

## FACULTY SENATE



UNIVERSITY OF ARKANSAS AT LITTLE ROCK

### Faculty Senate Meeting

Friday, August 30, 2013, 1:00 p.m.

Ledbetter Rooms, Donaghey Student Center

#### MINUTES

*Present:* CAHSS— Amrhein, Anson, Corwyn, Drummond, Estes, Jensen, Maguire, Maston, Merrick, Minnick, Yoder. CB— Funk, Mitchell, Nickels, Watts. CE— Barrett, Hayn, Vander Putten. CEIT— Anderson, Chiang, Jovanovic, Tramel, Tschumi, Wright. LAW — Fitzhugh, Foster. LIBRARY— Macheak. CPS— Collier-Tenison, Faust, Franklin, Giese, Rhodes. CSM— Chen, Davidson, Douglas, He, LeGrand, B. McMillan, T. McMillan, Prince, Zheng. EX OFFICIO—Anderson, Ford, Wright.

*Guests Present:* Dean Kahler, Marc Seigar, Daryl Rice, Christy Drale..

*Absent:* CAHSS— Hawkins (Simon attending), Giammo, Porter. CB— Powell. CE— Kuykendall. CEIT—. LAW – Gallant (alt. for Aiyetoro). CPS – Golden. CSM— Benton (Jones attending). EX OFFICIO— Bishor, McNeill, Toro-Ramos.

#### *I. Welcome and roll call*

*President Wright called the meeting to order at 1:06 p.m. He called the roll, in the absence of a duly elected secretary.*

#### *II. Orientation for new members*

*President Wright briefly reviewed the processes and rules of the Senate. He encouraged senators to stand and introduce themselves when they speak to a motion, and noted that we always try to handle debate by alternating pro and con speakers, and by making sure everyone who wishes to speak has before we recognize again one who has already spoken.*

#### *III. Review of minutes*

••• Draft minutes, for review at September 2013 meeting •••

The minutes of the May 3, 2013, meeting of the Senate were reviewed. The president, who was then the secretary, explained a few corrections he had made since the draft was circulated to senators.

Tschumi suggested that the original motion put forward by the Admission and Transfer Credit committee also be included in the minute record. Wright concurred, and said it would be done.

**McMillan moved, Collier-Tenison seconded, that the minutes be approved as corrected. Motion carried on unanimous voice vote.**

#### IV. Announcements

President Wright reported that the Graduate Council has elected Mark Seigar as its new chair, and recognized his presence at the meeting.

#### V. Election for vacant Executive Committee seats

The floor was opened for nominations for vice president of the Faculty Senate. **Collier Tennison nominated JoAnne Matson. Nominations were closed on motion, second, and unanimous voice vote. Tschumi moved, Faust seconded, her election by acclamation. Motion carried on unanimous voice vote.**

The floor was opened for nominations for secretary of the Faculty Senate. **Yoder nominated Beth McMillan. There being no further nominations, McMillan was elected by unanimous voice vote.**

#### VI. Introduction of new topics

Wright opened the floor for senators to bring up items that need to come to the Senate's attention. None were offered.

#### VII. Reports

##### A. Chancellor's Report

Chancellor Anderson began by welcoming senators, both returning and newly elected, to the new academic year.

Because of an enrollment decline—numbers aren't solid yet—our revenues are running significantly behind, even though the numbers of high-school concurrent enrollment students might make the overall enrollment figures look better. He believes we're going to have company across both state and nation, with many colleges and universities seeing reduced enrollments. He suggested there may be two main drivers. One is that as the economy improves, some people are going to work rather than coming to school. Changes in federal financial aid, he thinks, may also be having an effect.

UALR, the chancellor said, is pursuing two main strategies to deal with reduced revenues: capturing ten percent of all non-personnel funds across campus, which should net us \$1.5M. The second strategy is a "semi-hard hiring freeze," which means vacant positions will not be filled except when there are compelling reasons to do so. We will

also, he said, be working hard on spring and summer recruitment and enrollment. He noted that the first strategy leaves it to departments to determine how to use the money they have, an approach he sees as far more intelligent than a blanket moratorium on, say, travel, or equipment purchases.

He reminded the Senate that much of our non-appropriated money is in the form of restricted funds, so that we are not free to spend them for purposes other than those established by their donors. Chancellor Anderson observed that he's likely ahead of the rest of us in the stages of grief; though he can't say he's entirely out of the stages or either depression or acceptance. He is, however, confident we're going to have a "rather normal and a good year."

He sees the work on restructuring, both academic and administrative, as particularly timely. He said he cannot promise, but is confident that we will not be taking deeper cuts over the course of the year.

