



**Faculty Senate Meeting Agenda
Friday, October 18, 2013
1:00 PM until Adjournment
Ledbetter A & B**

Present: **CAHSS**—Amrhein, Corwyn, Drummond, Estes, Giammo, Hawkins, Jensen, Matson, Minnick, Porter, Yoder. **CB**— Mitchell, Watts. **CE**— Hayn, Barrett, Kuykendall. **CEIT**— Anderson, Chiang, Jovanovic, Tramel, Tschumi, Wright. **LAW**—none. **LIBRARY**— Macheak. **CPS**— Collier-Tenison, Faust, Giese, Rhodes, Golden. **COS**— Benton, Chen, Davidson, LeGrand, He, B. McMillan, T. McMillan, Prince, Zheng. **EX OFFICIO**—Anderson, Toro Ramos, Ford, Wright.

Absent: **CAHSS**— Anson, Maguire. **CB**- Funk, Nickels. **CE**—Vander Putten. **CEIT**— none. **LAW** - Fitzhugh, Foster, Gallant (*alt. for Aiyetoro*). **LIB** - none. **CPS** - Franklin. **COS**—Douglas. **EX OFFICIO**— Bishop, McNeill.

I. Welcome and Roll Call

President Wright called the meeting to order 1:04 pm. Secretary B. McMillan called the roll.

II. Review of Minutes

The minutes of the Sept. 20, 2013 meeting of the Senate were reviewed. No changes were made. Jensen made a motion to approve the minutes, and Amrhein seconded the motion. The motion carried by voice vote.

III. Announcements

A. Race for the Cure - Oct. 19, 2013 & Senate Water Table

President Wright invited all to gather tomorrow to support runners who are participating in the Susan G. Komen Race for the Cure. (Time ran out before a table could be reserved).

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

President Wright opened the floor for senators to bring up items for consideration. Senator Tschumi made two suggestions regarding motions - 1) to use the same format for presenting motions within the agenda as has been used in the past. He noted that this template can be found in the Senate archives, 2) to please not use 'recommend' in the text for moving legislation since once passed, legislation is in effect. President Wright agreed it will be done.

V. Reports

A. Chancellor: Joel Anderson

Chancellor Anderson began by noting that it has been a busy season at UALR. He extended his thanks to the folks who spent several days last week and this week dealing with the U.S. Government shutdown furlough threat and its impact on UALR students and employees. They were able to reduce the number of potential furloughed persons from 200+ to 46. Paula Casey, Tammie Cash, and a whole bunch of others worked to find every possible option to move these employees to sources of funding that would not be impacted by the furlough.

Chancellor Anderson noted that the State Legislature began a special session this week. He informed us of an issue related to funding the teacher health insurance plan that might impact our funding. If the Legislature takes money from surplus and the general revenue fund, this will shrink discretionary funding - out of which comes funding for higher education.

Reporting on the Technology Park progress, Chancellor Anderson noted that his Oct. 9, 2013 speech to the Technology Park Authority Board is posted on his website. He proposed that they consider a site in the Oak Forest neighborhood site, adjacent to UALR. He reports that of the three sites that are being considered, Main Street, Sears, Oak Forest - the Oak Forest site is a distant 3rd place - it might be chosen if the other 2 do not work out. Realistically, he does not expect it (Oak Forest) to be the choice.

Chancellor Anderson announced that the contract with Academic Partnerships has been cancelled. He regrets that it has gone this way. 'They have not come through for us, and it is better business to cancel.'

At this point in time, we have paid them \$1836. We will owe them a few thousand more for this fall, but not 'beaucoup dollars'.

On restructuring, he noted that 'no organization is forever....organizations are human contrivances...we take it apart (intellectually) and put it back together in ways that are more advantageous to the mission.' He thanked those who have worked hard on the process and gave the Provost credit for

her input and the options provided, and for the many, many people who took this part of the process seriously, were involved, and gave their input.

