UALR FACULTY SENATE

Faculty Senate Meeting

Dickinson Auditorium

Article I. MINUTES

Present: *CAHSS*—Jo Anne Matson, George Jensen, Sarah Beth Estes, Paul Yoder, Joe Giammo, Brad Minnick, Julie Steele (alt for Robert Corwyn), Laura Amrhein, Adriana Lopez-Ramirez, Ed Anson, Kris McAbee, Clea Bunch, Jess Porter, Erin Finzer. *CB*— Steve Edison, Mark Funk, Lars Powell (alt for Mike Watts). *CE*— Judy Hayn, Gail Hughes, Amanda Nolen, Greg Barrett, John Burgin. *CEIT*— Pete Tschumi, Andrew Wright, Chia-Chu Chiang, Gary Anderson, Nick Jovanovic, Mike Tramel. *LAW*— June Stewart, Kathryn Fitzhugh. *LIBRARY*— Russ. *CPS*— Jim Golden, Amy Barnes, Avinash Thombre. *CSM*— Marian Douglas, Elizabeth Sloan Davidson, Tom McMillan, Jingbiao Cui, Bennie Prince, W Jay Sims, Denise Legrand. *EX OFFICIO*—Chancellor Anderson, President Olinde-Smith, Past President Ford.

Guests Present: None

Absent: *CAHSS*—none *CB* –Robert Mitchell, Jim Nickels. *CE*—none. *CEIT*— none. **LAW** – Chuck Goldner. **LIBRARY**— none. **CPS** – Shannon Collier-Tenison, Judith Faust, Sonny Rhodes. *CSM*— Bryan Benton, Olga Tarasenko, Qingfang He. *EX OFFICIO*—Provost Robertson, 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

The minutes from 8/31/12 meeting were approved unanimously on voice vote with the required addition of the attendance and one typo correction.

V. Special Election

Jamie Byrne had to step down from Faculty Appeals due to status as interim dean. The Executive Committee nominated Sonya Premeaux, who was elected on a voice vote.

VI. Introduction of New Topics

Greg Barrett read a prepared statement (see attached) addressing concerns over the Academic Partnership agreement. As an aside, Senator Tschumi mentioned that the AP agreement may violate the University's IP policies.

Senator Steele requested that the Powers that Be find a venue that is large enough to hold University Assemblies. Dickinson Hall is TOO SMALL to hold the entire faculty.

VII. Reports

A. Chancellor's Report
Chancellor Anderson spent the early part of his report responding to Senator Barrett's statement.

The Chancellor and Provost meet frequently with the faculty, including at Faculty Senate, and this represents a better relationship between administration and faculty than at many universitites.

His views on Academic Partnerships (AP) is a significantly different framing of shared governance than the one that Senator Barrett proposed. UALR has been involved with distance education and online teaching for a long time, with sixteen on-line programs. Both the legitimacy of our on-line programs and the authorization to pursue new on-line initiatives have been present for a long time.

The AP initiative raises new questions and more faculty involvement might have been desirable, but some involvement over last six months has been present. UALR is going to put some programs out there and figure out where the problems lie.

There have been many new initiatives at UALR, and they usually have met with resistance. For instance, under Cal Ledbetter, political science classes were offered downtown in the city manager's conference room with the manager as an adjunct instructor. This raised concerns about taking courses off campus.

The electronic media "revolution" is going to impact higher education. Where it goes is anybody's guess. Let's leverage UALR's strengths to get ahead of the game. Adverse enrollment trends have affected UALR since 2006. On-line may give us sufficient demand so that we can maintain existing programs.

Chancellor Anderson continued to discuss the current state of enrollment and budgets. Fall enrollment is down about 1.1%; however, concurrent enrollment and online

enrollment are boosting this. This is consistent with the trends throughout the state, with the exception of UAF and ATU.

UALR will implement a minimum budget freeze now. If enrollment situation brightens in the spring, budgets may be restored.