He noted that he would be happy to be spared these reports to the Senate at each of its meetings. "You have business to do, and lots of it."

The chancellor said the UA System is considering a number of changes to the retiree benefits schedule, especially in the area of health care. He suggested senators advise their retired friends to be calm and stay tuned in. The new arrangements will be released shortly. He offered one clue to the reshaping: with regard to Medicare, Parts A, B, and D may be rolled up in C.

The early retirement phase-out is essentially a local issue. For some 25 years now, universities in the system have had the option of making an agreement with retiring tenured faculty to compensate them for "early" retirement. Only UALR has continued to do this more or less regularly. As provost and chancellor, he's been pleased to do it. He said we've been encouraged in recent years to stop the practice; part of the argument is that we're the only ones doing it, and another is that in a time of shrinking resources, we're paying people not to work, and the burden of that is falling on active faculty.

The chancellor's thinking at the moment is that we'll try to make a decision by the middle or end of September, and if the decision is to phase the practice out, the period of phase-out will likely be a year and a half. Impact of such a decision? Doesn't have an estimate at all. Every year, they guess at how many people might take advantage of the policy, but the dust has to settle to know for sure.

Watts asked if the chancellor knows how many faculty we have who are 55 years old and at least fifteen years into tenure. The chancellor said he's recently asked for that information from the Office of Institutional Research, but doesn't have it yet.

He did observe that the *real* early retirement program for faculty is TIAA-CREF or Fidelity.

## B. Provost's Report

*Provost Toro-Ramos could not be present, and sent a written report, now posted on the Faculty Senate web site. President Wright very briefly summarized the report by saying she provides a bit more clarity on the restructuring process, and advises us of an upcoming miniconference, "addressing the Innovation and Service Needs of Our Urban and Metropolitan Environment," being convened by Interim Dean Paula Casey. There will be a series of colloquia and perhaps other miniconferences across the year.*

••• *Draft minutes, for review at September 2013 meeting* •••

*In the report, she lists the task groups and chairs for the initiatives around increasing enrollment (20,000 by 2020), and developing additional unique characteristics of UALR, and encourages faculty to contact the chairs and get involved in working on the specific tasks of special interest to them..*

### *C. Report on Vice Chancellor for Enrollment Management Dean Kahler*

Vice Chancellor Kahler thanked the Senate for the opportunity to speak.

He talked about recruitment strategies, noting that the decline in enrollment has to do with both recruitment and retention. His staff has met with all the departments over the summer, gathering information about all the good things going on that need to be part of our story.

Kahler said there were 26,000 college-bound students in the state this year, and another 12,000 in the Memphis area. From those, we got 2,054 ACT scores sent to us, less than two percent. Students, he said, aren't thinking of our "brand." We want to get UALR present in those students' minds. He distributed UALR lapel pins and asked that people wear them out in the world. He showed the "road pieces" recruiters take out in the field. "Experience, discover, explore" is the catchphrase for recruitment.

To reach our goal of 20,000 students by 2020, we need a much stronger presence in high schools. We are also engaging agents for the recruitment of foreign students, and are in the process of developing a "data warehouse" so they can analyze what they know, and be strongly data driven in decisions.

He is working with Rice and others on identifying processes that are not student friendly, and fixing them. Marketing and outreach are his office's responsibility, and staff is looking at more extensive and more efficient communication with prospective students and good management of those communications.

He observed that faculty are far and away the best people to speak with prospective students about their disciplines. Tours are going on all the time, and Kahler and staff would like to know there's someone in each department on any given day that will be available to talk with prospective students.

He asked that we keep his office up on bragging points that arise for our departments.

There will be four regional recruiting meetings this fall, in Fayetteville, Hot Springs, Texarkana, and Memphis Discover Day is October 25.

"Recruitment drives retention drives recruitment." He told the Senate more than half our decline in enrollment is accounted for by non-returning students. He referred to research which shows that schools with the highest retention rate are those whose faculties see themselves as mentors to students, more than schools whose faculty think of their role as just teaching. Kahler encouraged faculty to reach out to students we see struggling, and students not attending classes. We can let Kahler's office or Darryl Rice's office know, and they'll reach out, too..

### *VIII. Old business*

There is none.

The president learned during the break in the meeting that UALR has changed its policy so that students who live within 25 miles of LR will have the option to live at home. The amended policy, he understands, goes into effect next fall.

## IX. New Business

### A. Motion FS\_2013\_1. Modifications to "Academic Technology and Computing Committee"

(Legislation; 2nd vote; 3/5 majority required.) From Executive Committee.

