Greetings:

Universities are extremely important, enduring, elevating, and expensive institutions. Our recent planning endeavors are intended to improve our stewardship of the University of Arkansas at Little Rock and to increase our success in accomplishing the university’s noble purposes.

UALR Fast Forward exhibits a keen awareness that UALR is a public university that exists to serve the people of Arkansas. That awareness is a keynote of the pages that follow.

UALR Fast Forward, a strategic planning report, is one of three major university planning documents. The issues addressed by the other two—one focusing on campus grounds and facilities, the other focusing on revitalization of the part of the city around the campus—are given only limited attention in this document.

Readers are likely to find more than they expect in UALR Fast Forward.

- The report reflects an intent to build a powerhouse university in the capital city—as fast as possible—not for the sake of those who work at the university but for the sake of the people the university exists to serve.

- The report outlines the rise of metropolitan universities since World War II and offers information and insights about the nature of UALR and what sets this university apart from others.

- The chapter on universities and economic development will be of particular interest to business leaders and government officials. Today, universities are essential and powerful economic engines that pull and push regions, states, and the nation forward.

- The analysis of institutional strengths, weaknesses, opportunities, and threats is candid, as are the data presented and the inferences drawn throughout the document.

- The vision of the university given in Chapter 8 is ambitious, but the university which is envisioned in a decade is much needed, overdue, and substantially achievable within that period of time.

- Chapter 9 will show the reader an extensive set of goals, objectives, and strategies which will go far in making the vision a reality. This chapter will be a basis for internal management and accountability. It will also be
used as a basis for annual progress reports to the UALR Board of Visitors, University of Arkansas System officials, and other stakeholders.

- The report concludes in Chapter 10 with seven pledges to external stakeholders.

I must acknowledge and express my appreciation for the great amount of thought, time, and energy a large number of persons on and off campus gave to the planning effort. Foremost among them is Provost David O. Belcher, who led the planning activities with enthusiasm, determination, and good humor. He organized a process for broad participation of campus and community representatives. It included a 32-member steering committee, nine expanded subcommittees, standing campus committees, standing external advisory councils, and some 20 focus groups of faculty, staff, and students. The use of electronic discussion technology further broadened participation.

I know I speak for all of us on campus in expressing special appreciation to all of the community representatives—our essential partners—who contributed so generously of their time and wisdom in the planning process.

This report embodies thoughtful planning today and can be expected to provide helpful guidance tomorrow. Nonetheless, we will not be embarrassed to revise our plans tomorrow when circumstances change in unexpected ways.

My colleagues in the UALR faculty and staff have always shown a wonderful can-do attitude and a capacity to work hard and adapt and change with the times. Therefore, I am optimistic about major success in accomplishing the ambitious goals and objectives set out in this report. In addition, I see much evidence that external stakeholders are recognizing how critical UALR is to the future of this region and of the state. I believe they are also ready to do their part to fast-forward the university—for the sake of the people it exists to serve.

Joel E. Anderson
Chancellor
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1. INTRODUCTION

The introductory chapter cites benefits of higher education, the state’s ranking on indicators of those benefits, and the role of UALR as Arkansas plays catch-up.

Universities make a difference. Universities confer a wide range of significant benefits relating to quality of life, healthiness, employment and income, economic productivity, civic participation, and reliance on government support—only a partial list.

The State of Arkansas ranks among the very lowest of the 50 states in the number of citizens with baccalaureate degrees, and the state also ranks on the low end in income, healthiness, and other significant benefits associated with higher education.

Arkansas needs to move forward at a faster pace if the people of Arkansas are going to maintain, much less improve, their standard of living in the intensely competitive global economy of the 21st Century. UALR is committed to helping Arkansas advance at a faster rate through the university’s instructional, research, and public service programs. The development of UALR, therefore, must be put in fast-forward mode.

UALR TODAY

2. WHAT KIND OF UNIVERSITY?...A NEW HYBRID.

Chapter 2 states that UALR is very much in the mainstream of American higher education. At the same time, it is a different kind of university—a metropolitan university.

In light of the credentials and records of the faculty, the recognition accorded the curricula, and the across-the-board accreditations it has achieved, UALR is correctly viewed as very much in the mainstream of
American higher education. The university offers a full range of undergraduate majors, 38 master’s degrees, a law degree, and 6 doctorates. In 2005, the university awarded 1,803 diplomas, with 1,213 at the undergraduate level and 590 at the post-baccalaureate level.

At the same time, UALR is a different kind of university—a metropolitan university. Most states have at least one metropolitan university and some have several, with most of them coming on the American scene since World War II. In 1969, the private Little Rock University was absorbed into the University of Arkansas to provide a public university in the capital city and the population center of the state.

Serving the complex higher education needs of metropolitan regions, metropolitan universities have become complex institutions. They can be defined as hybrids which combine major characteristics of all four dominant strands of American higher education—the liberal arts college (strong undergraduate education), the community college (access to higher education for place-bound people who may not be well-prepared), the land-grant university (outreach and public service), and the research university (research).

UALR and similar campuses have served more than the traditional students who have long dominated thinking about higher education—18-24 year-olds, mostly white, enrolled full-time, and living in campus housing. The new metropolitan campuses have served the traditional 18-24 year-olds just described and have also extended higher education opportunities to many nontraditional students—commuting students who hold jobs, have families, are older, and might be enrolled part-time, with many of them being minority students and women who are place-bound and cannot move away to attend college. Metropolitan universities have also responded to the increasing higher education requirements of the sizable professional communities typically found in metropolitan regions—as illustrated by the growth of UALR’s law school, master’s degrees, and doctoral programs.

These metropolitan universities have also been different in their relationships with their communities, seeking a close as opposed to a distant town-gown relationship. Metropolitan universities are “partnership” universities ready to join with government offices and agencies and with community organizations and groups to solve problems. Such universities focus a significant amount of research and extension activities on the challenges faced by people living in their respective urban areas.

3. WE TEACH...AND MORE!

Chapter 3 gives a profile of the UALR student body. It also shows that in addition to the fundamental role of teaching, UALR also makes significant contributions through research/creative activities, and public service.

UALR’s student body profile is distinctive in Arkansas. Enrollment for fall 2004 was 11,806. In the course of the year—fall, spring, and summer terms 2004-2005—UALR enrolled a total of 15,247 different students. The average age of all UALR students typically falls between 27 and 28 years. Female students are in a sizable majority at 63 percent. Sixty-two percent of UALR undergraduate students enroll full time and 38 percent enroll part-time,
with the average semester course load falling between 10 and 11 credit hours. A high percentage—97 percent—of UALR students commute to classes.

The students served by metropolitan universities include large numbers of transfer students. That UALR serves many transfer students is evidenced by this fact: UALR is the only university in the state where year after year the number of undergraduate degrees awarded by the campus has exceeded the number of first-time, full-time entering freshmen of the campus.

Ninety-three percent of UALR students are Arkansans, and 92 percent of UALR graduates remain in Arkansas.

The UALR student body is the most diverse in Arkansas, with 64 percent white, 29 percent African American, 2 percent Hispanic, .05 percent Native American, and the balance international and “other.” UALR enrolls more African American students than any other campus in Arkansas and over the past five years has led all institutions in graduate degrees awarded to African American students—32 percent of such degrees 2000-2004.

In regard to research, much has changed since 1989 when the State Board of Higher Education noted that “research is of growing importance” at UALR. Today research activities span numerous areas from giant pandas to robots to Shakespeare. In the 15 years following 1989, the level of funding from grants and contracts rose from $5 million to $22 million. The university has not only been authorized to offer doctoral programs but now offers six. In the national Carnegie classification system, in 2000 UALR was moved into a “research intensive” category. In the last seven years, seven UALR faculty members have received Fulbright appointments to teach and research in seven countries around the world. Other faculty members have been awarded a variety of nationally recognized fellowships.

In regard to public service, or external engagement—which is the least understood of the three major university roles of teaching, research, and public service—UALR has an outstanding record. Public service by faculty and professional staff involves the application of their expertise—professional expertise based in their respective academic disciplines—to issues and problems external to the campus.

In an effort to achieve better understanding of public service activities and UALR’s outstanding record in this university role, Chapter 3 provides extensive examples of these outreach activities. This Executive Summary will give a single example from each of four categories of public service:

- **By individual faculty members:** A biology faculty member and three students helped the city fight the West Nile Virus by identifying and monitoring mosquito breeding grounds so the areas could be treated by the city and the insects tested for the virus.

- **Public service activities based in an academic unit:** Through an outgrowth of the gifted and talented graduate program, College of Education faculty and students offer Summer Laureate/University for Youth (SLUFY) programs each year. These summer programs provide enrichment experiences for the participating pre-collegiate students and at the same time provide required professional development experiences for UALR students pursuing degrees in teaching.

...92 percent of UALR graduates remain in Arkansas.
• **University efforts to address major community issues:** At the request of the County Judge and other leaders in Saline County, an interdisciplinary team of seven UALR faculty members and one graduate student studied and offered recommendations that helped resolve decades of controversy among 14 different water purveyors in Saline County—a county with a history of much litigation of water issues.

• **Major campus units which have outreach as their primary mission:** The Institute for Economic Advancement provides a regular state economic forecast which is an important component in the state government’s official revenue forecast. The institute is a source of an immense amount of census data and provides technical assistance in the use of the data. The institute also supports statewide economic development by offering the Certified Economic Developer program.

4. **PEER GROUP COMPARISONS…AN OVER-ACHIEVER?**

*Chapter 4 reports that when UALR is benchmarked among a group of 15 metropolitan universities across the nation, it compares very well; yet there are areas in which improved performance is clearly indicated—specifically student retention and graduation rates.*

The peer group includes these metropolitan institutions: Boise State University, Cleveland State University, Georgia State University, Portland State University, University of Arkansas at Little Rock, University of Central Oklahoma, University of Colorado-Denver, University of Massachusetts-Boston, University of Memphis, University of Missouri-St. Louis, University of Nebraska-Omaha, University of New Orleans, University of North Carolina-Charlotte, University of Southern Maine, and Wichita State University.

Here is how UALR compares on a number of student characteristics:

- 1st in percentage of female students
- 3rd in percentage of undergraduate under-represented minorities
- 1st in percentage of undergraduates 25-years and older
- 5th in percentage of undergraduates enrolling part-time
- 11th in percentage living on campus
- 1st in percentage of undergraduates receiving federal need-based Pell Grants, an indicator of more low-income students
- 13th in first-year freshmen retention rates
- 14th in undergraduate six-year graduation rates

UALR’s overall performance compares very favorably to its peers as evidenced by the following:

- holds all applicable national professional accreditations (one of five institutions in peer group)
- is classified in one of the Carnegie research institution categories
- is 3rd highest for total Federal Science and Engineering Research and Development Support over five years and 2nd highest per full-time faculty
• provides a very good student/faculty ratio, 4th lowest in the group
• offers doctoral degrees with 30 percent of degrees at master’s level and above
• offers degrees in cutting-edge sectors
• competes in the National Collegiate Athletic Association’s Division I

PLANNING ENVIRONMENT

5. ESSENTIAL UNDERPINNING...THE FINANCIAL OUTLOOK

Chapter 5 reviews major revenue and expenditure categories and discusses the outlook for funding.

In 2004-2005, UALR had an operating budget of $109 million (not counting more than $20 million in grants and contracts), of which 49 percent came in state appropriations and 41 percent from student tuition and fees. Over the previous 20 years, state support has increased 1.3 percent annually when adjusted for inflation as reflected in the Consumer Price Index and only 0.45 percent when adjusted for inflation as reflected in the Higher Education Price Index. The university has made its improvements and advances with a very thin margin of increased state dollars each year.

In advance of the 2005 biennial session of the Arkansas General Assembly, the Arkansas Department of Higher Education (ADHE) developed a revised funding model for the state’s public universities based on an extensive national study of the actual costs to universities of providing academic programs, by discipline and level, conducted by the University of Delaware. ADHE calculated a needed level of funding for each Arkansas university, based on mission and mix of programs, to equal the national average. UALR was calculated to be at the 75.9 percent level before the legislative session in 2005 and 78.4 percent afterward thanks to the increased appropriation for the new biennium.

In recent years, the university has had the benefit of major private donations for capital improvements—the Donald W. Reynolds Center for Business and Economic Development, the Dr. Ted and Virginia Bailey Alumni and Friends Center, and the Jack Stephens Center.

Although the record would suggest that the university can expect gradual increases in state funding, the rate will be slow and will put a premium on increasing other revenue sources—grants and contracts,
private donations, congressional earmarks, and local support. Over the last decade, student tuition has increased an average of just less than 5 percent per year and can be expected to continue to increase. Tuition is the major source of revenue over which the university exercises substantial control, and the level of tuition is heavily influenced by the level of funding from the state.

6. NEW EXPECTATIONS...UNIVERSITIES AND ECONOMIC DEVELOPMENT

Chapter 6 reports that in the first decade of the 21st Century universities are viewed as critical to—not just important to—economic development within a region and also critical to the nation's economic competitiveness in the global economy. Chapter 6 also reports relevant findings of three recent economic development studies in Arkansas: (1) Report of the Task Force for the Creation of Knowledge-Based Jobs, (2) Milken Institute Report, (3) AngelouEconomics Report.

National leaders such as Alan Greenspan view higher education in a global perspective and define the role of universities as a key to economic competitiveness. Universities across the nation are repeatedly challenged by national leaders to strengthen the nation's hand in the global market place. UALR accepts the challenge. Not all universities do.

The national economy is made up of numerous regional economies, each with a dominant city. These regional economies develop within states, and sometimes across state lines, around cities such as Little Rock, Tulsa, Memphis, St. Louis, and Chicago. For example, in central Arkansas there is a six-county regional economy pivoting around Little Rock that is labeled a Metropolitan Statistical Area (MSA) by the U. S. Department of Commerce.

A recent massive scan of economic performance variables in 100 metropolitan areas across the nation, including Little Rock, for the decade of the 1990’s documented that “…urban areas contain the nucleus of the U.S. economy. Cities disproportionately house the nation’s assets, and play key roles as drivers and hubs of economic growth.” (Chapter 6, Note 5) The importance of cities is magnified in the new knowledge-based economy because of the “benefits of agglomeration” in cities where people and ideas cluster and interactions intensify.

A university provides a regional economy with more than college graduates, research and development assets, technical assistance, and an infusion of money into the local regional economy. UALR, with 1,283 full-time employees and 1,080 part-time employees (many of them students) in 2004-2005 is a major
community employer, purchaser, investor, and developer that is not going to move out of state.

A university in a city makes another contribution that recently has come to the fore. The faculty and other professional personnel of a university are part of the “creative class” of a community which, according to Richard Florida, is a key to economic growth. He contends “that regional economic growth is driven by the location choices of creative people—the holders of creative capital—who prefer places that are diverse, tolerant and open to new ideas.” (Chapter 6, Note 12)

Florida, author of the study entitled The Rise of the Creative Class, has developed a creativity index for 268 regions and grouped them by size. In his analysis of data on the regions for 2001, Little Rock fared well, ranking 62nd overall out of the 268 regions and 6th best out of 32 in the regions of 500,000 to 1,000,000 population. (Chapter 6, Note 13)

Three recent reports paint a picture with a challenging future for Arkansas in the global economy of the 21st Century.

Report of the Task Force for the Creation of Knowledge-Based Jobs: According to the first of these reports, by the Task Force for the Creation of Knowledge-Based Jobs in September 2002, “In the new economy, the things that matter most are college, graduate science and engineering degrees, research, intellectual property, new business starts and expansions, and participation in global commerce.” (Chapter 6, Note 14) The task force urged that priority for university resources focus on degree programs that will make the largest contribution to the economic development of the region, and made favorable note of UALR’s CyberCollege.

Milken Institute Report: The second study was carried out by the Milken Institute, which in September 2004 issued its report entitled Arkansas’ Position in the Knowledge-Based Economy. (Chapter 6, Note 18) The Milken Institute report gives a very valuable and highly detailed analysis of the state’s strengths and weaknesses in the new, high-tech, knowledge-based economy. It offers a point-by-point comparison and ranking of Arkansas among the 50 states. It repeats an all too familiar story. With an overall ranking of 49th from the top on the State Technology and Science Index, Arkansas is playing catch-up and needs to try harder, run faster, and play smarter than other states.

The Milken report stressed that Arkansas needed to educate a technologically skilled workforce; to expand support for research, intellectual property, and commercialization; and to provide an environment congenial to innovation.

Two references to UALR in the Milken report should be noted.

In the first of these, the Donaghey College of Information Science and Systems Engineering (CyberCollege) is identified as one of the “critical programs and initiatives that nurture the development of a technologically skilled workforce in Arkansas.” (Chapter 6, Note 20)
The other reference to UALR was in a discussion of how to boost the critical areas of research and science in Arkansas by developing research clusters:

Attempting to develop a research cluster from the ground up is both risky and expensive, which means that the three most viable candidates are the University of Arkansas in Fayetteville, the University of Arkansas Medical School in Little Rock, and the University of Arkansas-Little Rock, even if other candidates such as Arkansas State University in Jonesboro might establish itself as such further in the future. (Chapter 6, Note 21)

AngelouEconomics Report: Business and civic leaders in 11 central Arkansas counties with a combined population of almost one million have formed an organization with the name Metro Little Rock Alliance (MLRA). The organization retained the services of AngelouEconomics, a consulting firm in Austin, Texas, to assist in developing an economic development strategy for the 11-county region. In October 2004, the consulting firm issued its final report. (Chapter 6, Note 22)

The AngelouEconomics report included analyses and recommendations reminiscent of those noted above in the first two reports, urging priority attention, for example, to workforce development and education, entrepreneurship, and quality of life factors. In a list of seven priority recommendations, the second listed by AngelouEconomics was, “Invest in and expand UALR to become a premier higher education institution.” The report urged support for CyberCollege and for an expansion of engineering offerings. (Chapter 6, Note 23)

For administrators and faculty at UALR, it is both gratifying and sobering that universities have come to play such crucial roles in the economic well-being of the community, state, and nation. Indeed, one cannot read the three reports just noted without feeling urgency about strengthening this university so that it can play a stronger and more effective role in moving the state into fuller participation in the economy of the 21st Century. The need to get on with this task is heightened by the two stories reported in Chapter 6 about major opportunities that were missed— with one example from the 1960’s and one from the 1980’s—because central Arkansas lacked the graduate, science, and engineering programs it is finally on the verge of having at UALR.
7. SITUATIONAL ANALYSIS...STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS

Chapter 7 summarizes the results of a situational analysis through which university strengths, weaknesses, opportunities, and threats were identified.

STRENGTHS:

- **State funding.** UALR would require an unrestricted endowment in excess of a billion dollars, assuming a 5 percent annual yield, to provide income equal to the dollars provided by the state. (State funding will also appear in the list of weaknesses below.)

- **University of Arkansas System.** Being part of a recognized and dominant state university system confers prestige and credibility inside and outside the state and communicates that a young university is in the mainstream of American higher education.

- **Faculty.** A few minutes spent browsing through the listing of UALR faculty and their credentials will show a remarkable collection of talent, covering virtually all academic fields and holding terminal degrees from many of the world's finest institutions of higher learning.

- **Academic breadth.** UALR is a comprehensive university, offering major programs of study across the full range of academic disciplines and from the associate through the doctoral degree. The university is therefore capable of responding to the individual higher education needs of a great variety of people.

- **Undergraduate core curriculum.** The core curriculum, reviewed and updated from time to time, instills a broad foundation of knowledge and skills equipping individuals to manage their lives in today's complex civilization and to be flexible in the face of changes in the future.

- **Convenient class schedule.** For the many students who have to juggle college attendance, job demands, and family responsibilities, UALR, in addition to the traditional day-time class periods, has for many years offered classes during the late afternoon, evening, and weekends and has recently added many on-line classes, making them available to students essentially anytime and anywhere.

- **Outreach units.** UALR has numerous outreach units noted in Chapter 3 that do an outstanding job of extending university expertise and services to people in the urban community and across Arkansas, with a partial list including the Institute for Economic Advancement, the Arkansas Small Business Development Center, Institute of Government, Community School of the Arts, Intensive English Language Program, Advanced Placement Summer Institute, Summer Laureate-University for Youth, the MidSouth Center, Speech and Hearing Clinic, Bowen School of Law Mediation Clinic, and UALR Children International.

- **Campus diversity.** As noted above in this executive summary, the UALR student body is the most diverse in Arkansas, and UALR has led in the number of graduate degrees awarded to African American students. The campus is positioned to provide leadership on the issue of race, a foremost barrier to progress throughout our state's history.

- **Technology.** UALR was the first campus in the state to offer students on-line class schedules, on-line registration, on-line student aid applications, and a wireless network on campus. The campus boasts a
Virtual Reality Center and in 1999 launched the CyberCollege with programs that prepare students to work at the forefront of the knowledge-based economy.

- **Grant and contract funding.** UALR faculty and staff have achieved considerable success in increasing resources through grant and contract funding—exceeding $20 million per year over the last four years.
- **Service to transfer students.** UALR each year admits more transfer students as a percentage of undergraduate enrollment than any other four-year campus in the state.

**WEAKNESSES:**

- **State funding.** State funding was listed above as a strength. However, when compared with the funding levels that other state governments provide their public universities, the level of state support for UALR is a weakness. With UALR funded at only 78.4 percent of the average of universities across the country with a similar set of programs, it is difficult for UALR to pay competitive salaries, provide a competitive number of scholarships, keep abreast of technology, adequately fund the library, maintain buildings, etc.
- **Assets for recruiting recent high school graduates.** As a commuter campus, UALR throughout its history has not been well-positioned to compete for the best entering freshmen against institutions with abundant student housing and long traditions of student life on campus. A related weakness is the limited supply of private scholarships to attract entering freshmen and then retain them in subsequent years of study.
- **College-readiness of entering freshmen.** The average composite ACT score for UALR’s entering freshmen has hovered around 19, a score that reflects a minimum admission threshold. The institution receives and works with a large number of students who need one or more remedial courses.
- **Graduation rate.** As noted above, the comparison with the higher graduation rates of metropolitan peer institutions indicates this is a performance measure on which UALR should do better.
- **Absence of well-based and accepted academic outcome measures.** All institutions of higher education suffer for lack of widely accepted measures of educational effectiveness. Those most commonly used, including retention and graduation rates, favor traditional campuses with selective admission criteria.
- **Limited alumni and development programs.** As UALR moves into a comprehensive fundraising campaign, the very limited investments made to date in alumni and development programs are apparent. These programs need to be strengthened significantly.

**OPPORTUNITIES:**

- **Location.** UALR has a singular advantage among universities in Arkansas in its location in the capital city and geographic center of the state. The Greater Little Rock metropolitan area is the center of population; government; medicine and health care; finance and business; transportation; communications; and cultural organizations. The metropolitan area also includes a presidential library, a zoo and a large variety of non-profit organizations including Winrock International and Heifer International. The university thus has numerous opportunities to leverage its resources and enrich the curriculum and provide students with enhanced learning experiences through partnerships with businesses, government offices and agencies, courts, health care organizations, law firms, non-profits, and other organizations.
EXECUTIVE SUMMARY

• Changing demographics. The changing demographics in central Arkansas and the state, particularly the growth of the Latino population, give UALR an opportunity to serve another segment of the population that will benefit greatly from higher education.

• Two-year colleges. The number of two-year campuses in Arkansas has grown to 22, and the increased enrollment at those campuses should give UALR an expanded source of transfer students.

• Low percentage of Arkansans with college degrees. With Arkansas ranking 49th among the 50 states in the percentage of persons with bachelor’s or higher college degrees, UALR and other four-year campuses have not saturated their markets.

• State workforce priorities. UALR, on the basis of the programs of study it offers, is well-positioned to address areas of critical shortages in the workforce that have been identified by state officials including nursing, a number of K-12 teaching fields, and a variety of high-tech and scientific disciplines.

THREATS:

• Increased competition for students. The creation of Pulaski Technical College in 1991 and its subsequent growth is a development UALR officials have viewed as good, even overdue, for central Arkansas and the state. However, it has meant a competition for freshmen and sophomore students that has taken a toll on UALR enrollments. At the same time, other four-year institutions have intensified their student recruitment activities and advertising in the Little Rock area; and a number of for-profit universities based out of state have begun to offer classes in Little Rock. The competition for students is important since funding—both tuition and state appropriations, which together provide 90 percent of annual revenue—are both tightly linked to student enrollments.

• Neighborhood in slow decline. Between 1960 and 2000, population in the area of the city within an approximate 20-block radius of the UALR campus has fallen by 29 percent. Although the extent of neighborhood decline should not be exaggerated, it is real and, at minimum, makes it harder to recruit and retain students, faculty, and staff.

FUTURE DIRECTION

8. RESPONDING TO THE REALITIES…VISION FOR A DECADE

Chapter 8 presents a vision that takes account of the realities described in the preceding chapters. In “Vision for a Decade” the reader is asked to become a time traveler and visit the campus a decade from now to see the university we intend to build. The following paragraphs offer an abbreviated version of that visit to the future a decade hence.

The time traveler finds a state that has moved up several notches from the bottom on a number of measures of comparison due in part to the contributions of this university. The grounds and facilities have been further improved and made more beautiful as the campus has implemented the Campus Master Plan completed in 2005. There is a signature landscaped area along Coleman Creek that draws visitors from both the campus and the community. There is a grand front door to the campus at the intersection of University and Asher Avenues.
The student body has grown. The sense of community on campus has grown stronger, a by-product in part of more student housing. Higher retention and graduation rates have been achieved. There has been a steady increase in the percentage of traditional-aged, full-time students; and there is more ethnic diversity reflecting the local increase in the Latino population and a steady increase in the number of international students. At the same time, UALR continues each year to serve thousands of place-bound commuting students—citizens that metropolitan universities serve so well.

The faculty are making significant contributions to research and development, essential components of robust economic development in central Arkansas and the state.

The university has strengthened its graduate education niche and has moved into the Southern Regional Education Board’s Four Year 2 category of institutions of higher education.
One key to the university’s rapid progress during the decade was the increase in private donations produced by a comprehensive fund-raising campaign. The increase in annual giving, major gifts, and deferred giving have all been encouraging and exciting. The increased private support has enhanced numerous teaching, research, and public service activities. All the colleges and the law school now boast one or more endowed chairs or endowed professorships as well as a number of endowed student scholarships. The university’s intercollegiate athletics teams have all become more competitive with improved facilities and an increase in scholarships for all teams made possible by the increase in private donations.