If System President Bobbit approves, an early retirement window for both faculty and staff will be generated. The early retirement option for staff will be similar to previous (a stipend equal to 25% of annual salary plus a percent for each year of employment).

The faculty early retirement package will include an extra month of salary on top of the existing benefit. So, a 9 month annual salary will receive 10/9 of annual salary and a 12 month salary will receive 13/12 of salary. Over time, 12 month tenured appointments will see a reduction in their retirement benefit from 12 months to 9 months

Chancellor Anderson discussed state budget matters with Shane Broadway, the interim higher education director. About $290M is the most new money that the legislature could disburse. State budgets will see a $400M shortfall for medicaid, barring federal involvment. The lottery scholarship fund has experienced a shortfall, $22.3M instead of the expected $50M. The Governor is also trying to completely eliminate the sales tax on food, which will generate an additional shortfall of $45M to $50M.

B. Logan Hampton's Preparedness Report
September is National Preparedness Month. Coming events include National Night Out, Flu Shots in October, Wellness Fair, and a Blood Drive.

C. Graduate Council: Amanda Nolen
Full Graduate Council representation (including GSA reps) has been completed.

D. Undergraduate Council: Mike Tramel
Undergraudate Council has estalished procedures for an electronic second read vote to shorten amount of meeting time.

VII. Old Business

There was no old business.

IX. New Business

Vice President Estes moved FS 2012_13_2 on behalf of the Executive Committee (no second required). After a brief parliamentary wrangle, it was interpreted that the motion was a substitute for the motion distributed more than a week prior to this senate meeting, which was accepted as a friendly amendment.

After this friendly amendment, Senator Estes indicated that no additional friendly amendments would be accepted to allow all issues to be debated by the Senate. At the

end of the meeting, it was agreed that the Senate would postpone until October 5, rather than adjourning.

FS# 2012-13_2. Faculty Senate Executive Committee *(No second required; majority vote at one meeting.)*

Motion: Whereas, the Faculty Senate voted on August 31, 2012 to adopt the "following general rules to guide these deliberations to a fruitful conclusion" regarding the Undergraduate Curriculum Review (UCR) report:

1. The UCR and faculty task group reports will be distributed to all faculty immediately. An open meeting will be held next Friday, Sept. 7, following a week for additional input from any faculty member by the technical means the Senate will devise.
2. The Faculty Senate will first debate, and modify as appropriate, the UCR's report; amendments are to be submitted in writing to the Faculty Senate President at least 2 days in advance of the meeting when possible.
3. After the Faculty Senate has debated and modified as appropriate the entire UCR report, senators will have an opportunity to revisit and offer amendments to any portion of the report. Following this final amendment period, the Senate will vote on the document as amended.
4. Once the Faculty Senate has agreed to the document, it will be the responsibility of the Faculty Senate Executive Committee to insure that the document is converted into legislative language without changing the meaning of the document and introduce the new legislation to the Faculty Senate.
5. Only after the document has been converted to legislative language and passed by the Faculty Senate will it be forwarded to the Chancellor for his consideration and approval.

Therefore, be it

Moved: The five recommendations of the Undergraduate Curriculum Review Task Force be sent to the Faculty Senate Executive Committee to convert to legislation.

"Recommendations
  1. General Education
    a. The UALR Core Curriculum should be reduced from 44 hours to 35 hours. This is the minimum core. Some departments or programs may have additional requirements. General Education should consist of the following:

    English/Communication - 9 hours
    Speech 1300
    Rhetoric 1311 (Comp I)
    Rhetoric 2312 (proposed Comp II)

    Math -3 hours
    Math 1302 College Algebra, or
    Math 1321 Quantitative and Mathematical Reasoning (non-STEM majors)

    Science – 8 hours of science lab courses that produce the following skills; data collection, analysis, interpretation and presentation, application of the scientific method, critical thinking, and experimental design.