That the following be adopted to replace the current charge of the Academic Technology and Computing Committee:

This committee shall be concerned with University computing services policies that affect academic programs and the general interest of UALR. This committee serves as a formal communication channel for the faculty and students with the Office of Computing Services Information Technology Services. The Chief Information Officer Vice Chancellor of Information Services shall keep the committee informed on issues, policies, and resource allocations affecting the academic community via technology and computing at the university level. On an annual basis the committee shall review the Office of Computing Services' Information Technology Services' policies as they affect the academic community. This review should include examining the impact of resource allocation of new technology to the learning process in a benefit/cost framework. In addition, the committee will consult with the Chief Information Officer Vice Chancellor of Information Services concerning budgets, both current and future, projected and actual expenditures. The committee shall furnish a report of their review and budget conference to the Faculty Senate by March 15 of each year.

The Academic Technology and Computing Committee shall consist of two full-time faculty members from each college or school including the library to be named by the Committee on Committees. In addition, two students shall be named by the Student Government Association. The Chief Information Officer Vice Chancellor of Information Services, the Provost and the Director of Scholarly Technology and Resources (STaR) or their designees shall serve as ex officio members without vote. Any faculty member holding a position of "faculty in residence" within the Office of Computing Services Information Technology Services may serve as a voting committee member during their appointment to such post. The terms of the two students shall be one year, while the terms of the appointed faculty members shall be two-year staggered terms.

Discussion:

The President presented the motion on behalf of the executive committee, reminding senators that it received approval in a first vote last spring. Douglas wondered if the administrative restructuring will affect some of these titles. That's certainly likely, President Wright said, and we'll deal with it

**Motion carried on unanimous voice vote.**

B. Motion FS\_2013\_2. Creation of Council on Core Curriculum and Policies  
(Legislation; 2nd vote; 3/5 majority required.) From Executive Committee.

To accept the following definition for the Council on Core Curriculum and Policies and institute this Council as one of the UALR Faculty Senate and to modify the charge of undergraduate council:

**“Council on Core Curriculum and Policies — Elected Council of the Senate**

On behalf of the Faculty Senate, and subject to that body’s authority, the Council on Core Curriculum and Policies shall maintain criteria and approve courses for inclusion and retention in the UALR Core Curriculum (Standard Core and College Cores). The Council on Core Curriculum and Policies shall report all of its actions promptly to the faculty.

In reviewing curriculum matters, the Council on Core Curriculum and Policies shall consider current policies and criteria of the U of A System and the Arkansas Board of Higher Education.

In academic units (programs, departments, schools, colleges) proposals for requests for course inclusion of new courses in the UALR Core will be routed through program, department, school, college curriculum committees and to the Undergraduate Council before being sent to the Council on Core Curriculum and Policies. Recommendations of the Council on Core Curriculum and Policies are subject to review by the Faculty Senate following an unsuccessful resubmission and appeal by the authors within 10 business days of the notification of the Council on Core Curriculum and Policies’s decision to the Faculty Senate Executive Committee. Proposals not reviewed by the Faculty Senate or having passed Faculty Senate review shall be routed to the vice chancellor and provost and the chancellor.

The Council on Core Curriculum and Policies shall be composed of two voting representatives from each College with undergraduate program(s). Council on Core Curriculum and Policies terms will be for three (3) years. Members may serve two consecutive terms. Individuals may be re-elected to serve after not serving for at least two (2) years. Two (2) students shall serve as voting members of the Council on Core Curriculum and Policies on policy matters, but will not vote on course decisions. Elected representatives in the Student Senate are eligible to serve as student members of the Council on Core Curriculum and Policies and will have 1-year terms.”

and to modify the authority of the Undergraduate Council as follows:

**“Undergraduate Council:** On behalf of the Faculty Senate, and subject to that body’s authority, the UALR Undergraduate Council shall review, interpret, and recommend action on all general undergraduate academic policies except for the duties delegated to the Council on Core Curriculum and Policies; it shall review and recommend approval or disapproval of curriculum proposals and degree programs. The council shall report all of its actions promptly to the faculty.”

Discussion:

President Wright presented the motion on behalf of the executive committee, reminding the Senate that this motion, too, received a first affirmative vote in the spring. Hearing no further discussion, the president call for a vote. **The motion was approved on unanimous voice vote.**

### *B. 1. Discussion of Implementation of New Core for Fall 2014*

The president deferred discussion of this until we've completed our business, time permitting.