The faculty are providing courses of study that are up to date, technology-enhanced in many instances, and that prepare students to live, work, and lead in the unfolding 21st Century. Through regular assessment of student learning outcomes and rigorous evaluation of academic programs, faculty constantly improve the institution’s academic courses and programs.

The dollars brought to the university and the state through grants and contracts at UALR, which provide a boost to the economy, have increased significantly during the decade as UALR faculty members have been increasingly successful in competing for federal research dollars. The number of inventions and patents from the campus grew significantly during the decade. As a result of commercialization of intellectual property developed on the campus—after an early success in nanotechnology—the state economy now includes a growing cluster of high-tech businesses in central Arkansas. The education of undergraduates has been enriched as faculty have expanded the opportunities for undergraduates to participate in research.

The time traveler finds that UALR has continued to give and receive benefit through a rich set of partnerships with a variety of organizations in the community. The university’s annual survey of racial attitudes in Pulaski County, based on the premise that a community must face its problems in order to remedy them, has continued to focus attention on a paramount community issue. As a result, at least in part, of the efforts of the university to promote regional cooperation across central Arkansas, leaders in one community after another are coming to recognize the implications of being part of an intensely competitive global economy. Working together, they have been able to make life better for citizens in all towns and counties in the region.

Driving through the university’s neighborhood, the time traveler sees that more than the campus has changed. When the city of Little Rock widened University Avenue, it was transformed into an attractive, tree-lined boulevard, with new pedestrian safety features. The university’s partnership with the people, businesses, churches, city government offices, and others has had a good effect. Throughout the University District, businesses are starting or expanding, there are new housing starts, and at Asher and University one encounters a thriving international business village.

In short, the visitor to the future a decade from now would find in UALR a higher education powerhouse, deeply engaged with its community and the world, contributing very broadly and powerfully to both social advancement and economic growth through its noteworthy instructional, research, and public service programs.
9. GETTING FROM HERE TO THERE...IMPLEMENTATION

During the planning process an extensive set of goals, objectives, and strategies were developed to achieve the vision for a decade. They constitute an internal management and accountability document. Here are the goals and objectives, omitting the more detailed strategies for achieving the objectives.

GOAL ONE

UALR will provide programs of study that will educate students to live, work, and lead in the complex, technological, diverse world of the 21st Century.

Objective 1: The university will ensure the quality of its educational programs.

Objective 2: The university, in accord with its mission, will graduate students who understand the roles they can play to make a difference in society.

Objective 3: The university will give priority to new academic programs which promise the greatest impact on meeting the needs of Arkansas in such areas as economic development, health care, education, and social welfare.

Objective 4: The university will increase the number of certified, K-12 teachers it graduates by 40 percent in five years.

Objective 5: The university will increase the number of nurses it graduates by 100 percent in five years.

Objective 6: The university will expand its cultural programs to contribute to the quality of life in central Arkansas.

Objective 7: The university will increase the number of baccalaureate degree graduates by 20 percent in seven years.

Objective 8: The university will be the high-tech campus in Arkansas where relevant technology is prominently available and used extensively by students, faculty, and staff.

GOAL TWO

UALR will provide a student-centered educational environment.

Objective 1: The university will organize its operations and shape its practices, policies, and procedures to be as student-centered as possible, as evidenced by increased student satisfaction and success.
Objective 2: The university will strengthen the sense of campus community through expanded on-campus student housing, specific academic offerings, strengthened extracurricular programs, and selected faculty activities.

Objective 3: The university will implement research-based strategies for increasing persistence (retention) and graduation rates of UALR undergraduate students by 20 percent in five years.

GOAL THREE

UALR will continue to expand its graduate offerings to address regional and state needs.

Objective: The university will expand graduate offerings, particularly those that address regional and state needs and those that contribute significantly to the economic development of the state.

GOAL FOUR

UALR will expand its research capabilities to support UALR’s academic mission and to strengthen regional and state economic development plans.

Objective: The university will increase its commitment to research.

GOAL FIVE

UALR will provide exceptional service through partnerships and outreach activities.

Objective 1: The university will build mutually beneficial partnerships with community institutions and organizations.

Objective 2: The university will continue to offer its services as an honest broker and a neutral convener in efforts to address community issues and problems.

Objective 3: The university will offer its services to the community through campus units which have community-focused missions.

Objective 4: The university will be an integral player in the cultural life of central Arkansas.

Objective 5: The university will be a leader in efforts to revitalize the University District.

GOAL SIX

UALR will support and strengthen its human resources.

Objective 1: The university will support faculty, its key human resource, by providing expanded professional development opportunities.
Objective 2: The university will reward the faculty appropriately as evidenced by faculty salaries at or above Southern Regional Education Board averages.

Objective 3: The university will continue to provide professional development opportunities and to reward staff appropriately as evidenced by salaries at the appropriate market rate and by the satisfaction level of staff.

GOAL SEVEN

UALR will provide the institutional infrastructure necessary to achieve its educational mission.

Objective 1: The university will be a model of responsible stewardship of the physical resources of the campus.

Objective 2: The university will continue to expand the information technology resources of the campus to ensure effective and efficient use of technology.

Objective 3: The university will consistently engage in benchmarking and in process improvement efforts to make the functioning of the institution more efficient and user-friendly.

GOAL EIGHT

UALR will develop a strategy to enhance resources to accomplish its mission.

Objective 1: The university will develop a funding strategy that will align potential sources—such as internal reallocations, state appropriations, tuition, fees, grants, contracts, foundation awards, Federal earmarks, private donations, local tax support—with appropriate goals.

Objective 2: The university will vigorously communicate who it is and what it does for the people of Arkansas in order to increase understanding and support at local, state, and federal levels.
10. LOOKING AHEAD...PLEDGES TO EXTERNAL STAKEHOLDERS

The final chapter of the report offers seven pledges to the university's external stakeholders. They reflect UALR's broad commitments as a public university located in Little Rock today—commitments in response to the strategic challenges of the state, the central Arkansas region, and the greater Little Rock/North Little Rock metropolitan community.

PLEDGE ONE

UALR pledges to provide programs of study that will educate students to live, work, and lead in the complex, technological, and diverse world of the 21st Century.

PLEDGE TWO

UALR pledges to shape its programs and align its resources to address state-identified priorities.

PLEDGE THREE

UALR pledges active support of regional and state strategies to speed economic development.

PLEDGE FOUR

UALR pledges to work in partnership with governmental entities and community organizations and groups to solve community problems and advance the community in other ways.

PLEDGE FIVE

UALR pledges to be a keeper of the flame on the subject of race.

PLEDGE SIX

UALR pledges to be a keeper of the flame on the need for regional cooperation in central Arkansas.

PLEDGE SEVEN

UALR pledges to work as an active partner in revitalizing the University District, the area of the city immediately around the university.
EPILOGUE...TWO CHALLENGES

The epilogue notes two challenges—an internal challenge to the administration, faculty, and staff of UALR; and an external challenge to external stakeholders, particularly civic and business leaders.

The challenge to the administration, faculty, and staff of UALR:

- The strategic planning exercise is done for now. Your challenge is to make the strategic plan a reality. It does not matter how compelling the vision or how well-based the goals, objectives, and strategies or how sincere the pledges. What matters now is what the people on campus do. That is what will be remembered. Action is what will make a difference.

The challenge to the external stakeholders, particularly to civic and business leaders:

- There is no doubt that a fully developed, powerhouse university in the center of the state is a critical state and regional asset needed immediately—indeed, was needed several decades ago. Your challenge is to recognize a personal interest, a vital interest, in fast-forwarding the development of the University of Arkansas at Little Rock—not for the university’s sake but for yours.
In 1948, these two small buildings held the LRJC library, president’s office, and student union.

Today, the view of Cooper Fountain and surrounding green space is blocked to anyone inside the Donaghey Student Center.

In the future, the view west from the Donaghey Student Center could include the Cooper Fountain surrounded by expanded green space.

In 1948, visitors to campus saw cars and a foot bridge as they looked east on 32nd street.

Today, visitors to the UALR campus see the beginnings of new student housing as they look east along 32nd street.

In the very near future, the view east on 32nd street will include UALR’s new student apartment-style housing complex.
1. INTRODUCTION

The University of Arkansas at Little Rock (UALR) is a public university established and funded to advance the state of Arkansas and its people. That is what UALR is about. UALR’s role in advancing Arkansas and its people is what this strategic plan is about.

BENEFITS OF HIGHER EDUCATION

Higher education offers extremely significant benefits to a state. Three pieces of evidence—two of them rather dramatic statistics-based “pictures”—are all the evidence needed to support this proposition.

Figure 1-1 is an illustration published by Postsecondary Education Opportunity, and it shows on a national basis that more education and more income go together and that less...
education and more unemployment go together.

Higher income is arguably not even the most important benefit of higher education, but it is important, and it is the benefit most readily understood. In any event, the relationship between education and income and between education and employment are remarkable.

Figure 1-2 shows a different kind of benefit. In a country with a democratic system of government, citizen participation is fundamental. Figure 1-2 shows the relationship of education levels and citizen participation in democratic processes, specifically voting in a presidential election. They go hand in hand. As one goes up, so does the other.

![Figure 1-2](image)

Figure 1-3 shows the remarkable set of benefits higher education provides both the community (“public” benefits) and the individual (“private” benefits). The “Array of Higher Education Benefits” Figure 1-3 is a frequently reproduced summary prepared by the Institute for Higher Education Policy. Each of the 20 items in the array is a very significant benefit of higher education.

![Figure 1-3](image)
UALR and the other colleges and universities in Arkansas have a very large task in front of them if citizens of the state are to enjoy benefits of higher education comparable to other states. Three pieces of evidence will be more than sufficient to support this proposition.

Figure 1-4 shows again that education and income levels track together, but it adds an interesting dimension. It shows where all the 50 states fall on both measures. Arkansas is found in the lower left corner, which indicates low levels of education and low levels of income.

Figure 1-5 presents a similar picture in regard to education and health among the 50 states. It thus documents one of the private benefits listed in the Array of Higher Education Benefits—“improved health/life expectancy.” With better health there is “decreased reliance on government financial support,” one of the public benefits. Again, Arkansas is found in the lower left corner, which indicates low levels of education and low levels of healthiness in the state.

A final piece of evidence: A significant study issued by the Arkansas Department of Higher Education in 2001 clinched the argument that Arkansas needs to increase the number of Arkansans holding a baccalaureate degree. In addition to showing that the people of the state would be healthier, the report stated that “if the 2.5 million Arkansans had the average education of the U.S. and the consequent average income, the Gross State Product would be about $21 billion more….Another way of saying this is that the average Arkansan, or the average Arkansas family, would have a standard of living about 33% higher.”  

If the 2.5 million Arkansans had the average education of the U.S. and the consequent average income, the Gross State Product would be about $21 billion more...
THE
ROLE
OF UALR

The report which follows will not offer the familiar litany of negative comparisons of
Arkansas with other states. Nonetheless, it is important to be aware of the state's relative
standing and the resulting challenges faced by the state's colleges and universities in
preparing citizens of the state to live and work in the 21st Century.

The rest of this report explores the role that the University of Arkansas at Little Rock must
play and then presents a plan that will enable the university to play that role.

UALR from the beginning has had the advantage of place, which means it also has the
responsibilities of place. It is located in the heart of Little Rock/North Little Rock urban
center of the state, along with two other public institutions of higher education—the
University of Arkansas for Medical Sciences and Pulaski Technical College. Among the
three, UALR is the only comprehensive university, which means it will have a broader
role going forward than either of the other two, with whom it will have complementary
relationships.

UALR FAST
FORWARD

UALR is frequently called an emerging university, an apt description.

Although UALR in many respects “has arrived,” it is not yet what the state needs today in
the capital city—nor what the state has needed for a number of decades, as a reading of
missed opportunities that are recounted later in this report will show.

Arkansas is playing catch-up. UALR has a critical role to play in that state effort and is
also playing catch-up. The vision and plan found in the following pages will fast-forward
the university to a level of development that is overdue.

NOTE

1 “Student Success: Graduation and Retention in Arkansas,” Arkansas Department of Higher Education,
July 2001. (Research and Analysis by Robert Johnston, Associate Director. Recommendations by Lu Hardin,
Director.) See page 13. Another report, Miles to Go: Arkansas, issued in 2002 by the Southern Education
Foundation, provided evidence that persons with bachelor's degrees, as compared with those with lower levels
of education, live longer, are less likely to be unemployed, are less likely to be overweight, are less likely to be
on welfare, are more likely to vote, and are more likely to help others.
A new hybrid…

2. WHAT KIND OF UNIVERSITY?

The University of Arkansas at Little Rock is a different kind of university. It is a metropolitan university. Most states have at least one metropolitan university, and some states have several. These institutions often are not well understood.

What is a metropolitan university?

Located in or near the urban center of a metropolitan statistical area (MSA) with a population of at least 250,000, a metropolitan university is defined by the following:

- Has a mission that includes teaching, research, and public service;
- Serves a diverse student body—in age, ethnic and racial identity, and socioeconomic background—reflecting the demographic characteristics of the region;
- Responds to community and regional needs while striving for national excellence;
- Serves as an intellectual and creative resource for the metropolitan region to contribute to economic development, social health, and cultural vitality, through education, research, and professional outreach;
- Shapes and adapts its structures, policies, and practices to enhance its effectiveness as a key institution in the lives of the metropolitan region and its citizens.¹

Most of the nation's metropolitan universities have appeared on the scene since the Second World War. A college education was becoming more valuable, and with the growth of the national population, state leaders across the country were compelled to address the reality that their population centers needed, but often lacked, a public university. So it was in Little Rock in the 1960’s, where the response was not to start a new campus but to take Little Rock University, a small private institution, and change it into a state-supported institution through merger with the University of Arkansas. Thus, after several years of conversations, studies, and negotiations, the University of Arkansas at Little Rock was created and got off to a fast start in 1969.

The nation’s rising group of urban campuses, including UALR, serves students much different than the 18–24 year-old students of the traditional campus who are primarily white, live in campus housing, and enroll full-time.

These metropolitan universities have also been different in their relationships with their communities, seeking a close, as opposed to a minimal, town-gown relationship. These newer universities often have paralleled the earlier example of the land-grant university and its research and extension activities which focused on the challenges faced by farmers and rural communities. Metropolitan universities focus a significant amount of research and extension activities on the challenges faced by people living in urban areas.
A UNIQUE INSTITUTION OF HIGHER EDUCATION IN ARKANSAS

From the time the University of Arkansas at Little Rock became a state-supported university in 1969, there has been official recognition that it is different from other colleges and universities in Arkansas. (The statistical profile in the following chapter will highlight a number of differences.)

Given its location in the state’s urban center, UALR was expected not only to enroll traditional-age full-time students but also to enroll non-traditional students who held jobs, had families, were older, and might be enrolled part-time—with significant numbers of them being minority students and women who could not move away to attend college. There was also an expectation from the start that UALR’s academic programs, undergraduate and graduate, would serve the wide variety of higher education needs of the urban area.

In addition, there was an early recognition that the university should share its intellectual resources to help solve community problems and otherwise advance the metropolitan community. Dr. G. Robert Ross, UALR chancellor 1973-1982, is remembered as an early proponent of the concept of “urban mission” at UALR. During his tenure, a time of rapid growth in the number of faculty, Dr. Ross strongly advanced the notion that “public service” was an important faculty role, with public service defined as the application of the faculty member’s disciplinary expertise to external problems and issues. Under his leadership, UALR began to organize outreach units, such as a new Center for Urban and Governmental Affairs, and to modify policies to make it easier for faculty to engage in public service beyond the borders of the campus.

During the 1970’s the official statements of mission and role and scope adopted by the campus, the University of Arkansas Board of Trustees, and the Arkansas State Board of Higher Education (now renamed the Arkansas Higher Education Coordinating Board), all began to reflect UALR’s uniqueness as an urban university. In 1981, UALR published a monograph entitled “The Urban University: Present and Future.” The monograph included a reflective essay about

In 1948, crews were constantly trying to drain the water that overflowed Coleman Creek.

From 1948, an LRJC classroom building.
UALR by Dr. Charles E. Bishop, president of the University of Arkansas System, in which he noted that central Arkansas was “a major metropolitan center which has had no comprehensive university within it.” He encouraged the campus to pursue its urban mission. The monograph also included an essay by Dr. Ronald Williams, president of Northeastern Illinois University, focusing on urban universities and the importance of partnerships with their communities for mutual benefit.

RISE OF URBAN/METROPOLITAN UNIVERSITIES

Developments at the campus in Little Rock mirrored developments elsewhere in the nation. Evidence of the broader trends can be found in actions of the national higher education associations. In 1979 the National Association of State Universities and Land-Grant Colleges (NASULGC) established within the organization a Division of Urban Affairs. In 1985 the American Association of State Colleges and Universities (AASCU) adopted a policy statement entitled “Urban State Colleges and Universities” in which it noted, “Between 1960 and 1985, approximately sixty-five new, comprehensive, urban public higher education institutions have opened their doors.” The AASCU paper also stated, “The public service function is particularly important for publicly supported urban colleges and universities. These institutions are partners in the economic, cultural, and social lives of the cities.”

Perhaps the strongest evidence of the growing importance of this rising group of institutions was the establishment in 1989 of the Coalition of Urban and Metropolitan Universities (CUMU) whose membership 15 years later had grown to 75. An Arkansan, Dr. Paige E. Mulhollan, then president of Wright State University in Dayton, Ohio, was one of the primary leaders in the establishment of the Coalition of Urban and Metropolitan Universities.

The name of the organization—including both “urban” and “metropolitan”—shows that some members preferred “urban” as the adjective and others preferred the newer “metropolitan” designation. For most purposes these two terms are interchangeable.

Dr. Charles E. Hathaway served as UALR chancellor from 1993-2002. Before coming to UALR, he had helped organize the new national organization and played an important role in drafting the new organization's declaration of purposes. In 1995, when releasing a strategic planning report, Dr. Hathaway said:

The future of UALR depends on the response of the faculty to both the historical values defining a university and the relationship of our university to our metropolitan area…we affirm that we not only accept the academic and scholarly obligations expected of all excellent universities, but that we intend to extend the university into the Little Rock area to create a model of excellence.

In Little Rock, Dr. Hathaway articulated the model of the metropolitan university so clearly and implemented it so broadly and successfully that community leaders strongly embraced the model with the close university-community relationship that benefits both.
In the world of plants and animals, a hybrid combining characteristics of dissimilar parents may be stronger and sturdier than either parent and better adapted to its environment. So it appears to be with metropolitan universities. They are hybrids, strong and sturdy. They are dynamic and complex institutions that provide a broad range of higher education services that fit the needs of the complex metropolitan environments that they were established to serve.

Dr. Harold Enarson, president emeritus of Ohio State University and also Cleveland State University, served as a planning consultant to UALR and issued a report in 1991, *A Report to the University of Arkansas at Little Rock and Stakeholders in the University*. In his report Dr. Enarson might have been the first to refer to a metropolitan university, such as UALR, as a “hybrid” institution of higher education.

“Hybrid” is a helpful description because it suggests the complexity of metropolitan universities with multiple components in their missions. There are four frequently cited institutional models in American higher education—the liberal arts college, the community college, the land-grant university, and the research university. Metropolitan universities, including UALR, incorporate elements of all four models:

**LIBERAL ARTS COLLEGE.** UALR embodies the dominant characteristics of the liberal arts college with its strong undergraduate curriculum that requires broad knowledge assured by a general education core along with an area of depth represented by the major course of study. Teaching is a key component of the liberal arts college.

**COMMUNITY COLLEGE.** UALR also shows characteristics of a community college serving a significant number of traditional students while also serving nontraditional students who may be older, have a family, hold a job, and commute to classes. More than most universities, UALR provides access to higher education to a very diverse student body that includes well-prepared and not-so-well prepared students. Access, particularly for nontraditional students, is a key component of the community college.

**LAND-GRA NT UNIVERSITY.** UALR represents the urban version of the land grant mission with a strong public service orientation and an emphasis on outreach that extends university expertise into the metropolitan community and beyond. Public service—outreach—is a key component of the land-grant university.

**RESEARCH UNIVERSITY.** As UALR has matured, research has increased in importance. In the Carnegie Foundation’s national classifications, UALR is now in the “doctoral/research intensive” category. UALR faculty and staff have generated more than $20 million annually in external funding since 2001. Research is a key component of the research university.

Persons in or outside of higher education who assume a university must be only one of the four types of institutions—an either/or expectation—sometimes feel that a metropolitan university does not have a clear mission, that a university must be one or another of the four types. But metropolitan universities are clear about their missions, and one source
of evidence is the striking similarity of the official mission statements of the metropolitan universities across the nation.

The reality is that UALR always has served—since it became state-supported in 1969—and probably always will serve multiple purposes. It is not one of the four models. It is a hybrid that embodies all four of the dominant strands in the history of American higher education.

THE 1990’S:
THE PUSH FOR UNIVERSITY ENGAGEMENT

Imitation is said to be the sincerest form of flattery. The urban/metropolitan campuses imitated the outreach model of the land-grant universities, developing a variety of ways to engage with their wider metropolitan communities which were reminiscent of the ways and means land-grant institutions engaged with farmers and rural communities.

Recently, with encouragement from outside, a number of non-metropolitan institutions have begun to imitate the metropolitan universities by increasing their engagement with their surrounding communities.

In the last decade of the 20th Century, “engagement” became a widely used term in higher education primarily because of the interest and actions of national foundations and federal agencies. The story should actually begin with a development in 1989:

- Campus Compact formed in 1989 as a coalition of schools that were institutionalizing service learning as a teaching method that integrated service and community awareness into academic programs. (UALR is a member of the compact.)
- In 1990, the American Association of State Colleges and Universities published J. Wade Gilley’s *Interactive University*, a discussion of the respect, collaboration, and support created when universities develop an “others-centered” mindset in addressing the needs of the communities where they are located. (The message of this book resonated with UALR readers.)
- In 1990, the Carnegie Foundation for the Advancement of Teaching, led by Ernest Boyer, published *Scholarship Reconsidered*, a call for reexamination of ideas of scholarship in modernizing the role of universities in responding to societal needs. In this influential book, Boyer noted that “scholarship” and “research” had unfortunately become virtually synonymous. He urged acceptance of a broader definition of scholarship including discovery, integration, application, and teaching. (At UALR in the mid-90’s this book was the basis for two years of organized discussions of faculty roles and rewards and produced revisions in a number of college and departmental promotion and tenure guidelines.)
- In 1990, the National and Community Service Act was adopted to provide funds to develop service learning in the curricula of colleges and universities.
- The Urban Community Service Program (Title XI) was created in the U.S. Department of Education in 1992 to fund community partnership and research work at urban universities, much like the land-grant charter decades before.
• Also in 1992, the U.S. Department of Housing and Urban Development (HUD) began a new program called the Community Outreach Partnership Center grant (COPC) to help colleges and universities establish meaningful partnerships with their local communities through research, teaching, technical assistance, and training. (UALR received a COPC grant in 1997 to work with the Oak Forest Neighborhood.)

• In 1994, HUD opened the Office of University Partnerships to promote partnerships with universities as a key to growth and improvement of urban communities.

• In 1996, the American Association of Higher Education published its series, Service Learning in the Disciplines. The series provided “how-to” guides for hundreds of colleges and universities to implement service learning on their campuses.

• In 1997, the W. K. Kellogg Foundation commissioned a study of the future of colleges and universities in American society. The study led to a six-part series that began with the report, Engaged Institutions, which addressed the need for universities to respond to society’s needs.

• In 2002, the American Association of State Colleges and Universities published the Stewards of Place report, providing a guide for universities that want to merge their agendas with the agendas of the regions they serve.

The definition in Stewards of Place of publicly “engaged” institutions provides a good description of UALR:

The publicly engaged institution is fully committed to direct, two-way interaction with communities and other external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit.4

This definition also fits other metropolitan universities that are members of the Coalition of Urban and Metropolitan Universities.

Whether many other universities will, like the metropolitan universities, in fact become “engaged” universities remains to be seen. As listed above, there have been significant
external organizations and government programs encouraging it, but whether there will be much lasting impact across higher education is not yet clear. To change from a more traditional, inwardly focused institution to one that exhibits sustained commitment to community engagement through its policies, practices, organizational structure, and performance is a challenging undertaking, one that takes time to accomplish.

SELECTED PLANNING IMPLICATIONS

A university can be located in but isolated from its city. In contrast, UALR sees the larger community’s well-being and its own well-being as intertwined: as one advances or suffers, so does the other. Therefore, UALR is committed to involvement with the metropolitan community, to deep engagement. Yet the metropolitan university—the new hybrid that combines the four major historical strands of American higher education—is still relatively new to the scene and not fully understood either inside or outside higher education. The planning implications of this chapter mostly flow from that underlying reality. Evaluation categories applied to metropolitan campuses, both inside and outside higher education (such as in the media), as well as funding models at the state level, remain biased in favor of traditional campuses.

Here are planning implications of this chapter:

- Within the state, particularly in the higher education funding arena, UALR must work persistently to increase understanding of UALR’s role, contributions, and needs.
- UALR faculty and administrative leaders need to develop language, figures of speech, and data that more effectively communicate to off-campus audiences the nature of the university and the achievements of faculty and students in teaching, research, and public service.
- At a hybrid institution of higher education, a one-size-fits-all system of faculty roles and rewards is inconsistent with accomplishment of the institution’s mission. UALR faculty and administrative leaders need periodically to review policies on faculty roles and rewards to assure that they are up-to-date and consistent with the institutional mission.
- In light of the shaping impact of national policy, UALR should work through appropriate higher education associations, such as the Coalition of Urban and Metropolitan Universities, to achieve at the federal level understanding and support of the important roles that metropolitan universities such as UALR play in the urban areas of the nation.

NOTES

2. The Urban University: Present and Future, University of Arkansas at Little Rock Monograph Series, 1980, p. 4.
MILESTONES
1927 - 2005

1927  Little Rock Board of Education established Little Rock Junior College (LRJC) upon the urging of Swedish-born principal John A. Larson. The college was located in Little Rock High School (now Little Rock Central High School) at West 14th and Park Streets.

