



UNIVERSITY OF ARKANSAS AT LITTLE ROCK

*Friday, March 15, 2013, 1:00 p.m.*

## **Faculty Senate Meeting**

*Ledbetter A&B Auditorium*

*Present:* **CAHSS**—Jo Anne Matson, Sarah Beth Estes, Paul Yoder, Julie Steel, Brad Minnick, Robert Corwyn, Allison Merrick, Ed Anson, Kris McAbee, Jess Porter, Joe Giammo, Adriana Lopez-Ramirez, Erin Finzer, George Jensen. **CB**— Mike Watts, Jim Nickels. **CE**—Amanda Nolen, Judy Hayn, Gail Hughes, Greg Barrett. **CEIT**— Pete Tschumi, Andrew Wright, Gary Anderson, Nick Jovanovic, Mike Tramel, Chia-Chu Chiang. **LAW**—none. **LIBRARY**—Karen Russ. **CPS**— Shannon Collier-Tenison, Amy Barnes, Avinash Thombre, Jim Golden. **COS**— Marian Douglas, Tom McMillan, Jingbiao Cui, Bennie Prince, Jay Sims, Denise Legrand, Elizabeth Sloan Davidson, Bryan Benton, Lirong Zeng. **EX OFFICIO**— Chancellor Anderson, Provost Toro, President Smith-Olinde.

*Absent:* **CAHSS**—none. **CB** – Robert Mitchell, Steve Edison, Mark Funk. **CE**—John Burgin. **CEIT**—none. **LAW** – Chuck Goldner, June Stewart, Kathryn Fitzhugh. **LIBRARY**—none. **CPS** – Judith Faust, Sonny Rhodes. **COS**—Qingfang He. **EX OFFICIO**—Past President Ford, Staff Senate President Turner, SGA President Mohsin.

### *I. Welcome and roll call*

President Smith-Olinde welcomed the senators, called the meeting to order at 1:00 pm and invited Secretary Wright to call the roll.

### *II. Review of minutes*

Senator Russ moved the corrected minutes. Senator Tennison seconded. The motion passed unanimously on a voice vote.

### *III. Announcements*

The 25th annual Faculty Excellence Awards will be 4/12/13 at 5:30 in Stella Boyle, The reception will be held in the Bailey Center.

### *IV. New Topics*

Senator Russ read a statement regarding Library closure during inclement weather.

Senator Russ statement: "Ottenheimer library's faculty and staff would like to remind everyone that we are part of the UALR campus and when the university closes for inclement weather, the library will be closed as well. Both times that UALR has closed early this semester, the Reference Desk has received complaints from faculty who wanted to take advantage of the early closing to come to the library and work.

In the future, we would like to see messages from the University regarding early closing be more specific about closings as they impact areas outside the academic classrooms. The message regarding the early closure on Wednesday February 20<sup>th</sup> indicated that classes were cancelled as of 4:30 and all offices would close at their normal times. That statement implied that Ottenheimer Library would remain open until 11pm (and some people expected us to remain until then). Our Dean could not make a decision to close early and it required inquiries with the Provost and Chancellor before it was determined that the library would be closing at 5pm. At that time it was necessary for the library to post a separate message on the campus listservs."

## *V. Reports*

### **Chancellor's Report (Joel Anderson)**

The curriculum document needs to be simple and flexible. There is recurring frustration with the complexity of UALR's systems for enrolling and admitting students. The systems end up being very complicated for users (students).

The legislation concerning guns on campus has passed. The Boards of Trustees can opt out within 90 days of end of session.

My testimony against the legislation has been posted on the web site. I did not testify after the amendment was offered. The link will be provided if folks want to read it.

There are tax reductions and tax diversions coming. General revenue may be diverted to the highway dept. for the first time. General revenue consists of sales tax and income tax. The first 47% goes to K-12 and this will inch up due to supreme court mandate.

23% goes to HHS. Medicaid is a big part of the discussion. This will increase regardless of which deal is struck.

9% goes to prisons and criminal justice. This will probably not be cut.

21% is left for everything else, including higher ed. If this 21% shrinks, there will be a long term negative impact on the university. HB 418 diverts revenue from general revenue to the highway department. This would really impact the remaining 21%.