### *C. Motion FS\_2013\_3. Modifications to Admission Policy*

*(Legislation; majority vote at one meeting) From Senator Pete Tschumi; Elizabeth Pierce, chair of Admission and Transfer Credit Committee; and Daryl Rice, Associate Vice Chancellor for Academic Affairs.*

That the admission requirements for first-time entering freshmen shall be as follows:

#### **Admission of First-time Entering Freshmen**

Applicants who present a high school diploma with the following academic qualifications will ~~be automatically~~ receive unconditional admission ~~admitted~~:

~~Successful completion of the high school college preparatory core in effect at the time of graduation from high school (the current core is shown below), plus one of the following:~~

- ~~Successful completion of the high school college preparatory core~~ shown below in effect at the time of graduation from high school
- A cumulative high school grade-point average of 2.5 on a 4.0 scale
- An ACT composite score of 19 or higher (References to the ACT composite score always include equivalent standards) ~~21 or a combined verbal/math SAT I score of at least 990.~~

Students who receive a GED or are graduates of home schooling are unconditionally ~~automatically~~ admitted if they have an ACT composite score of 19 or higher ~~21 or a combined verbal/math SAT I score of at least 990.~~

Applicants who do not receive unconditional admission will be considered for conditional admission. Applicants with a high school diploma, GED or graduates of home schooling who present one of the following academic qualifications will ~~be automatically~~ receive conditional admission:

- An ACT composite score of 18 or higher or
- An ACT composite score of at least 15 plus a cumulative high school grade-point average of 2.6 on a 4.0 scale or
- ACT composite score of at least 15 plus 5 or fewer D's and F's in college preparatory courses

Students wishing an early admission decision using 6<sup>th</sup> semester transcripts will be admitted with the expectation of continued academic success in high school.

Students admitted by early decision will be given preferential treatment for housing and registration.

### **Admission of Freshmen Transfer Students**

Freshmen Transfer Students are students with fewer than 12 acceptable transfer credits from another college or university. These students will be admitted if they are in good standing at the college or university they are currently attending and meet the admission standards for first-time entering freshmen.

Students who do not meet our admission requirements are encouraged to apply and will be reviewed for possible admission. Any applicant whose admission is denied or deferred may, with the submission of additional information, request reconsideration. A student who is admitted without meeting the unconditional or conditional criteria will receive a conditional-prep classification.

~~The academic qualifications of all other applicants will be individually reviewed by the Admissions and Transfer of Credit Committee, with attention to those factors that indicate the applicant has the ability and motivation to earn the grades required for satisfactory academic progress and eventual graduation. Such factors include but are not limited to high school grades with particular focus on the college preparatory core courses and grades in them below C, the academic rigor of the high school courses, success in AP courses and International Baccalaureate courses, and standardized test scores. Based upon this review, the Committee may admit, defer or deny admission to the applicant.~~

### **College Preparatory Core**

To be automatically admitted as a freshman, students need to complete a minimum of 16 high school units (year-long classes) in the following areas:

English—4 units (Four units with emphasis on writing skills, not to include courses in oral communications, journalism, drama or debate.)

Natural Sciences—3 units (Three units, with laboratories, chosen from Physical Science, Biology, Chemistry, or Physics. Only one unit may come from a Life Science.)

Mathematics—4 units (Four units including Algebra I and II, Geometry, and an advanced math course. It is strongly recommended that students take a math course during their senior year.)

Social Studies—3 units (Three units, including one of American History (does not include Contemporary American History), one of World History (not to include World Cultures, World Geography, or Global Studies), and at least one-half unit of Civics or American Government (not to include courses in practical arts).)

Electives—2 units (To be chosen from English, foreign languages, oral communications, mathematics, computer science, natural sciences, (pre) engineering, and social studies. ~~As you choose your electives, residents of Arkansas please remember that to be eligible for such scholarships as the Arkansas Department of Higher Education's Academic Challenge Scholarship or the Federal Academic Competitiveness Grant, students must have 2 years of the same foreign language.~~)

Total—16 units

*Commentary: In December of 2006 UALR switched from open admissions to selective admissions as the result of legislation of the Faculty Senate. Motions FS\_2013\_3 and FS\_2013\_5 modify the two motions from December, 2006. This legislation was the product of extensive discussions of an ad-hoc committee lead by Chancellor Anderson. The committee involved administration and staff with responsibilities in this area plus any faculty interested in the issue. The committee looked at other universities, built a database using our own students, and did statistical analysis using the database. From this process we developed criteria for evaluating possible admission standards and eventually selected a standard to implement. At the time other public universities in the state published a standard for automatic admission but had a second hidden standard that was actually used to determine admissions as basically a public relations strategy. We copied this strategy. In the fall of 2009, what was basically the same ad-hoc committee reviewed the standard and decide to raise the standard. This decision was adopted by the Admission and Transfer Credit Committee in November of 2009. We still use this standard today.*

*One of the side effects of Act 1184 is that this strategy of having a hidden standard is no longer as viable. In addition our recruitment people would prefer that we openly describe our admission standards. Act 1184 requires public universities to place students in one of three categories of unconditional, conditional, or conditional-prep. This motion and motion FS\_2013\_4 together meet the requirements of Act 1184 plus make our admission standards visible.*

Discussion.