1929  LRJC became the beneficiary of a trust established by former Arkansas Governor George W. Donaghey and his wife Louvenia.

1931  LRJC moved to the Uriah M. Rose Grammar School located at 13th and State Streets beginning with the fall term in September.

1949  LRJC moved to present location on an 80-acre tract of land on Hayes Street (now University Avenue) donated by Mr. Raymond Rebsamen.

1949  LRJC’s football team won Junior Rose Bowl in Pasadena California.

1957  LRJC became the private Little Rock University (LRU) and began offering four-year degrees.

1969  Little Rock University merged with the University of Arkansas to create the University of Arkansas at Little Rock (UALR).

1975  UA law program in Little Rock transferred to UALR and School of Law created.

1975  UA Graduate School of Social Work in Little Rock transferred to UALR.

1977  UALR Graduate School established.

1978  UA Industrial Research and Extension Center in Little Rock transferred to UALR.

1979  UALR joined the Trans-America Athletic Conference and began NCAA Division I competition.

1985  UA Little Rock Graduate Resident Center graduate programs in education transferred to UALR.

1986  UA Graduate Institute of Technology in Little Rock transferred to UALR.

1986  UALR Public Radio—KUAR-FM—went on the air.

1990  First UALR doctoral degree offered.

1991  UALR joined SunBelt Athletic Conference.

1992  First UALR student residence hall opened.

1995  UALR Benton Center opened.

1999  Donaghey College of Information Science and Systems Engineering established.

2000  UALR classified as doctoral university/research intensive in the national Carnegie categories of institutions of higher education.

2004  UALR purchased University Plaza Shopping Center on south end of campus at Asher and University Avenues.

2005  UALR opened on-campus intercollegiate athletic arena, a gift from Mr. Jack Stephens.
Institutional Profile…

3. WE TEACH...AND MORE!

Although the University of Arkansas at Little Rock exhibits the distinctive characteristics of an urban or metropolitan university as discussed in the preceding chapter, the university is very much in the mainstream of American higher education.

As is true of all recognized public universities in the United States, UALR is accredited by one of the regional associations recognized by the U.S. Department of Education—in UALR’s case by the Higher Learning Commission of the North Central Association of Colleges and Schools.

UALR faculty members are highly credentialed graduates of recognized universities around the nation and the world and have been hired to provide high-quality instruction in their respective academic disciplines.

The curricula of the various academic departments at UALR are broadly interchangeable with those in academic departments at other universities across the country, and academic credits awarded to UALR students are transferable to other campuses.

The university’s professional programs are accredited by their respective national accrediting bodies.

The research conducted by the UALR faculty is reported in established regional, national, and international journals, and external research funding comes from substantially the same national sources that support research at leading universities across the country.

Although more evidence could be offered, these major points of similarity are sufficient to show that UALR is very much in the mainstream of American higher education.

“WE TEACH...AND MORE!”

For many citizens, the picture of a college or a university is that of a place where faculty teach and students study, and both attend athletic events, plays, concerts, and distinguished lectures. At small undergraduate institutions, that picture may not be too far from reality; and it was probably a reasonably accurate picture of this institution during its years as Little Rock Junior College and Little Rock University. But the picture has changed significantly since the institution became the University of Arkansas at Little Rock in 1969.

Educating students remains the primary mission of the university, but this chapter is entitled “We Teach…and More!” because the activities of faculty and the services provided by the university go far beyond the broad instructional programs offered to a remarkably complex student body. After a look at the instructional programs and the demographic characteristics of the students the university serves, this chapter will note the significant presence of research and public service activities.
### TABLE 3-1

**PROGRAMS OF STUDY AT UALR**

<table>
<thead>
<tr>
<th>Associate (8)</th>
<th>Graduate Certificates (9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Programming</td>
<td>Conflict Mediation</td>
</tr>
<tr>
<td>Engr Technology (Electrical)</td>
<td>Gifted Education</td>
</tr>
<tr>
<td>Eng Technology (Mechanical)</td>
<td>Marriage and Family Therapy</td>
</tr>
<tr>
<td>General Studies</td>
<td>Nonprofit Management</td>
</tr>
<tr>
<td>Interpretation: Amer Sign Lang/English</td>
<td>Orientation and Mobility of the Blind</td>
</tr>
<tr>
<td>Landscape Management and Design</td>
<td>Public Service</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Reading/Literacy Coach</td>
</tr>
<tr>
<td>Nursing</td>
<td>Rehabilitation Counseling</td>
</tr>
<tr>
<td></td>
<td>Teaching Advanced Placement</td>
</tr>
<tr>
<td><strong>Baccalaureate (51)</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Adult Education</td>
</tr>
<tr>
<td>Advertising/Public Relations</td>
<td>Applied Psychology</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Applied Science</td>
</tr>
<tr>
<td>Art History</td>
<td>Art</td>
</tr>
<tr>
<td>Biology</td>
<td>Bioinformatics</td>
</tr>
<tr>
<td>Chemistry (BA, BS)</td>
<td>Biology</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Business Administration</td>
</tr>
<tr>
<td>Construction Management</td>
<td>Cancer</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>Educational Administration</td>
</tr>
<tr>
<td>Economics</td>
<td>Health Services Administration</td>
</tr>
<tr>
<td>Elec and Computer Engr Technology</td>
<td>Higher Educ: Two-Year College Teaching</td>
</tr>
<tr>
<td>Engineering Technology (Mechanical)</td>
<td>Integrated Sciences &amp; Mathematics</td>
</tr>
<tr>
<td>English</td>
<td>Interpersonal and Org Communication</td>
</tr>
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<td>Environmental Health</td>
<td>Journalism</td>
</tr>
<tr>
<td>Finance</td>
<td>Learning Systems Technology</td>
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<td>Liberal Studies</td>
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<tr>
<td>Geology</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>German Studies</td>
<td>Mathematical Sciences</td>
</tr>
<tr>
<td>Health Professions</td>
<td>Middle Childhood Education</td>
</tr>
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<td>Health Sciences</td>
<td>Professional and Technical Writing</td>
</tr>
<tr>
<td>History</td>
<td>Public Administration</td>
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<tr>
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<td>Public History</td>
</tr>
<tr>
<td>International Business</td>
<td>Public Service</td>
</tr>
<tr>
<td>International Studies</td>
<td>Reading</td>
</tr>
<tr>
<td>Interpretation: Amer Sign Lang/English</td>
<td>Rehabilitation of the Blind</td>
</tr>
<tr>
<td>Journalism</td>
<td>Second Languages</td>
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<td>Social Work</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>Special Education</td>
</tr>
<tr>
<td>Marketing</td>
<td>Speech Pathology</td>
</tr>
<tr>
<td>Mathematics (BA, BS)</td>
<td>Teaching Gifted and Talented</td>
</tr>
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<td>Middle Childhood Education</td>
<td></td>
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<td>Music</td>
<td></td>
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<tr>
<td>Philosophy</td>
<td>Educational Administration</td>
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<td>Political Science</td>
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<tr>
<td>Professional and Technical Writing</td>
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<tr>
<td>Psychology</td>
<td></td>
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<tr>
<td>Radio, T.V., and Film</td>
<td>Reading</td>
</tr>
<tr>
<td>Social Work</td>
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</tr>
<tr>
<td>Sociology</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>Speech Communication</td>
<td></td>
</tr>
<tr>
<td>Speech Pathology</td>
<td></td>
</tr>
<tr>
<td>Studio Art</td>
<td></td>
</tr>
<tr>
<td>Systems Engineering</td>
<td></td>
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<tr>
<td>Theater Arts</td>
<td></td>
</tr>
<tr>
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<tr>
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<td><strong>Master's (38)</strong></td>
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<td>Finance</td>
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<tr>
<td>French</td>
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<tr>
<td>Geology</td>
<td>Integrated Sciences &amp; Mathematics</td>
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<td>Health Professions</td>
<td>Journalism</td>
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<td>Health Sciences</td>
<td>Learning Systems Technology</td>
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<tr>
<td>History</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>Information Science</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>International Business</td>
<td>Mathematical Sciences</td>
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<td>International Studies</td>
<td>Middle Childhood Education</td>
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<tr>
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<td>Psychology</td>
<td></td>
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<tr>
<td>Radio, T.V., and Film</td>
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<tr>
<td>Sociology</td>
<td>Reading</td>
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<td>Spanish</td>
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<td>Speech Communication</td>
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<td>Speech Pathology</td>
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<tr>
<td>Studio Art</td>
<td></td>
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<tr>
<td>Systems Engineering</td>
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<tr>
<td>Theater Arts</td>
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</tr>
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<td><strong>Doctoral (6)</strong></td>
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<td></td>
</tr>
<tr>
<td>Bioinformatics</td>
<td></td>
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<tr>
<td>Communication Sciences and Disorders</td>
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<td>Audiology</td>
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<tr>
<td>Educational Administration</td>
<td></td>
</tr>
<tr>
<td>Higher Education</td>
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</table>

38
DEGREE PROGRAMS. The university now offers an extensive set of undergraduate, graduate, and professional programs in the capital city, meeting critical state needs which went unmet until the creation of the University of Arkansas at Little Rock in 1969. Table 3-1 lists 8 associate, 51 baccalaureate, 9 graduate certificate, 38 master’s, 2 educational specialist, 1 first professional degree, and 6 doctoral programs of study—115 in all—available at UALR.

In 2004-2005, the university awarded a record 1,803 degrees, with 1,213 at the undergraduate level and 590 at the post-baccalaureate level. (See Table 3-2. See also, Appendix A-3 for their distribution across fields.)

UALR has consistently awarded more graduate degrees to African Americans—24.2 percent of the state total in 2003-2004—than any other institution in Arkansas. (See Table 3-3.)

In 2004-2005, the university awarded a record 1,803 degrees, with 1,213 at the undergraduate level and 590 at the post-baccalaureate level.

<table>
<thead>
<tr>
<th>Award Level</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>177</td>
<td>9.8</td>
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<tr>
<td>Baccalaureate</td>
<td>1,036</td>
<td>57.4</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>25</td>
<td>1.4</td>
</tr>
<tr>
<td>Masters</td>
<td>423</td>
<td>23.5</td>
</tr>
<tr>
<td>Specialist</td>
<td>9</td>
<td>0.5</td>
</tr>
<tr>
<td>Law</td>
<td>108</td>
<td>6.0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>25</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,803</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: UALR Office of Institutional Research

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UA Pine Bluff</td>
<td>379</td>
<td>17</td>
<td>303</td>
<td>24</td>
<td>1,670</td>
<td>79</td>
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<tr>
<td>UALR</td>
<td>264</td>
<td>73</td>
<td>289</td>
<td>94</td>
<td>1,096</td>
<td>404</td>
</tr>
<tr>
<td>Ark State Univ</td>
<td>174</td>
<td>24</td>
<td>157</td>
<td>39</td>
<td>753</td>
<td>160</td>
</tr>
<tr>
<td>UA Fayetteville</td>
<td>122</td>
<td>82</td>
<td>104</td>
<td>82</td>
<td>530</td>
<td>345</td>
</tr>
<tr>
<td>University of Central Ark</td>
<td>127</td>
<td>27</td>
<td>122</td>
<td>35</td>
<td>622</td>
<td>156</td>
</tr>
<tr>
<td>UA Monticello</td>
<td>132</td>
<td>7</td>
<td>119</td>
<td>7</td>
<td>381</td>
<td>21</td>
</tr>
<tr>
<td>Southern Ark-Magnolia</td>
<td>78</td>
<td>10</td>
<td>103</td>
<td>4</td>
<td>348</td>
<td>35</td>
</tr>
<tr>
<td>Henderson St Univ</td>
<td>54</td>
<td>6</td>
<td>56</td>
<td>8</td>
<td>270</td>
<td>42</td>
</tr>
<tr>
<td>Arkansas Tech</td>
<td>22</td>
<td>2</td>
<td>39</td>
<td>0</td>
<td>110</td>
<td>7</td>
</tr>
</tbody>
</table>

Source: Integrated Postsecondary Data System (IPEDS), National Center for Education Statistics
The university offers an outstanding honors program, the Donaghey Scholars Program, open to approximately 80 students in all undergraduate majors. This program offers a unique interdisciplinary core curriculum and funds a required study-abroad experience. The William G. Cooper, Jr., Honors Program in English is an endowed program available to exceptional students in English. Other departments offer a variety of honors courses and undergraduate research experiences to their students.

STUDENT ENROLLMENT. Today’s student body at UALR, 11,806 in the fall semester 2004, more than triples the student body the last year of Little Rock University in 1968-69.

UALR serves numerous students who are not able to commence college immediately after high school. And once these students enroll, they are not likely to graduate four years later. They are likely to enroll part-time some semesters and not enroll at all during others as they work to satisfy degree requirements. This distinguishing characteristic shows up in institutional statistics, as the following example shows.

The fall semester enrollment is the highest on virtually every college and university campus, including UALR, and enrollment drops in the spring semester, with few new students enrolling in either spring or summer terms. The result is that on most campuses during the course of the year, the total number of different individuals served, regardless of the term or terms in which they enrolled (fall, spring, summer) is not appreciably higher than the total fall enrollment. But at UALR there is much more flux, and the result is that the “unduplicated headcount” for the full year shows UALR serving a considerably greater number of individuals than the number enrolled in the fall semester, the traditional benchmark. The contrast with other institutions is shown in Figure 3-1.

![Figure 3-1: Annual 2004-05 Unduplicated Enrollment and Fall 2004 Enrollment](source: Ark. Dept. of Higher Education)
TRANSFER STUDENTS. Transfer students are a larger component of the student body at UALR than at other Arkansas universities. In fall 2004 UALR enrolled 1,151 new transfer students, which was 12.4 percent of the total undergraduate enrollment. (See Table 3-4 regarding transfer data.)

![Table 3-4](attachment://table34.jpg)

DIVERSITY. UALR's student body is the most diverse among the public universities in the state. Although two out of three students enrolled at UALR are white, the institution plays a special role in Arkansas for African Americans, who constitute 29 percent of the student body. UALR's total number of enrolled African American students exceeds the enrollment of African American students on any of the other four-year campuses in Arkansas. (See Table 3-5 for the racial/ethnic profile.)

GEOGRAPHIC ORIGIN. A large majority of UALR's students—93.4 percent—are from Arkansas. (See Table 3-6 for geographic origins of students.) The university plays a significant role in preparing the state's workforce: 92 percent of UALR graduates remain in Arkansas after graduation...

![Table 3-5](attachment://table35.jpg)

![Table 3-6](attachment://table36.jpg)
in Arkansas after graduation, according to the ACT Alumni Outcomes Survey of the 2003 graduating class.

**AGE, GENDER, HOUSING, JOBS.** Table 3-7, Selected Student Characteristics, rounds out the demographic picture of UALR students. Although a majority are in the traditional 24-and-under college age group, the average age is 27 to 28; and at virtually every graduation ceremony a person in his or her 70's is awarded a degree. The heavy majority of women reveal that metropolitan universities have been particularly important in providing higher education opportunities to place-bound women who otherwise would be unable to attend college. Although the percentage of commuting students is high at all metropolitan universities, at 96 percent it is quite high at UALR and reflects the lack of on-campus student housing, a fact which has deprived students who could not commute access to UALR programs.

| Table 3-7 |
| University of Arkansas at Little Rock |
| Selected Student Characteristics |
| Fall 2004 |

| Traditional Age (24 years and under) | 55.4% |
| Nontraditional Age (25 years and over) | 44.6% |
| Average Age | 28 |
| Female Undergraduate Students | 49.0% |
| Male Undergraduate Students | 29.5% |
| Female Graduate Students | 13.9% |
| Male Graduate Students | 7.4% |
| Commute to Campus | 97.4% |
| Average semester credit hours | 10.2 |

Source: UALR Office of Institutional Research

Students who work 20 or more hours a week and on average enroll for 10.2 credit hours will, predictably, take longer to graduate than students who can live on campus, do not have to work, and enroll full-time. When UALR students graduate, they deserve a big tip of the hat for their accomplishments because most of them have not had the advantages of being traditional college students.

**RETENTION AND GRADUATION RATES.** UALR has been working to increase retention rates. The U.S. Department of Education definition that is also used at the state level is the percentage of full-time first-year students who continue and enroll for their sophomore year. In UALR’s case, of first-time full-time freshmen in fall 2003, 67 percent of them enrolled again the following fall. This retention figure puts UALR at the median of retention rates among the public universities in Arkansas.

UALR’s graduation rate for first-time full-time freshmen six years later (also the official definition of the U.S. Department of Education and used at the state level) was 22 percent for first-time full-time freshmen entering in 1998. This figure is at the bottom among the universities in Arkansas. However, there is more to the story if one digs deeper into the data.
For example, if one takes the federal benchmark of first-time full-time entering freshmen for all of the public universities in Arkansas and simply compares it with the number of undergraduate degrees awarded four years later, the number of degrees awarded is always smaller than the number who were entering freshmen (less than 1:1 ratio). These figures have been consistent over the years, both individually and collectively, for all other public universities in Arkansas. But in UALR’s case the degrees-awarded figure is consistently larger than the entering freshmen figure (greater than 1:1 ratio). Figures 3-2 and 3-3 display the data showing the differences.

The reason for UALR’s remarkable productivity figures are transfer students, but UALR’s role in graduating these students is not recognized in the traditional measure of graduation rates. Students transfer to UALR to take advantage of the strong academic programs it offers, some of which are one-of-a-kind in the state; other people who began college in another town or state move to the Little Rock metropolitan area for jobs or other reasons. Clearly UALR plays a special role in providing such students an opportunity to complete their degrees.

(Note: Retention and graduation rates will be addressed again as a planning issue in Chapter 5.)

ON-CAMPUS CRIME RATES. Because of its urban location, UALR is often perceived to be a less safe campus than others. In reality, the incidences of crime per enrollment are virtually identical for the four largest public universities in the state—University of Arkansas, Fayetteville, Arkansas State University, University of Central Arkansas, and UALR, as Table 3-8 shows.
<table>
<thead>
<tr>
<th>Arkansas State University</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>Three-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Incidents</td>
<td>22</td>
<td>42</td>
<td>23</td>
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<tr>
<td>Student Enrollment</td>
<td>10,568</td>
<td>10,435</td>
<td>10,573</td>
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<td>Rate per Enrollment</td>
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<td>0.22</td>
<td>0.28</td>
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<table>
<thead>
<tr>
<th>Arkansas Tech University</th>
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<th>2002</th>
<th>2003</th>
<th>Three-Year Average</th>
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<tbody>
<tr>
<td>Criminal Incidents</td>
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<td>12</td>
<td>11</td>
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<td>Student Enrollment</td>
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<td>5,855</td>
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<tr>
<td>Rate per Enrollment</td>
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<td>0.18</td>
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<table>
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<th>2002</th>
<th>2003</th>
<th>Three-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Incidents</td>
<td>2</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Student Enrollment</td>
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<td>3,497</td>
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<tr>
<td>Rate per Enrollment</td>
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<td>0.11</td>
<td>0.06</td>
<td>0.08</td>
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<tr>
<th>Southern Arkansas University-Magnolia</th>
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<th>2003</th>
<th>Three-Year Average</th>
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<tr>
<td>Criminal Incidents</td>
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<td>1</td>
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<td>Student Enrollment</td>
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<tr>
<td>Rate per Enrollment</td>
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<td>0.03</td>
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</table>

<table>
<thead>
<tr>
<th>University of Arkansas-Fort Smith</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>Three-Year Average</th>
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<th>Three-Year Average</th>
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<td>0.59</td>
<td>0.62</td>
<td>0.52</td>
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</table>

Source: Office of Postsecondary Education, U.S. Dept. of Education

(*) Criminal incidents include the following: Robbery, Burglary, Aggravated Assault, Auto Theft, Arson, Murder, Negligent Manslaughter and Sex Offenses.
RESEARCH—
“OF GROWING IMPORTANCE”

The role of research at UALR has been changing, as was anticipated by the Arkansas Department of Higher Education in 1989.

UALR faculty members are engaged in research on subjects appropriate to their academic disciplines—from Arkansas in the Civil War to electronic commerce to giant pandas to robots that can assist persons with disabilities. Even at the undergraduate level, faculty often include students in research projects, adding an enriching component to the educational experience.

To show the research and creative accomplishments of UALR faculty, this report could include a list of numerous books written by faculty and published by recognized publishers, a list of hundreds of articles and research reports of UALR faculty that have appeared in peer-reviewed professional journals, plus a similar list of invited and juried exhibits and performances and productions by faculty. In lieu of that evidence, the following recent examples of national awards and appointments will suffice to underscore the point that the research and creative contributions of UALR faculty are significant and are widely recognized.

- A member of the Applied Science faculty is on leave for a two-year appointment as a program director at the National Science Foundation in Washington.
- A UALR Shakespeare scholar was invited to England to lecture on her research at the Globe Playhouse in London where Shakespeare's plays were performed 400 years ago. The same faculty member had previously been invited to give a series of lectures at the Folger Shakespeare Library in Washington.
- A faculty member in educational psychology—nationally recognized for research on the influences of the family, the father, and the home environment on a child's development—recently chaired the Biobehavioral and Behavioral Research Review Committee of the National Institutes of Health (NIH). Previously he served on the NIH Maternal and Child Health Research Review Committee.
- One history professor was recently named a National Humanities Center Fellow, and another was named a John Simon Guggenheim Fellow. Each fellowship recognizes and supports the faculty member’s research.
- A psychology faculty member has been named a Mary E. Switzer Distinguished Fellow by the National Institute for Disability and Rehabilitation Research of the U.S. Department of Education to conduct research on international disability rights.
- During the last seven years, seven faculty members have received Fulbright Scholar appointments for research and teaching at universities in Panama, Slovak Republic, Austria, Belarus, Albania, Republic of China, and Hungary.

Two external reviews of the institution can be cited to confirm a change in the importance of research at UALR. The first was conducted by the Arkansas Department of Higher Education and the Arkansas State Board
of Higher Education. In 1989, at the end of a “role and scope” review of each public institution of higher education, the state board adopted a new role and scope statement for UALR that declared that “research is of growing importance.”

The statement was prophetic. In 1990, UALR received authorization for its first doctoral program; today there are six. Annual reports of the UALR Office of Research and Sponsored Programs show that between 1989 and 2004, the level of external funding secured by UALR faculty and staff increased four-fold from $5 million to $22 million. (See Figure 3-4 Grants and Contracts.) What makes the record of UALR faculty even more impressive is that the campus does not offer programs in medicine or agriculture, and it also has not had a wide range of doctoral programs in engineering and the sciences—all representing disciplines that enjoy considerable opportunities for external research funding.

The second review came in 2000 when UALR moved into a research university category in the Carnegie Foundation’s national classifications of institutions of higher education. In Arkansas, two institutions—the University of Arkansas for Medical Sciences and the University of Arkansas, Fayetteville—were classified as doctoral/research extensive (DRE) due to the breadth of their doctoral programs and the number of doctoral degrees conferred. With a narrower base of doctoral programs, UALR was classified as doctoral/research intensive (DRI). There are 146 (3.8 percent) DRE’s and 112 (2.9%) DRI’s across the nation. More recently, the Arkansas Department of Higher Education staff stated in a report in 2004 that they expect UALR to move up a notch soon in another classification system, that of the Southern Regional Education Board.

Later in this report, Chapter 6 might be seen as a third review in regard to the role of UALR in research. It will take note of several recent studies that strongly underscore the important role of university-based research and development as a key to the economic progress of a region. During the biennial legislative session in 2005, the governor proposed and the General Assembly approved an appropriation of $5.9 million to support UALR’s nanotechnology initiative. This action was evidence of the readiness of state

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**Figure 3-4**

UALR GRANTS AND CONTRACTS
TOTAL DOLLARS AWARDED
FY 1990 to 2005

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<th>Year</th>
<th>Dollars Awarded</th>
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<td>$30,000,000</td>
</tr>
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</table>
leaders to invest in university research that has promise of commercialization and an impact on economic development.

PUBLIC SERVICE

This least understood university role requires the most explanation. The teaching role is almost universally understood. The research role is reasonably well understood. The public service role is not well understood at all.

UALR embraces and excels in the first two roles—teaching and research. But it is the magnitude of the third role—public service—which most sets UALR apart. UALR’s record in public service, although generally typical of metropolitan campuses, clearly sets this university apart from other universities in Arkansas and from most universities across the nation. Indeed, the university’s record in external engagement has produced a distinctive character and has added significantly to the luster produced by the more traditional and familiar teaching and research activities of university personnel.

This university’s record in public service reflects an understanding that a public university is an expensive public investment in a formidable collection of intellectual resources that are relevant and can be helpful beyond the classroom, laboratory, and campus.

TERMINOLOGY. Unfamiliar terminology can be a barrier to understanding. Faculty and staff and a number of specific organizational units of UALR make contributions beyond the campus through a wide variety of activities variously referred to as public service, outreach, professional service, community service, extension, and engagement. Although these terms carry some different nuances, they all refer to professional activities of university personnel aimed directly at solving community problems or otherwise assisting people, governments, groups, and other organizations beyond the borders of the campus.

In a university perspective, not all good deeds or acts of community service qualify as public service as the term is used here. For example, university faculty and staff might be involved in sponsoring youth organizations, church ministries, soup kitchens, etc. Such activities represent good community citizenship, but they do not require advanced...
preparation in specific academic disciplines; other dedicated citizens could provide the desired service. But as noted in the previous chapter, in a university context, public service has a professional character to it. That is, it typically involves the application of the faculty member’s professional expertise, based in an academic discipline; or in other instances the public service programs or activities are extensions of or adjunct to the programs of an academic unit.

Although a comprehensive list is not feasible within the confines of this report, the variety of the following examples will serve to illustrate this university’s public service role that is not always recognized or understood.

PUBLIC SERVICE BY INDIVIDUAL FACULTY MEMBERS. Here are a few examples of the numerous instances of public service by individual faculty members at UALR. More often than not, university students assist in and learn much from these activities.

- For 17 years a member of the Department of English has led the Student Literacy Corps in which UALR students tutor elementary school students who have difficulty reading.

- A faculty member in the School of Mass Communication noted the need for more local Hispanic programming to meet the needs of the growing Hispanic population. He worked with UALR students and faculty to produce a 30-minute show, “De Todo un Poco” (A Little Bit of Everything), a series with cultural, community, and university segments.