A cut in the income tax is pending, which would shrink general revenue and therefore the budget. Tuition would almost certainly increase, but that won't offset declines in

state revenue. Generally, things don't become the worst case outcome, but there are no good outcomes.

Q: Senator Nickels Is there any new information on the implementation of the new funding formula? (Chancellor: performance funding was going to be stopped at the second year, where 10% will be the limit.)

Q: Senator Smith Could you expound on the highway department bill? (Chancellor: the highway dept. has a good case that they need more money. But, they need to get a new source, rather than to do it at expense of higher ed.)

Q: Senator Jovanovic The reason the highway dept. funding is in trouble is that it is tied to gas tax. When the gas price goes up, revenue goes down because people drive less. (Chancellor: yes. They should increase the tax. Volatility will conceal the tax. It's not as robust as it used to be. The same thing goes for the sales tax. Internet sales escape it, so sales tax is being degraded.)

### **Provost report (Zulma Toro)**

There has been a lot of activity in academic affairs. T&P has finished its process. On to board of trustees.

History received a very positive external review for the bachelor of arts.

Graduate Council submitted its report regarding actions that we can take to improve support for graduate programs. That report and graduate coordinator feedback resulted in a plan which reached my desk last night.

Most of the recommendations will be implemented. We should see some increase in graduate enrollment in the near future.

The Deans Council is identifying budget priorities. On March 25, I will meet with P&F to discuss recommendations.

The gathering of stake-holder input on academic restructuring has generated a lot of good information. Some common topics across stakeholders include:

1. a need for policies and procedures to foster interdisciplinary collaborations.
2. a need to let faculty enhance their careers through community engagement.
3. a need to review faculty work-loads and increase communication with faculty/staff.

I will support interdisciplinary collaborations in the core curriculum. I will partner with chairs, deans, and faculty to develop and implement policies and procedures to make this happen. Students of the Donaghey Scholars Program have been asked, "What is most important aspect of program?" Every student has responded that the team taught

courses distinguish that program. That approach can be expanded to benefit more than those students who are part of the honors program.

I mentioned a call for proposals a few meetings ago. I have delayed to see what will happen with the core curriculum until I see what things might be supportable from that effort.

The Dean of Education is retiring. I'll work with the faculty in the college to determine who should be the interim dean.

#### **UGC Report (Mike Tramel)**

The last four weeks have been busy. Mike provided a list of approved program changes.

#### **GC Report (Amanda Nolen)**

The MBA from College of Business has been changing. Graduate Council held a town hall this past Wednesday on restructuring with 57 attendees.

Graduate Council submitted a report to provost on how to improve graduate education.

A presentation was made by Brad Patterson, Arrayon Farlough on a new initiative in testing services to assist with academic dishonesty and plagiarism.

#### ***VI. New Business***

The Graduate Council motion on graduate faculty status was postponed until the next meeting.

#### ***VII. Old Business***

Motion FS 2012-13\_2 was resumed.

On behalf of the executive committee, President Smith-Olinde moved to modify section 0 to remove second language under Skills.

Senator Matson indicated that an amendment to reflect citizenship would be made later.

The motion passed on voice vote with Senator Jovanovic opposed.

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On behalf of the executive committee, President Smith-Olinde moved to change the baccalaureate requirements:

**Motion:** The following changes will be made to the Baccalaureate Degree Requirements section of the UALR Undergraduate Catalog (page 21 of the 2013 catalog). (Deletions are indicated with a ~~striketrough~~; additions are underlined.)

## **Baccalaureate Degree Requirements**

To receive a baccalaureate degree, a student must complete the following requirements:

[NOTE: Academic majors and colleges may specify additional and/or more restrictive requirements.]

- A minimum of 120 hours of which 30 hours must be in residence and 45 must be upper-level (3000 level or above). At least 15 upper-level hours must be completed in residence. A baccalaureate degree program may require more than 120 semester hours of college credit if prior approval has been granted by the Board of Trustees or it is a requirement of an independent licensing or accrediting body. ~~These required hours must include:~~
- Except for majors that must adhere to standards established by national accrediting agencies, 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 majors will include, as appropriate to the discipline
  - a communication-in-the-discipline course which covers writing and speaking.
  - a course which covers research methods, ethics, and critical thinking, and
  - instruction on technology within other required courses in the major.
- A minimum of a 2.0 cumulative grade point on all work attempted at the University.
- A minimum of a 2.0 cumulative grade point on all work attempted in the academic major and a ~~minimum of a 2.0 cumulative grade point on all work attempted in the academic minor.~~
- 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.
- A major and a minor, a combined major-minor, a double major or a major and an ~~associate degree transferred from another institution in a program not offered at UALR.~~

- ~~Completion of the appropriate second language requirement for students seeking a B.A., B.S.E., or B.S.W. degree.~~

The motion carried unanimous on voice vote.