    The 2 for 1 substitution for 4 hours of lab science should be eliminated.

Fine Arts/Humanities – 6 hours from 2 different disciplines
Intro to Music MUHL 2305
Intro to Art ARHA 2305
Intro to Theatre and Dance THEA 2305
Intro to Theatrical Design THEA 1310

Social Sciences - 6 hours
Introduction to Social Science—3 hours
This new course will be taught in a variety of departments and will emphasize social science methodology.
History 1311, or
History 1312 (World Civ I or II)

U.S. Traditions --American History or National Government – 3 hours
POLS 1310, or
History 2311, or
History 2312 (3 hrs)

b. Additional Graduation Requirements

    i.   3 hour upper level social science approved course (Department, or home department for an interdisciplinary program, must offer Intro to Social Sciences course in order for upper level course to be approved.)

    ii.   3 hour upper level approved humanities course

    iii.   Second Language proficiency or completion of a 2000 level course requirement for all majors. Programs may choose which proficiency or proficiencies (foreign language, mathematics, computer science, or ASL) satisfy this requirement for their students. Programs may seek an exemption.

    This proficiency does not replace the current BA requirement of 9 hours of languages.

c. Competencies Throughout the Curriculum (beyond core requirements)

    i.   Communication Intensive Courses (3, at least 1 in major, 2 upper division) that meet the following criteria:

        A. Writing and speaking instruction and assignments.

        B. Multiple communication assignments with feedback (not just one final paper)

        C. At least 40% of the grade in the course comes from the communication requirements in the course.

    ii.   Technology Intensive Course (at least one course in the major) that meet the following criteria:

        A. Instruction and practice in using contemporary technologies effectively within individual disciplines including the ability to design, solve problems, and innovate.

        B. At least 20% of the grade in the course must be derived from the use of technology.

    Note: Simply taking a course online does not satisfy the technology intensive requirement. This goes beyond using email and basic word processing.

    iii.   Critical Thinking Intensive Course (3, at least 1 in major, 2 upper division) that meet the following criteria:

        A. Instruction and assignments using problem solving and analysis based on application of material in the course.

        B. Awareness or analysis of one's own learning or thinking processes.

C. Multiple critical thinking exercises with feedback.
D. At least 40% of the grade in the course is derived from critical thinking assignments.

   iv. Values Intensive Courses (2, at least 1 in major) that meet the following criteria:
   A. Explicit discussion of globalism, ethics, civic and personal responsibility, or diversity.
   B. These can be augmented by service learning opportunities, study abroad, internships, and research projects.
   C. At least 20% of the grade in the course is derived from values related activities or assignments. Examples might be reflection papers on service learning, papers on values throughout history or across cultures, or completing research ethics training.

(Note: These competency across the curriculum classes do not add any additional hours to graduation requirements. It is assumed that current courses used for the major and electives can be used to satisfy these requirements. One course can be designed to satisfy more than one of these competency areas. For example, a single course might be communication, critical thinking and values intensive and could count for all three categories).

2. Minor Requirement - The university requirement of a minor should be retained but the minor should be more flexible. Flexibility includes the following:
   a. Programs may opt out of the requirement if they meet certain conditions, for example:
      i. the major requires a large number of required hours, or
      ii. the major already requires a significant amount of interdisciplinary work.
   b. Departments can require 2 or more cognate areas in lieu of a minor,
   c. Departments may require traditional minors,
   d. A student and adviser may design an appropriate minor. These minors must include at least 12 hours of upper level classes.
3. Residency Requirement – At least 30 upper level hours of the undergraduate degree must be taken at UALR.
4. Upper Level Requirement – The requirement for completion of at least 45 upper level hours will remain unchanged.
5. Implementation
   a) A General Education Committee, a standing committee of the Faculty Senate, will be responsible for:
      i. Approving courses for upper level humanities and social science and competency intensive courses and approving any other courses that are added to general education options,
      ii. Developing a plan to assess general education competencies,
      iii. Coordinating faculty development in areas such as communication, critical thinking, and others.
   b) The General Education Committee will consist of at least one representative from each college. Some UCR members will serve on the Committee for the first 6 months to a year to provide continuity. Afterwards, members will be elected by procedures developed by Faculty Senate.
   c) If funding is available, members will work during the summer of 2012 to develop the program for implementation in the fall of 2012.
   d) Some aspects will need to be phased in over the first year.
      While the new Introduction to Social Science classes are being developed and approved, existing social science options will be used to satisfy the requirements.