Tschumi moved all three motions, FS\_2013\_3, FS\_2013\_4, and FS\_2013\_5 at once, since they fit together so closely. Faust seconded.

Tschumi noted that the chancellor had vetoed the legislation in the form it was passed in May. Tschumi believes there was some misunderstanding about the original motions, but the veto, he said, actually opened up the opportunity to clarify some of the issues and the language of the motions. There is now state law that requires universities to divide their admissions into three categories: unconditional, conditional, and conditional prep. Further, the state wants to know that the universities have plans for the support of students in the latter two categories.

We had had both regular and conditional admissions for a long time, and it cost us a bit when another university would send an applicant a letter saying “You’re admitted,” and we sent a letter that said, “You’re admitted conditionally.” According to Tschumi, what we really wanted to be able to do was to either admit or defer every student, and not use the conditional language, even though we were clearly committed to selective admission. He reminded the Senate of the voluntary committee of faculty and administrators that looked hard at the data, and developed standards of admission that would ratchet up the academic preparation of our students. Essentially, our standards were hidden behind the scenes. We established in 2006 three different ways to get in if you didn’t qualify for the automatic admission, and we again raised the standards slightly in 2009.

Recruitment folks want to be able to say to prospective students out there exactly what they need to have to get in. The three motions move all our standards from being

hidden to being open, and they properly place responsibility for admission standards with the Faculty Senate, where it belongs.

Ford spoke in favor of the motions after confirming with Rice that the motions indeed answer the difficulties raised since we originally considered these actions.

Wright recognized Rice, who said he looked at students with composite ACT scores less than 15, and found their academic fortunes are bleak. He thinks the current motions deal nicely with the problems we knew existed and puts un is compliance with Act 11 84.

Watts suggested that each reference to GPA also include the language “at least” of “and above,” as each reference to ACT scores does now. **Accepted as a friendly amendment.**

Watts expressed concern about what appears to be an awfully low standard for early admissions.

Douglas asked what advantage there is to early admission for students. Tschumi said none other than preference in housing, which is not now relevant since we have plenty of housing. Douglas, too, reads the motion as setting out quite a low standard for early admission.

Tschumi invited Kahler’s opinion on early admission. He pointed out that our definition of early admission really talks only to applicants with seven semesters of grades, and that we need to be able to admit students then.

Jovanovic understands the research data indicates that students’ ACT scores improve by three points every semester of high school. Thus, if we expect an eight semester student to have an ACT score of 18, then 15 would be a reasonable expectation for students admitted a semester earlier.

Matson observed that we perhaps use misleading language, given how many other schools use the terms *early admission* and *early decision*.

Drale suggested we might use the language “students wishing an admission after six or seven semesters.”

Tschumi said the standards for admission are the same, except that the number of acceptable D’s and F’s is lowered for those students who still have some high school to go.

Matson suggested that on unconditional admission, the language be changed, in the interest of parallelism, to add *ands* to the first set of bullets, and the word “all” before the colon leading to the second bulleted list. **Accepted as a friendly amendment.**

**Tschumi accepted as a friendly amendment** the suggestion from Matson and from Jovanovic to strike the word *early* where it appears. “Preference for housing will be given based on the date of admission.” Also **accepted as a friendly amendment.**

**The question was called, seconded, and carried on unanimous voice vote..**

**The president called for the vote on the main motions. The chair declared the motions carried on voice vote.**

All three motions in their final form are appended to these minutes.

#### *D. Motion FS\_2013\_4. Conditional and Conditional-Prep Category*

*(Legislation; majority vote at one meeting) From Sen. Pete Tschumi; Elizabeth Pierce, chair of Admission and Transfer Credit Committee; and Daryl Rice, Associate Vice Chancellor for Academic Affairs.*

That students admitted as conditional or conditional-prep shall be required to meet the following:

### **Conditional Students**

Students admitted on Conditional Admission must complete 12 hours of core academic courses with a cumulative GPA of 2.0 and any necessary developmental work within the first 30 semester hours. Failure to complete the Conditional Admission requirements will result in an academic review and recommendations for the student's ability to continue studies at UALR.