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On behalf of the executive committee, President Smith-Olinde moved to replace section 1a. in main motion.

UALR will adopt a 35-credit general education core. These 35 credits will be divided in the following way: 21 credits in a Common Core and 14 credits in College Cores which together satisfy the State Minimum Core.

**UALR Common Core (21 hours)**

The UALR Common Core is intended to make available to students an introduction to the richness of human thought and creativity that find expression in the areas of the liberal arts, humanities and social sciences. Additionally, the Common Core serves as the starting point for students to achieve the UALR Educational Goals while providing a maximum of transferable credits among colleges to allow students to explore a variety of disciplines before selecting a major.

**English Language Communication – Written (6 hours)**

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

Courses focus on reading and writing. All courses in this area also address information technology, critical thinking, a commitment to ethical behavior, and civic and personal responsibility.

**Fine Arts (3 hours)**

Courses in this area offer a broad overview of one or more art forms, with options for more precise focus. They focus on the appreciation and analysis of creative artifacts; involve the synthesis and interpretation of artistic expression; and enable critical and creative communication about works of art, with some attention to international aspects of the arts. These courses place an assessed emphasis on response to arts experience both on-campus and in the community.

In addition to the knowledge domain of the arts, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

**Humanities (6 hours)**

Courses in this area focus on the examination and interpretation of human thought and experience. These courses employ humanistic inquiry, a focused attention on interpreting a broad survey of textual and intellectual artifacts produced by individuals and groups, in order to interrogate human experience as well as the meanings and values that individuals and cultures assign to it.

In addition to the knowledge domain of the humanities, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

**U. S. History/Government (3 hours)**

For UALR graduates to accept the idea of and desire to engage in civic activities requires that they gain an understanding of how our government is structured and the history of our nation and how that history has shaped and is shaping our government.

### **Social Sciences – (3 hours)**

Courses in this area address broad areas of individual and/or group behavior. They also focus on the application of theoretical perspectives to individual and/or group behavior and emphasize how scientific methods are applied to understanding individual and/or group behavior.

In addition to the knowledge domain of the social sciences, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

Higher level courses, particularly mathematics and science, will satisfy Common Core and College Core requirements. Individual colleges will not be required to accept lower level courses to satisfy specified college/program requirements.

Donaghey Scholar courses must be accepted by all programs as meeting the Common Core; however, the Donaghey Scholars program is not required to accept the university Common Core courses in lieu of Donaghey Scholar program requirements.

### **College Cores (14 hours)**

Each college must approve its own set of courses to satisfy curriculum areas of

- 3 credits of mathematics,
- 8 credits of science and
- 3 credits from among the areas of Social Sciences/ Humanities/English Language Communications – Spoken.

### **Mathematics (3 hours)**

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.

### **Science (8 hours)**

Courses in this area focus on teaching students the concepts and methodologies, findings and applications of science while developing their inquiry and analysis skills. All courses in this area explore the physical world using the scientific method applying quantitative reasoning, critical thinking, problem-solving, information technology, and a commitment to ethical behavior. All courses must include a lecture and laboratory.

### **Humanities**

Courses in this area focus on the examination and interpretation of human thought and experience. These courses employ humanistic inquiry, a focused attention on interpreting a broad survey of textual and intellectual artifacts produced by individuals and groups, in order to interrogate human experience as well as the meanings and values that individuals and cultures assign to it.

### **Social Sciences \***

Courses in this area address broad areas of individual and/or group behavior. They also focus on the application of theoretical perspectives to individual and/or group behavior and emphasize how scientific methods are applied to understanding individual and/or group behavior.

In addition to the knowledge domain of the social sciences, these courses address communication, critical thinking, information technology, ethical and personal responsibility, civic responsibility, and global and cultural understanding.

