



Faculty Senate Meeting Minutes

Friday, January 23, 2015

1:00 PM until Adjournment

DSC B&C

Present: **CALS**— Cheatham, He, LeGrand, Merrick, Street, Seo, Finzer (alt. for Amrhein), Anson, , Ecke, Kyong-McClain, Maguire, McAbee **CB**— Funk, Mitchell, Henden. **CEHP**— Kuykendal, Layton, Vander Putten, Carmack, Evans, Faust, Hayn. **CSSC**— Giammo, Giese, Craw, Golden Rhodes, Scranton, Jensen, Matson, Hawkins (alt). **CEIT**— Anderson, Bayrak, Jovanovic, Tramel, Tschumi, McMillan. **LIB**— Macheak **LAW**— Aiyetoro, Fitzhugh. **EX OFFICIO**— Anderson, Ford, Wright.

Absent: **CALS**— Douglas. **CB**— Farewell. **CEHP**— Jones, Thomas. **CSSC**—none. **CEIT**—none. **LIB** – none. **LAW** – Boles. **EX OFFICIO**— Toro, Morris, McNeill.

I. Welcome and Roll Call

The meeting was called to order at 1:05 pm. Secretary McMillan called the roll

II. Review of Minutes

President Wright invited comments on the draft minutes of the December 15, 2014 meeting as posted on the web site. Tschumi moved and Tramel seconded that the minutes be accepted as posted. Motion passed on a voice vote.

III. Announcements

A. Save the Earth Day ... 4/18/2015 ... UALR Sustainability Committee

There will be events – watch for them

B. Constitution Project Complete ... new constitution on web site, old constitution archived and taken down

All are welcome to review the new constitution on the senate website.

C. Honors and Awards

Pres. Wright took this opportunity to remind all that the Senate's legislative authority over honors and awards is not limited to academic awards and honors and honorary degrees and that we should take advantage of our authority.

Pres. Wright went off the agenda to introduce and welcome our new athletic director – Chase Conque. He was welcomed with a warm round of applause.

IV. Introduction of New Topics (2 min limit, no discussion)

None

V. Reports

A. Chancellor's Report – Joel Anderson

Chancellor Anderson: I have appeared before this body many, many times and have never been so nervous as I am today. I left my cell phone up on my desk. How could you be more vulnerable? It gives me motivation to speak more quickly.

We are all glad to be introduced to our new Athletic Director, Chase Conque. Bob Denman, as Interim Director of Athletics, welcomed him the most. There will be something later about volleyball team and it is well worth it. I was at a basketball game last night where we honored our student athletes. We have student athletes with 3.0 GPA or higher line up on the court. The length of that line is from one end of court to the other. Last night, that length went all the way from one end to the other 2 times and then some more, almost 3 times across the floor. This says something really good about our athletes and our coaches.

From the Board of Trustees meeting – we learned that the Tyson family gave \$500,000 for scholarships to eVersity. I thought eVersity could use that money to repay UALR, but it is not to be.

The Arkansas General Assembly is in session. I have a little bit of optimistic news. Then Gov. elect Hutchison said before the holidays that he would not cut the higher education appropriation in his budget. He is talking about \$100 million cut in taxes, but he will not cut higher education; and on the Affordable Care Act Private Option and Medicaid reform - if he prevails with his plans for reform – gives a happier outlook with respect to budgets. And, another gun legislation has already been filed. This legislation would make the concealed carry opt-out for campuses not optional. We will fight that legislation.

I want to remind all of you, the University has a lot at stake. It is not unusual to have faculty members involved in the legislature. You need to let us know, so legislators will not interpret that you are working with the voice of UALR. We need to coordinate those efforts - let Joanie Lee, or me know if you are involved.

The dust is still settling on enrollment for spring. We had a 3-4.5% decline from last spring. This was not unexpected. We have our budget under control for this year. We are anticipating a decline next fall of 3-3.5%. We have been managing so far, but it gets harder with each decline.