- A biology faculty member and three students helped the city fight the West Nile Virus by identifying and monitoring mosquito breeding grounds so the areas could be treated by the city and the insects tested for the virus.

- For eight years a Shakespeare expert at UALR has led an annual Shakespeare Scene Festival in the university’s Theatre for the Performing Arts in which—at 30-minute intervals—high school, middle school, and elementary school students from area schools stage some portion, adaptation, or spoof of the works of William Shakespeare.

- In advance of the launching of the Clinton School of Public Service, a UALR political science professor developed and offered the first course on the Clinton presidency, which was also the first semester-long college course aired nationally on C-SPAN2. The former president, several members of his administration, and a number of prominent opponents and critics met with the class during the course of the semester.

- UALR faculty assisted in numerous ways in planning and launching the UA Clinton School of Public Service. Two emeritus faculty and 15 current faculty from UALR were appointed as inaugural faculty members of the school.

- A member of the social work faculty has assisted advocacy groups for the homeless by conducting a survey of the homeless in central Arkansas to achieve a better estimate of the number of the homeless population and increased understanding of their needs. Undergraduate students assisted in the research.

- A faculty member in the Department of Music has organized a Community Orchestra that has given the rare opportunity to rehearse and play in an orchestra to music lovers who otherwise would never have the experience. Among others young and old, an octogenarian has been able to continue her lifetime love of the violin by playing in the Community Orchestra.
• A UALR geologist used her expertise in Geographic Information Systems (GIS) to assist first responders in Mississippi following Hurricane Katrina. She volunteered to help develop maps that detailed road conditions, power outages, and facilities with hazardous materials—information used by the Red Cross and the Federal Emergency Management Agency. Her work was noted on CNN Radio.

PUBLIC SERVICE ACTIVITIES BASED IN AN ACADEMIC UNIT. Here are several examples of public service activities based in academic programs at UALR. In most of these instances, university students assist in and learn much from these activities.

• The Speech-Language and Hearing Clinic in the Department of Audiology and Speech Pathology provides diagnostic services, treatment, and rehabilitation benefiting young and old—the young child with speech or hearing deficits as well as senior citizens who have suffered strokes. The clinic provides services to clients and valuable training for students.

• The Community School of the Arts in the College of Arts, Humanities, and Social Sciences provides non-credit, after-school, pre-collegiate programs in the visual and performing arts for school children.

• The William H. Bowen School of Law features three in-practice legal clinics, making it possible for students with faculty supervision to represent low-income clients while in law school.

• Evenings with History has been a remarkably successful outreach program for two decades. Members of the history faculty themselves, usually six each year, present public lectures based on their individual research specialties to a regular audience of approximately 100. Each session includes refreshments and an opportunity for informal conversation among friends and guests. Those who attend the lectures pay an annual subscription to the History Institute, which was formed in 1987 to respond to community interest in history and to develop community support for the department.

• Through its Business Forum begun in 1979, the College of Business each year presents five prominent speakers who address major state, national, and international issues. Attendance averages 165. This is an annual subscription program for business and civic leaders.

• Faculty and students in the Department of Health Sciences started the Prescription Assistance Line for Seniors (PALS) which offers information on locating prescription medication assistance for low-income seniors. The savings for hundreds of individuals have been substantial.

• During World War II, 110,000 Japanese Americans were removed from the west coast and interned in 10 camps, with 16,000 Japanese Americans sent to camps in Arkansas at Jerome and Rohwer. With the encouragement of the Winthrop Rockefeller Foundation and with grant funding from the Foundation that exceeded $2.5 million, UALR faculty in the Public History graduate program, in partnership with the Japanese American National Museum in Los Angeles, undertook a project named Life Interrupted. The faculty and their partners developed a whole set of print and electronic educational materials, a traveling exhibit, and a documentary about these camps which historians have largely ignored and about which most Arkansans were unaware. A conference in Little Rock in September 2004 capped the project, and was attended by 1,300 people with 70 percent of them from out of state.
• A quarter-century ago UALR’s faculty in the College of Education started the state’s first graduate program in gifted and talented education. Through an outgrowth of the graduate program, now thousands of area youngsters have had their summers enriched through educational experiences in *Summer Laureate/University for Youth* (SLUFY) programs. Two weeks in length, these programs do more than provide enrichment experiences for young people. They also provide required professional development experiences for UALR students pursuing degrees in teaching.

• Faculty in the gifted and talented program in the College of Education each year offer the *Advanced Placement Summer Institute* to hundreds of Arkansas teachers to help make the rigorous and popular advanced placement courses available to students in schools across the state.

• Wanting to assist a larger number of Arkansas high school graduates to be calculus-ready and therefore prepared to move without delay into rigorous engineering and science curricula, the CyberCollege initiated an *on-line pre-calculus course*. In fall 2004, 362 high school students were enrolled in the course in 17 participating high schools across the state.

• Each summer since 2001, faculty in CyberCollege have offered the *CyberTeachers Program* to equip 25 teachers from the Little Rock School District to be very knowledgeable and proficient in the use of the computer-based instructional technology now available to educators.

• UALR’s faculty in reading have helped thousands of teachers in Arkansas and across the nation become more effective teachers of reading, thus addressing one of the root issues in student achievement. UALR has provided national leadership in researching the impact of the *Reading Recovery* approach and has significantly assisted state education efforts in developing and implementing a comprehensive literacy model. This model has been studied and copied by schools in other states. Each year the College of Education organizes a nationally recognized conference in Little Rock that is usually attended by 800 persons involved in reading education.

**MAJOR COMMUNITY ISSUES.**

Peace and progress in a community require success in addressing major community issues, which usually are divisive issues. The university has shown a willingness to assist the larger metropolitan community in addressing a number of its foremost issues, drawing on the ability of the university to conduct research, to provide good information, and to facilitate discussion and debate in a neutral setting. Of the following examples, the first two are repeated each year; the others were specific projects of limited duration.

• In the history of Arkansas, race, particularly *black-white relations*, has been the mega issue that has most retarded the development of the state. To encourage the community to give sustained attention to this persistent issue, the Institute of Government conducts an annual survey of racial attitudes in Pulaski County and hosts a half-day conference at the time of the release of the survey results.

• In the highly competitive global economy of the 21st Century, the competitiveness of businesses and the standards of living of communities everywhere are at risk. For leaders in the 11 counties included in the Metro Little Rock Alliance of central Arkansas, UALR holds an annual conference on *regionalism* as the university endeavors to raise the vision of civic and business leaders to the better day that can be enjoyed with the laying aside of old rivalries.

• In 1996, at the request of the governor and of the director of the Arkansas Department of Education (ADE), UALR conducted a *study of the roles of the ADE*
and its organization, operations, and internal communications, a politically sensitive undertaking. The study team included UALR administrators, faculty, staff, and also business people and public school administrators. The Arkansas Board of Education used the report as a basis for major changes in the department.

• In 1997, UALR released Plain Talk: The Future of Little Rock’s Public Schools, an in-depth study of the litigation-plagued school district conducted by an interdisciplinary team of eight faculty members. A former Mississippi governor and member of President Bill Clinton's Initiative on Race Commission, said, “It is the best study that I have seen on this intractable problem that involves so many complex facets.”

• At the request of the two mayors and two water commission chairs, an interdisciplinary team of six UALR faculty members studied and helped resolve decades of controversy over water issues between Little Rock and North Little Rock with recommendations that led to the merger of the water utilities of the two cities.

• At the request of the County Judge and other leaders of Saline County, probably the most litigious county in the state in regard to water issues, an interdisciplinary team of seven faculty members and one graduate student studied and helped resolve decades of controversy among 14 different water purveyors in Saline County with recommendations that they jointly establish a Saline Watershed Regional Water Distribution District, a plan which was adopted, which received court approval, and which now is in place.

• In 2003, an interdisciplinary team of nine faculty members and one graduate student conducted a study of central Arkansas transit issues at the request of the Pulaski County Judge and the mayors of the five municipalities that constitute Metroplan, the regional planning agency. The benchmarking and evaluation provided in the team’s report produced a better understanding of the needs and the quality of service of Central Arkansas Transit Authority (CATA), the joint public transit agency. The team also provided recommendations for an expanded, better-funded transit system.
MAJOR PUBLIC SERVICE UNITS. UALR’s organizational structure includes a number of organizational units that have extension or outreach missions.

- The Institute for Economic Advancement (IEA) is the largest outreach unit with a budget of $3 million and 48 employees who provide research, data, and training. IEA provides a regular state economic forecast which is an important component in the state government’s official revenue forecast. It is a source of an immense amount of census data and provides technical assistance in the use of the data. IEA conducts economic research on specific issues for governmental units, businesses, labor organizations, and communities. It further supports statewide economic development by offering the Certified Economic Developer program to train persons who can work with communities, economic development districts, and chambers of commerce. IEA initiated and manages websites for almost 50 Arkansas cities and municipalities, with an average of 400 pages of information about each. It also has a Geographic Information System which enables it to display the geographic distribution of demographic and other data. IEA’s Workplace Skills Enhancement Program offers bilingual job-readiness and other training programs for Hispanics and communications training for a number of businesses with significant numbers of Hispanic customers.

- The Arkansas Small Business Development Center, funded approximately 50/50 by the university and the U.S. Small Business Administration, was established in 1980 and is the state’s only economic development entity that provides face-to-face assistance to Arkansas businesses in their local communities through a network of seven offices located around the state. In addition to face-to-face consulting, it provides numerous classes and short courses on starting a business, cash flow, loan proposals, marketing, business planning, and government contracting. It has an outstanding record in guiding clients to financing for start-ups or expansions. An economic impact study in 2004 by a Mississippi State University researcher found an annual impact of $73 million in increased sales and $3.3 million in tax revenues for Arkansas.

- The Institute of Government, besides being the home of the Master of Public Administration program, offers applied research to a variety of external organizations. It also includes a survey research unit. The institute houses the Arkansas Public Administration Consortium, a joint program of UALR, Arkansas State University, and the University of Arkansas, Fayetteville, that provides a variety of training and certificate programs for workers in government offices and agencies and non-profit organizations.

- UALR Public Radio includes two stations. KLRE-FM 90.5 is a 40,000-watt station broadcasting classical music 24 hours a day. KUAR-FM 89.1, a 100,000-watt station, is a National Public Radio (NPR) affiliate with a focus on news and information. The two stations offer numerous locally-produced programs on Arkansas events, people, politics, culture, history, and the arts. The stations, which have won many awards, are commercial-free and reach 70,000 listeners each week. They inform, enrich, and entertain; and they regularly provide hands-on opportunities to UALR students interested in careers in broadcasting.

- The Intensive English Language Program (IELP), offering English language education to international students and other limited English speakers, has been especially helpful to persons wanting to study in the United States but whose English is inadequate for university-level study. A majority of the students who come to the IELP to study English matriculate at UALR.
• The Mid-South Summer School of the College of Professional Studies has for more than three decades provided training for professionals in the areas of alcohol abuse, addiction, and child welfare. Attendance for the week-long school typically exceeds 800. The MidSOUTH Training Academy operates with 65 employees out of six regional offices around the state and provides training for the child welfare service workforce in Arkansas.

• The Office of Community Engagement helps students, faculty, and staff find volunteer opportunities with local organizations. For example, it assists juniors and seniors in the Friday-Sturgis leadership program find volunteer opportunities to satisfy the 130 hours of community service required by the program.

SPECIAL NEIGHBORHOOD INITIATIVE. In 1994, UALR started the Oak Forest Initiative in the neighborhood immediately east and north of the campus with funding assistance from both the federal level and the city of Little Rock. In partnership with the U.S. Department of Housing and Urban Development, the city, and Habitat for Humanity, five houses have been rehabilitated and 10 new houses have been built, the first new additions to housing stock in this area in several decades. The dilapidated baseball field in Curran Conway Park, a city park, has been renovated by the UALR Department of Athletics with major private donations. The baseball Trojans now play their games in one of the best baseball facilities in the Sunbelt Conference.

The centerpiece of the neighborhood initiative has been UALR Children International (previously UALR Share America), made possible by grant funding from Kansas City-based Children International, better known for its humanitarian programs for children and families in poverty outside the United States. The grant funding over the last decade has totaled more than $5 million. Approximately 1,800 children in Little Rock are served each year by UALR Children International programs.

Since 1994, a cluster of programs serving low-income children and families has been developed that reach beyond the Oak Forest neighborhood. The multi-faceted initiative has included the after-school Neighborhood Homework Center with tutoring and summer camps for neighborhood children. Some 14 UALR units have participated, with academic departments often developing service-learning opportunities for their students. For example, construction management faculty and students have built two playgrounds and renovated the UALR Children International director’s office. After-school programs at three sites include educational enrichment programs taught by certified teachers and UALR students with a focus on mathematics and literacy. (Last year’s assessment showed a 72 percent performance improvement from pre-test to post-test.) The Department of Nursing’s faculty and students have for eight years provided annual health screenings to children in the Children International program. The Labor Education Program has offered neighborhood parents a computer training and job-readiness program. Since 2000, 91 parents have completed the program, resulting in 22 percent gaining employment and 66 percent receiving job promotions.

The scope and success of programs based in UALR Children International have been possible only because numerous organizations, both public and private—31 in all—have joined as Partners in Service. Perhaps most noteworthy has been the health services, particularly the dental services, made available to low-income children. During the last year a dental clinic was opened at Wakefield Elementary School.
SELECTED PLANNING IMPLICATIONS

The profile of the university given in this chapter supports the proposition of the preceding chapter—that the University of Arkansas at Little Rock is a complex, hybrid institution of higher education.

Here are planning implications of this chapter:

- As research increases in importance, UALR faculty and administrators should integrate teaching and research to maintain and enrich the tradition of excellent classroom teaching.

- A first order of business for a university with a comprehensive set of programs of study is to maintain, update, and enhance the quality of those existing programs, paying particular attention to those that serve critical public needs and to those that can achieve national prominence.

- With 115 programs of study, faculty and administrators should proceed cautiously when initiating new programs. Periodic program reviews could identify programs that should be discontinued, freeing resources for high-priority areas.

- For a student body with a sizable majority of students who hold jobs and often have family responsibilities, offering convenience in schedules, facilities, business operations, and a variety of policies and procedures is not a luxury. Convenience, to the extent achievable, enables students to complete their education goals sooner rather than later.

- Among universities in Arkansas, UALR clearly has a niche—transfer students. If enrollment continues to increase at two-year campuses in the state, enrollment of transfer students is likely to increase at UALR. This niche and its potential for growth make paying careful attention to the policies and procedures that facilitate or delay the progress of transfer students an obvious priority.

NOTES


Peer Group Comparisons…

4. AN OVER-ACHIEVER?

When comparisons are made, one often hears, “But you are comparing apples to oranges.” That is an almost inevitable complaint when comparing universities. They are complex organizations. Universities in a group that at a glance might appear similar will likely exhibit significant differences upon closer examination, differences that arguably produce different performance outcomes.

In the case of a metropolitan university, it is more informative to compare it to a group of other metropolitan universities than, for example, to liberal arts colleges or land-grant universities. For this purpose, UALR will now be viewed in comparison with 14 other universities that are similarly located in urban/metropolitan areas, that are committed to serving a very diverse student body including many nontraditional students, and that endeavor to be partners in solving problems and in advancing their larger communities.¹ (Appendix A includes extensive data on students, academic programs, and finances of the institutions in the 15-university comparison group.)

What does one see when looking at UALR in this comparison group?

SELECTED POINTS OF COMPARISON

BROAD INSTITUTIONAL CLASSIFICATIONS. Table 4-1 shows UALR to be among the smallest of these 15 institutions in student enrollment; however, UALR possesses a highly competitive academic profile as evidenced by national accreditation benchmarks. Among

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¹ UALR possesses a highly competitive academic profile as evidenced by national accreditation benchmarks.
these 15 institutions only UALR, Cleveland State University, University of Memphis and the University of Southern Maine are accredited in business, education, law, engineering, and nursing—all five high-demand professions.

Table 4-1 also shows each institution’s Carnegie Classification, a nationally accepted typology. UALR carries the Doctoral/Research Intensive (DRI) classification, a tier embracing institutions awarding doctoral degrees and meeting other criteria. Eight of the 15 peers are DRI institutions. Georgia State University and the University of Memphis, among the largest in the group, are classified as Doctoral/Research Extensive (DRE), due to their broader doctoral program offerings. The remaining five offer the master’s degree but not the doctoral degree.

STUDENT CHARACTERISTICS. Table 4-2 focuses on student characteristics at each of the 15 institutions, and it indicates that UALR qualifies as the prototypical urban/metropolitan university. It falls a substantial distance from the median of the group of 15 in regard to these characteristics:

- 1st in percentage of female students
- 3rd in percentage of undergraduate under-represented minorities
- 1st in percentage of undergraduates 25 years and older
- 5th in percentage of undergraduates enrolling part-time
- 11th in percentage living on campus

Table 4-3 shows UALR at the low end in first-year freshmen retention rate (13th) and undergraduate six-year graduation rate (14th). Although one might expect that lower retention and graduation rates would accompany the student characteristics noted in Table 4-2, one value of the peer group comparison is that it documents that UALR should work to improve its retention and graduation rates, an issue addressed elsewhere in this strategic plan.
Table 4-4 shows that UALR students are poorer than those of peer institutions, as indicated by the percentage of undergraduates receiving the federal need-based Pell Grants (1st). At UALR they attend an institution whose support through state appropriation falls in the middle (7th) of the comparison group but whose tuition and fees are among the lowest (12th).

These peer comparisons leave no doubt that UALR provides opportunities to students who face significant barriers to achieving the benefits of advanced education.

ACADEMIC MEASURES. Although UALR is among the three smallest-enrollment institutions in this peer group, it fares very well on academic measures. Its accreditation record was noted above. In terms of undergraduate students-to-faculty ratio, UALR is 4th lowest in the group. A review of the mix of degrees (Appendix A-3) awarded by these institutions.
peer institutions will show UALR with a well-balanced set reflecting both traditional disciplines plus programs that respond to economic and social trends. UALR ranks in the top half of these peers when technology, business, and health science degree percentages are recorded.

Only in education degrees awarded does UALR fall in the bottom half of these peer rankings. This is because two decades ago UALR chose to de-emphasize undergraduate teacher preparation programs in order to initiate graduate-level programs in education. In recent years, in response to the state’s short supply of certified teachers in a variety of fields, the university has been restoring and expanding teacher preparation programs at the undergraduate level.

RESEARCH. UALR also compares very favorably in research. Figures 4-1 and 4-2 show the records of the universities in the comparison group in winning federal research and development funds over the five fiscal years 1998-2002. UALR is 3rd in total dollars received and 2nd in dollars per full-time faculty member.

It should be noted that federal awards are only a partial measure of a university’s research activities. There are other sources of research funding such as the institution itself, state agencies, businesses, and local governments. However, federal awards data come from a third party—the National Science Foundation—which can provide uniform reporting of data across hundreds of universities.

NOTE: Data not available for University of Colorado - Denver or University of New Orleans

AN OVER-ACHIEVER?

If an institution’s performance exceeds what the fundamental characteristics of the institution would lead one to expect, it might be called an over-achiever. In light of the foregoing comparative data, one could conclude that UALR is an over-achiever in the group on the basis of these accomplishments:

- holding all applicable national professional accreditations;
- being in one of the Carnegie research institution categories;
- providing a very good student-to-faculty ratio;
- offering doctoral degrees, with 30 percent of all degrees at master’s level and above;
- offering degrees in cutting-edge sectors;
- competing in the National Collegiate Athletic Association’s Division I.

SELECTED PLANNING IMPLICATIONS

There is not yet a gold standard for metropolitan universities. There is no shared sense of which ones are the best in the country and therefore worthy of recognition for best performance, study, and emulation. Yet study of peer group data can highlight areas deserving attention, areas in which one institution appears to be more successful or less successful than others with similar challenges.

Here are planning implications of this chapter:

- UALR should regularly benchmark itself against a group of metropolitan peers.

- The better rates of student retention and graduation at other metropolitan universities in the peer group suggest that UALR should improve its performance on these two indicators, and the comparative entering ACT scores suggest a need to focus attention on admissions criteria.

- The fact that UALR is behind two-thirds of the peer group in the percentage of students provided on-campus student housing suggests that an expansion of student housing would enhance its ability to accomplish its mission.

NOTES

Peer groups can always be questioned on the basis of who is included and who is not. The data included here come from standard national reports which assures more consistency; even so, data are ultimately reported by individuals who have to interpret the applicable definitions and enter and submit the data. A group of 15 should be large enough to minimize the impact of inconsistencies in data reporting. Although it would generally not be appropriate to assign significance to being ranked 3rd versus 5th, in reviewing the data the median is a useful point of reference. Where does an institution stand in the group in reference to the median? The longer tables in Appendix A not only answer that question with reference to this group of 15, but also include the medians found in another familiar comparison group—the public institutions in the states covered by the Southern Regional Education Board (SREB).
PLANNING ENVIRONMENT

UNIVERSITY OF ARKANSAS AT LITTLE ROCK
Essential Underpinning…

5. THE FINANCIAL OUTLOOK

University decision makers must always take a realistic view of the financial resources likely to be available in the years ahead.

SELECTED COST FACTORS

In 2004-2005, UALR’s operating budget exceeded $109 million. (Figure 5-1 shows the sources of revenue and the percentage of the budget each contributes. Figure 5-2 shows expenditure categories and their respective shares of the budget.)

During recent years, health insurance costs have risen significantly, by $2 million over the last three years.

During the last decade (although not captured in a single slice of the expenditure pie in Figure 5-2), information technology costs have escalated as dependency on IT has increased. Between fiscal years 2000 and 2005, the maintenance budget for information technology in the central IT unit, including Internet2, rose 59 percent, while staffing costs rose 42 percent. These central figures, however, do not capture the increase in IT costs that...
<table>
<thead>
<tr>
<th></th>
<th>ATU</th>
<th>UAFS</th>
<th>UALR</th>
<th>UAF</th>
<th>UCA</th>
<th>UAM</th>
<th>ASUJ</th>
<th>SAUM</th>
<th>HSU</th>
<th>UAPB</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Less Tuition and Mandatory Fees</td>
<td>$22,940,840</td>
<td>$18,743,270</td>
<td>$36,394,100</td>
<td>$61,590,650</td>
<td>$37,731,900</td>
<td>$9,769,550</td>
<td>$36,135,730</td>
<td>$10,920,920</td>
<td>$13,256,210</td>
<td>$12,246,000</td>
<td>$259,728,970</td>
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<tr>
<td><strong>Increase</strong></td>
<td>$26,309,151</td>
<td>$6,095,463</td>
<td>$17,080,427</td>
<td>$33,516,799</td>
<td>$14,595,181</td>
<td>$3,806,511</td>
<td>$12,043,110</td>
<td>$3,081,284</td>
<td>$3,106,418</td>
<td>$2,220,007</td>
<td>$108,708,356</td>
</tr>
<tr>
<td><strong>Percent Change</strong></td>
<td>54.34%</td>
<td>39.05%</td>
<td>34.20%</td>
<td>33.72%</td>
<td>33.92%</td>
<td>32.47%</td>
<td>23.94%</td>
<td>21.72%</td>
<td>17.61%</td>
<td>11.01%</td>
<td>27.86%</td>
</tr>
<tr>
<td><strong>Percent of New Money</strong></td>
<td>11.12%</td>
<td>6.53%</td>
<td>15.71%</td>
<td>30.83%</td>
<td>13.44%</td>
<td>3.50%</td>
<td>11.08%</td>
<td>2.83%</td>
<td>2.86%</td>
<td>2.10%</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>New Funds Needed</strong></td>
<td>$8,290,151</td>
<td>$6,095,463</td>
<td>$17,080,427</td>
<td>$33,516,799</td>
<td>$14,595,181</td>
<td>$3,806,511</td>
<td>$12,043,110</td>
<td>$3,081,284</td>
<td>$3,106,418</td>
<td>$2,220,007</td>
<td>$108,708,356</td>
</tr>
<tr>
<td><strong>2005-06 Recommendation as a Percent of 2006-07 Need</strong></td>
<td>74.2%</td>
<td>74.2%</td>
<td>77.0%</td>
<td>77.2%</td>
<td>76.9%</td>
<td>77.6%</td>
<td>79.4%</td>
<td>79.6%</td>
<td>79.8%</td>
<td>80.0%</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Allocation of First Funds Available to a 2.7% Pay Increase</strong></td>
<td>$398,538</td>
<td>$337,927</td>
<td>$942,461</td>
<td>$1,626,665</td>
<td>$733,218</td>
<td>$217,986</td>
<td>$893,072</td>
<td>$239,138</td>
<td>$309,309</td>
<td>$384,313</td>
<td>$6,082,626</td>
</tr>
<tr>
<td><strong>Current Appropriation Plus Raise Funds as a Percent of Recommendation</strong></td>
<td>65.95%</td>
<td>73.26%</td>
<td>75.92%</td>
<td>76.00%</td>
<td>75.94%</td>
<td>76.89%</td>
<td>82.12%</td>
<td>83.54%</td>
<td>86.52%</td>
<td>91.75%</td>
<td>100.00%</td>
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<tr>
<td><strong>Share of Remaining Funds</strong></td>
<td>8.86%</td>
<td>6.38%</td>
<td>16.29%</td>
<td>32.19%</td>
<td>14.00%</td>
<td>3.62%</td>
<td>11.25%</td>
<td>2.87%</td>
<td>2.82%</td>
<td>1.92%</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>2006-07 New Funds</strong></td>
<td>$5,120,761</td>
<td>$1,966,401</td>
<td>$3,977,189</td>
<td>$7,623,571</td>
<td>$3,341,826</td>
<td>$892,690</td>
<td>$2,989,825</td>
<td>$773,601</td>
<td>$835,302</td>
<td>$741,118</td>
<td>$28,262,284</td>
</tr>
<tr>
<td><strong>Percent Increase</strong></td>
<td>23.0%</td>
<td>10.8%</td>
<td>8.0%</td>
<td>7.7%</td>
<td>7.8%</td>
<td>7.6%</td>
<td>5.9%</td>
<td>5.5%</td>
<td>4.7%</td>
<td>3.6%</td>
<td>8.1%</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td>$26,825,695</td>
<td>$20,578,838</td>
<td>$18,016,094</td>
<td>$42,642,656</td>
<td>$10,656,421</td>
<td>$3,229,360</td>
<td>$18,472,591</td>
<td>$4,857,084</td>
<td>$5,795,302</td>
<td>$6,557,743</td>
<td>$375,646,192</td>
</tr>
<tr>
<td><strong>Percent of Need Realized</strong></td>
<td>79.7%</td>
<td>79.7%</td>
<td>80.5%</td>
<td>80.5%</td>
<td>81.2%</td>
<td>86.6%</td>
<td>90.1%</td>
<td>93.3%</td>
<td>82.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Arkansas Department of Higher Education
have occurred across the campus. In the colleges, the libraries, and other organizational units, technology support staff positions have been funded, additional hardware and software have been purchased, and maintenance expenditures have increased.