He reiterated the purpose of restructuring, referring to his memorandum of Oct. 14, 2013 (purpose statement copied below):

Purpose

As the history of every institution shows, including this one, no structure is forever. What worked well for UALR twenty-five years ago does not necessarily work best for UALR today. The purpose of restructuring is to re-shape the university to operate more successfully and more responsively within its current and future environment.

The current higher education climate necessitates change. The university faces changing student demographics, declining state support, changing accreditation standards, a call to double the number of graduates by 2025, performance funding, frequent legislative mandates, more competition from both public and private universities, increasing technology demands, and persistent political turbulence in Washington, D.C. Twenty-five years ago the environment faced by public universities was less complicated and less threatening.

Business as usual is no longer sufficient for higher education. One consequence is that chancellors and presidents need to focus more time and energy off campus in order to protect and promote the interests of the university. This is one important reason to strengthen the hands of vice chancellors in directing campus affairs.

Of specific concern, our enrollment growth has stalled and is down. As is true of other public institutions across the nation, the share of our budget funded by the state has been in steady decline. The share of our budget funded by student tuition and fees has been on a steady incline. Therefore, our ability to attract and retain students will determine UALR's immediate and long-term future. This is one part of our future that we ourselves can control.

Although we may not like it, we must also be willing and able to adjust our language when addressing external audiences. We must respond to public policy makers, donors, grantors, parents, and students who want to hear about the university's business model, our cost per student, our market share, our revenue streams, our performance metrics, our retention rates, our graduation rates, and more.

We are not going to do more with less. We are going to do things differently. Everyone on campus should see themselves as integral to the success of our students. We must make enrollment and student success the center of university functions.

Between now and July 1 2016, the funding environment is going to be changing (it would help if the economy boomed...). At the beginning of July 1,

2016, the full effect of tax cuts from the last Legislative session will be felt. This will present some serious hardships for public institutions. We have to be prepared to take care of our interests, to protect them. Thus, this reorganization is very timely. We are not going to do more with less, we will do things differently. In the short term, no money will be taken from us. But the challenge will be to pay increases that are inflation driven. We will see evidence of these challenges in the upcoming fiscal session. We need to protect revenue streams, expand them and add to them. We will broaden our full-court press for tuition, grants and contracts, private donations, and earmarks from Congress. Enrollment/tuition is one parameter we can most influence.

He wanted to head off one conclusion that if we are in this serious funding environment, then we cannot start anything new. 'To the contrary - be thinking about new programs for which there is a demand.' We need to be ready for the opportunities in ~5 years for when change in funding may come. He went on to state that UALR still has very bright future. We are in a most advantageous place to be building a university. We need to have high aspirations and be confident we can make progress toward those. Be ready to do things differently.

He concluded by asking if anyone had questions. Senator Barrett was recognized and reported that a group was told yesterday that the Academic Partners contract had been cancelled, but then someone in Administration state that it has not been cancelled, but has been suspended. He asked what is the distinction between canceled and suspended. Chancellor Anderson answered that it is a distinction without a difference. 'It is over, it is done.'

There were no further questions.

B. Provost: Zulma Toro-Ramos

Provost Toro began her report by stating 'I am glad it is Friday.' She had some highlights to share. She thanked the Institutional Research Board (IRB) for inviting her to visit with them October 3, 2013. She expressed her thanks for the important work that they do and will continue to do for UALR. On the Quality Initiative progress, she reported that their first meeting was Oct. 10, 2013. She shared the motivation for project, the specific charge to the 3 committees, and timelines. She reported that the Metrics Committee had its first meeting Oct 17, the Analytics Committee met this morning, and the Systems Committee will have its first meeting Monday, Oct 21. She stated that we are on track to meet the Fall 2014 deadline for the Higher Learning Commission re-accreditation requirements.

She has been visiting Academic Departments since she arrived on campus. Last week, she completed visits with to the departments in EIT. She will visit

with departments in AHSS next, and will have visited all Academic departments within the next couple of months.