I would like gives words of appreciation – people have been going the extra mile. The latest evidence of that was in an email the Provost sent to deans. The latest update from Advisement indicated that the process for reinstatement of students for non-payment is working. Everybody will have to help regularly to continue this. I am Feeling better that things are beginning to change. We are getting helpful habits in place. It is important that all of us understand that we have to be part of the solution. We have been going through a period of change. It is understandable that faculty and staff are feeling unstable. Much of the future direction of UALR is still be mapped out. You are all a part of UALRs future. I will conclude with 4 comments.

- 1) We will continue to improve services to students, to better guide them to graduation
- 2) Faculty, staff, chairs and deans are expected to contribute to recruitment and retention (20 years ago my son was applying to Engineering colleges around the country. A Dean called me. Deans were involved on the front lines of recruitment and it pays off).
- 3) We will set clear realistic expectations for faculty and staff. We will have equitable work loads
- 4) The Faculty Senate has been very involved in all changes

10 years from now, you may look back and find that the last couple of years represent more work and more change than any other time in UALR's history. That is your record. Feel good about that and realize that I know it.

B. Council on Core Curriculum and Policies – Belinda Blevins-Knabe

Blevins-Knabe reported that the council is working on a test-out option for core courses. She invited all to an information session on core assessment on Monday (1/26/15)

C. Undergraduate Council – Mike Tramel

Tramel reported that the council met for first time this week. 17 items were introduced, but no actions were taken, therefore there is no report.

D. Graduate Council – Kent Layton

Layton reported that the council met once so far this semester. No actions were taken, therefore he has no report.

E. Ad Hoc On-line Committee – Lisa Sherwin

We are continuing our work. We have identified a model of student success to guide our process. We are identifying unifying elements. We polled faculty who teach online about what they wished students knew about online learning before taking online classes.

This semester we will collect data on readiness, identify existing processes and resources for quality online learning at UALR. All instructors who teach online will be asked to use Qualtrics to assess what students need.

I would like to give credit to Star for helping with quality. Those instructors who employ quality matters, get certification. The certification goes to a specific course in a specific format. 45 courses have been certified. More are going through the process.

VI. Old Business

None

VII. New Business

A. Motion FS_2015_5. Athletics Committee (Legislation. Majority Vote at one meeting)
Commendation for Women's Volleyball team

Whereas the Women's Volleyball team achieved a difficult accomplishment by gaining a berth in the NCAA division I championship and

Whereas the team won the Sun Belt Conference Championship,

Therefore Be it Resolved that the Faculty Senate recognizes their hard work and commends their success.

Bennie Prince introduced the volleyball team who were in attendance at the meeting. She noted that the team is an academic all-american team which means all have 3.2 GPA or higher.

The team was greeted with enthusiastic applause.

There was no discussion and the motion passed by unanimous voice vote.

President Wright presented Coach Van Compton with a trophy commemorating the occasion.

B. Motion FS_2015_6. Academic Calendar and Schedules Committee (Legislation. Majority Vote at one meeting)

Replace the Spring 2015 calendar with the calendar in Attachment 1.

Commentary: The Spring 2015 calendar approved in motion FS_2012-13_12 did not allocate 2250 instructional minutes per three credit hour course for Spring 2 and Spring 3. The Spring 2015 Term 2 ending date of March 2, with grades due on March 4 should be March 9, with grades due on March 11. The Spring 2015 Term 3 ending date of May 13, with grades due on May 15 should be May 15th, with grades due on May 19th.

President Wright introduced the motion on behalf of the committee.

No discussion

Motion was approved by unanimous voice vote.

C. Motion FS_2015_7. Executive Committee (Legislation. Majority Vote at one meeting)
Retroactive PCF for Minor Requirements

Whereas the implementation date for the degree requirements that remove the minor begins with the Spring 2015 semester and

Whereas programs have been asymmetrically informed regarding the process for maintaining the minor as a program requirement,

Therefore, be it resolved that programs may retain the minor requirement as a program requirement with an implementation date retroactive to January 1, 2015 ~~the Spring 2015 catalog~~ as long as the program change form completes the approval process by ~~March 15, May 15, 2015,~~

~~And, be it further resolved that extensions to this approval deadline up to May 15, 2015 may be granted by Undergraduate Council.~~