Utility cost increases have been modest for the campus in recent years; but looking ahead, utility costs are a matter of concern because of the potentially broad effects on energy costs of the rapid growth in the national demand for natural gas and the worldwide demand for oil.

Annual debt service costs were 3.03 percent of expenditures in 2004-2005, which is below the median for public colleges and universities according to Moody’s Investors Services, Public Colleges and University Medians 2004-2005.

Expenditure categories and the amounts they represent remain reasonably stable and predictable. Compensation and benefit costs accounted for 70 percent of expenditures in 2004-2005. Keeping salaries reasonably competitive, given better state funding in other states, is a constant challenge, particularly in disciplines in which demand for faculty exceeds supply—and there are always some such disciplines.

Relatively few organizations in Arkansas recruit and hire large numbers of key employees in a national market, but universities must do so. Arkansas universities do not produce enough doctoral graduates across the academic disciplines to fill faculty positions with in-state doctoral graduates; and even if they did, the need to avoid intellectual inbreeding and to provide students a broadly-prepared faculty from a variety of outstanding universities would still dictate competing for faculty talent in the national market.

STATE SUPPORT

In 2004-2005, the state appropriation for operations amounted to 49 percent of the operating budget. Given that these state dollars are a major share of operating funds, even slight percentage variations up or down from year to year make a very large difference to the university.

Generally speaking, when Arkansas prospers and state revenues increase, Arkansas public colleges and universities prosper; and when the state suffers an economic downturn, particularly a sustained one, the colleges and universities must cut their budgets. It is therefore enlightened self-interest for UALR to be an active partner in the state government’s efforts to strengthen the Arkansas economy.

Figure 5-3, showing the trend line for state appropriations to UALR over the last 20 years, is one of the tell-tale charts in this report. It shows that, while there have been ups and downs, state appropriations for UALR have risen an average of 4.4 percent in current dollars each year compared with the preceding year. However, when adjusted for inflation, the purchasing power of those dollars has remained almost level throughout the last two decades. Specifically, in constant dollars the average increases have been only 1.3 percent over the previous year when adjusted for inflation as reflected in the Consumer Price Index (CPI) or only 0.45 percent when adjusted for inflation as reflected in the Higher Education Price Index (HEPI). Thus the university has made its improvements and advances with a very thin margin of increased state dollars each year.

The level of state funding for UALR and each public university depends on decisions made in biennial sessions by 100 representatives and 35 senators in the Arkansas General...
Assembly who begin with a recommendation from the governor. The governor in turn begins with a recommendation from the Arkansas Higher Education Coordinating Board (AHECB). The AHECB bases its recommendations on the work of the director and staff of the Arkansas Department of Higher Education who conduct hearings with the campus presidents and chancellors and prepare a set of consolidated funding recommendations for all public colleges and universities in Arkansas.

The biennial legislative decisions are influenced heavily by circumstances at the time of the legislative session—by the health of the national and state economies, the strength of state tax collections, and the urgency of the needs of competing interests such as public schools, prisons, Medicaid, and other health and human service programs. One new circumstance which could adversely affect the amount of state dollars available to UALR and other public colleges and universities is the recent Lake View decision in which the Arkansas Supreme Court found the state's public school system unconstitutional, with the necessary changes in the system requiring additional state funds for K-12.

There is no reason to predict a surge in the Arkansas economy that would result in a major increase in state dollars available for higher education. Nor is there any reason to anticipate any tax increase that would significantly benefit higher education. However, the state's record shows a steady if very modest increase in state financial support, as reflected in constant dollars (Figure 5-3) through the years; and the Arkansas General Assembly has been willing from time to time to fund new university initiatives that target state health needs or economic development goals.
**NEW STATE FUNDING FORMULA**

The new formula for funding the various state universities in Arkansas was helpful to all campuses in the regular legislative session in 2005. The formula was based on an extensive national study by the University of Delaware of the actual costs to universities of providing academic programs, by discipline and level. The Arkansas Department of Higher Education calculated a needed level of funding for each campus to equal the national average. UALR was calculated to be at the 75.9 percent level before the legislative session in 2005 and at 78.4 percent afterwards thanks to the increased appropriation for the new biennium.

Table 5-1, prepared by the Arkansas Department of Higher Education, displays these calculations for all formula-funded public four-year institutions in Arkansas. (UAMS is not formula-funded and therefore is not included in the table). Table 5-1 also shows the governor's recommendations for the institutions at the start of the biennial session. If the governor's proposal had been fully funded as submitted, UALR would have moved to 80.5 percent of need as reflected in Table 5-1. But as the legislative session progressed, the funding level was reduced to 78.4 percent of need, still a helpful step forward.

The Arkansas Higher Education Coordinating Board recommended and the governor and a number of legislative leaders agreed to work to move the funding level of Arkansas public universities to the target levels over a period of several years.

The new formula represents an approach to funding that is rational and fair and consistent with the differing missions of institutions. Therefore, it promises to be advantageous to UALR with its greater complexity and its substantial graduate offerings which previously were not appropriately reflected in funding recommendations.

**TUITION AND FEES**

Tuition and fees paid by students are the second most substantial source of revenue, constituting 41 percent of revenue in 2004-2005. Thus two sources of revenue—the state appropriation and tuition and fees—together account for 90 percent of UALR's annual operating budget.

Tuition income is determined by the rates charged, which is a known factor, and by student enrollment, which can only be estimated in advance. In reality, the university's tuition and fee revenue is dependent upon the individual decisions of some 15,000 persons each year who choose to enroll and the decisions of an unknown number who consider enrolling but decide not to do so. (Although students can be viewed as “customers,” university personnel generally do not like to apply the term to students. The professional relationship is faculty-student and parallels physician-patient and lawyer-client, etc. The evaluating role—faculty sometimes give students failing grades—hardly fits the vendor-customer model.)

In any national perspective, tuition levels are low at all public universities in Arkansas. However, with family incomes also below national averages, there is limited opportunity to realize significant increases in revenue through higher charges to students. Such
increases have occurred and are likely to continue to occur in small annual increments. Over the last 10 years, UALR has increased tuition an average of 4.95 percent per year.

In 2004-2005, the full-time undergraduate student at UALR who enrolled for 15 credit hours paid tuition and fees totaling $4,957 annually as calculated by the Arkansas Department of Higher Education. The cost of attendance, a federal calculation that includes tuition and fees plus books, food, lodging and other living costs, for this average undergraduate totaled $14,350. At the time of graduation, the average UALR undergraduate faces a student loan debt of approximately $24,000.

**ADDITIONAL SOURCES OF REVENUE**

The remaining sources of university revenue account for much smaller slices of the pie.

**AUXILIARY INCOME.** Figure 5-1 shows that auxiliary income was 8.5 percent of the budget in 2004-2005. Auxiliary income at UALR is generated by the print shop and athletics. Bookstores and food service have been auxiliary enterprises at many colleges and universities, but in recent years a number of campuses, including UALR, have contracted with private providers for such services. An auxiliary enterprise is expected to generate income to defray the costs of the auxiliary activities. For example, the intercollegiate athletics program, an auxiliary enterprise, generates income for the athletic program through ticket sales for athletic events. An auxiliary enterprise may or may not generate excess income to benefit the general operating budget of the university.

**GRANTS AND CONTRACTS.** Grants and contracts constitute a source of outside income that is not included as part of the general operating budget of UALR (or other universities). These funds come as awards for specific programs and activities that will likely be greatly reduced or eliminated when the funds received have been spent. These dollars awarded by government agencies, foundations, and various private organizations have extended and strengthened the services provided by the university, enriched the academic experiences of students and faculty, and added luster and prestige to the university. However, money from grants and contracts does not fund the basic operating costs of a university, costs which continue with or without such money.

As reported earlier in Chapter 3 (Figure 3-4), UALR faculty and staff have an impressive record in securing funding through grants and contracts—more than $20 million a year during each of the last four years.
PRIVATE SUPPORT. Private giving is a small but promising source of institutional revenue. Excluding gifts at $1 million and above, annual giving has averaged $6 million over the last five years. The campus has recently received a number of major gifts including the following:

- $22.4 million from Mr. Jack Stephens for a new events center
- $13.3 million from the Donald W. Reynolds Foundation for a new building for the College of Business and its major outreach units
- $6 million from the Trinity Foundation to endow the mechanical engineering program in the Donaghey College of Information Science and Systems Engineering (CyberCollege)
- $5 million from the Donaghey Foundation to help fund the new building for the CyberCollege
- $2.5 million endowment for the William H. Bowen School of Law
- $2.2 million from PepsiAmericas for broad-based university support
- $1.6 million from an anonymous donor to renovate the baseball facility, renamed Gary Hogan Field, in Curran Conway Park
- $1 million from the Entergy Corporation to endow the Jerry L. Maulden Chair of Information Science
- $1 million from the Alltel Corporation to endow the Joe T. Ford Chair of Finance

Private giving plays a crucial role in adding a margin of excellence to the programs of the university and to the education provided the university’s students.

CONGRESSIONAL EARMARKS. Specific appropriations by the U. S. Congress for UALR—secured by the state’s senators and representatives—have supported outreach to small business, research and technology initiatives, and K-12 education initiatives. Over the last five years, UALR has received $2 million in Congressional earmarks. Although they have been extremely helpful, they are not consistent and predictable from year to year. Success in requests for congressional support typically requires an initiative that targets a problem or opportunity of potential national significance.

LOCAL TAX SUPPORT—POTENTIAL NEW SOURCE. There is one other potential source of revenue for the university—local tax support. A number of state universities across the nation enjoy such local support. In light of UALR’s extensive involvement and ongoing efforts to assist and advance the community, the community could choose to provide local support in order to increase the benefits the community receives from the university.
SELECTED PLANNING IMPLICATIONS

The most significant broad statement that can be made about all of the existing sources of income noted above is that they have all been increasing and have potential for further growth. They provide a basis for cautious optimism that the university can achieve growth in available resources that will enable it to make steady progress in achieving the goals that have emerged in this strategic plan. To this end the university will frame and pursue a vigorous funding strategy that will maximize each of these sources of revenue.

Here are planning implications of this chapter:

- Controlling expenditures is the first requirement in maximizing resources.
- The critical role universities play in economic development could become a basis for securing increased state appropriations.
- New ways should be formulated to provide incentives for faculty and staff who are the primary initiators of successful grant proposals.
- In light of the constraints of state funding when the university is seeking to hire faculty in the competitive national market, the university needs to secure other sources to pay moving expenses and start-up equipment costs for new faculty.
- Campus infrastructure in development and alumni operations should be up-sized in order to maximize the potential for private support.
- Given legislative term limits, and given that the two major sources of university revenue—state appropriation, tuition and fees—are dependent upon the good will and understanding of others, UALR needs to follow a carefully constructed communication plan.
New Expectations…

6. UNIVERSITIES AND ECONOMIC DEVELOPMENT

A rising tide lifts all boats is a saying that can be applied to economic development.

Jobs. Better-paying jobs. An increase in average income. A higher standard of living. An increase in the wealth of an area. This is the language of economic development. Public officials in this community, in this state, and elsewhere make economic development a priority because the citizens they serve benefit from it and put a high value on it. In addition, as the economy grows, tax revenues grow and provide resources to fund the public services demanded by citizens.

How does a university fit into the economic development picture?

Universities have long been viewed as important to economic development. In the early years of the 21st Century, however, universities are seen as more than important; they are viewed as critical to economic development.

Since many persons both on and off campus are unfamiliar with economic development as it relates to universities, this is an important subject to address in strategic planning. This chapter will address the enlarged expectation of universities in economic development by referring to a number of recognized authorities and recognized studies.

UNIVERSITIES AND THE NATIONAL ECONOMY

In an earlier day, when the role of universities in the national economy was discussed, universities were credited with providing opportunities for citizens to develop themselves and advance economically. It was readily conceded that these educated persons were,

All across this country one encounters a growing expectation that universities should play a greater role in the economic development of their regions and states. That expectation is present here as well. I want to tell the business and civic leaders that UALR expects to play an enlarged role in advancing the prosperity of the region and state.

We treasure the Fortune 500 companies that are here and anticipate a stronger relationship with them, to our mutual advantage. We have a niche with the knowledge-based companies, particularly with our CyberCollege, that we will continue to develop. We love small businesses and recognize that they not only employ a significant percentage of the workforce in Arkansas today but they will also - some of them - become Fortune 500 companies tomorrow. Assistance to small businesses will also continue to be a niche for UALR.

UALR Chancellor-Designate Joel E. Anderson, December 12, 2002
by their presence and the larger contributions they were capable of making, beneficial to society. Further, at some campuses, faculty conducted research which occasionally produced scientific breakthroughs in medical fields, industrial processes and production, agriculture, and other areas. It was recognized that these breakthroughs improved life in unanticipated ways. But universities were not broadly perceived as pivotal, as keys to the economic success of a region or of the nation.

Today, it is striking to see how often national leaders view higher education in a global perspective and define the role of universities as a key to economic competitiveness. Three examples will be noted.

The U. S. Department of Commerce is the department of the federal government with major responsibility for promoting the economic competitiveness of the United States, and recently the department’s Assistant Secretary of Commerce for Economic Development wrote:

> At the U.S. Department of Commerce and the Economic Development Administration, we believe that universities have a critical role in securing America's future innovation, economic competitiveness and prosperity in a global economy.

> Universities are the ideal location to connect knowledge creators with knowledge commercializers through technology incubators, entrepreneurial development curricula and nurturing relationships with community-based venture funds.¹

Alan Greenspan, the highly respected chairman of the Board of Governors of the Federal Reserve System, in a speech in 2004 said:

> [O]ur system of higher education bears an important responsibility for ensuring that our workforce is prepared for the demands of economic change. America's reputation as the world's leader in higher education is grounded in the ability of these versatile institutions to serve the practical needs of the economy by teaching and training, and more significantly, by unleashing the creative thinking that moves our economy forward.²

A global perspective also highlights a quantitative dimension, as noted by Microsoft founder Bill Gates in his speech to the education summit of the National Governor's Association in February 2005:

> The percentage of a population with a college degree is important, but so are sheer numbers. In 2001, India graduated almost a million more students from college than the United States did. China graduates twice as many students with bachelor's degrees as the U.S., and they have six times as many graduates majoring in engineering.

> In the international competition to have the biggest and best supply of knowledge workers, America is falling behind.³

A short five decades ago one rarely heard such statements about higher education. Today, universities across the nation are repeatedly challenged to strengthen the nation's hand in the global marketplace. When universities meet this challenge from national leaders, they simultaneously elevate their communities and their states because today the community, state, national, and global economies are extensively interwoven.
Not all universities accept the challenge. A recent policy paper of the Association of Governing Boards of Universities and Colleges discussed such reluctance. It noted concerns on campuses that to stress economic development could weaken the ideal of learning for learning’s sake, including basic research. However, the century-plus record of the land-grant universities, with their strong practical bent toward agriculture, should be reassuring and in fact would appear to belie such concerns.

**CITIES AND THE NATIONAL ECONOMY**

In the case of UALR, given its location in the state’s largest city, it is important to recognize the central role of cities in the national economy.

A recent massive scan of economic performance variables in 100 metropolitan areas across the nation, including Little Rock, for the decade of the 1990’s documented that “…urban areas contain the nucleus of the U.S. economy. Cities disproportionately house the nation’s assets, and play key roles as drivers and hubs of economic growth.”

The national economy is made up of numerous regional economies, each with a dominant city. These regional economies develop within states, and sometimes across state lines, around cities such as Little Rock, Tulsa, Memphis, St. Louis, and Chicago. For example, in the central part of Arkansas there is a six-county regional economy pivoting around Little Rock that is labeled a Metropolitan Statistical Area (MSA) by the U. S. Department of Commerce.

No commentator has done a better job than Neal Peirce of capturing in words the image of the metropolitan region as an area integrated around and energized by a city. He has referred to such a region as a “citistate” and offered the following perspective in a recent visit in Little Rock:

> From the sky, a metro region looks like a single entity—a densely interconnected mass of roads and homes, stores and plants, one environmental area, one labor...
market, and people scurrying back and forth daily across invisible political lines.⁶

The importance of cities is magnified in the new knowledge-based economy because of the "benefits of agglomeration" in cities where people and ideas cluster and interactions intensify.

Knowledge factors build upon themselves and get converted to economic value through face-to-face contacts, dense business networks and shared resources that cities particularly provide. The urban environment is extremely well suited for spurring innovation, which is favored by the diversity of ideas, and consequently by the diversity of people, interconnected and integrated in urban networks.⁷

Cities are more important than ever to the economic performance of nations as enhanced productivity increasingly flows from physical concentrations of personal, knowledge and business networks.⁸

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Universities make major contributions to economic development by supplying college graduates. A study, *The Changing Dynamics of Urban America*, commissioned by CEOs for Cities and quoted above offered this additional finding about the relative economic impact of high school graduates and college graduates:

Educational levels were the single biggest driver of economic growth, but high school degrees are not enough.

Having college graduates proved highly significant to economic growth. Roughly, for each 2% growth in the proportion of college graduates, income growth increased about 1%.

A 2% increase in high school graduates yields only 0.2% income growth.⁹

What makes a 1 percent increase in economic growth so impressive is that a small minority of citizens (24.4 percent in the nation, 16.7 percent in Arkansas) hold a bachelor’s degree.

Beyond supplying college graduates, a university can be a significant factor in a local economy. UALR’s annual budget in 2004-2005 totaled $109 million, not including an additional $20 million in grants and contracts. UALR employed 1,283 people full-time, with an additional 1,080 employed part-time, many of them students.

UALR is a major employer that is not going to move out of state.

The university is a significant presence in the local community simply because it is located in the community and bases its operations here. But its economic impact and contributions go far beyond employees and paychecks. The president of the Urban Land Institute has summarized this reality by describing universities as "powerful economic drivers, technology centers, employers, developers, and investors."¹⁰
A university located in a declining area of a city has a major opportunity for economic impact, and this role for urban universities was recently explored in detail and advocated in the Joint Study by the Initiative for a Competitive Inner City and CEO’s for Cities 2002, entitled *Leveraging Colleges and Universities for Urban Economic Revitalization: An Action Agenda*:

Colleges and universities have long been important to urban and regional economic growth. They have also been one of the most valuable assets for urban communities in advancing education, health, and social service needs of urban residents. However, urban academic institutions are equally well positioned to spur economic revitalization of our inner cities, in great part because they are sizable businesses anchored in their current locations. Unleashing the local economic development capacity of these institutions should be a national priority.\(^{11}\)

The joint study developed a list of six strategic areas in which university resources can be leveraged for economic growth in declining areas of a city. These included:

- purchasing of goods and services
- employment
- developing real estate
- creating business incubators
- advising business and building networks
- workforce development

This joint study has particular relevance to UALR as this university develops a plan in partnership with other community representatives for the revitalization of the University District, the section of the city in which the campus is located.

A university in a city makes another contribution that recently has come to the fore. The faculty and other professional personnel of a university are part of the “creative class” of a community which, according to author Richard Florida, is a key to economic growth. He contends “that regional economic growth is driven by the location choices of creative people—the holders of creative capital—who prefer places that are diverse, tolerant and open to new ideas.”\(^{12}\)

Florida, author of the study entitled *The Rise of the Creative Class*, has developed a creativity index for 268 regions and grouped them by size. In his analysis of data on the regions for 2001, Little Rock fared well, ranking 62\(^{nd}\) overall out of the 268 regions and 6\(^{th}\) best out of 32 in the regions of 500,000 to 1,000,000 population.\(^{13}\)

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**ARKANSAS, THE NEW ECONOMY, AND UALR**

Fortunate for current strategic planning at UALR, three recent studies have presented the implications of the new knowledge-based economy for the people of Arkansas. The first two had a statewide focus. The third focused on the 11-county central Arkansas region. These three studies provide up-to-date analyses of economic development assets and liabilities, with attention to the role played by universities, including UALR specifically.
All three reports paint a picture with a challenging future for Arkansas in the global economy of the 21st Century. According to the first of these reports, “In the new economy, the things that matter most are college, graduate science and engineering degrees, research, intellectual property, new business starts and expansions, and participation in global commerce.”

**TASK FORCE FOR THE CREATION OF KNOWLEDGE-BASED JOBS**

In 2001, the director of the Arkansas Department of Economic Development established the Task Force for the Creation of Knowledge-Based Jobs as part of the effort that year to formulate an economic development strategy for the state. The Task Force was established in recognition of the growing importance of knowledge-based companies in Arkansas and across the nation.

The Task Force offered state leaders an admirably concise analysis of the conditions conducive to starting, building, and expanding knowledge-based businesses.

According to the analysis, the primary assets of such companies are intangible—the knowledge and expertise of employees and the information embedded in computer-based technologies—and are therefore highly dependent upon a well-educated workforce, persons who are comfortable and proficient with information technology. Such companies thrive on research, intellectual property, commercialization, and an environment congenial to innovation. Employees in such businesses are paid substantially above the average pay levels in Arkansas and other states.

The Task Force stressed the importance of strengthening instruction in mathematics and the sciences, and it offered a novel recommendation—that the entry-level academic requirements for scholarships be maintained, “but for those students majoring in math, science or engineering, consideration be given to maintaining the scholarship with a grade point lower than required for other disciplines.”

The Task Force also urged that priority for university resources focus on degree programs that will make the largest contribution to the economic development of the region, and it took favorable note of UALR’s CyberCollege:

The establishment of the Donaghey College of Information Science and Systems Engineering (the CyberCollege) at the University of Arkansas at Little Rock is seen as another major positive step toward meeting the employment needs of information technology companies in Central Arkansas.
The report also noted that the CyberCollege and its programs had been planned with extensive consultation with local business and industry leaders.\textsuperscript{17}

**MILKEN INSTITUTE REPORT**

The second study was carried out by the Milken Institute, which in September 2004 issued its report entitled *Arkansas’ Position in the Knowledge-Based Economy*.\textsuperscript{18}

The report stated at the outset, "A fundamental transformation is occurring in the world: a shift toward knowledge-based economic activity as the foundation of sustained comparative advantage."\textsuperscript{19}

The Milken Institute Report gives a very valuable and highly detailed analysis of Arkansas’ strengths and weaknesses in the new, high-tech, knowledge-based economy. It offers a point-by-point comparison and ranking of Arkansas among the 50 states.

It repeats an all too familiar story. With an overall ranking of 49\textsuperscript{th} on the State Technology and Science Index, Arkansas is playing catch-up and needs to try harder, run faster, and play smarter than other states.

The Milken Report stressed that Arkansas needed to educate a technologically skilled workforce; to expand support for research, intellectual property, and commercialization; and to provide an environment congenial to innovation.

Two references to UALR in the Milken Report should be noted.

In the first of these, the Donaghey College of Information Science and Systems Engineering (the CyberCollege) is identified as one of the “critical programs and initiatives that nurture the development of a technologically skilled workforce in Arkansas.”\textsuperscript{20}

The other reference to UALR was in a discussion of how to boost the critical areas of research and science in Arkansas by developing research clusters:

Attempting to develop a research cluster from the ground up is both risky and expensive, which means that the three most viable candidates are the University of Arkansas in Fayetteville, the University of Arkansas Medical School in Little Rock, and the University of Arkansas-Little Rock, even if other candidates such as Arkansas State University in Jonesboro might establish itself as such further in the future.\textsuperscript{21}

**ANGELOUECONOMICS REPORT**

Recognizing that regional cooperation is essential to being competitive on the worldwide marketplace, business and civic leaders in 11 central Arkansas counties with a combined population of almost 1 million have formed an organization with the name Metro Little Rock Alliance (MLRA). The organization retained the services of AngelouEconomics, a consulting firm in Austin, Texas, to assist in developing an economic development strategy for the 11-county region. In October 2004, the consulting firm issued its final report.\textsuperscript{22}
The AngelouEconomics report included analyses and recommendations reminiscent of those noted above in this chapter, urging priority attention, for example, to workforce development and education, entrepreneurship, and quality-of-life factors.

In a list of seven priority recommendations, the second listed by AngelouEconomics was, “Invest and expand UALR to become a premier higher education institution.” The report urged support for CyberCollege and for an expansion of engineering offerings.23

1. Fifty for the Future, the most influential organization of business leaders in central Arkansas, has adopted as one of its priorities the strengthening of the UALR CyberCollege and the expansion of engineering in the college.

2. The Little Rock Regional Chamber of Commerce has adopted a goal of strengthening the CyberCollege and assisting in achieving funding for the new building required for the college.

SOURCE OF INTERNAL TENSION?

Major developments in universities rarely affect faculty in all academic disciplines equally. With the increased emphasis on the role of universities in economic development, which for the foreseeable future appears to favor science and engineering disciplines with greater attention and resources, there is potential that faculty in other academic disciplines at UALR will feel left out. There is even greater potential for tension where, as at UALR, the university and the region are playing catch-up in putting in place the infrastructure for engineering education, research, development, and commercialization.

University faculty, across the board, contribute to economic development by providing not only graduates but also expertise and various forms of direct assistance that strengthen the K-12 schools, maintain safe and healthy communities, improve the performance of government agencies, and foster a vibrant arts community. Leaders on and off campus need to recognize and acknowledge this broad, holistic contribution the academic community makes to economic development.

One might see a parallel with the concerns once felt by faculty in liberal arts disciplines at land-grant universities about the close connection of their campuses to agriculture and its practical and commercial aspects. In part because of that connection, agriculture in America has prospered. At the same time, the liberal arts disciplines on those campuses have not been left out. They have survived and prospered.