This morning, she presented Advancing UALR as a Metropolitan, Community-Engaged, Research university to the COB Advisory Board. This board is a group of very involved, committed business and industry leaders who are looking forward to continuing and strengthening their support.

On recruitment and retention - the Chancellor's Direct Report Group Subgroup on Recruitment and Retention are working with the UALR IOG on a survey of students who have left UALR before completing a degree. The goal is to learn why they have left/are leaving UALR before completing a degree in order to help us develop programs to intervene.

On restructuring, Provost Toro stated 'I am proud of being a part of the faculty of UALR... the work is mindboggling.' She thanked the Faculty and Chairs Task Forces and Steering Committee for all of their hard work. The Chancellor did support most of the recommendations. She feels we are well positioned to serve AR, LR and Central AR with the new academic structure. The second phase starts today. All of the colleges (existing and new) will go through the second phase. The COB, EIT, and Law school will be led by their Deans. The new colleges will be led by a transition team (consisting of one faculty member, one chair, and one associate dean). Each member of the team will serve as liaison for one of the new colleges as follows:

- Arts, Letters, and Sciences - Sonya Premeaux, Associate Dean of the College of Business
- Education and Health Professions - George Jensen, Chair of Rhetoric and Writing
- Social Sciences and Communications - Shannon Collier Tenison, Associate Professor of Social Work

The charge to the Transition Team members is to establish a timeline for the second phase of restructuring that will result in new colleges by June 30, 2014. This timeline will include developing a profile for college deans so that searches can begin in February. It will also include early discussions with departments/units that will be part of the new colleges to understand the specific issues to be addressed during the transition. In addition, it will facilitate discussions called for in phase two of the provost's restructuring report (pp. 13-15). The Transition Team will meet with the Provost weekly. As needed, it also will meet with an administrative work group, led by Associate Vice Chancellor Drale, that will address budgetary and other administrative issues associated with the transition. In addition to the tasks outlined in the provost's restructuring report, liaisons will work with new colleges to:

- (1) Elect faculty senators in consultation with Faculty Senate President Andrew Wright (EIT will also do this - with addition of Earth Sciences)

- (2) Decide on courses for inclusion in the college core (for the newly formed core)
- (3) Discuss college governance (college assembly, bylaws, etc.)
- (4) Populate college committees (curriculum, awards, etc.)

Provost Toro reported on the creation of a Faculty Advisory Board to the Provost. This Board will help develop a student-centered culture at UALR. She has approached all who have been nominated, but cannot announce the members yet, because not all have accepted yet. The board will consist of two representatives from each college in the revised organizational structure and the library. It will meet monthly.

In closing, she mentioned the initiatives that are coming soon:

- Faculty Fellows Program
- Faculty Lunches with the Provost
- Conversations with the Provost
- Academic Advising Task Force
- Additional Programs to Foster Interdisciplinary Collaboration
- Analysis of recommendation from the Academic Restructuring Steering Committee to create the Division of Interdisciplinary Teaching and Research
- Community Connection Center (C³)
- Task force to explore the possibility of establishing an Honors College

C. Undergraduate Council Report: Mike Tramel

Chair Mike Tramel reported that UGC passed nine items:

1. Engineering Technology Program Change: deleted Bachelor of Applied Technology (Industrial Computing Option)
2. Engineering Technology Program Change: deleted Bachelor of Applied Technology (Manufacturing Management Option)
3. Criminal Justice New Course: CRJU 4312 Homeland Security
4. Criminal Justice New Program AAS in Crime Scene Investigation (60 credit hours)
5. Criminal Justice New Program AAS in Law Enforcement Administration (60 credit hours)
6. Criminal Justice New Program Technical Certificate Crime Scene Investigation (36 credit hours)
7. Criminal Justice New Program Technical Certificate Law Enforcement Administration (36 credit hours)
8. Criminal Justice New Program Certificate of Proficiency in Crime Scene Investigation (18 credit hours)

9. Criminal Justice New Program Certificate of Proficiency in Law Enforcement Administration (18 credit hours)

He noted that UALR has the only Criminal Justice program in the state that ranges from a certificate to the Ph.D.