President Wright introduced the motion. Issues arise occasionally. We as a senate made a minor requirement as a degree requirement. We removed that requirement about year and a half ago. It is gone as a university requirement. Degrees or programs may adopt a minor requirement. Article 4 delegates authority to Undergraduate Council, Graduate Council and Core Council. Each of those delegations specifies the curricular approval process. The process to modify program requirements has to start at the program level. The Senate cannot impose program requirements for programs. Programs must add the requirement. Information about the minor being removed as a university requirement did not get communicated. If we leave this as stands, we will have a catalog for one year without a minor – students will migrate to that catalog. We feel this motion will give time for programs to add the requirement to avoid the one year missing requirement. As long as CCF is complete by March.

Discussion –

Maguire – said thank you for adding to my workload. Why do we have a deadline of March 15 and an extension? I will have to communicate to my folks. It will take time. Do we request the extension from the Undergraduate Council?

Tramel - Yes

Maguire - Can we just have until May?

Tramel – made an amendment to change the deadline to May

Prince – asked if the recent compliance with Act 747 efforts that went through the curriculum process will that have to be done again?

Karen Wheeler - Yes

Cheatham - One might argue that if the catalog for AY 2014-15 does not actually contain this text, do we need to do this?

President Wright – yes we need to do this.

Tschumi – we need to be careful, Undergraduate Council needs to be finished by May. So CCFs need to be to Undergraduate Council earlier

McMillan – can we clarify the amendment?

Change the March 15, 2015 to May, 15 2015 and delete the extension paragraph

President Wright –Hearing no objections, the amendment was accepted.

Cheatham – to be clear we need to amend ‘implementation date retroactive to Jan 1, 2015’ instead of ... ‘replacing the spring 2015 catalog’

President Wright – this is accepted as a friendly amendment

The motion as amended was approved by unanimous voice vote

D. Motion FS_2015_1: Council on Core Curriculum and Policies (Legislation. Majority vote at one meeting.) Interdisciplinary Studies Curricular Area

Whereas the Faculty Senate authorized the Council on Core Curriculum and Policies to create an Interdisciplinary Studies curricular area in motion FS_2014_9, and

Whereas the flex hours under the College Core are not clearly articulated in the policy,

Therefore, be it resolved that the placeholder statement “to be developed” under the Interdisciplinary Studies curricular area shall be replaced with the paragraph

“Interdisciplinary core courses focus on at least two disciplines in order to examine how they may collaborate to address a particular issue or problem. They explore strengths and limitations of the disciplines, as well as possible avenues of integration. Every interdisciplinary course must address the criteria for at least one of the following curricular areas: Humanities, Social Sciences, or Communications - Spoken. The emphasis on interdisciplinarity should balance the modifications to the content criteria necessitated by the sharing of class time between two or more disciplines.”

and Be it Further Resolved that the sentence “The College Cores consists of 3 hours of Mathematics, 8 hours of Science, and 3 hours from any combination of the areas of Humanities, Social Sciences, Communication- Spoken, or Interdisciplinary Studies.” shall be added under the heading “College Cores (14 hours)”

and Be it Further Resolved that the phrase “(0-3 hours)” shall be added to the header of the curricular areas of Humanities, Social Sciences, Communication- Spoken, and Interdisciplinary Studies under the College Cores section,

and Be it Further Resolved that these changes shall be implemented in the Spring 2015 semester.

Commentary: the mark-up of Policy 503.3 resulting from these changes shall be posted on the Faculty Senate site prior to the 1/23/2015 meeting.

President Wright noted that at the May 2014 meeting, the senate adopted the interdisciplinary area, but did not adopt a description. This motion presents the description and a couple of extra things.

Sen Jovanovic (rep of the Core Council) made the motion

Discussion –

Anderson – it says every interdisciplinary course must address at least one of the following areas: Humanities, Social Sciences, or Communications – Spoken. What is special about those areas?

President Wright – the state minimum core requires that you take 3 hours from one of the following: Humanities, Social Sciences, or Communications – Spoken. For every program but Engineering, students have to take additional hours in the core from those areas or interdisciplinary courses that address the areas.

The motion was approved by voice vote.