### **Conditional-prep Students**

Students admitted on Conditional-prep Admission must do the following:

1. Participate in the Collegiate Success Program
2. Sign an enrollment agreement that outlines the requirements of satisfactory progress and continued enrollment, including an individualized degree plan signed by the student and the student's academic advisor
3. Enroll in a First Year Colloquium course
4. Complete any necessary remedial/developmental courses during the first 30 semester credit hours

Failure to complete the Conditional-prep Admission requirements will result in an academic review and recommendations for the student's ability to continue studies at UALR.

*Commentary: Act 1184 requires that students in the conditional and conditional-prep categories meet certain requirements. This motion fulfills the law's requirements.*

Discussion:

See discussion for Motion FS\_2013\_4, above. This motion, and the one that follows, were included in the discussion and vote on Motion FS\_2013\_3.

### **E. Motion FS\_2013\_5. Admission Decision**

*(Legislation; majority vote at one meeting) From Sen. Pete Tschumi; Elizabeth Pierce, chair of Admission and Transfer Credit Committee; and Daryl Rice, Associate Vice Chancellor for Academic Affairs*

That the following authorization and guidance be provided for admission decisions:

For early admission decisions the following rules apply in the conditional category:

- Any applicant currently in high school with a 7<sup>th</sup> semester high school transcript will be admitted upon meeting one of the following criteria: an ACT composite score of at least 15 plus a 2.60 high school grade point average, or 18 or higher on the ACT composite or an ACT composite score of at least 15, plus 4 or fewer D's and F's in college preparatory courses
- Any applicant with a 6<sup>th</sup> semester high school transcript will be admitted upon meeting one of the following criteria: an ACT composite score of at least 15 plus a 2.60 high school grade point average of 18 or higher on the ACT composite or an ACT composite score of at least 15, plus 3 or fewer D's and F's in college preparatory courses
- Applicants with a GED will be admitted upon meeting one of the following criteria:

••• *Draft minutes, for review at September 2013 meeting* •••

They have an ACT composite score of at least 15 plus a 6<sup>th</sup> semester or 7<sup>th</sup> semester high school transcript with a 2.6 high school grade point average, or they have 18 or higher on the ACT composite.

- Applicants who have been home schooled will be admitted upon meeting the following criterion: 18 or higher on the ACT composite.

In addition, all applicants may take the COMPASS tests and be admitted upon making acceptable scores whenever the Director of testing determines that circumstances warrant its use as a alternative.

In the case of appeals of admission decisions, That the following authorization and guidance is be provided for admission decisions to the Admissions and Transfer Credit Committee:

~~In determining the admissibility of freshmen applicants not qualifying for automatic-unconditional or conditional admission, the Admission and Transfer Credit Committee shall focus on those factors that indicate an applicant has the ability and motivation to earn the grades required for satisfactory academic progress and eventual graduation. Such factors include but are not limited to high school grades with particular focus on the college preparatory core courses and grades in them below C, the academic rigor of the high school courses, success in AP courses and International Baccalaureate courses, and standardized test scores. In implementing policies and establishing guidelines, the Admission and Transfer Credit Committee shall work with the administration and the Executive Committee of the Faculty Senate to ensure that decisions are consistent with and achieve a balance with the goals and needs of the university. The Executive Committee is to ensure that important issues are brought before the Faculty Senate.~~

The Admissions and Transfer Credit Committee, in exercising its good judgment, may deny admission, may defer admission pending an applicant's completion of additional preparation specified by the committee, or may limit the number of credit hours in which the student enrolls.

~~The Admission and Transfer Credit Committee is authorized to determine admissibility on the basis of a sixth semester transcript, with admission status to be confirmed when the student supplies a final transcript after high school graduation.~~

To enable the Faculty Senate to evaluate the appropriateness of the admission policy, the Admission and Transfer Credit Committee using data collected by institutional research and other campus units shall report annually to the Faculty Senate such information as numbers of students and their characteristics including the retention and graduation rates for students admitted automatically and for students admitted on an individual basis.

*Commentary: This motion has several parts. It provides the details of how to handle the early admission decisions with respect to the number of D's and F's part of the policy. This allows Admissions to process applications in a straight forward manner. The Admissions and Transfer Credit Committee only becomes involved if an applicant appeals a decision; which is rarely done.*

••• Draft minutes, for review at September 2013 meeting •••

*As part of our previous strategy of a hidden internal standard, the previous legislation moved some of the Faculty Senate's authority to make policy to the Admission and Transfer Credit Committee. In actual practice the decisions were still made outside the committee. The last part of the motion restores the authority back to the Faculty Senate. The Faculty Senate will now be making all policy decisions on admissions. In affect there are four ways policies on admissions can come to the Faculty Senate. As in other areas within the purview of the Faculty Senate, any senator can take the initiative to introduce legislation. The Admission and Transfer Credit Committee can make proposals. Either the chancellor or the president of the Faculty Senate can initiate a process via an ad-hoc committee. The process used to first implement a selective admission standard worked well and is recommended for any substantive changes. That process used an ad-hoc committee with key high-level administrators, those they thought needed to be involved in the decision making plus any faculty who wish to be involved.*

Discussion:

See discussion for Motion FS\_2013\_4, above. This motion, and the preceding one in these mintes, were included in the discussion and vote on Motion FS\_2013\_3.