D. Graduate Council Report: Marc Seigar

Co-Chair Marc Seigar reported that the action items of the Graduate Council are those that were distributed in their September 30 and October 10 reports.

E. Council on Core Curriculum and Policies - Belinda Blevins-Knabe

Chair Belinda Blevins-Knabe gave the first report of the Core Curriculum Council. They have been working very hard since their first meeting September 18. They are working on criteria for courses in core. There are two groups working on two sets of criteria. The first two are out - they decided to change 'Learning Objective' to 'Learning Outcomes.' They are working quickly but being careful. They have forwarded the English Language Communication - Written and Mathematics criteria to the Senate, and are currently working on Social Sciences and Fine Arts criteria.

VI. Old Business

NONE

VII. New Business

A. FS_2013_7. Criteria for Mathematics Curricular Area (legislation, from Council on Core Curriculum and Policies, no second required, majority vote at one meeting)

Resolved that the Faculty Senate recommend the criteria contained in attachment 1 in completion of the General Education Core (legislation, from Council on Core Curriculum and Policies, no second required, majority vote at one meeting).

Attachment 1 (as amended - shown with strike-through & underline):

Courses to meet the Area of Mathematics:

Courses in this area focus on teaching students the concepts and methodologies, findings, and applications of mathematics while developing their inquiry and analysis skills. All courses in this area also address quantitative reasoning, critical thinking, problem solving, and a commitment to ethical behavior.

EDUCATIONAL GOALS	LEARNING OUTCOMES
	- understand and use basic mathematical formulas

Skills 1 - Communication	<p>and terminology</p> <ul style="list-style-type: none"> - explain orally and in writing the mathematical “reasonableness” of a statement that is presented as being implied by data - communicate about <u>mathematics</u> precisely orally and in writing
Skills 2: Critical Thinking, Quantitative Reasoning, and Solving Problems Individually and Collaboratively	<ul style="list-style-type: none"> - interpret, analyze, and identify appropriate applied <u>mathematical</u> models, data and graphs - develop abstract and quantitative reasoning ability
Skills 3 – Information Technology	<ul style="list-style-type: none"> - make appropriate decisions regarding the use of technology when solving problems, recognizing both the insight to be gained and the limitation - use information resources like the Internet reflectively for inquiry, exploration, and communication
Knowledge 1 – Concepts, Methodologies, Findings, and Applications of Mathematics and the Social and Natural Sciences, Engineering, and Technology	<ul style="list-style-type: none"> - understand mathematical relationships among quantities - understand fundamental mathematic/algebraic operations
Values 1 – Ethical Behavior and Personal Responsibility	<ul style="list-style-type: none"> - take responsibility for completing assignments in an ethical manner, working on their own when required and acknowledging resources when used - understand the duty to be precise and accurate with data
Values 3 – Global and Cultural Knowledge	<ul style="list-style-type: none"> - analyze “real world” implications and develop mathematical models that aid in the understanding of current global issues

The motion was made by Paul Yoder.

Tschumi - is math dept intent to run through college algebra and quantitative math courses? or all of these and all of the higher level math courses that could count as core? Is it the intention to run all of these courses through the core course committee?

T. McMillan – yes it is our intention. If anyone wants a particular class – please ask, and we will take that as a friendly request.

Wright – This can and should be done more broadly for any course that a program wishes to be counted as core.

Yoder – speak to procedure. The negotiation between the draft criteria and the accommodation of core courses already on books has been done. We are reaching out to departments that do not have representation on the core council.

Jovanovic – under the BS degree requirements, the Core Curriculum must include... 3 hours course college algebra and college math or higher – this is now incorrect, it needs to be changed in the prior legislation. All that we need to run through are the courses that ADHE has required in the state minimum core.

Tschumi – we can resolve the issue by modifying the first part of the legislation to say college Algebra and the Quantitative math course

Jovanovic – If math adds a pre-Calculus course, will it have to go through the Core Council to qualify as a core course?