E. Motion FS_2015_2: Executive Committee (Legislation. Majority vote at one meeting.)

Whereas the law resulting from Act 747 (Roger Phillips Act) resulted in a change in interpretation of the Second Language Requirement and

Whereas this requirement is no longer interpreted as part of the General Education Requirements, and

Therefore Be it Resolved that the Second Language Requirement be deleted from Policy 503.3 and

Be it Further Resolved that a new policy be created,

“Policy Name: Optional Degree Requirements

Policy Number: TBD

Effective Date: January 5, 2015

Policy:

The requirements specified in this policy may be adopted by individual programs.

Second Language Requirement

BA Students

Students seeking a BA degree in any of the follow majors are required to complete a 2000-level second language course or demonstrate equivalent proficiency as measured by a competency test:

BA Anthropology

BA Art History

BA Criminal Justice

BA English

BA French

BA History

BA German Studies

BA International Studies

BA Interpretation: American Sign Language/English

BA Interdisciplinary Studies

BA Music

BA Philosophy

BA Physics

BA Political Science

BA Professional and Technical Writing

BA Psychology

BA History/Secondary Education

BA Sociology

BA Spanish

BA Speech Communication
BA Studio Art
BA Theatre Arts

Languages which may be used to meet the second language requirement include French, German, Spanish, American Sign Language, and other languages as approved and arranged through the Department of International and Second Language Studies.

Students may meet the requirement in one of the following ways:

- Successfully completing a 2000-level second language course at UALR and satisfying all the prerequisites for that course.
- Transferring the equivalent courses from another institution of higher education.
- Demonstrating equivalent proficiency on a language test.

BSE Students

Students seeking a BSE in Early Childhood Education are required to complete 3 hours of a second language and 3 hours of English as a Second Language.

Students seeking a BSE in Middle Childhood Education are required to complete 6 hours of a second language or English as a Second Language in any combination or level. Students may meet the requirement in one of the following ways:

- Successfully completing a second language course at UALR and satisfying all the prerequisites for that course.
- Transferring the equivalent courses from another institution of higher education.
- Demonstrating equivalent proficiency on a language test.

BSW Students

Students seeking a BSW degree are required to complete the elementary I and II levels of a second language sequence of courses (Foreign Language 1311 and 1312 or Interpretation 1320 and 1321) or demonstrate equivalent proficiency as measured by a competency test.

Languages which may be used to meet the second language requirement include French, German, Spanish, and American Sign Language. Students may meet the requirement in one of the following ways:

- Successfully completing 6 hours of an approved sequence of second language courses at UALR.
- Transferring the equivalent courses from another institution of higher education to UALR.
- Demonstrating equivalent proficiency on a language test.

Demonstrating Proficiency in a Second Language to Satisfy the Requirements for BA, BSE, and BSW Degree

Students who wish to meet second language requirements by demonstrating proficiency should take either the CAPE test or the American Sign Language Proficiency test before enrolling in UALR language courses. These tests are also used to determine placement in the appropriate language courses.

The following students do not need to take the test before enrolling in a language course:

- Students who have already completed UALR second language courses.
- Students who have completed university-level courses for transfer credit in French, German, Spanish, or ASL.(1)
- Students who have never studied French, German, Spanish, or ASL before and are enrolling in first semester courses in these languages.

Second language course waivers may be granted to students with verified disabilities, after examination by a special committee. Students seeking such a waiver should contact the associate vice chancellor for academic affairs at 501.569.3204.

French, German, or Spanish

Students must take a computerized, multiple-choice test (the FCAPE, the G-CAPE, or the S-CAPE) coordinated by the Office of Testing Services and Student Life Research.

To demonstrate proficiency in a language other than French, German, or Spanish, students should contact the Department of International and Second Language Studies, Stabler Hall 201 at 501.569.3272.

American Sign Language (ASL)

Students may take a two-part test administered by the Department of Counseling, Adult, and Rehabilitation Education's (CARE) interpreter education program. The first part of the test is a written multiple-choice exam. The second part is an interview with the program faculty conducted in American Sign Language. Results of both the written test and interview are shared with the student at the end of the interview. Students should contact the Department of CARE for an appointment.