## VII. Open Forum

Christy Drale distributed a document from the provost giving the Senate a heads-up on a forthcoming request for proposals for interdisciplinary approaches in the undergraduate curriculum. Priority will be given to proposals that bring together disciplines not ordinarily associated. The final RFP will be out right after Labor Day.

Watts asked how many awards will be made. Drale didn't know, but she spoke to the source of funding, which is a start-up fund awarded to the provost as she began her tenure.

## VII. Adjournment

*The meeting was adjourned at 3:25 p.m.*

*Respectfully submitted,*  
Sen. Judith Faust, acting secretary

## Appendix

Motions FS\_2013\_3, FS\_2013\_4, and FS\_2013\_5 in their final form as amended August 30, 2013, by the Faculty Senate

### **Motion: FS\_2013\_3. Modifications to Admission**

That the admission requirements for first-time entering freshmen shall be as follows:

#### Admission of First-time Entering Freshmen

Applicants who present a high school diploma with all the following academic qualifications will be ~~automatically~~ receive unconditional admission admitted:

~~Successful completion of the high school college preparatory core in effect at the time of graduation from high school (the current core is shown below), plus one of the following:~~

- ~~☐ Successful completion of the high school college preparatory core shown below, and in effect at the time of graduation from high school~~
- ~~☐ A cumulative high school grade-point average of 2.5 on a 4.0 scale, and~~
- ~~☐ An ACT composite score of 19 or higher (References to the ACT composite score always include equivalent standards) 21 or a combined verbal/math SAT I score of at least 990.~~

~~Students who receive a GED or are graduates of home schooling are unconditionally ~~automatically~~ admitted if they have an ACT composite score of 19 or higher 21 or a combined verbal/math SAT I score of at least 990.~~

Applicants who do not receive unconditional admission will be considered for conditional admission.

Applicants with a high school diploma, GED or graduates of home schooling who present one of the following academic qualifications will be ~~automatically~~ receive conditional admission:

- ~~☐ An ACT composite score of 18 or higher, or~~
- ~~☐ An ACT composite score of at least 15 plus a cumulative high school grade-point average of 2.6 on a 4.0 scale, or~~
- ~~☐ ACT composite score of at least 15 plus 5 or fewer D's and F's in college preparatory courses~~

~~Students wishing an early admission decision using 6<sup>th</sup> semester transcripts will be admitted with the expectation of continued academic success in high school. Preference for housing will be given based on the date of admission. Students admitted by early decision will be given preferential treatment for housing and registration.~~

#### Admission of Freshmen Transfer Students

Freshmen Transfer Students are students with fewer than 12 acceptable transfer credits from another college or university. These students will be admitted if they are in good standing at the college or university they are currently attending and meet the admission standards for first-time entering freshmen.

Students who do not meet our admission requirements are encouraged to apply and will be reviewed for possible admission. Any applicant whose admission is denied or deferred may, with the submission of additional information, request reconsideration. A student who is admitted without meeting the unconditional or conditional criteria will receive a conditional-prep classification.

~~The academic qualifications of all other applicants will be individually reviewed by the Admissions and Transfer of Credit Committee, with attention to those factors that indicate the applicant has the ability and~~

motivation to earn the grades required for satisfactory academic progress and eventual graduation. Such factors include but are not limited to high school grades with particular focus on the college preparatory core courses and grades in them below C, the academic rigor of the high school courses, success in AP courses and International Baccalaureate courses, and standardized test scores. Based upon this review, the Committee may admit, defer or deny admission to the applicant.

### **College Preparatory Core**

To be automatically admitted as a freshman, students need to complete a minimum of 16 high school units (year-long classes) in the following areas:

English—4 units (Four units with emphasis on writing skills, not to include courses in oral communications, journalism, drama or debate.)

Natural Sciences—3 units (Three units, with laboratories, chosen from Physical Science, Biology, Chemistry, or Physics. Only one unit may come from a Life Science.)

Mathematics—4 units (Four units including Algebra I and II, Geometry, and an advanced math course. It is strongly recommended that students take a math course during their senior year.)