Pres. Wright – yes

Jovanovic - If we approve 'xyz' courses as core math courses... What will ADHE say about this?

T. McMillan – ADHE does not require Calculus I to be approved as a core course.

Rice – Jovanovic has a point. Why put all of these courses through – we can't anticipate all that someone might take and then be ready for when they enroll.

T. McMillan – students will satisfy the prerequisites and have credit – the core will be satisfied. The criteria listed here are more demanding than what is required by ADHE. It is a good exercise to make sure that ADHE satisfies the criteria.

Tschumi – math is free to do this

Jovanovic – on the learning outcomes language – originally said students must be able to state the 'mathematical reasonableness of statement orally and in writing'. Does this mean math courses must have writing assignments?

T. McMillan – a written explanation is not that big of a stretch to address reasonableness.

T. McMillan – I would like to suggest a friendly amendment – where the word ‘Math’ appears in the criteria, may be change it to ‘Mathematical’ or ‘Mathematics’ where appropriate

Yoder – accepted as a friendly amendment

President Wright called for a vote

Motion carries by voice vote.

B. FS_2013_8. Criteria for English Language Communication - Written Curricular Area (legislation, from Council on Core Curriculum and Policies, no second required, majority vote at one meeting)

Resolved that the Faculty Senate recommend the criteria contained in attachment 2 in completion of the General Education Core and that the Curricular Area currently known as **“English Language Communication - Written”** be changed to **“Communication - Written”** (legislation, from Council on Core Curriculum and Policies, no second required, majority vote at one meeting).

Attachment 2 (as amended – shown with strike-through & underline):

Passed by vote of the Council on Core Curriculum

10-11-13

Courses to meet the area of ~~English Language~~/Communication - Written:

Courses in this area focus on teaching students to develop ideas and express them clearly, adapt language to rhetorical situations, support ideas by integrating research, and build the skills needed to communicate ethically and effectively in their academic, professional, and civic arenas of life.

These learning outcomes should be achieved over two courses, both of which should be writing-intensive and process-approached.

The beginning course should focus on foundational rhetorical skills through research-intensive writing. The advanced course should focus on helping students transfer these skills to other arenas of life, specifically to academic discourse in a range of disciplines and for civic engagement.

Curriculum Area	Educational Goals	Learning Outcomes
	Skills 1- Communication (oral, written, visual, second language; professional self-presentation)	communicate clearly and fluently in writing through using appropriate genres for interpersonal exchange and extended discourse determine the needs of different audiences for specific purposes through various writing

---DRAFT MINUTES, FOR REVIEW AT NOVEMBER 15, 2013 MEETING---

English Language/ Communication- <u>Written</u>		situations/contexts to adapt texts in rhetorically appropriate ways, including attention to voice, tone, structure, and level of formality use proofreading skills to control surface feature issues of grammar, syntax, punctuation, and spelling develop clearly identifiable theses, assertions, or claims with supporting evidence through the recursive process of writing
	Skills 2- Critical thinking, quantitative reasoning and solving problems individually and collaboratively	use reading and writing for inquiry, learning, thinking, and communicating understand and implement methods for finding, evaluating, analyzing, and synthesizing primary and secondary sources engage in writing as a social and collaborative process, including the review of work-in-progress
	Skills 3- Information Technology (locating, retrieving, evaluating, synthesizing)	develop 21st-century <u>current</u> digital literacies for drafting, reviewing, revising, editing, and sharing texts locate, evaluate, organize, and use research materials from electronic sources
	Values 1- Ethical behavior and personal responsibility	adhere to ethical uses of sources practice appropriate documentation of research recognize the value of and demonstrate respect for other points of view understand that communicating and working with others requires taking responsibility for one's own work
	Values 2- Civic Responsibility	recognize the importance of written communication in academic, professional, and civic arenas of life apply writing skills for civic engagement understand the relationships between language, knowledge, and power

The motion was made by Paul Yoder.