English as a Second Language

Students whose first language is not English may use the following core courses (9 credit hours) to satisfy the second language requirement:

RHET 1311 Composition I, RHET 1312 Composition II, and ENGL 2337 World Literature or ENGL 2338 World Literature Themes or PHIL 2320 Ethics and Society

(1) Courses in signing systems other than ASL, such as manually coded English and conversational sign language, will normally not apply. Contact the Department of Counseling, Adult, and Rehabilitation Education (CARE) for more information.

Minor Requirement

To Be Developed

Citation and Modification

This policy must be cited in curricular documents that excerpt it (such as the Undergraduate Catalog) and the Faculty Senate Executive Committee (or their designee) should review those documents before they are finalized. Wherever there is a substantive conflict between the document which quotes this policy and this policy, this policy shall be followed.

The policy can be modified through legislative action of the Faculty Senate (see Article III of the Constitution of the Assembly of the University of Arkansas at Little Rock).

Source: Faculty Senate Minutes (1/23/2015)

Custodian: Faculty Senate

Commentary: the mark-up of Policy 503.3 resulting from these changes shall be posted on the Faculty Senate site prior to the 1/23/2015 meeting.

President Wright declared himself out of order and stated that we are not making this motion. The Faculty Senate cannot make this motion because it makes program requirements for programs. (See discussion under the minor requirement above.)

- F. Motion FS_2015_4: Graduate Council (Legislation. Majority vote at one meeting.) Improve Conditional Admission standards

Modify the conditional admission policy as shown in Attachment 2.

Layton - Reduces from 12 to 9 the hours that a student needs to complete to be done with conditional admissions status. Often takes a year – so they can't be considered form GA. See this as a recruitment tool. This would enable them to go into an assistantship. Opens up – if a program wants to add some additional conditions, they can do so.

Layton introduced the motion

There was no discussion

The motion was approved by unanimous voice vote

- G. Motion FS_2015_8: Executive Committee (Legislation. Majority vote at one meeting.) Remove redundant math and US History statement from degree requirements

Whereas the graduation requirement “A core curriculum which must include a 3 hour course in U.S. History or U.S. Government and a 3 hour course in College Algebra, College Math, or higher level math course. See “Core Requirements for Bachelor Degrees.” preceded the revisions in the General Education Core and

Whereas redundant statements in different policies can cause nothing but trouble,

Therefore be it resolved that the this statement be replaced by the statement “The UALR Core Curriculum (see Policy 503.3)” and

Be it further Resolved that the Statement “The UALR Core Curriculum must include a 3 hour course in U. S. History or U. S. Government and a 3 hour course in College Algebra, Quantitative Mathematical Reasoning, or higher level math course.” be added to Policy 503.3.

Commentary: the mark-up of Policy 503.3 resulting from these changes shall be posted on the Faculty Senate site prior to the 1/23/2015 meeting.

President Wright introduced the motion. If you look at degree requirements it says you must take 'a' core curriculum. The requirement should say must take "UALR" core curriculum.

Discussion –

Jovanovic – I am not sure this is right thing to do. The US history government requirement comes from legislation. Not all at UALR have to take the UALR curriculum – transfer students do not, engineering students do not.

Cheatham – is there a way to word the motion so that it is more generic - to state students must take courses that are approved by State legislation?

Faust made a motion to postpone until executive committee can address these issues, Cheatham seconded the motion to postpone

The motion to postpone was approved by unanimous voice vote

VIII. Open Forum

None

President Wright closed the meeting to the public to discuss eVersity. No action was taken.

IX. Adjourn

The meeting was adjourned at 3:35 pm

Attachment 2. Proposed Change to the Conditional Admission Policy in the Graduate Catalog

Sponsor: George W. Donaghey College of Engineering and Information Technology;
Unanimously passed by the Graduate Council on September 17, 2014.

- * Attachment A – Current Conditional Admission Policy
- ** Attachment B – Proposed Conditional Admission Policy

Commentary/Rationale: The purpose of this motion is to change the Conditional Admission policy in the Graduate Catalog. Three primary reasons are detailed below.

