. Any UPTC member with a conflict of interest relating to a particular application shall recuse themselves or be excused by this committee from reviewing that application.

Proposed Change: The UPTC shall consist of one tenured faculty member at the associate rank or higher from each of the ~~six~~ colleges (i.e., Arts and Humanities, Business **and Economic Development, Education and Health and Science, Technology, Engineering and Mathematics). Applied Sciences, Natural and Health Sciences, and eTech**). Faculty serving as department heads or deans are not eligible for appointment to the UPTC. Persons applying for promotion may not serve on the UPTC. Any UPTC member with a conflict of interest relating to a particular application shall recuse themselves or be excused by this committee from reviewing that application.

Rationale: Change language to reflect restructuring changes.

Current Handbook (pg. 165): Each semester after the 11th class day, the AAC will aid students who will earn approximately 60 hours by the end of the current semester in the transition to a faculty advisor. The department of a student's major field of study will normally assign the student to a faculty member who will act as the student's academic advisor. Students have the privilege of requesting a change of advisor, if they so desire. Faculty members also have the privilege to request a change whenever they feel that another faculty member could better advise a student. The student will report for academic advising and subsequent enrollment in courses at the time and place designated for registration.

The Arkansas Course Transfer System (ACTS) is designed to assist in planning the academic progress of students. This system contains information about the transferability of courses within Arkansas public colleges and universities. The Arkansas Transfer System can be accessed at <http://www.adhe.edu/students-parents/colleges-universities/transfer-info.-for-students/>.

Proposed Changes: Each semester after the 11th class day, the AAC will aid students who will earn approximately 60 hours by the end of the current semester in the transition to a faculty advisor. The department of a student's major field of study will **normally** assign the student to a faculty member who will act as the student's academic advisor. Students have the privilege of requesting a change of advisor, if they so desire. Faculty members also have the privilege to request a change whenever they feel that another faculty member could better advise a student. The student will report for academic advising and subsequent enrollment in courses at the time and place designated for registration.

The Arkansas Course Transfer System (ACTS) is designed to assist in planning the academic progress of students. This system contains information about the transferability of courses within Arkansas public colleges and universities. The Arkansas Transfer System can be accessed at ~~<http://www.adhe.edu/students-parents/colleges-universities/transfer-info-for-students/>~~
<https://adhe.edu/students-parents/transfer-info-for-students>.

Rationale: Update link for student information to the ADHE website.

Current Handbook (pg. 165): The Academic Advising Center is administered by a Director, who is directly responsible to the Vice President for Academic Affairs. Policies governing the program are developed in coordination with the Office of Academic Affairs.

Proposed Change: The Academic Advising Center is administered ~~by a Director, who is directly responsible to the Vice President for Academic Affairs~~ the Assistant Dean for Academic Advising who reports to the Associate Dean for Academic Advising and Career Services in the Center for Academic Advising and Career Development under the Division of Student Affairs. Policies governing the program are developed in coordination with the Office of Academic Affairs.

Rationale: Update the role of the Academic Advising Center.

Current Handbook (pg. 166): Arkansas Tech utilizes an on-line student registration system. Registration in classes during August and January as well as for summer sessions is conducted by appointment with the academic advisor. Pre-registration for fall and spring semesters is conducted by hours earned with upperclassman first. Generally, students must be cleared through the offices of Admissions, the Registrar, Student Services, and Student Accounts prior to official enrollment in classes.

Proposed Change: Arkansas Tech utilizes ~~an on-line~~ student registration system. Registration in classes during August and January as well as for summer sessions is conducted by appointment with the academic advisor. Pre-registration for fall and spring semesters is conducted by hours earned with upperclassman first. Generally, students must be cleared through the offices of Admissions, the Registrar, Student Services, and Student Accounts prior to official enrollment in classes.

Current Handbook (pg. 166): Students can request a course drop or total withdrawal online by selecting the Registration tab, click “Drop Classes or Withdraw” in Registration box on the Registration tab in the OneTech.

Proposed Change: Students can request a course drop or total withdrawal online through OneTech by going to the “Advising-Students” block and clicking the “My Current Semester” menu to access the “Drop Classes or Withdraw” link. ~~by selecting the Registration tab, click “Drop Classes or Withdraw” in Registration box on the Registration tab in the OneTech.~~

Rationale: Change of procedure through OneTech

Current Handbook (pg. 184): The University offers informal non-credit courses in a variety of subjects designed to meet the educational needs of adults which are not met by conventional education procedures. These courses generally meet in the evenings and vary in length relative to the subject being taught.

The constituency of non-credit courses represents a social, economic, educational, and ethnic cross-section of the population which the University serves. Adults who are not high school graduates attend classes along with those who hold advanced degrees, and the only requirement for enrolling in these informal courses is a genuine desire to work toward enlightenment and self-improvement. Because these classes are a community-service function of the University, tuition is minimal and is charged only to the degree necessary to make the program self-supporting.

Proposed Change: The University offers ~~informal non-credit courses in a variety of subjects designed to meet the educational needs of adults which are not met by conventional education procedures. These courses generally meet in the evenings and vary in length relative to the subject being taught~~ a variety of non-credit courses in a variety of subjects. Courses are available with rotating start dates every month. All classes are open for enrollment to the public and do not require admission to the University.