**English Language Communication – Spoken (3 hours)**

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

Courses focus on speaking and listening. All courses in this area also address information technology, critical thinking, a commitment to ethical behavior, and civic and personal responsibility.

\*Engineering programs replace these 3 credit hours with 3 hours of mathematics and/or science per the State Minimum Core.

Senator Anderson: I like the interdisciplinary courses and team teaching. How do we insure that the administration follows through on implementation? (President Smith-Olinde: The Provost is committed to changing the landscape so that a Donaghey Scholars model can be expanded. The best guarantee is that the Provost is committed to it.)

Senator Yoder: What specific classes are in the executive committee proposal? Will there be courses proposed by the executive committee? (President Smith-Olinde: No. The executive committee did not feel it was its purview to make those decisions. Motions to replace section 5 will be made next meeting to create the process that populates course areas.)

Senator Yoder: The primary objection to Senator Jovanovic's proposal is the definition of humanities and the courses that go into this. Who will decide?

Senator Matson: Please put the Implementation Piece on the projector. (There is a pause while this is done.)

Senator Wright: The Implementation Piece relies on the amendment on the floor to be passed, since it adapts curricular areas to educational outcomes.

President Smith-Olinde presented details on implementation.

Senator Jovanovic: The amendment on the floor would wipe all existing core courses from the distributions. All courses would go through new committee to be approved as core courses.

There are errors in facts from executive committee. They claim that ethics and economics courses are required for accreditation.

Engineering students may substitute six credits of math/science for fine arts/hum/social science.



The EIT core does not require fine arts, rather it allows students to take any combination of fine arts or humanities.

The executive committee removed the exemption that the faculty senate had already voted on at a previous meeting.

This sets up common core based on arts humanities social sciences. STEM subjects are delegated to colleges. It sends a message that STEM subjects are not a priority. This could hurt recruitment for STEM based programs.

If you vote this in, please vote in the exemption.

Senator Yoder: I don't care about the exemption. If you want it, take it. There is a systematic gutting of the arts through defunding. Saying the core is all about the arts and humanities is not true.

Senator Matson: Senator Jovanovic's first point is that we would be starting from scratch. This would be a good thing, if we put in place a fair system to propose courses rather than grandfathering in the old system.

I agree with Senator Yoder. When we moved from 44 to 35, 9 hours were cut from liberal arts. We were all reducing lib arts already.

The rationale to put STEM in the college is to give colleges flexibility to require particular STEM courses. The big debate is over the nature of science courses for scientists versus science courses for scientific literacy. This proposal allows colleges to determine the type of math/science courses that would be appropriate for their students.

President Smith-Olinde: The proposal contains a statement that higher level courses count towards lower level requirement.

Senator Giammo: Most concerning is distribution of courses, which is limited by SMC.

Senator Sims: When would new core go into effect? After restructuring?

Senator Douglas: Is the common core panel part of the discussion? (President Smith-Olinde: no. It was too much for one amendment. It will be moved if this part passes.)

Senator Thombre: Why did the executive committee not include Speech Communication as a core course? (Senator Smith-Olinde: The 21 credits were those which were identified that could be common across all programs on campus. [Senator Jovanovic interrupted her, "Not true!"] President Smith-Olinde continued. The bachelors in engineering and in nursing and the Donaghey Scholars program do not require Speech Communication. Personally, I think speech should be common. But, if you think students should have it, you can require it for your college.)

Senator Thombre: if we all think this is a great skill, I would propose an amendment to make the core 24 hours. Move Speech Communication from the college core to the common core.

Senator Steel: The issue with speech communication hours is because senate voted on to limit the core to 35 hours. There are only two areas that State Minimum Core allows the hours to be distributed: speech or social science. UCA's new core is 38 hours. If they don't have to do it, maybe we don't.

Senator Matson: Adding speech takes away any flexibility for the college core. If we add speech to the common core, some other discipline has to take it away.

President Smith-Olinde: The college core represents the minimum that a college must require. It could be larger for individual colleges.

Senator Jovanovic: I'm for more flexibility for arts, humanities, and social sciences. Math and science are important for everybody. Putting this off to the colleges is the opposite direction from what we should be doing.