1. Earlier Transition to Regular Admission Status

For most graduate programs at UALR, 9 credit hours per semester is considered full-time enrollment. In fact, supported students wishing to take any courses that exceed this 9 credit hours maximum are not eligible to receive a tuition waiver for those extra credits taken, and must pay out-of-pocket for tuition on additional credit hours. For this reason, many graduate programs at UALR have set a maximum course load of 9 credit hours per semester.

The current Conditional Admission policy states that students are not eligible for transition to Regular Admission status until after the first 12 credit hours are completed. As a result, many students cannot be removed from Conditional Admission status until after completing two full semesters of coursework. Because students are not eligible to receive financial support (graduate assistantships) from the university while under Conditional Admission status, students originally admitted with Conditional Admission status remain ineligible for financial support until their second year of graduate studies.

This proposed change would allow for review of the Conditional Admission status after the first semester, and, thus, allow students to be eligible for graduate assistantships and other accompanying benefits associated with Regular Admission in their second semester.

2. Recruitment and Retention Tool

Many graduate programs at UALR use graduate assistantships as a primary recruiting and retention tool during the admission process. Students choose to attend UALR because they are offered graduate assistantships, and, likewise, students are not as likely to attend UALR if they are *not* offered graduate assistantships.

Again, the current Conditional Admission policy delays the transition to Regular Admission status to students in their second year of graduate study. Faced with this inability to obtain a funded position, students that may have otherwise wanted to choose UALR for graduate studies will be forced, for financial reasons, to look elsewhere.

Moreover, this proposed change would allow for the delay in possible funding to be reduced to only one semester, instead of an entire academic year.

3. Allows for Consideration of Program-Specific Admission Requirements

The primary change proposed by this new Conditional Admission policy states that a student must have a cumulative GPA of 3.0 during the first 9 credit hours to be eligible for Regular Admission status. This is a minimum requirement that applies to all graduate students university-wide and will be enforced by the Graduate School.

Clearly, many graduate programs have, or would like to have, the ability to enforce additional requirements on the eligibility of a student to transition from Conditional Admission status to Regular Admission status. Thus, language has been added to this proposed policy change that would allow for graduate programs to add program specific requirements for students to be eligible for transition from Conditional Admission to Regular Admission status.

Attachment A:
Current Conditional Admission policy in the Graduate Catalog

Conditional (degree-seeking): supplied all admission materials; did not meet all admission requirements. Test scores, grades in the undergraduate major, or other pertinent data must indicate the student will perform satisfactorily in Graduate School. The student will be dismissed during the first 12 hours if GPA is not above 3.0 or satisfactory progress is not being made toward this GPA. Applicants dismissed from, on probation, or otherwise not in good standing in another graduate or post-graduate program will not be admitted. [pp. 19 of the 2013-2014 Graduate Catalog]

Attachment B:
Proposed Conditional Admission policy

Conditional (degree-seeking): supplied all admission materials; did not meet all admission requirements. Test scores, grades in the undergraduate major, or other pertinent data must indicate the student will perform satisfactorily in Graduate School. *The student will be required to fulfill the condition imposed by Graduate School as well as any other requirements imposed by the graduate program in which the student will be enrolled. The Graduate School condition is: The student has a cumulative GPA of 3.0 or higher during the first 9 graded hours.*

In computing the above GPA, less than 9 hours cannot be used. A graded hour is defined as a regular, instructor-led course hour, and cannot include a dissertation or thesis research hour, an independent study hour, or a similar non instructor-led course hour. The conditional status of the student will be converted to regular admission only when the above condition and any conditions imposed by the program are met. Regardless of whether the student satisfies one or more conditions, the student will be dismissed during the first ~~12~~ 9 hours if GPA is not above 3.0 or higher. ~~satisfactory progress is not being made toward this GPA.~~ Applicants dismissed from, on probation, or otherwise not in good standing in another graduate or post-graduate program will not be admitted. All conditions (imposed by the Graduate School and the graduate program) will be stated in the admission letter sent to the student qualifying for conditional admission.

Note: *Italics* indicates new text; ~~strikeout~~ indicates deleted text from the current policy.