~~The constituency of non-credit courses represents a social, economic, educational, and ethnic cross-section of the population which the University serves. Adults who are not high school graduates attend classes along with those who hold advanced degrees, and the only requirement for enrolling in these informal courses is a genuine desire to work toward enlightenment and self-improvement. Because these classes are a community-service function of the University, tuition is minimal and is charged only to the degree necessary to make the program self-supporting.~~

Rationale: Update information

Current Handbook (pg. 184): The Online Learning Center enhances and supports the delivery of online courses. The Online Learning Center facilitates faculty development by emphasizing pedagogical foundations and technology integration in the design and delivery of quality, engaging courses.

Proposed Changes: ~~Online Learning Center~~ Instructional Design Team

~~The Online Learning Center enhances and supports the delivery of online courses.~~ The ~~Online Learning Center~~ Instructional Design Team facilitates faculty development by emphasizing

pedagogical foundations and technology integration in the design and delivery of quality, engaging courses.

~~The Online Learning Center works collaboratively with Information Systems. For technical support, please contact the Information Services' Help Desk at 479-968-0646 or 1-866-400-8022. Assistance with general technical issues is available via email at cammpussupport@atu.edu or visit the Information Systems website at <https://ois.atu.edu/>.~~

Rationale: Changes to eliminate the Online Learning Center and add the Instructional Design Team information.

Current Handbook (pg. 189): While fines and fees are not currently charged to faculty members, upon termination of employment at Arkansas Tech University, any outstanding materials must be returned. Otherwise, the costs of replacing those materials will be deducted from the employee's final paycheck.

~~**Proposed Changes:** While fines and fees are not currently charged to faculty members, upon termination of employment at Arkansas Tech University, any outstanding materials must be returned. Otherwise, the costs of replacing those materials will be deducted from the employee's final paycheck.~~

~~While overdue fines are not currently charged to faculty members, faculty may be responsible for replacement costs and lost item fines for any material not returned within the timeframe specified by the library policy. For more information on faculty borrowing privileges and library policies, see the library's website.~~

Rationale: To clarify faculty member responsibility.

Current Handbook (pg. 216): The Graduate Program Director (GPD) serves as an advocate for his/her graduate program and functions as a liaison among graduate students within the program, the department (including faculty) in which the program resides, and the Graduate College. The GPD is recommended for appointment by the Department Head in which the program resides and approved by the Dean of the College and the Dean of the Graduate College. The appointment is a three-year term renewed annually following evaluation by the Department Head in which the program resides. Thus, the GPD shares roles and duties both to the department in which the program resides and to the Graduate College. Because of the added responsibilities of the GPD (listed below), the position should receive the equivalent of a one course release or overload (as appropriate) during each semester in which the GPD is active (typically fall, spring, and summer, but may vary by college). The goal of every Graduate Program Director should be to ensure the academic integrity of the graduate program while promoting the success of individual graduate students.

Proposed Changes: The Graduate Program Director (GPD) serves as an advocate for his/her graduate program and functions as a liaison among graduate students within the program, the department (including faculty) in which the program resides, and the Graduate College. The GPD is recommended for appointment by the Department Head in which the program resides and approved by the Dean of the College and the Dean of the Graduate College. The appointment is a three-year term renewed annually following evaluation by the Department Head in which the program resides. Thus, the GPD shares roles and duties both to the department in which the program resides and to the Graduate College. Because of the added responsibilities of the GPD (listed below), the position should receive up to the equivalent of a one course release or overload (as appropriate) during each of the fall and spring semesters, as well as a stipend equivalent to one overload course in the summer sessions in which the GPD is active (at the discretion of the college), in which the GPD is active (typically fall, spring, and summer, but may vary by college). The goal of every Graduate Program Director should be to ensure the academic integrity of the graduate program while promoting the success of individual graduate students.

E. Evaluation of the Graduate Program Director

The Graduate Program Director (GPD) will be evaluated annually by their Department Head with input from the College Dean and Graduate College Dean. This will be conducted concurrently with the existing annual review process. Each GPD will submit a report to the Graduate College Dean detailing the activities and accomplishments of the GPD during the year. The Graduate College Dean will provide comments to the College Dean who will in turn, provide comments to the Department Head. If the Program Director is also the Department Head, the evaluation will be performed by the College Dean. The final report, including the review by the Department Head (or College Dean), will be submitted to the College Dean, the Graduate College Dean and the GPD on or before the date specified by the university's annual review cycle.

Rationale: To clarify and add responsibilities of the Graduate Program Director.

Current Handbook (pg. 73 -161)

Equal Opportunity, Harassment (Sexual Misconduct), and Nondiscrimination Policy and Procedures

Proposed Changes: This section has completely changed. The University has adopted the new Title IX regulations updated August 2022. New regulations attached.

Rationale: New federal regulations have resulted in significant changes to the Equal Opportunity, Harassment (Sexual Harassment), and Nondiscrimination Policy and Procedures.