Jovanovic - on the proposed name change - we ended up with a long title to match the ADHE name. If we change it, it won't match up with ADHE - I don't know if that matters.

LeGrand - there is no 'Oral' communication in this one.

Blevins- Knabe - Each course in the core is not covering all of the goals, but overall, the goals will be covered in at least one of the core courses.

Minnick - on the use of use of 'surface issues' - grammar and syntax are much more comprehensive than a 'surface issues'

Yoder - go other way around - remove 'surface feature issues'. Either way - do not relate 'surface feature issues' to grammar, syntax...

Yoder submitted an amendment - to remove from Skills Item 1, number 3 - delete '**surface feature issues of**'

Ford - Suggest to this body these criteria send it back to committee to be fixed

Tschumi - we are in a huge hurry - enormous amount to do. Fall schedule input opens up very soon; chairs need to know how many sections to put in schedule. Faster is better.

Jensen - we can probably move forward here by - removing 'surface feature' and leave 'issues of'

Yoder - accept as a friendly amendment to his amendment to remove the words '**surface feature**' from Skills Item 1, number 3

Amendment passes by voice vote.

Chia- chu - suggested removal of '21st Century' from 'develop 21st Century digital literacy skills' - delete **21st Century** insert '**current**'

Drummond - 21st Century has different specific meaning for some, not for others.

Jenson - advise against 'modern' which also has different meanings

Chia-chu submitted an amendment - delete '**21st Century**' insert '**current**'

Prince seconded

Motion passed on voice vote.

There was no further discussion on the main motion

Pres. Wright called the vote on the main motion.

Motion passes by voice vote with the amendments.

C. FS_2013_10. Charge to Undergraduate Council - Clarify what is meant by "must come from other departments" in baccalaureate degree requirements. (resolution, from Executive Committee, no second required, majority vote at one meeting).

Whereas the baccalaureate degree requirements passed by the Faculty Senate on March 15, 2013 (FS_#2012-13_2, section 2, the first part of the divided question) state "majors must have a minimum of 45 hours of upper level credit, at least 12 hours of which, chosen by the student, must come from other departments...", and

Whereas some degree programs are combined major/minor programs and some

Departments have more than one degree program or more than one discipline, the requirement of 12 upper level hours from 'other departments' puts limitations on hours that can be chosen by the student, and the requirement of 12 upper level hours from 'other departments' might result in more than 120 required hours to complete a degree.

Therefore, the Faculty Senate charges Undergraduate Council to investigate these issues and propose changes in the legislation to address the problems by January 11, 2014 and deliver the results to the Executive Committee for Faculty Senate action.

Jovanovic - do we need to do this as a Senate body?

Many chimed in with 'No'

Wright - In future, we will send it directly to Graduate Council

Discussion

Ford - speaking to Jovanovic's point - by bringing this to the Senate, everyone gets to weigh in, to give committee advice. The comments will be in the minutes.

Giammo - Do we have any specifics on how many hours/course can double count for both major and minor

Pres. Wright - that is an issue that can be looked at by UGC

Motion passes by voice vote

D. FS_2013_9. Resolution from Ad Hoc Committee on On-Line Higher Education

(resolution, from Ad Hoc Committee on On-Line Higher Education, second required, majority vote at one meeting).

Whereas the purview of UALR's Faculty Senate includes all things educational and academic, the Faculty Senate hereby resolves that all matters concerning academic and educational issues at the University of Arkansas at Little Rock shall be considered matters of shared governance and shall therefore involve faculty input at every stage of the decision making process.

(commentary is included as an attachment to these minutes - FS_2013_9_commentary)

Barrett - The rationale is shared governance. Makes the motion

LeGrand seconded the motion

Tschumi - is rationale part of the minutes?

Pres. Wright - No, but it will be added

Resolution carries by unanimous voice vote.