Social Studies—3 units (Three units, including one of American History (does not include Contemporary American History), one of World History (not to include World Cultures, World Geography, or Global Studies), and at least one-half unit of Civics or American Government (not to include courses in practical arts).)

Electives—2 units (To be chosen from English, foreign languages, oral communications, mathematics, computer science, natural sciences, (pre) engineering, and social studies. ~~As you choose your electives, residents of Arkansas please remember that to be eligible for such scholarships as the Arkansas Department of Higher Education's Academic Challenge Scholarship or the Federal Academic Competitiveness Grant, students must have 2 years of the same foreign language.)~~

Total—16 units

## **Motion FS\_2013\_4. Conditional and Conditional-Prep Category**

That students admitted as conditional or conditional-prep shall be required to meet the following:

### **Conditional Students**

Students admitted on Conditional Admission must complete 12 hours of core academic courses with a cumulative GPA of at least 2.0 and any necessary developmental work within the first 30 semester hours. Failure to complete the Conditional Admission requirements will result in an academic review and recommendations for the student's ability to continue studies at UALR.

### **Conditional-prep Students**

Students admitted on Conditional-prep Admission must do the following:

1. Participate in the Collegiate Success Program
2. Sign an enrollment agreement that outlines the requirements of satisfactory progress and continued enrollment, including an individualized degree plan signed by the student and the student's academic advisor
3. Enroll in a First Year Colloquium course
4. Complete any necessary remedial/developmental courses during the first 30 semester credit hours

Failure to complete the Conditional-prep Admission requirements will result in an academic review and recommendations for the student's ability to continue studies at UALR.

## **Motion FS\_2013\_5. Admission Decisions**

That the following authorization and guidance be provided for admission decisions:

For admission decisions the following rules apply in the conditional category:

**Any applicant currently in high school with a 7<sup>th</sup> semester high school transcript will be admitted upon meeting one of the following criteria:**

**An ACT composite score of at least 15 plus a high school grade point average of at least 2.60 or 18 or higher on the ACT composite or**

**An ACT composite score of at least 15 plus 4 or fewer D's and F's in college preparatory courses**

**Any applicant with a 6<sup>th</sup> semester high school transcript will be admitted upon meeting one of the following criteria:**

**An ACT composite score of at least 15 plus a high school grade point average of at least 2.60 or 18 or higher on the ACT composite or**

**An ACT composite score of at least 15 plus 3 or fewer D's and F's in college preparatory courses**

**Applicants with a GED will be admitted upon meeting one of the following criteria:**

**an ACT composite score of at least 15 plus a 6<sup>th</sup> semester or 7<sup>th</sup> semester high school transcript with a high school grade point average of at least 2.6 or 18 or higher on the ACT composite.**

**Applicants who have been home schooled will be admitted upon meeting the following criteria: 18 or higher on the ACT composite.**

**In addition, all applicants may take the COMPASS tests and be admitted upon making acceptable scores whenever the Director of testing determines that circumstances warrant its use as a alternative.**

In the case of appeals of admission decisions, That the following authorization and guidance is be provided for admission decisions to the Admissions and Transfer Credit Committee:

In determining the admissibility of freshmen applicants not qualifying for ~~automatic unconditional or conditional~~ admission, the Admission and Transfer Credit Committee shall focus on those factors that indicate an applicant has the ability and motivation to earn the grades required for satisfactory academic progress and eventual graduation. Such factors include but are not limited to high school grades with particular focus on the college preparatory core courses and grades in them below C, the academic rigor of the high school courses, success in AP courses and International Baccalaureate courses, and standardized test scores. ~~In implementing policies and establishing guidelines, the Admission and Transfer Credit Committee shall work with the administration and the Executive Committee of the Faculty Senate to ensure that decisions are consistent with and achieve a balance with the goals and needs of the university. The Executive Committee is to ensure that important issues are brought before the Faculty Senate.~~

••• *Draft minutes, for review at September 2013 meeting* •••

The Admissions and Transfer Credit Committee, in exercising its good judgment, may deny admission, may defer admission pending an applicant's completion of additional preparation specified by the committee, or may limit the number of credit hours in which the student enrolls.

~~The Admission and Transfer Credit Committee is authorized to determine admissibility on the basis of a sixth semester transcript, with admission status to be confirmed when the student supplies a final transcript after high school graduation.~~

To enable the Faculty Senate to evaluate the appropriateness of the admission policy, the Admission and Transfer Credit Committee using data collected by institutional research and other campus units shall report annually to the Faculty Senate such information as numbers of students and their characteristics including the retention and graduation rates for students admitted automatically and for students admitted on an individual basis.