Senator Estes: A common core would be competitive advantage.

Senator Anson: There was wisdom in the original UCR task force report. We were talking about critical thinking, writing, speech, upper level requirement, which were the sort of thing that would distinguish us from other institutions. Decide on core and do it now then move onto something else.

Senator Jovanovic: the only things that are common across all programs are composition and us govt. If you want to do a true common core, you're talking 9 hours.

Senator Smith-Olinde: Nick has said that engineering students are not required to take courses in ethics or economics. He is technically correct. However, ABET requires both ethics and economics as outcomes of their students.

It is important for all of us to think about the future of UALR. Consider how this proposal will work with interdisciplinary work. We've used engineering as example. We could have a joint humanities/engineering ethics course. We could have joint economics/engineering course. This proposal gives us a possibility for interdisciplinary work. The administrative barriers preventing us from co-teaching courses could be solved through this proposal.

Senator Estes: The proposal on the floor isn't exactly what our students are taking, but it demonstrates a possible path to commonality on 21 credit hours.

Senator Steel calls for a paper ballot. The motion fails, 13-14.

The question on the substitution was called and carried, 23-11, on a hand vote.

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Senator Jovanovic moved to amend the main motion to restore the exemption statement. Senator Tschumi seconded.

Senator Matson: Exemptions defeat the point of a common core.

Senator Tschumi: The exemption protects the minority of programs that cannot fit into the 21 credit core from the tyranny of the majority.

Giammo: Until we see what courses will satisfy the distributions, we don't know how this will play out. In the future, I'd be more than happy to support an exemption. But, for now, I'd prefer to let it work.

Senator Matson: I would prefer some kind of exemption process whereby programs make a request. (President Smith-Olinde: We could amend the later implementation motion to include this, but we cannot do it as part of this amendment.)

Senator Benton: Nursing has gone through major curricular change to deal with Act 747 limiting us to 120 hours. If we don't get this exemption, we have to do all that work again. It might mean cutting nursing classes for general education courses.

Senator Yoder: Could provide an exemption to reduce required general education to 18 credits?

Senator Wright: Some commonality among programs is good for student progress. How many students enter UALR knowing exactly which program they want to pursue? Probably not many. Most students come to college undecided. If we tell them to take a set of courses which we know they can transfer across programs in their first year, we can reduce the amount of credits that they may take beyond the 120 credit hours, because those courses won't transfer to their new program within UALR. A common core clearly communicates this to students, faculty, and the administration.

If we approve this exemption, it provides leverage to implement a common core that attracts those programs to drop the exemption. It improves the likelihood that interdisciplinary courses get approved, since those will be essential for removing the exemption.

Senator Hughes: Could we allow exemption of a certain number of credit hours? Perhaps in implementation?

Senator Giammo: I strongly recommend that we develop a procedure to allow exemptions. This should go into effect before implementing the common core.

Senator Matson: would there be a way to make the core fewer than 21 hours that would be adoptable by engineering so that we can get buy in?

Senator Benson: if we do the process, we're going to have to go through proceedings to continue what we're doing. In chancellor's vision of simple, that doesn't sound simple.

Senator Matson: AHSS is moving from 44 to 35. That's a major impact on a whole lot of departments. Enrollment is going to largely change. So, all programs are being asked to make changes, not just nursing and engineering.

Senator Anson: Senator Jovanovic is talking about accreditation issues. Losing accreditation would hinder students in getting a job.

This exemption is one of the few things the senate has already approved in this process. Now were eliminating one of the two things we actually accomplished.

Senator Nolen: College of Education is looking at programs that may need an exemption. Does this exemption paragraph preclude a process to develop exemptions for programs that are not currently covered?

The motion carried on voice vote.

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Senator Thombre moved to make Speech Communication common core rather than college core. Senator Barnes seconded.

Senator Matson: If we do this, we end up with curriculum that we started with, except STEM courses are specified by college.

Senator Yoder: I suggest that we hold this amendment to next meeting. It's Friday before spring break. We have not thought through the implications of this amendment. We need fuller discussion and thinking through of issues.

Senator Wright moves to postpone the amendment to the next senate meeting. Yoder seconds. Motion carries unanimously on voice vote.

### *VIII. Adjourn*

At 3:23, the meeting was adjourned.