In the literature, particularly Richard Florida’s research, on what is needed for a community to gear up for the knowledge-based economy, the vital role of the creative class, which includes academics across the board, is noted. Today it appears that all academic disciplines should benefit from the expanded role of universities in economic development.
SELECTED PLANNING IMPLICATIONS

It is both gratifying and sobering that universities have come to play such crucial roles in the economic well-being of the community, state, and nation. A great deal is at stake in the performance of universities, which places heavy responsibility on faculty and administrative leaders on campuses.

Three overarching implications emerge from a reading of this chapter:

- In Arkansas, UALR must play a larger role in enabling the community and the state to compete in the global, increasingly knowledge-based economy. Policies, programs, and resource allocations must be shaped accordingly.
- In central Arkansas, regional cooperation is essential if the region is to prosper in a day of worldwide competition. UALR must play a helpful role in turning talk of regional cooperation into reality.
- In Little Rock, UALR has an opportunity to play a significant role in revitalizing the section of the city in which the university is located. In addition to connecting academic programs to revitalization issues where appropriate, the university’s business activities and transactions should be aimed at neighborhood revitalization whenever possible.

There are a number of specific implications:

- The university should and will continue to make a fundamental contribution by providing a significant component of the community’s creative class—its faculty and professional staff as well as a number of students. As the university grows stronger and larger in any of its academic disciplines, this fundamental contribution will grow larger as a byproduct.
- The university should increase student retention and graduation rates and thereby infuse the population of Arkansas with more college graduates.
- The university should ensure that graduates in all curricula possess an appropriate level of proficiency in the use of computer-based technology.
- The university should expand engineering, strengthen the sciences and mathematics and then expand research and graduate more students in these fields.
- The business curriculum should give more attention to entrepreneurship and the law curriculum should give more attention to intellectual property.
- The Small Business Development Center should continue strengthening its capability to assist technology-oriented small businesses.
- The university should move forward with community partners in developing plans for revitalizing the University District.

NOTES


5 CEOs for Cities, The Changing Dynamics of Urban America: Executive Summary, March 30, 2004—a study conducted by Robert Weissbourd, RW Ventues, and Christopher Berry, Harvard University, p. iii, p. 1. ([http://www.ceosforcities.org/research/2004](http://www.ceosforcities.org/research/2004)). CEOs for Cities is a national leadership organization of business CEOs, mayors, university CEOs, and nonprofit CEOs. This group commissioned a project that began with development of a massive database of economic performance variables in 100 cities and metropolitan areas, including Little Rock, for the decade of the 1990’s.


8 The Changing Dynamics of Urban America, p. 16.

9 The Changing Dynamics of Urban America, pp. 6-7.

10 Richard M. Rosan, President, Urban Land Institute, “The Key Role of Universities in Our Nation’s Economic Growth and Urban Revitalization,” speech at St. Louis University, April 10, 2002.


13 The Rise of the Creative Class, Appendix B, Table 1, p. 353.


18 Milken Institute, Arkansas’ Position in the Knowledge-Based Economy, September 2004, by Ross DeVol, Kevin Klowden, Jeffery Collins, Lorn Wallace with Perry Wong and Aremen Bedroussian. Prepared for Accelerate Arkansas and supported by a grant from the Winthrop Rockefeller Foundation.

19 Arkansas’ Position in the Knowledge-Based Economy, p. 1.

20 Arkansas’ Position in the Knowledge-Based Economy, p. 188.


Figure 6-1
Top 10 Degrees in Demand
(Bachelor’s degree level)

Accounting
Electrical Engineering
Mechanical Engineering
Business Admin/management
Economics/finance
Computer science
Computer engineering
Marketing/marketing management
Chemical engineering
Information sciences & systems

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TWO BIG ONES THAT GOT AWAY

Two stories will suggest the price the region and state have paid for not having had in place, until recently, a university with instructional and research programs in the sciences and engineering, including such programs at the graduate level.

1. NUCLEAR ACCELERATOR.

The first involves a federal installation the state sought in the mid-1960’s, a time when the strength of the Arkansas Congressional delegation was legendary. The following statement comes from a report President David W. Mullins presented to the University of Arkansas Board of Trustees:

A report by the Governor’s Committee to secure the multi-million dollar nuclear accelerator for the Central Arkansas Region disclosed that the region was dropped from the sites under consideration mainly because of the lack of adequate graduate degree programs. The matter was brought forcefully to the attention of the Governor’s Committee by the Chairman of the Atomic Energy Commission at a meeting on October 5, 1965 in Washington, D.C.

“Needs for Development of University Programs and Services in Central Arkansas - A Summary Report by the President to the University of Arkansas Board of Trustees,” June 16, 1966, p. 4. The recommendations in the report called for development in Little Rock of undergraduate and graduate programs and for research programs in “natural and physical sciences, engineering, technological fields, the social sciences, and extension services.” Exploration of a possible merger with Little Rock University was also recommended in the 1965 report. The nuclear accelerator ended up in the Chicago area and became the national Fermilab, which today employs 2,000 people and has an annual budget approaching $300 million.

2. ROCKWELL INTERNATIONAL.

In 1982, Rockwell International made a decision to build a small electronics assembly plant in Conway to assemble radios for airplanes. Then Rockwell decided to combine two of its divisions and construct a large engineering design and fabrication facility, which led to a decision to move the project from Conway to Duluth, Georgia, north of Atlanta. The reason Rockwell gave for the move was the lack of an engineering college in Central Arkansas. This story was related at a meeting of Fifty for the Future, in August 2004, by Mr. Eugene P. Levy, of Cromwell Architects Engineers. Cromwell was engaged by Rockwell for the Conway project and then had the good fortune, when Rockwell made the decision to move the project to the Atlanta area, of continuing to do the engineering design work for the project through four phases. Today, the 450,000-square-foot facility, now owned by Boeing, employs a workforce of 1,500 engineers and electronics assembly workers. Mr. Levy’s summary comment was, “Boy, did we miss out big time.”
7. STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS

No organization will survive long without adjusting to the patterns of change found in the larger world outside. Some changes help and some hinder. When developing a long-range plan, corporate managers and public managers have often sought to understand an organization’s potential within its changing environment by engaging in an analysis of strengths, weaknesses, opportunities, and threats—often abbreviated as a “SWOT” analysis—because such an approach can be informative and provide perspective.

This chapter will report key points from such an analysis for this university. It is in no sense exhaustive, nor will it in most instances take time to point out the variety of nuanced ways in which a particular factor may simultaneously be both a strength and weakness or both a threat and an opportunity. Yet it will be instructive to note a short list in each of the four categories. In each instance the implied comparison is with present or potential competitors.

| STRENGTHS |

Strengths cited are institutional characteristics that are broader than specific programs or offices or individuals. Presumably they would endure even if strong programs or offices were eliminated or if outstanding individuals left the university. No ranking is intended by the order of the list.

STATE FUNDING. In its last year as the private Little Rock University in 1968-1969, the institution received zero dollars in state appropriation. In 1969-1970, the first year as the public University of Arkansas at Little Rock, the institution received $1 million state dollars. In 2004-2005, UALR received $53 million from the state. Assuming a 5 percent annual yield, an endowment large enough to provide that level of annual funding would exceed $1 billion dollars.

UNIVERSITY OF ARKANSAS SYSTEM. Being a campus in the University of Arkansas System confers prestige within the state. Being part of a recognized and dominant state university system also communicates that a young university is in the mainstream of American higher education and thus gives credibility across the nation and beyond.

FACULTY. A few minutes spent browsing through the listing of faculty and their credentials in one of the university’s catalogs will show a remarkable collection of talent, covering virtually all academic fields from A to Z and holding terminal degrees from many of the world’s finest institutions of higher learning. Seventy-eight percent of tenured or tenure-track faculty have earned a Ph.D. or other terminal degree. The campus thus offers a remarkably fertile intellectual climate for its students and a remarkable collection of intellectual capital for the community and the state.
ACADEMIC BREADTH. UALR is comprehensive, offering major programs of study across the full range of academic disciplines. It awards degrees from the associate through the PhD. Therefore, the university is capable of responding to the individual higher education needs of a great variety of people. (Table 3-1 in Chapter 3 provided an overview of formal programs of study offered by the university.)

UNDERGRADUATE CORE CURRICULUM. UALR provides all its undergraduate students the advantages of a broad core curriculum, consistent with the requirement of the Higher Learning Commission of the North Central Association of Colleges and Schools that accredited institutions include a significant general education component in baccalaureate degree programs. The core curriculum, reviewed and updated from time to time, instills a broad foundation of knowledge and skills equipping individuals to manage their lives in today's complex civilization and to be flexible in the face of changes in the future.

CONVENIENT CLASS SCHEDULE. Juggling college attendance, job, and family obligations is a constant challenge for many UALR students. Therefore, in addition to the traditional day-time class periods, the campus has for decades offered classes during the late afternoon and evenings to fit the daily routines of students. Twenty-five percent of all UALR's semester credit hours are generated after 4:30 p.m., with the latest evening classes adjourning at 9:15 p.m. Almost 1,000 students are enrolled in weekend courses. Classes are also offered at a number of convenient off-campus sites around the twin cities of Little Rock and North Little Rock. In the fall semester of 2005, 487 students were enrolled at the UALR Benton Center. This approach to scheduling is typical of metropolitan universities as they meet the varied needs of the clientele of an urban area.

OUTREACH UNITS. UALR has a number of first-rate outreach units that are vehicles for extending university expertise and services to people in the immediate community and throughout Arkansas. Here is a list of most of the major ones, with names that in most instances give a sense of their purpose: Community School of the Arts, Intensive English Language Program, Institute for Economic Advancement, Arkansas Small Business Development Center, Advanced Placement Summer Institute, Summer Laureate-University for Youth, Virtual Reality Center, an innovative and cutting-edge interdisciplinary Ph.D. program in Bioinformatics, MidSOUTH Center (alcohol abuse, addiction, and child welfare), Prescription Assistance Line for Seniors, Mediation Clinic of the Bowen School of Law, Office of Community Engagement, Speech and Hearing Clinic, Institute of Government, Arkansas Public Administration Consortium (with UAF and ASU), UALR Children International, KUAR-KLRE. (Chapter 3 presented more information on these outreach units and other public service activities.)

CAMPUS DIVERSITY. At a time when demographers project that in 45 years the United States will have a population that will be 50 percent white and 50 percent people of color, with Latinos and African Americans constituting the second and third largest groups UALR leads all universities in Arkansas in the diversity of its student body, with one in three students being non-white. African Americans make up 29 percent of all students, followed by Hispanics at two percent and the balance representing other nationalities from around the world. UALR plays a dominant role at the graduate level for the state's minority population. During the five years 2000-2004, UALR awarded 404 graduate degrees to African Americans, leading all Arkansas four-year campuses in this statistic. (See Table 3-3 in Chapter 3.)
TECHNOLOGY. In the late 1990’s, UALR moved to the forefront in technology among Arkansas institutions of higher education. This institution was the first to offer students on-line class schedules, on-line registration, on-line student aid applications, and a wireless network on campus. UALR provided leadership in bringing Internet2 to the state, boasts a Virtual Reality Center, and in 1999 launched the CyberCollege—the Donaghey College of Information Science and Systems Engineering—with programs of study that prepare students to work at the forefront of the knowledge-based economy. One striking piece of evidence of UALR’s incorporation of technology into the instructional program is the dominant record of UALR faculty in offering on-line courses, as shown in Figure 7-1.

GRANT AND CONTRACT FUNDING. UALR faculty and staff have achieved considerable success in increasing resources through successful submission of proposals for grant or contract funding—exceeding $20 million per year over the last four years. (See Figure 3-4 in Chapter 3.) Among 15 peer institutions, UALR is third in total dollars and second when calculated on a per full-time faculty member basis. (See Figures 4-1 and 4-2 in Chapter 4.)

SERVICE TO TRANSFER STUDENTS. UALR has a singular role among public universities in Arkansas in serving transfer students, 1,151 of whom entered UALR in fall 2004. Each year UALR admits more transfer students as a percentage of undergraduate enrollment than any other Arkansas four-year campus. The significance of this service for the state cannot be overstated, given the state’s compelling interest in seeing a higher percentage of the Arkansas population hold at least a bachelor’s degree.

No four-year university in Arkansas, except UALR, consistently graduates more students than it admitted four years earlier as first-time full-time freshmen, the baseline for determining retention and graduation rates. But UALR does it consistently. (Figures 3-2 and 3-3 in Chapter 3 depicts this difference between UALR and other campuses.)
WEAKNESSES

STATE FUNDING. As noted in the preceding section, state funding is a strength when put in the perspective of the size of the endowment that would be required to provide funding equal to the annual state appropriation. However, when compared with the funding levels that other state governments provide their public universities, the level of state support for UALR is a weakness. With UALR funded at only 78.4 percent of the average of universities across the country, it is difficult for UALR to pay competitive salaries, provide a competitive number of scholarships, keep abreast of technology, adequately fund the library, maintain buildings, etc. (See the discussion of the new state funding formula for higher education in Chapter 5.)

ASSETS FOR RECRUITING RECENT HIGH SCHOOL GRADUATES. Recent high school graduates are often eager to step into adulthood by getting away from home when enrolling in college. Recent high school graduates leaving home for the first time, and especially their parents, often desire the convenience and sense of security that goes with living in university student housing on campus. As a commuter campus, UALR throughout its history has not been well-positioned to compete for the best entering freshmen against institutions with abundant student housing and long traditions of student life on campus. UALR's second residence hall project, now under construction, will raise the student population housed on campus to 632. A related weakness is the

With UALR funded at only 78.4 percent of the average of universities across the country, it is difficult for UALR to pay competitive salaries, provide a competitive number of scholarships, keep abreast of technology, adequately fund the library, and maintain buildings.
limited supply of private scholarships to attract entering freshmen and then retain them in subsequent years of study. Most UALR students, some 13,900 of them each year, receive financial aid (federal and state grants and loans and institutional academic scholarships) totaling $84,447,468 but only 2.2 percent of these awards (305 awards totaling $440,000) are privately funded scholarships.

COLLEGE-READINESS OF ENTERING FRESHMEN. The average composite ACT score for UALR’s entering freshmen has hovered around 19, a score that reflects a minimum admission threshold. Figure 7-2 compares the remediation profile of UALR’s entering freshmen with the cumulative profile of all four-year institutions in Arkansas, showing that this institution receives and works with a large number of students who start some distance behind the college-ready starting line.

GRADUATION RATE. Of first-time full-time entering freshmen at UALR in the fall of 1998, six years later 25.5 percent of them had graduated. At an institution with substantial part-time enrollment and an average course load of 10.2 credit hours per semester, it is to be expected that a lower percentage of students will graduate in six years as compared with more traditional campuses with much higher percentages of full-time students. This is one basis for a complaint that the standard measure of retention and graduation used by state and federal officials does not fit urban institutions serving many nontraditional part-time students and transfer students. However, UALR does not compare well even with its peer group. Figure 4-3 in Chapter 4 shows UALR ranking 14th out of 15 metropolitan institutions in its six-year graduation rate.

ABSENCE OF WELL-BASED AND ACCEPTED ACADEMIC OUTCOME MEASURES. This weakness is not unique to UALR. It is a weakness shared with all institutions of higher education, one that a variety of national accrediting associations have been endeavoring to address through “assessment” standards or criteria—requirements that faculty measure learning outcomes of enrolled students. Measuring the impact of instruction and prescribed educational experiences in the total learning by students is often difficult to do directly. Therefore, indirect measures and proxies are required. Retention rates and graduation rates are examples that are popular. These measures reflect well on institutions that can enroll greater percentages of students with high incomes and high test scores, but they are not necessarily good indicators of an institution’s performance in contributing to a student’s academic success. But the fact remains that legislators and other public officials want evidence, not unreasonably, that institutions of higher education are doing a good job in their instructional programs. In light of the substantial public funding they are asked to provide, this demand by legislators and others is not likely to go away. It is a public accountability issue.

LIMITED ALUMNI AND DEVELOPMENT PROGRAMS. Although the alumni office and the development office have both done well with the resources available, the fact is that institutional investment in them has been limited. Accordingly, their activities and successes have also been limited—as measured by frequency of contacts with alumni, number of participants in alumni activities, and the number of donors and levels of donations in the annual giving programs.

| OPPORTUNITIES |

Is something a strength or an opportunity? Is it a weakness or a threat? Persons involved in strategic planning—at least of the academic variety—will often debate these two questions and reasonably come to different conclusions. Location, for example, is clearly
a great advantage for UALR and might be defined as a strength. But it is an advantage not of the university’s own making, so here it is viewed, on balance, as an opportunity.

LOCATION. UALR has a singular advantage among universities in Arkansas in its location in the capital city and geographic center of the state. The Greater Little Rock metropolitan area is the center of (1) population; (2) government (with not only state government but also a major federal presence plus the governments of the largest county, city, and other sizable local governments); (3) medicine and health care; (4) finance and business; (5) transportation (with intersections of major interstate highways, a port on the Arkansas River, and a national airport); (6) communications; (7) cultural organizations. The metropolitan area also includes (8) a zoo; (9) a large variety of non-profit organizations including Winrock International and Heifer International; and (10) a presidential library.

- Location gives UALR numerous opportunities to make higher education available to recent high school graduates and also to many older, place-bound citizens and to the members of the large professional communities that are concentrated in central Arkansas. The availability of jobs in an urban area draws numerous students, both undergraduate and graduate, to academic programs at UALR. Many persons attracted to the urban area for jobs or other reasons bring with them uncompleted education plans, which is one reason UALR enrolls a large number of transfer students.

- Location gives UALR numerous opportunities to leverage its resources and enrich the curriculum and provide students with learning experiences through partnerships with government offices, courts, law firms, non-profit organizations, businesses, and others.

- Location gives UALR numerous opportunities to develop joint programs with two other public institutions of higher education, UAMS and Pulaski Technical College; with the UA Clinton School of Public Service; with three of the state’s largest school districts; and with a private, historically black institution, Philander Smith College.

The reality is that UALR is located in a great place for building a powerhouse university.
The Greater Little Rock area offers opportunities galore, in number and depth, unmatched elsewhere in the state.

**CHANGING DEMOGRAPHICS.** During the last decade the Latino population has grown rapidly in central Arkansas and the state, which offers UALR a significant opportunity. With its record of welcoming minority students, UALR could become the campus of choice for this growing segment of the state’s population.

**TWO-YEAR COLLEGES.** Since 1991 there has been a substantial increase in the number of two-year colleges and the number of students enrolled on two-year campuses. Today there are 22 public two-year institutions which in 2004 enrolled 68,980 students (compared to 92,052 in 11 four-year universities). These campuses should be sources of additional transfer students for UALR. There are other areas in which partnerships could be mutually advantageous to UALR and one or more of the two-year colleges.

Pulaski Technical College, because it is nearby, offers extensive opportunities for mutually beneficial relationships. A partnership should make it possible for UALR to raise admission standards and route some minimally-prepared freshmen first to Pulaski Technical College. In the game of life there are many people with undistinguished ACT and SAT scores who later excel and reach the top. By virtue of location and mission, UALR has historically played a very important role in opening the door to a university education to such people. Nonetheless, a clearer division of labor between UALR and Pulaski Technical College would make sense.

**PERCENTAGE OF ARKANSANS WITH COLLEGE DEGREES.** Figure 7-3 shows the percentage of persons in Arkansans, 1960 through 2000, who earned bachelor’s or higher degrees (16.7 percent), compared to national figures (24.4 percent). Arkansas ranks 49th among the 50 states on this measure, and if anything the trend lines show a slowly widening gap between national averages and Arkansas. For the people of Arkansas this trend is not a sign of good things to come in an economy demanding a competitive, well-trained workforce and the leadership to go with it.
UALR has an opportunity, indeed an obligation, to offer or expand programs of study that respond to state workforce priorities as determined by state officials.

**STATE WORKFORCE PRIORITIES.** UALR has an opportunity, indeed an obligation, to offer or expand programs of study that respond to state workforce priorities as determined by state officials. The best way to determine state workforce priorities is to follow the money—the state student assistance money. (Table 7-1 provides an overview of state scholarship and student loan forgiveness programs.)

The largest state scholarship program in Arkansas is the Academic Challenge Scholarship for high school graduates which is aimed at encouraging high school graduates to enroll and remain in college. This program serves the broad goal of increasing the state’s college attendance and graduation rates. Students meeting the academic and family income requirements are eligible regardless of field of study. Two companion programs based only on academic achievement—Governor’s Scholars and Distinguished Governor’s Scholars—are aimed at preventing a “brain drain” by keeping the state’s best and brightest high school graduates in state.

A more recent program—the Workforce Improvement Grant—is aimed at increasing college participation by offering financial assistance to nontraditional students—24-years or older—who may enroll part-time.

There are additional, smaller state scholarship programs and student loan forgiveness programs that target present or anticipated shortages of teachers in specified subjects, minority teachers, and nurses. UALR already offers programs of study in the identified teaching fields and in nursing.

The Arkansas Technical Careers Student Loan Forgiveness Program targets students who complete degrees that prepare graduates to work in high technology business fields including advanced manufacturing, computer/information technology, and biomedical/biotechnology. The following UALR programs are on the state roster of approved programs eligible for the Arkansas Technical Careers Student Loan Forgiveness Program: systems engineering, molecular biotechnology, information technology, computer science, computer programming, computer information systems, computer engineering technology, and electronics engineering technology.

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**Table 7-1**

<table>
<thead>
<tr>
<th>Program</th>
<th>Recipients</th>
<th>Dollars Disbursed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge Scholarship</td>
<td>6,369</td>
<td>$13,693,669</td>
</tr>
<tr>
<td>Governor’s Scholars</td>
<td>191</td>
<td>$61,418</td>
</tr>
<tr>
<td>Distinguished Governor’s Scholars</td>
<td>629</td>
<td>$6,225,904</td>
</tr>
<tr>
<td>State Teacher Assistance Resource Program</td>
<td>231</td>
<td>$905,000</td>
</tr>
<tr>
<td>Minority Masters Fellows Loan Forgiveness</td>
<td>34</td>
<td>$141,250</td>
</tr>
<tr>
<td>Teacher &amp; Administrator Grant</td>
<td>284</td>
<td>$170,610</td>
</tr>
<tr>
<td>Workforce Improvement Grant</td>
<td>N/A</td>
<td>$500,000</td>
</tr>
<tr>
<td>Tech. Career Loan Forgiveness Program</td>
<td>567</td>
<td>$1,400,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8,305</td>
<td><strong>$23,897,851</strong></td>
</tr>
</tbody>
</table>

*Note: Table does not include state scholarship programs for dependents of military personnel or law enforcement officers killed in the line of duty or the ten Second Effort Scholarships for the 10 highest scorers on the GED test.

Source: Arkansas Department of Higher Education; Arkansas Department of Workforce Education
THREATS

It requires little imagination to draw up an extensive list of potential developments that might adversely affect an organization’s well-being or survival at some point in the future. The focus here is not on the hypothetical but on threats that would be classified as present and active or near-term.

INCREASED COMPETITION FOR STUDENTS. The expansion in the number of two-year campuses in Arkansas in the 1990’s brought new students into higher education while the four-year enrollment in the state also increased. Most of the new two-year institutions were located in small towns and had little adverse impact on the enrollment of specific four-year campuses. A few of the two-year colleges, however, were located in the same community as one of the existing four-year institutions and did cause enrollment declines in the latter institutions, which are often assumed to offer courses that are both more rigorous and more expensive.

In 1991 Pulaski Vocational-Technical School became Pulaski Technical College. With the guidance of the Arkansas Department of Higher Education and assistance from UALR, Pulaski Tech began offering freshman and sophomore credit courses and secured accreditation by the North Central Association of Colleges and Schools. Pulaski Tech thus began a rapid growth in enrollment which contributed to a corresponding decline in enrollment at UALR. In 1992 Pulaski Tech enrolled 850 students. In 2004 it enrolled 7,222 students. (See Figure 7-4 which shows the enrollment trend lines.) At the lowest point of its enrollment downturn in the 1990’s, UALR lost approximately 15 percent of its total undergraduate semester credit hours.

UALR officials anticipated from the beginning that Pulaski Tech would have a negative impact on UALR enrollment but have, nonetheless, been supportive of the growth and development of this two-year college.

UALR anticipated from the beginning that Pulaski Tech would have a negative impact on UALR enrollment but have, nonetheless, been supportive of the growth and development of this two-year college.

![Figure 7-4](image-url)

**Figure 7-4**
Comparative Fall Undergraduate Enrollments
UALR and Pulaski Technical College
1992 through 2004

Source: ADHE
college here to be good for the community and the state. The rub is that the model for funding universities, whether public or private, assumes a pyramid with large enrollments in freshmen and sophomore courses at the base of the pyramid, making it possible to offer the more expensive and lower-enrolled courses at the junior and senior and graduate levels, which require more highly-credentialed faculty.

UALR can expect to receive an increasing number of transfer students from Pulaski Tech as it grows, and officials of the two campuses have been developing cooperative relationships to this end. (This is a case in which a threat can also be defined as an opportunity.) The number of students transferring from Pulaski Tech to UALR rose from 164 to 250 from 2000 to 2005, and this is encouraging. (See Figure 7-5.) However, it will be many years, if ever, before the number of transfer students from Pulaski Tech equals the number of qualified students lost to Pulaski Tech at the freshman and sophomore levels.

UALR's challenge in recruiting freshmen has been compounded by the fact that other four-year universities in the state have expanded their institutional scholarship budgets and have stepped up their advertising and other recruitment efforts in the Little Rock area; and a number of for-profit universities based out of state have begun to offer classes in Little Rock.

NEIGHBORHOOD IN SLOW DECLINE. Between 1960 and 2000, population in the area of the city within an approximate 20-block radius of UALR has declined by 29 percent. (See Table 7-2 which shows the decade-by-decade changes.) Loss of population is a signal of social distress. It is often accompanied by deterioration in housing stock, parks, streets, schools, and retail businesses. Although it would be easy to exaggerate the decline in the university’s neighborhood, decline is a reality. One can say, at minimum, that a neighborhood that appears unhealthy and is unattractive makes it harder to recruit and retain students, faculty, and staff.
SELECTED PLANNING IMPLICATIONS

The university’s planning environment is always complex and always changing. In order to serve the public interest to the fullest extent, faculty and administrators must be mindful of opportunities and threats while understanding the institution’s strengths and weaknesses. (Table 7-3 at the end of the chapter shows a SWOT analysis in more detail.)