E. Charge to Ad Hoc Committee on Meta-majors

Pres. Wright introduced the charge and committee member names for the Ad Hoc Committee on Meta-majors. This is on the agenda for information purposes and for an opportunity for input from the Senate. This was brought up at the last Faculty Senate meeting. The draft charge to the committee is on the overhead. No one from Business is on the committee. Should we add someone from the Undergraduate Council? The charge to the committee is to find out if there are barriers to Meta-majors, find out what other Universities are doing, and to developed a plan, assuming it is desirable to adopt the Meta-majors concept.

Tramel - when will it start?

Pres. Wright- next week.

Tramel - I will bring it up with the Undergraduate Council

VIII. Open Forum

Pres. Wright opened the Open Forum asking for comments on Restructuring. There were none.

Jovanovic reported that there will be two accreditation teams from ABET here in next few days. One team is reviewing the Computer Science and Information Science programs. The second team is reviewing the Civil and Construction Engineering program.

Yoder asked if the Men's bathroom in this building will ever be fixed - the Main Men's room. He noted that to make ourselves more marketable, at a bare minimum, the bathrooms should work.

Pres. Wright reminded that more criteria will be coming from the Core Council at the November and December meetings. The Senate needs to be aware that we have tight deadlines. Those meetings will be active.

IX. Adjourn

T. McMillan mad the motion to adjourn. Motion carried by unanimous voting with feet.

Attachment 1. Commentary on Ad Hoc Committee's Resolution (FS_2013_9)

At the September 20, 2013 meeting of the UALR Faculty Senate, the Ad Hoc Committee on On-line Higher Education submitted a report on the status of its work which included a proposed friendly amendment to “Faculty Senate Resolution FS_2013_6. regarding Online, et al. Programs.” The amendment included a statement on shared governance. The friendly amendment received much discussion and at the recommendation of the Faculty Senate President, Andrew Wright and several Senators who believed the original amendment should be made a stand-alone resolution that would call for faculty input in all matters of educational concern at UALR.

The rationale for passage of this resolution is as follows. First, in certain matters involving academic/educational issues, there is some question as to whether or not UALR’s administration engaged in shared governance during the 2012-2013 fiscal year. The issue related to online higher education and a contract with an outside vendor that was signed during the summer while faculty were “off-contract” and many were not on campus.

Second, the resolution is grounded in the Joint Statement on the Government of Colleges and Universities jointly formulated by the American Association of University Professors (representing faculty), the American Council on Education (representing presidents and administrations), and the Association of Governing Boards of Universities and Colleges (representing Boards of Trustees) that the faculty has primary responsibility for such fundamental areas as curriculum, subject matter and *methods of instruction*, research, faculty status, and those aspects of student life which relate to the educational process. It is the faculty’s duty to have a voice in all matters that relate to education in an academic institution. Specifically, these are the key points from the “Joint Statement on the Government of Colleges and Universities” that relate to those responsibilities (the Faculty section is included in its entirety):

The Academic Institution: Joint Effort

Primary Considerations: ...at least two general conclusions regarding joint effort seem clearly warranted: (1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand, as developed hereinafter.

Determination of General Educational Policy: The interests of all are coordinate and related, and unilateral effort can lead to confusion or conflict. Essential to a solution is a reasonably explicit statement on general educational policy. Operating responsibility and authority, and procedures for continuing review, should be clearly defined in official regulations.

When an educational goal has been established, it becomes the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction.

Such matters as major changes in the size or composition of the student body and the relative emphasis to be given to the various elements of the educational and research program should involve participation of

governing board, administration, and faculty prior to final decision.

Internal Operations of the Institution: The framing and execution of long-range plans, one of the most important aspects of institutional responsibility, should be a central and continuing concern in the academic community.

Effective planning demands that the broadest possible exchange of information and opinion should be the rule for communication among the components of a college or university. The channels of communication should be established and maintained by joint endeavor. Distinction should be observed between the institutional system of communication and the system of responsibility for the making of decisions.

A second area calling for joint effort in internal operation is that of decisions regarding existing or prospective physical resources.