Here are planning implications of the foregoing report of strengths, weaknesses, opportunities, and threats:

- Each strength must be protected and built upon.
- The university needs to redouble its efforts to improve student retention and graduation rates—because of the state interest in more four-year college graduates and because a comparison with peer institutions suggests this institution should do better.
- The university should redouble its own efforts and also work with other universities to develop well-based measures of learning outcomes.
- The university should increase the number of student scholarships and honors courses and programs in order to attract larger numbers of well-prepared entering students.
- The university should focus more attention on opening the door of higher education to Latino students.
- The university should expand cooperative relationships with Pulaski Technical College to enable both to be more successful in meeting the needs of students and the state.
- The university should recognize and pursue a university interest in the revitalization of the area of the city around the campus.
Table 7-3
Matching Strengths, Weaknesses, Opportunities, and Threats
Illustrative Analysis

<table>
<thead>
<tr>
<th>THREAT</th>
<th>Relevant Institutional STRENGTH</th>
<th>Relevant Institutional WEAKNESS</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Limited on-campus student housing</td>
</tr>
<tr>
<td>New competitors</td>
<td>• Comprehensiveness of academic program</td>
<td>• Limited on-campus student housing</td>
</tr>
<tr>
<td></td>
<td>• Graduate programs</td>
<td>• Commuter campus image</td>
</tr>
<tr>
<td></td>
<td>• Technology</td>
<td>• Shortage of private scholarships</td>
</tr>
<tr>
<td></td>
<td>• Class schedule</td>
<td>• Higher tuition</td>
</tr>
<tr>
<td></td>
<td>• Faculty</td>
<td>• Limited advertising budget</td>
</tr>
<tr>
<td></td>
<td>• Attractiveness to transfer students</td>
<td>• Limited student recruitment</td>
</tr>
<tr>
<td></td>
<td>• Attractiveness to minority students</td>
<td></td>
</tr>
<tr>
<td>Neighborhood in decline</td>
<td>Relevant Institutional STRENGTH</td>
<td>Relevant Institutional WEAKNESS</td>
</tr>
<tr>
<td></td>
<td>• Outreach units</td>
<td>• Relevant experience limited</td>
</tr>
<tr>
<td></td>
<td>• Grants and contracts e.g.</td>
<td>• Available funds limited</td>
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<td></td>
<td>Children International</td>
<td>• Negative perceptions of city (e.g. exaggerated crime rate)</td>
</tr>
<tr>
<td></td>
<td>• Faculty (expertise)</td>
<td>taints image of university</td>
</tr>
<tr>
<td></td>
<td>• Success with minority students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Commitment</td>
<td></td>
</tr>
<tr>
<td>Location:</td>
<td>Relevant Institutional STRENGTH</td>
<td>Relevant Institutional WEAKNESS</td>
</tr>
<tr>
<td></td>
<td>• Graduate and professional programs</td>
<td>• Cumbersome governance mechanisms for joint programs</td>
</tr>
<tr>
<td></td>
<td>• Joint degree programs</td>
<td>• Competition for freshmen and sophomores</td>
</tr>
<tr>
<td></td>
<td>• Student transfer processes</td>
<td>• Retention and graduation rates</td>
</tr>
<tr>
<td></td>
<td>• Campus climate positive for minority students</td>
<td>• Shortage of private scholarships</td>
</tr>
<tr>
<td></td>
<td>• Graduate degrees awarded to minorities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Accommodating class schedule</td>
<td>• Limited support structure</td>
</tr>
<tr>
<td></td>
<td>• Commitment and experience</td>
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8. VISION FOR A DECADE

The preceding seven chapters provide a wealth of information and data about UALR today—its nature, its profile, and its performance. They also present information and data about UALR’s planning environment—the financial outlook, new expectations of universities related to economic development, and a review of strengths, weaknesses, opportunities, and threats. Given the foregoing picture, what response is needed?

This chapter presents a vision that takes account of the realities described in the preceding chapters. It is therefore relevant and useful in planning.

The vision, the future we are planning for, will stretch everyone on campus and will challenge all the friends and supporters of the university. It is ambitious, but the realities in our state and community require an ambitious vision. It is a vision that can be substantially achieved, with much hard work, in the next seven to 10 years.

TIME TRAVELING TO THE FUTURE

The reader is asked now to become a time traveler and fast-forward 10 years, to visit the UALR campus and to see the university the vision can produce a decade from now.

As the time traveler checks the daily news from Arkansas upon arriving, the traveler takes note of the results of the university’s expanded capabilities and contributions during the...
decade. The critical shortages in the workforce a decade earlier—in nurses, teachers, high-tech workers—have been substantially reduced. The state has narrowed the gap between the state and national numbers of bachelor’s degree holders, and Arkansas now ranks several notches up from the bottom among the 50 states. With the benefit of more college graduates, the state’s per capita income has similarly come closer to the national average. Employment and income levels have also gotten a boost from the business start-ups and the thriving high-tech clusters UALR has helped birth and nurture in Pulaski County and beyond.

The time traveler notes that UALR, with its enhanced capability, is speeding social and economic progress in the city and across the state.

BUILDINGS AND GROUNDS. Changes in the buildings and grounds first meet the time traveler’s eye. In addition to the wonderful center for athletic contests and special events—thanks to the gift from Mr. Jack Stephens—the CyberCollege has opened a state-of-the-art, high-tech building that draws and prepares students for high-paying positions in the knowledge-based economy and serves as a place for cutting-edge research by faculty. Classrooms, laboratories, and offices in older buildings have been updated. There are additional student residence halls, a new parking deck, and expanded recreational and athletic facilities. There is a signature landscaped area along Coleman Creek that draws persons from both the campus and the community. There is a grand front door to the campus at the intersection of University and Asher Avenues.

STUDENT BODY. The UALR student body has grown. Students are attracted not only to the outstanding academic programs on campus but also to the advantages of a dynamic urban setting. UALR’s student population, which already had a wonderful diversity at the turn of the 21st Century, reflects two trends of the last decade. There has been a steady increase in the percentage of traditional-age, full-time students; and there is more ethnic diversity reflecting the local increase in the Latino population and a steady increase in the number of international students coming to UALR. At the same time, UALR continues each year to serve thousands of place-bound commuting students—citizens whom metropolitan universities serve, and serve so well.

There are other UALR students the campus visitor 10 years hence will not see—those students all across the United States and beyond who are enrolled with on-campus students in UALR’s expanded Internet-based offerings. The future visitor will also find that the campus has continued to receive high marks for its accommodation of students.
with disabilities. Further, UALR has continued to be a primary destination for transfer students in Arkansas.

Recognizing the critical state need for a higher percentage of the citizens of Arkansas to hold college degrees, the faculty and staff of the university worked systematically early in the decade to remove policy and procedural barriers and bottlenecks that unnecessarily slowed students as they progressed toward completion of their degrees.

**SENSE OF COMMUNITY.** The sense of community on campus has grown stronger, a byproduct in part of more student housing and also of special programs designed to increase student success, which have resulted in higher retention and graduation rates. Reflecting UALR’s effort to reduce the state’s brain-drain of outstanding high school graduates, the campus now enrolls a larger number of high-achieving students in an expanded set of honors programs. Through service-learning and other course-based service experiences, students are gaining an understanding of the need for and the satisfaction of citizen involvement in the community.

**GRADUATE NICHE.** The university has strengthened its graduate education niche. The graduate student population has become a larger portion of the university’s student body. With the increase in doctoral programs, UALR each year awards at least 30 doctoral degrees distributed among at least five fields, which has moved the institution into the Four Year 2 category of the Southern Regional Education Board (SREB) classification of institutions of higher learning. UALR has notable strength among Arkansas institutions in the quality and variety of master’s programs and graduate certificates.

**FACULTY.** UALR’s faculty members are widely recognized as a local and state treasure, a remarkable collection of talent and expertise. Numerous faculty members enjoy national recognition in their respective academic disciplines. In order to make it possible for faculty to make their maximum contributions—in the classroom, in the research arena, and in the application of specialized knowledge to concerns external to campus—private giving to support faculty has increased significantly. Faculty excellence is formally recognized each year through the ongoing Faculty Excellence Awards program funded by the UALR Society of Philanthropy, the Bailey family, and other selected private donors.

UALR has notable strength among Arkansas institutions in the quality and variety of master’s programs and graduate certificates.
PRIVATE SUPPORT. One key to the university’s rapid progress during the last decade is the increase in private donations produced by a comprehensive campaign. The increase in annual giving, major gifts, and deferred giving has been encouraging and exciting. The increased private support has enhanced numerous teaching, research, and public service activities. All the colleges and the law school now boast one or more endowed chairs or endowed professorships as well as a number of endowed student scholarships.

CURRICULUM. Keenly aware that as a public university UALR was established and is supported with tax revenue to meet the needs of the people of Arkansas, academic leaders at all levels of the institution work continually to add, revise, and delete programs in response to changing needs in the state. The faculty provides courses of study that are up-to-date, technology-enhanced in many instances, and prepare students to live, work, and lead in the unfolding 21st Century. Through regular assessment of student learning outcomes and rigorous evaluation of academic programs, faculty constantly improves the institution’s academic courses and programs. Consistent with the multiple roles that faculty must play in a metropolitan university, the broadened definition of scholarship coupled with rigorous evaluation, as advocated by Ernest Boyer, is ingrained in institutional practice.

RESEARCH. In 2000 UALR was designated “doctoral/research intensive” in the national classifications of the Carnegie Foundation. The dollars brought to the university and the state through grants and contracts at UALR, which also boost the economy, have increased dramatically during the decade as the UALR faculty has successfully competed for federal research dollars. Through these efforts the faculty contributes to advances on the frontiers of knowledge. Faculty members who engage in local applied research, given UALR’s urban setting, address problems close to home while advancing solutions that have relevance across the nation.

The number of inventions and patents from the campus grew significantly during the decade. As a result of commercialization of intellectual property developed on the campus, after an early success in nanotechnology, the state economy now includes a growing cluster of high-tech businesses in central Arkansas.

As research expanded during the decade, the campus did not repeat the mistake too often made by major research universities—neglecting the teaching of undergraduate students. In fact, over the last seven to 10 years undergraduate education has been enriched as faculty has expanded the opportunities for undergraduates to participate in research.

COMMUNITY PARTNERSHIPS. The time traveler finds that UALR gives and receives benefit through a rich set of mature partnerships with a variety of organizations in the community. Among those that have particularly increased in importance during the decade are ones with the University of Arkansas for Medical Sciences, Pulaski Technical College, the UA Cooperative Extension Service, Central Arkansas Libraries, the UA Clinton School of Public Service, the Clinton Presidential Library, Heifer Project, Winrock International, and local governments in Pulaski, Saline, and surrounding counties. The university’s fine and performing arts departments feed talent to all of the excellent cultural organizations in the metropolitan community. In addition, UALR’s public service units and its academic departments work in a variety of ways to strengthen government offices and agencies, local Fortune 500 companies, non-profit organizations, and small businesses across the state.
RACE RELATIONS. UALR’s annual survey of racial attitudes in Pulaski County, based on the premise “you have to face it to fix it,” has successfully focused attention on a paramount community issue. The university has stimulated grassroots efforts across the county to move the greater Little Rock community away from being a national symbol of resistance to racial equality, due to the 1957 desegregation crisis, to being recognized, through national media attention, as an emerging model of wholesome white-black relations. One result is that attractive out-of-state businesses and organizations that once declined to re-locate or open new sites in this area have begun to do so, attracted to a community that is successfully addressing a human issue that too many metropolitan areas ignore.

UNIVERSITY DISTRICT. Driving throughout the university’s neighborhood, the future visitor will see that during the decade more than the campus changed. The university’s partnership with the people, businesses, churches, and other organizations in its immediate neighborhood is having a good effect. The visitor will see that this area of the city now known as University District—an area of the city that for several decades had been experiencing a slow decline—is now showing clear evidence of revitalization. Thanks to the cooperation of the city government of Little Rock and support from Metroplan and the Arkansas Highway and Transportation Department, when University Avenue was widened, it was transformed into an attractive, tree-lined boulevard, with new pedestrian safety features. Other streets in the University District display the University District banner to show that they are also a part of this area of cooperation and improvement.

Throughout the University District, businesses are starting or expanding, and around the busy intersection of Asher and University Avenues one encounters a thriving international business village...
In summary, if the reader could become a time traveler and fast forward to UALR a decade from now to a future in which the foregoing vision had become reality, the visitor would find a university responding effectively to urgent state priorities. The visitor would find a university successfully meeting the critical challenge of equipping students to live, work, and lead in the increasingly complex civilization of the 21st Century. The visitor to the future would rejoice because the community and the state had in the capital city more than just a comprehensive public university. The visitor would find in UALR a higher education powerhouse, deeply engaged with its community and the world, contributing very broadly and powerfully to both social advancement and economic growth through its noteworthy instructional, research, and public service programs.
Chapter 8 presented a vision with a strong external orientation, but it will require an immense amount of internal planning, development, and change in order to accomplish it. This chapter presents a set of goals, objectives, and strategies as a basis for implementation of the vision.

This extensive set of goals, objectives, and strategies constitute an internal management and accountability document. Even it is not complete, as it does not generally show responsible persons, measures of success, or timelines. In some instances one strategy must be completed or one objective accomplished before another can be undertaken, and these management issues are not addressed here.

Given this chapter's predominant internal orientation, a reader who is an external stakeholder in the university, although invited to read every word of it, could reasonably choose to read selected parts of it and then move on to Chapter 10, the final chapter. Chapter 10 concludes this planning report with seven pledges to the university's external stakeholders, each pledge a strategic commitment by UALR for the years ahead.

Goals One through Five are directed at the core mission of the university—teaching, research, and public service. Goals Six through Eight address the means for accomplishing Goals One through Five.

| GOAL ONE |

UALR will provide programs of study that will educate students to live, work, and lead in the complex, technological, diverse world of the 21st Century.

OBJECTIVE 1: The university will ensure the quality of its educational programs.

STRATEGIES:
- The university will develop a set of performance measures, appropriate to a metropolitan university, that provide the basis for quality assurance and quality improvement.
- The university will develop and implement a plan to maintain momentum and improve the strategies for assessing student learning outcomes in preparation for the comprehensive review by the North Central Association in 2010.
- The university will strengthen its commitment to cultivating global awareness among students through such initiatives as the possible expansion of the study abroad program, the reorganization of the functions and units related to international students and international studies, the possible addition of an International MBA program, and the infusion of an international focus throughout the curriculum.
- The university will develop and implement a plan for encouraging and supporting interdisciplinary teaching and research efforts of faculty.
- The university will strengthen the internal system of academic program review.
- The university will consider implementing a Writing Across the Curriculum
Program, charging a faculty-led task force to research existing models at other universities and design a program which meets the unique needs of UALR students.

- UALR will strengthen the Donaghey Scholars Program, a premier honors program, and will add more broad-based honors programs open to a larger number of students.

**OBJECTIVE 2:** The university, in accord with its mission, will graduate students who understand the roles they can play to make a difference in society.

**STRATEGIES:**
- The university will maintain and strengthen its programs (American Humanics, Friday-Sturgis Fellows, service-learning courses, etc.), which engage students in public service, and will expand service-related and community related components in the undergraduate curriculum.
- The university will increase the number of internship and externship opportunities for UALR students.

**OBJECTIVE 3:** The university will give priority to new academic programs which promise the greatest impact on meeting the needs of Arkansas in such areas as economic development, health care, education, and social welfare.

**STRATEGIES:**
- The university will develop a process to evaluate new program proposals using the categories of need, demand, institutional mission, resource requirements, and duplication.
- The university will expand engineering offerings as CyberCollege programs in Systems Engineering and in Information Science mature.
- The university will consider additions of programs in such areas of emphasis as the Life Sciences (healthcare, biotechnology, toxicology, etc.), automotive industry engineering support, non-profit management, hotel and restaurant management, and innovative entrepreneurship.

**OBJECTIVE 4:** The university will increase the number of certified, K-12 teachers it graduates by 40 percent in five years.

**STRATEGIES:**
- The university will partner with public school teachers and administrators, among others, to eliminate any internal barriers to increased production of K-12 teachers.
- The university will strengthen and increase access to nontraditional teacher licensure opportunities.
- The university will study the feasibility of establishing an honors program, with generous scholarships and a study abroad component, for students planning to become K-12 teachers.
- The university will pursue a substantial increase in the number of privately funded, endowed scholarships to support teacher education students.
- The university will give specific attention to recruiting students into the teaching profession in content areas where shortages are acute, including science, mathematics, foreign languages, special education, and middle childhood education.
OBJECTIVE 5: The university will increase the number of nurses it graduates by 100 percent in five years.

STRATEGIES:
- The university will implement and grow its partnership with St. Vincent Health Care Systems to underwrite scholarships and instructional costs for nursing students.
- The university will implement an 18-month accelerated RN program option to facilitate more rapid entry into the workforce.
- The university will seek the means to sustain the nursing program at Benton.

OBJECTIVE 6: The university will expand its cultural programs to contribute to the quality of life in central Arkansas.

STRATEGIES:
- The UALR Music Department will add a track in music theater in support of Central Arkansas’ theater and opera communities.
- The UALR Art Department will add a track in Applied Arts both in support of Central Arkansas’ visual arts community and in deference to the craft fields from which applied arts disciplines evolved.
- Dance will be reactivated as a major on campus.
- The Public History Program will expand its partnerships with regional and national museums and archives.
- UALR will consider expanding offerings in the field of film.
- The university will provide additional support to UALR Public Radio.

OBJECTIVE 7: The university will increase the number of baccalaureate degree graduates by 20 percent in five years.

STRATEGIES:
- The university will create a leader position for student recruitment in order to use and coordinate recruitment efforts of all University units.
- UALR will focus increased recruitment efforts on transfer students from both two-year and four-year campuses.
- The university will use existing merit-based scholarships more effectively in recruiting students.
- UALR will aggressively recruit minority students and will work with advocacy groups and the state legislature to make it easier for recently-arrived Latinos to enroll without penalty in the state’s public colleges and universities.
- The university will work with state officials and private donors to increase the number of both need-based and merit scholarships.
- The university will place shared personnel on site at Pulaski Technical College to facilitate the transfer of students from one institution to the other.
- UALR will increase the leadership role of the institution’s academic departments and faculty in recruitment and retention activities.
- UALR will recruit more aggressively from the two-year colleges using the online completer degrees.
- The university will continue to support the Benton Center or a successor center in Saline County, expanding programs as demand appears sufficient to support the additional programs.
- UALR will continue to explore expanding access through non-traditional delivery formats, additional sites, and expanded use of non-traditional course offering times.
• The university will review its policies, procedures, and practices against the standard of convenience to students in light of the importance of convenience to the educational progress of UALR students, who often are employed and have family responsibilities.

OBJECTIVE 8: The university will be the high-tech campus in Arkansas where relevant technology is prominently available and used extensively by students, faculty, and staff.

STRATEGIES:
• UALR will create a deanship to coordinate and supervise extended programs and the use of technology-enhanced instruction and will charge this dean with creating a streamlined and efficient structure for these initiatives.
• The university will enhance the integration of technology into the core curriculum in support of the new core competency related to technology.
• UALR will provide a clear set of technology competencies by major and a plan for ensuring graduates in every major are technologically proficient.
• The university will offer existing undergraduate majors in liberal arts, criminal justice, and mathematics in an on-line format and expand into others as the courses are developed.
• The university will continue to expand the use of information technology to increase access to higher education in innovative ways such as the partnership arrangement with Wal-Mart and Northwest Arkansas Community College.

GOAL TWO

UALR will provide a student-centered educational environment.

OBJECTIVE 1: The university will organize its operations and shape its practices, policies, and procedures to be as student-centered as possible, as evidenced by increased student satisfaction and success.

STRATEGIES:
• The university will provide training so that all university personnel demonstrate a service-oriented attitude to all university constituents, and will provide a measure of accountability to ensure that this positive attitude becomes part of the university culture.
• The university will establish a welcome center for students and consolidate student service offices into a “one-stop” site.
• The university will consider the feasibility of providing child-care services through a partnership arrangement with a private provider.
• The university will follow the recent installation of consistent external signage across campus with accurate and consistent internal signage in campus buildings.
• The university will shape its services to meet the needs of its students, responding to the particular challenges which confront such specific groups as transfer students, single parents, on-line students, weekend students, and minorities.
• The university will review policies on parking with the aim of making the campus more convenient for all students and providing more close-in parking for evening students.
• The university will examine all of its policies and procedures in order to identify and remove bottlenecks to student progress toward graduation.

OBJECTIVE 2: The university will strengthen the sense of campus community through expanded on-campus student housing, specific academic offerings, strengthened extracurricular programs, and selected faculty activities.

STRATEGIES:
• The university will build additional on-campus student housing, assuming financial feasibility, to accommodate a minimum of an additional 700 students.
• The university will explore the possibility of fully implementing learning communities as a means of developing cohorts of successful students.
• The university will continue strengthening intercollegiate and intramural athletics programs to enrich campus and community life.
• The university will work with fraternities and sororities to strengthen their role on campus and, in concert with the institution’s master planning initiative, to plan for a physical presence for the institution’s Greek community, including residential houses as possible and appropriate.
• The university will host an annual lecture series featuring leading scholars in various academic disciplines to provide external perspective and focus on the world around us.
• The university will give attention to integrating the faculty and students of the law school and the main campus.
• The university will promote social interaction among new faculty as part of its new faculty orientation programs to provide them with an early sense of belonging to the UALR community.
• The provost will host occasional gatherings of faculty and staff from across the university whose teaching, research, and service interests are similar.

OBJECTIVE 3: The university will implement research-based strategies for increasing persistence (retention) and graduation rates of UALR undergraduate students by 20 percent in five years.

STRATEGIES:
• The university will place emphasis on undergraduate research as a means to strengthen learning.
• The university, because of the positive effects on student retention, will substantially shift academic advising to the academic departments.
• The university will build a self-supporting program of developmental courses which provides sufficient sections of such courses for all students who need them before they enroll in higher-level courses.
• The university will begin a phased process of increasing admission standards.
• The university will consider requiring all freshmen and transfer students to enroll in a First Year Experience course to increase the probability of retention and student success and satisfaction.
GOAL THREE

UALR will continue to expand its graduate offerings to address regional and state needs.

OBJECTIVE: The university will expand graduate offerings, particularly those that address regional and state needs and those that contribute significantly to the economic development of the state.

STRATEGIES:
- The university will develop a process to evaluate new graduate program proposals using the categories of need, demand, institutional mission, resource requirements, and duplication.
- The university will implement proposals for three joint doctoral programs, one needed in the state as a result of changes in professional licensure standards and two in response to the application of information technology to medical research and to the burgeoning health-care industry:
  a. Ph.D. in Communication Sciences (with UAMS and UCA)
  b. Au.D. (Audiology) (with UAMS)
  c. Ph.D. in Bioinformatics (with UAMS)
- UALR will explore adding a material science track to the Ph.D. in Applied Science.
- UALR will explore adding a Ph.D. or graduate-level certificate in technical writing.
- UALR will continue to propose masters and doctoral-level programs which respond to demonstrated regional and state needs.
- UALR will initiate certificate programs to meet the varying, limited-scope, educational needs of Arkansas citizens.
- UALR will maximize other opportunities with the health care community and UAMS, including the addition of a public health law concentration in the J.D. curriculum of the William H. Bowen School of Law.

GOAL FOUR

UALR will expand its research capabilities to support UALR’s academic mission and to strengthen regional and state economic development plans.

OBJECTIVE: The university will increase its commitment to research.

STRATEGIES:
- The university will build upon the nanotechnology infrastructure funded by the governor and General Assembly to strengthen research and development activities at UALR and will include other universities as partners to support and expand technology-based businesses in Arkansas.
- The university will increase both the number of grant submissions and the dollar amount of grant awards by 25 percent in five years.
- UALR will build on its strong foundation in graduate programming and research by creating the position of Vice Provost for Research and Dean of the Graduate School and reorganizing the graduate and research programs to meet the institution’s graduate and research goals.
• The university will consider adoption of an incentive policy that would permit faculty members who apply for and win external grants to supplement their salaries.
• The university will reevaluate its management of intellectual property, patents, and copyright.
• The university will explore applying for accreditation by the Association for the Accreditation of Human Research Protection Programs in order to ensure that the institution has the process and procedures in place to support the sophisticated level of research which its faculty and students undertake.
• The university will work to find ways to provide research start-up funds for new faculty as needed.
• The university will give a high priority to support for the Ottenheimer Library for the purchase of materials, periodicals, and technology to support faculty and student research.
• The university will strengthen the Archives and Special Collections unit of the Ottenheimer Library as well as the Sequoyah Research Center in order to provide increased access and use of their unique holdings.
• The university will increase the number of graduate assistants and their level of pay.
• The university will implement an initiative to create endowed graduate student stipends in all graduate programs.
• The university will increase opportunities for students, both undergraduate and graduate, to participate in research.
• The university will ensure that its research focus, codified in documents defining faculty roles and evaluation, is broadly defined to value all forms of scholarship defined by Boyer (discovery, integration, application, and teaching), thus achieving a resonance with the institution's traditional and continuing commitments to teaching and community engagement.

GOAL FIVE

UALR will provide exceptional service through partnerships and outreach activities.

OBJECTIVE 1: The university will build mutually beneficial partnerships with community institutions and organizations.

STRATEGIES:

• The university will offer joint degree programs with UAMS, will provide support to the research and development (R&D) efforts of UAMS, and will develop research programs complementary to those of UAMS.
• The university will work to expand the mutually beneficial relationship with its neighbor, the University of Arkansas Cooperative Extension Service, beginning with a Memorandum of Understanding that will lead to a sharing of resources in as many areas as feasible, such as the fitness center, computing services, library, public safety, and a greenhouse.
• The university will expand its relationships with Pulaski Technical College, the Clinton Presidential Library and the UA Clinton School of Public Service, Arkansas Children's Hospital, Winrock International, Heifer International, Central Arkansas Libraries, public schools, and area cultural organizations.
• The university will strengthen its ties with the Arkansas Department of Economic Development, Arkansas Capital Corporation, and other
organizations and state agencies working to speed the economic development of the state and region.

OBJECTIVE 2: The university will continue to offer its services as an honest broker and a neutral convener in efforts to address community issues and problems.

STRATEGIES:
- The university will strengthen its mediation and conflict resolution capabilities in order to play its role as honest broker and neutral convener.
- The university will strengthen its capacity to assist governmental units striving to accommodate a larger citizen voice in decision making.
- The university will provide leadership in regard to race relations through an annual survey of racial attitudes in the community as the cornerstone of widening efforts to address issues of race.
- The university will host an annual summit focused on regionalism as the cornerstone of widening efforts to speed the development of cooperative approaches to issues within the central Arkansas region.

OBJECTIVE 3: The university will offer its services to the community through campus units which have community-focused missions.

STRATEGIES:
- The university will enhance processes to allow better accessibility of its intellectual resources by the community through such bridging organizations on campus as the Institute of Government, the Institute for Economic Advancement, the Arkansas Small Business Development Center, the Law Clinic, and the Office of Community Engagement.
- The university will create a directory of programs focused on community needs for use by organizations needing information about UALR.
- The university will move proposals forward for the following centers:
  a. Center for Stuttering Research and Treatment;
  b. Center for Nonprofit Organizations;
  c. Center for Public Health Law;
  d. Center for Reading Recovery;
  e. Center for Presidential Studies.
- The university views four proposed centers—Entrepreneurial Studies, Educational Policy, Public Conflict Resolution, and Mathematics Recovery (in conjunction with the Center for Reading Recovery)—as on a “watch list” and will determine with study whether or not to move them forward.
- The William H. Bowen School of Law will consider the creation of two institutes: The Arkansas Law Institute and the Appellate Practice Institute.
- The university will propose new centers and institutes in response to demonstrated regional and state needs.

OBJECTIVE 4: The university will be an integral player in the cultural life of central Arkansas.

STRATEGIES:
- UALR will strengthen all of its arts programs.
- UALR will publicize its cultural offerings through appropriate media for the benefit of the citizens of central Arkansas.
- UALR will initiate a public art program for the campus with the Arkansas
heritage as a possible focus.

- The UALR Music Department will form strong partnerships with Wildwood Center and Parkview High School.
- The UALR Theatre Arts and Dance Department will forge a close working relationship with the Arkansas Repertory Theatre.
- UALR will enhance the role of the literary arts in the cultural life of the campus and the community through guest, faculty, and student poetry and fiction readings; and through Equinox, Pixels and Quills, and the annual Shakespeare scene festival.
- UALR will seek a permanent endowment for Artspre.
- UALR will develop a close working relationship with the Arkansas School for Mathematics, Science and the Arts.

**OBJECTIVE 5:** The university will be a leader in efforts to revitalize the University District.

**STRATEGIES:**

- The university will lead the development of a vision for revitalizing the area surrounding the campus, known as the University District, involving area residents, businesses, churches, government, and community leaders in the process.
- The university will coordinate, with key business and government agencies, the establishment of a community development organization in the University District.
- The university will study the feasibility of a university business incubator in the University District to support the development of new and expanding companies in sectors such as biotechnology, information technology and other industries related to research niches of the campus.
- The university will design a signature facility on the location of the recently purchased University Plaza Shopping Center, which will serve as a focal point in the revitalized University District.
- The university will support efforts to protect the Fourche Creek wetland area at the south end of the University District, including creating innovative approaches to enhance and protect Coleman Creek as an important tributary feeding into the wetlands.
- The university will initiate partnerships with community organizations in the University District to enhance the quality of life for District residents by improving the area’s public schools, cultural institutions, and recreational areas.
- The university will commit to use its resources, within regulations governing a public institution, to add to the economic base of the University District, including purchasing from local vendors, recruiting employees from the area, encouraging faculty and staff to live in the neighborhood, and creating new programs to increase the number of students enrolling at UALR from the immediate area.
GOAL SIX

UALR will support and strengthen its human resources.

OBJECTIVE 1: The university will support faculty, its key human resource, by providing expanded professional development opportunities.

STRATEGIES:
- The university will initiate an orientation and mentoring program for new faculty, including special programs for international faculty.
- The university will seek additional funding to support faculty development, travel, and other professional activities of faculty.
- The university will review faculty roles and rewards to ensure that expectations of faculty and the ways in which faculty are rewarded are aligned with the roles which faculty must play in a metropolitan university.
- The university will review promotion and tenure criteria to respond to the faculty roles and rewards study.
- The university will review consistency of policy and of use of reassigned time by faculty.
- The university will review the roles and status of non-tenure track faculty and of part-time faculty.
- The university will review and revise policies and practices to encourage and support enhanced efforts in recruiting a strong and diverse faculty.

OBJECTIVE 2: The university will reward the faculty appropriately as evidenced by faculty salaries at or above Southern Regional Education Board averages.

STRATEGIES:
- UALR administrators will work with state officials to increase funding for faculty salaries to enable the campus to compete in the national market for the best talent available.
- UALR will pursue endowments and private funding to enhance faculty compensation.
- Within resources available, the university will address salary equity issues on campus.
- The university will keep fringe benefit programs under review in an effort to strengthen this source of compensation for faculty.

OBJECTIVE 3: The university will continue to provide professional development opportunities and to reward staff appropriately as evidenced by salaries at the appropriate market rate and by the satisfaction level of staff.

STRATEGIES:
- UALR administrators will work with state officials to increase funding for staff salaries to enable the campus to continue to compete for talent in the regional market.
- Within resources available, the university will address staff salary equity issues on campus.
- The university will seek additional funding to support staff professional activities and development.
- The university will develop current, separate handbooks for classified and
non-classified staff.

- The university will review and revise policies and practices to encourage and support enhanced efforts in recruiting a strong and diverse staff.
- The university will keep fringe benefit programs under review in an effort to strengthen this source of compensation for staff.

GOAL SEVEN

UALR will provide the institutional infrastructure necessary to achieve its educational mission.

OBJECTIVE 1: The university will be a model of responsible stewardship of the physical resources of the campus.

STRATEGIES:

- The university will seek expert advice in the preparation of a campus master plan for optimal use and development of campus facilities and grounds in alignment with the institution's mission and goals.
- The university will implement a tree replacement program and take other measures to conserve the natural assets of the campus.
- The university will implement an expanded recycling program.
- The university will establish standards of cleanliness and maintenance for campus facilities.
- The university will introduce more space that encourages student and faculty community in academic buildings when constructing new or renovating old buildings.
- The university will study "green building standards" and incorporate an appropriate level of them into UALR's Construction Methods and Materials Guidelines.
- The university will explore the possibility of a design/build department within Physical Plant Department.
- The university will describe opportunities for donors to support a number of campus beautification projects, such as Coleman Creek.
- The university will develop and implement a well-informed campus-wide policy on retention and disposal of office records and files.
- The university will develop and implement a plan, consistent with state regulations, for the regular disposal of computing equipment no longer in use.

OBJECTIVE 2: The university will continue to expand the information technology resources of the campus to ensure effective and efficient use of technology.

STRATEGIES:

- The university will maintain Internet2 status as a user of advanced network applications and expand into more advanced technology applications as feasible, including but not limited to the National Lambda Rail.
- The university, to strengthen centralized planning for information technology, will reform existing advisory committees so that there is one to coordinate information technology issues and solutions and another that addresses instructional technology concerns of faculty.
- The university will provide training opportunities for faculty and staff to enable them to make effective use of the available information technology of the
The university will develop and implement a campus-wide “waterfall” procedure for redistributing computers that are being upgraded or replaced.

• Fully depreciated computers will be offered to public schools and other state agencies (i.e., prisons and juvenile homes) within applicable laws and regulations controlling the disposal of state property.

• The deans will develop a plan to use technology fees for systematic replacement of information technology.

OBJECTIVE 3: The university will consistently engage in benchmarking and in process improvement efforts to make the functioning of the institution more efficient and user-friendly.

STRATEGIES:

• The university will constantly assess its performance in comparison with peer metropolitan universities and with appropriate Arkansas institutions in all areas in which acceptable data make comparisons possible.

• The university will develop a web site for policy statements for ease of reference by all constituents.

• The university will develop a web site for all forms, all of which one will be able to complete on-line.

• The university will create a web site to provide orientation for new department chairs.

• The university will create a web site to provide orientation for new University employees.

GOAL EIGHT

UALR will develop a strategy to enhance resources to accomplish its mission.

OBJECTIVE 1: The university will develop a funding strategy that will align potential sources—such as internal reallocations, state appropriations, tuition, fees, grants, contracts, foundation awards, federal earmarks, private donations, local tax support—with appropriate goals.

STRATEGIES:

• The university will strengthen the staff of the Development Office.

• The university will commission a professional study to determine the feasibility of a comprehensive fundraising campaign.

• The university will train and will involve academic officers more extensively in private fundraising efforts.

• The university will consider increasing the number of colleges with their own development officers, who would have a dual reporting relationship with the dean and with the director of development.

• The university will strengthen fundraising strategies that expand the donor base through such initiatives as “1,000 at $1,000,” the annual fund, and the campus campaign.

• The university will continue to strengthen alumni involvement, increasing the number of registered alumni by 50 percent in five years and building a comprehensive, up-to-date alumni database.

• The university will seek funding for endowed professorships and chairs.
• The university will aggressively pursue a scholarship matching program.
• The university will pursue private funding of scholarships for student-athletes in all sports on a phased basis.
• The university will increase the number of endowed scholarships, both need based and merit, by 20 percent in five years.

OBJECTIVE 2: The university will vigorously communicate who it is and what it does for the people of Arkansas in order to increase understanding and support at local, state, and Federal levels.

STRATEGIES:
• The university will work with and through the Arkansas Congressional delegation and the Coalition of Urban and Metropolitan Universities to increase understanding and support of metropolitan universities at the federal level.
• The university will communicate more vigorously the accomplishments and contributions of UALR students and faculty.
• The university will develop and implement an integrated marketing plan.
• The university will continue to improve its website using consistent formats, systematically reviewing and updating all departmental websites on a regular basis.
• The university will communicate a consistent message of UALR as an academically strong institution of higher education.
• The university will enforce conformity to campus standards for look and sound.
Looking Ahead…

10. PLEDGES TO EXTERNAL STAKEHOLDERS

Chapter 10 concludes this report with seven pledges to the university’s external stakeholders.

In contrast to the great detail found in the extensive set of goals, objectives, and strategies reported in Chapter 9, the seven pledges are brief and broad. They reflect UALR’s broad commitments as a public university located in Little Rock today—commitments in response to the strategic challenges of the state, the central Arkansas region, and the greater Little Rock/North Little Rock metropolitan community.

PLEDGE ONE:

UALR pledges to provide programs of study that will educate students to live, work, and lead in the complex, technological, and diverse world of the 21st Century.

This pledge reflects the core mission of the university. It requires excellent faculty who design and offer outstanding and up-to-date academic programs. A university that fulfills this pledge will not only serve its students well but will also have in place a substantial foundation for accomplishing its other purposes.

PLEDGE TWO:

UALR pledges to shape its programs and align its resources to address state-identified priorities.

This pledge reflects the responsibilities of a public, state-supported university. This pledge means that UALR will address state-identified priorities for more baccalaureate degree graduates in general, and for more graduates specifically in high-tech and scientific disciplines, in nursing, and in teaching fields with critical shortages of teachers.

PLEDGE THREE:

UALR pledges active support of regional and state strategies to speed economic development.

This pledge reflects an understanding that universities have become critical economic assets—indeed, economic engines—in a high-tech, knowledge-based economy. UALR will be a ready partner and a strong contributor to innovative entrepreneurship, research, and development activities in the region and in the state.
PLEDGE FOUR:

UALR pledges to work in partnership with governmental entities and community organizations and groups to solve community problems and advance the community in other ways.

This pledge reflects the outward orientation of a metropolitan university. This pledge means that UALR will share and leverage its resources through partnerships in active efforts to solve problems and otherwise advance the metropolitan community.

PLEDGE FIVE:

UALR pledges to be a keeper of the flame on the subject of race.

This pledge reflects recognition that race remains a foremost barrier to social and economic progress. Since it is an issue that communities large and small find difficult to confront and therefore often ignore, the university will provide leadership by focusing attention on the issue through an annual survey of racial attitudes and through related activities.

PLEDGE SIX:

UALR pledges to be a keeper of the flame on the need for regional cooperation in central Arkansas.

This pledge reflects a recognition of new realities. In today's highly competitive global economy, regional cooperation in economic development is a prerequisite of achieving a higher standard of living across the central Arkansas region. But more than economic development is at stake. In a state with limited resources, communities—whether large or small—that are able to work together can save money and at the same time improve services and amenities for their citizens.

PLEDGE SEVEN:

UALR pledges to work as an active partner in revitalizing the University District, the area of the city immediately around the university.

This pledge embodies UALR's desire to be a part of, not apart from, the city. The university accepts responsibility to join with city government, area businesses, churches, neighborhood organizations, and others to strengthen an area in the urban community that has been in slow decline.

In conclusion:

UALR will adopt the measures and take the steps internally and externally—many of them stated in Chapter 9—required to make good on these seven pledges.
Two Challenges…

EPILOGUE

Two challenges are perhaps obvious after reading the foregoing report.

The first is an internal challenge—to the administration, faculty, and staff of UALR:

- The strategic planning exercise is done for now. Your challenge is to make the strategic plan a reality. It does not matter how compelling the vision or how well based the goals, objectives, and strategies or how sincere the pledges. What matters now is what the people on campus do. That is what will be remembered. Action is what will make a difference.

The second is an external challenge—to the external stakeholders, particularly to civic and business leaders:

- There is no doubt that a fully developed, powerhouse university in the center of the state is a critical state and regional asset needed immediately—indeed, was needed several decades ago. Your challenge is to recognize a personal interest, a vital interest, in fast-forwarding the development of the University of Arkansas at Little Rock—not for the University’s sake but for yours.
APPENDIX A

UALR AND SELECTED PEER INSTITUTIONS STATISTICAL PROFILES
## Appendix A-1

### Student Statistical Profile

**UALR and Selected Peer Institutions**

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(*) Under Represented Minority includes African American, Hispanic and Native American students.

SREB 2 and SREB 3 are classifications employed by the Southern Regional Education Board. Institutions classified as SREB 3 (including UALR) annually award 100 or more masters and/or doctoral degrees across 10 academic disciplines. SREB 2 institutions annually award 30 doctoral degrees across five academic disciplines.
### Appendix A-2

#### Miscellaneous Institutional Characteristics

**UALR and Selected Peer Institutions**

<table>
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<tr>
<th>Institution Name</th>
<th>First Year Freshmen Retention Rate 2003 to 2004</th>
<th>Rank</th>
<th>UG Six-Year Graduation Rate 2004</th>
<th>Rank</th>
<th>Full-Time Faculty Fall 2003</th>
<th>Rank</th>
<th>Full-Time UG / Full-Time Faculty Fall 2003</th>
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Source: IPEDS, National Center for Education Statistics

*Consortium for Student Retention Data Exchange, May 2005*
### Appendix A-3

**UALR and Selected Peer Institutions**

**Degrees Awarded**

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**NOTE**: Degree classifications shown in these columns are not mutually exclusive. For example, degrees classified as "science" may be shown in both the "science and technology" column and in the "arts and science" column.

Source: IPEDS, National Center for Education Statistics
## Appendix A-4
### Institutional Financial Characteristics
#### UALR and Selected Peer Institutions

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<th>Institution Name</th>
<th>Tuition and fees per FTE Student FY04</th>
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<th>Appropriations per FTE Student FY04</th>
<th>Rank</th>
<th>Instruction Expenses per FTE Student FY04</th>
<th>Rank</th>
<th>Total Expenses per FTE Student FY04</th>
<th>Rank</th>
<th>Total of Pell Grant Awards FY04</th>
<th>Rank</th>
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Source: IPEDS, National Center for Education Statistics

1The Education Trust
APPENDIX B

ARKANSAS PUBLIC UNIVERSITIES STATISTICAL PROFILES
## Appendix B-1
### Student Statistical Profile
#### Arkansas Four Year Institutions

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<th>Full Time Equivalent Headcount Fall 2004</th>
<th>Rank</th>
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<th>Rank</th>
<th>UG Percent 25 Years &amp; Over Fall 2004</th>
<th>Rank</th>
<th>UG Percent Part-Time Fall 2004</th>
<th>Rank</th>
<th>Percent Female Fall 2004</th>
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Source: IPEDS, National Center for Education Statistics
## Appendix B-2
### Miscellaneous Institutional Characteristics

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**Sources:**

1IPEDS, National Center for Education Statistics  
2Education Trust  
3Arkansas Dept. of Higher Education
## Appendix B-3

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<td>100.0</td>
<td>38.1</td>
<td>100.0</td>
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<tr>
<td>Peer Group Median</td>
<td>1,794</td>
<td>2,736</td>
<td>33.1</td>
<td>13.1</td>
<td>24.4</td>
<td>32.5</td>
<td>7.8</td>
<td>5.4</td>
<td>7.8</td>
<td>5.4</td>
<td>7.8</td>
<td>5.4</td>
<td>7.8</td>
<td>5.4</td>
<td>7.8</td>
<td>5.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UALR as percent of Peer Median</td>
<td>65.5</td>
<td>62.1</td>
<td>93.3</td>
<td>106.1</td>
<td>100.0</td>
<td>97.5</td>
<td>47.4</td>
<td>211.1</td>
<td>47.4</td>
<td>211.1</td>
<td>47.4</td>
<td>211.1</td>
<td>47.4</td>
<td>211.1</td>
<td>47.4</td>
<td>211.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Degree classifications shown in these columns are not mutually exclusive. For example, degrees classified as "science" may be shown each in the "science and technology" column and in the "arts and science" column.

**Source:** IPEDS, National Center for Education Statistics
### Appendix B-4

**Institutional Financial Characteristics**

**Arkansas Four Year Institutions**

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Tuition and Fees per FTE Student FY04</th>
<th>Rank</th>
<th>Appropriations per FTE Student FY04</th>
<th>Rank</th>
<th>Instruction Expenses per FTE Student FY04</th>
<th>Rank</th>
<th>Total Expenses per FTE Student FY04</th>
<th>Rank</th>
<th>Total of Pell Grant Awards FY04</th>
<th>Rank</th>
<th>Percent of UG Receiving Pell Grants FY03 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Arkansas at Pine Bluff</td>
<td>1,002</td>
<td>9</td>
<td>7,651</td>
<td>2</td>
<td>3,962</td>
<td>8</td>
<td>19,333</td>
<td>2</td>
<td>6,585,781</td>
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<td>University of Arkansas at Monticello</td>
<td>1,287</td>
<td>8</td>
<td>5,568</td>
<td>6</td>
<td>4,867</td>
<td>3</td>
<td>11,807</td>
<td>6</td>
<td>4,967,356</td>
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<td>Southern Arkansas University</td>
<td>2,154</td>
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<td>5,212</td>
<td>7</td>
<td>4,293</td>
<td>7</td>
<td>11,371</td>
<td>7</td>
<td>3,905,202</td>
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<td>49.4</td>
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<td>Henderson State University</td>
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<td>7</td>
<td>5,585</td>
<td>5</td>
<td>4,564</td>
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<td>11,916</td>
<td>5</td>
<td>4,269,608</td>
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<tr>
<td>UALR</td>
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<td>5</td>
<td>5,858</td>
<td>4</td>
<td>4,873</td>
<td>2</td>
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<td>11,089,454</td>
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<td>Arkansas Tech University</td>
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<td>4,239</td>
<td>9</td>
<td>3,529</td>
<td>9</td>
<td>10,278</td>
<td>9</td>
<td>7,280,510</td>
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<td>41.9</td>
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<td>Arkansas State University</td>
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<td>4</td>
<td>6,438</td>
<td>3</td>
<td>4,452</td>
<td>5</td>
<td>15,050</td>
<td>3</td>
<td>12,448,035</td>
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<td>41.7</td>
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<td>University of Central Arkansas</td>
<td>2,761</td>
<td>3</td>
<td>4,506</td>
<td>8</td>
<td>4,398</td>
<td>6</td>
<td>11,251</td>
<td>8</td>
<td>9,146,257</td>
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<tr>
<td>University of Arkansas, Fayetteville</td>
<td>$4,477</td>
<td>1</td>
<td>$10,956</td>
<td>1</td>
<td>$6,533</td>
<td>1</td>
<td>$30,198</td>
<td>1</td>
<td>$8,952,886</td>
<td>4</td>
<td>26.6</td>
</tr>
</tbody>
</table>

| Median of Arkansas Four-Year Institutions            | $2,333                                |      | $5,585                              |      | $4,452                                   |      | $11,916                             |      | $7,280,510                      |      | 44.6                                  |
| UALR as percent of Ark Median                        | 176.7                                 |      | 104.8                               |      | 109.4                                    |      | 122.1                               |      | 152.3                           |      | 100.0                                  |
| Peer Group Median                                    | $4,857                                |      | $5,306                              |      | $5,508                                   |      | $14,555                             |      | $9,816,506                      |      | 28.1                                  |
| UALR as percent of Peer Median                       | $4.8                                  |      | 110.4                               |      | 88.4                                     |      | 100.0                               |      | 112.8                           |      | 158.7                                  |

Source: IPEDS, National Center for Education Statistics

1The Education Trust
APPENDIX C

BOARDS AND PLANNING COMMITTEES
UNIVERSITY OF ARKANSAS BOARD OF TRUSTEES

Stanley E. Reed (Chair)
Mike Akin
John E. Anthony
Craig Campbell
Tim E. Hunt, DDS
Carl L. Johnson, MD
James E. “Jim” Lindsey
Jane Rogers
Charles E. Scharlau, III
Jim von Gremp

PRESIDENT OF THE UNIVERSITY OF ARKANSAS SYSTEM

B. Alan Sugg, PhD

UALR BOARD OF VISITORS

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Jerry Adams
Greg Brown
Betta Carney
Larry Choate
Jane Dickey
Haskell Dickinson
Mark Doramus
Barnett Grace
Janet Jones
Michael Joshua
Bob Russell
Larry Wilson
The UALR campus strategic plan report represents a collaborative effort of many, over a period of almost two years. The University would like to acknowledge and to thank the following individuals who have contributed countless hours of collective wisdom to the development of this document. As with any project of this magnitude, there may be individuals whose names were overlooked. We apologize for any oversights. There were dozens more who attend hearings or participated in ad hoc sessions whose names were not recorded and do not appear here.

STRATEGIC PLANNING COMMITTEE

David Belcher, Provost and Vice Chancellor for Academic Affairs
(Chair of Strategic Planning)

Amy Barnes, Director, Office of Communications
Charles Bolton, Professor, Department of History
Sarah Breshears, Senior Research Specialist, Census State Data Center
Bob Denman, Director, Development
Charles Donaldson, Vice Chancellor for Educational and Student Services
The Honorable Lanny Fite, Saline County Judge
Lynn Foster, Professor, William H. Bowen School of Law
Delores Hardin, President, Staff Senate
Jay Hartman, Manager of Operations, Entergy
Linda Hemminger, Assistant Professor, Department of Teacher Education
James Hendren, Executive in Residence, IT Minor Program
Marla Johnson-Norris, CEO, Aristotle
Meagan Jordan, Associate Professor, Institute of Government
James Karrh, Associate Professor, Department of Marketing and Advertising
Dan Kemp, President, Delta Trust Investments, Inc.
Shane Khoury, President, UALR Law Student Bar Association
Joni Lee, Associate Vice Chancellor for University Advancement
Cindy Milazzo, Associate Vice Chancellor for Facilities and Services
Sandra Robertson, Chief of Staff and Director of Budget
Paula Rogers, UALR Children International
Ann Schlumberger, Chair, Department of Nursing
Angela Sewall, Dean, College of Education
Gary Thompson, Professor, Department of Applied Sciences
Bill Traylor, Interim Director, Ottenheimer Library
Robert Trevino, Commissioner, Arkansas Rehabilitation Services
Rett Tucker, Managing Partner, Moses and Tucker Real Estate, Inc.
The Honorable Buddy Villines, Pulaski County Judge
Jeannie Winston, Chief Information Officer
Marian Lacey, Retired, Little Rock School District
STRATEGIC PLANNING INITIATIVE SUB-COMMITTEES

Recruit, develop, and retain high-quality faculty and staff
Charles Donaldson, Chair
  Chuck Goldner
  Delores Hardin
  James Hendren
  Angela Sewall
  Jeanette Watkins
  JoAnne Matson

Enhance UALR Image
James Karrh, Chair
  Amy Barnes
  Dan Kemp
  Jamie Byrne
  Shane Khoury

User-friendly, accessible campus (customer-friendly; consistent and clear policies and procedures)
Amy Barnes, Chair
  Tyfnae Curenton
  Robert Trevino
  Daryl Rice
  Maureen James-Barnes
  Ruth Craw
  John Noah

Increase student quality: recruit, develop, retain, graduate, placement; life-long learning; housing
Joni Lee, Chair
  Linda Hemminger
  Henri Smothers
  Russell Bruhn
  Angi Brenton
  Thea Hoeft
  Jay Hartman

Provide quality, innovative, and relevant curriculum and teaching in flexible formats focused on student learning
Ann Schlumberger, Chair
  Sandra Robertson
  Buddy Villines
  Marian Lacey
  Warren Stone
  Jan Thomas
  Jerry Stevenson
  Larry Dickerson
  Mable Donaldson
  Diane Gilleland
IT infrastructure, instructional technology
Charles Bolton, Chair
Marla Norris-Johnson
Aimee Dixon
Marian Crawford
Julio Fuentes

External Community Engagement
Jeannie Winston, Chair
Sarah Breshears
Lanny Fite
Paula Rogers
Roby Robertson
Keith Christy

Promote and Support Research (Library/ORSP)
Gary Thompson, Chair
Bill Traylor
Meagan Jordan
Robert Sikes
Lynn Foster
Dan Holland
Mike McCallister

Physical Facilities and Grounds
Bob Denman, Chair
Cindy Milazzo
Rett Tucker
Deborah Baldwin
David Millay
Marian Douglas

Funding Strategies
David Belcher, Chair
Jamie Byrne
Bob Denman
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Joni Lee
Anna Makagonova
Mike McCallister
Sandra Robertson
Lucian Shockey
Ashvin Vibhakar
Bill Walker