A third area is budgeting. . . . Each component should therefore have a voice in the determination of short- and long-range priorities, and each should receive appropriate analyses of past budgetary experience, reports on current budgets and expenditures, and short- and long-range budgetary projections.

Joint effort of a most critical kind must be taken when an institution chooses a new president [or chancellor]. The selection of a chief administrative officer should follow upon a cooperative search by the governing board and the faculty, taking into consideration the opinions of others who are appropriately interested.

The selection of academic deans and other chief academic officers should be the responsibility of the president with the advice of, and in consultation with, the appropriate faculty.

Determinations of faculty status, normally based on the recommendations of the faculty groups involved, are discussed in Part 5 of this statement; but it should here be noted that the building of a strong faculty requires careful joint effort in such actions as staff selection and promotion and the granting of tenure. Joint action should also govern dismissals; the applicable principles and procedures in these matters are well established [See the 1940 “Statement of Principles on Academic Freedom and Tenure,” AAUP, Policy Documents and Reports, 10th ed. (Washington, D.C., 2006), 3–11, and the 1958 “Statement on Procedural Standards in Faculty Dismissal Proceedings,” *ibid.*, 12–15. These statements were jointly adopted by the Association of American Colleges (now the Association of American Colleges and Universities) and the American Association of University Professors; the 1940 “Statement” has been endorsed by numerous learned and scientific societies and educational associations.]

External Relations of the Institution. Anyone—a member of the governing board, the president student body or the alumni—affects the institution when speaking of it in public. An individual who speaks unofficially should so indicate. An individual who speaks officially for the institution, the board, the administration, the faculty, or the student body should be guided by established policy.

The Academic Institution: The Governing Board

The governing board of an institution of higher education, while maintaining a general overview, entrusts the conduct of administration to the administrative officers—the president and the deans—and the conduct of teaching and research to the faculty. The board should undertake appropriate self-limitation.

The Academic Institution: The President

The president must at times, with or without support, infuse new life into a department; relatedly, the president may at times be required, working within the concept of tenure, to solve problems of obsolescence. The president will necessarily utilize the judgments of the faculty but may also, in the interest of academic standards, seek outside evaluations by scholars of acknowledged competence.

It is the duty of the president to see to it that the standards and procedures in operational use within the college or university conform to the policy established by the governing board and to the standards of sound academic practice. *It is also incumbent on the president to ensure that faculty views, including dissenting views, are presented to the board in those areas and on those issues where responsibilities are shared. Similarly, the faculty should be informed of the views of the board and the administration on like issues* (Italics added).

The Academic Institution: The Faculty

The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.⁴ On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

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The faculty should actively participate in the determination of policies and procedures governing salary increases.

The chair or head of a department, who serves as the chief representative of the department within an institution, should be selected either by departmental election or by appointment following consultation with members of the department and of related departments; appointments should normally be in conformity with department members' judgment. The chair or department head should not have tenure in office; tenure as a faculty member is a matter of separate right. The chair or head should serve for a stated term but without prejudice to reelection or to reappointment by procedures that involve appropriate faculty consultation. Board, administration, and faculty should all bear in mind that the department chair or head has a special obligation to build a department strong in scholarship and teaching capacity.

Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. An agency should exist for the presentation of the views of the whole faculty. The structure and procedures for faculty participation should be designed, approved, and established by joint action of the components of the institution. Faculty representatives should be selected by the faculty according to procedures determined by the faculty.

The agencies may consist of meetings of all faculty members of a department, school, college, division, or university system, or may take the form of faculty-elected executive committees in departments and schools and a faculty-elected senate or council for larger divisions or the institution as a whole.

The means of communication among the faculty, administration, and governing board now in use include: (1) circulation of memoranda and reports by board committees, the administration, and faculty committees; (2) joint ad hoc committees; (3) standing liaison committees; (4) membership of faculty members on administrative bodies; and (5) membership of faculty members on governing boards. Whatever the channels of communication, they should be clearly understood and observed.