While upper level humanities classes are being approved, courses from the following departments and programs will be allowed to fulfill this requirement: English, History, Philosophy, Foreign Languages, and Religious Studies.

While upper level social science classes are being approved, courses from the following departments and programs will be allowed to fulfill this requirement: Political Science, Sociology, Criminal Justice, Anthropology, Psychology, Economics, Mass Communication, Geography, Speech Communication, and Gender Studies."

Senator Wright moved to add the core competencies from the current Undergraduate Catalog as item 0 after Recommendations. Senator Tschumi seconded.

"0. **Basic Competencies**
The purpose of general studies or the core curriculum is to establish a foundation for the undergraduate academic experience and to ensure that students develop fundamental skills and a lifelong commitment and ability to learn. All courses stress active learning. In addition, all courses are aimed at one or more of these basic competencies.

▪ **Aesthetic Experience:** This competency includes knowledge about different art forms and their history; an understanding of how creative processes compare among art forms; and the ability to describe and analyze artistic works.

▪ **Critical Thinking:** Critical thinking requires the ability to analyze data, synthesize information, make decisions, and systematically and imaginatively solve problems. All core courses stress critical thinking, providing practice in the techniques of inquiry, logical reasoning, and critical analysis.

▪ **Ethical and Moral Consciousness:** Competency in this area involves the ability to recognize ethical and moral issues that may arise from scientific and technological developments or that may be inferred from aesthetic and humanistic works.

▪ **Historical Consciousness:** Historical consciousness requires the knowledge of the main stages of human cultural development, along with the ability to relate one's historical heritage to that of other cultures, past and present. This competency involves understanding historical events, whether social, economic, or political, and then examining the relationships among theater-in-the-round such as change, continuity, and causation.

▪ **Information Technology:** Competency requires using contemporary technologies to communicate effectively; to locate, manage and analyze information; to critically evaluate information obtained through these technologies; to comprehend basic information technology concepts in order to understand and quickly assimilate new technologies as they evolve; and to have an understanding of and respect for the ethical and legal aspects of the use of information technology.

▪ **International Awareness:** The international awareness competency involves the ability to examine one's own culture, society, and nationality from perspectives acquired through understanding other cultures and nations, including their languages, literature,

art, history, and geography.

▪ **Mathematics:** Competency in mathematics includes an understanding of the concepts, the methodology, and the application of probability and statistics; the ability to use and interpret functions and graphs to express relationships; an appreciation of the importance of numerical information; and a recognition of both the role and the limitations of mathematics in all areas.

▪ **Philosophy and Methods of Science:** Competency in the philosophy and methods of science involves understanding the strengths and limitations of science, including how scientists learn about the world through observation and experiment, through modeling and interpretation, and through the skeptical scrutiny of the work of other experts in the field. This competency includes the following: an awareness of relationships between science and society; the ability to use scientific reasoning to evaluate conflicting statements in order to arrive at informed opinions on contemporary issues; an appreciation of how experiencing the universe scientifically differs from experiencing it in other ways; and knowledge of the questions that science neither asks nor answers.

▪ **Social and Cultural Awareness:** Social and cultural awareness requires viewing human beings as organisms functioning within a set of global, interconnected systems, including nationality, ethnicity, race, gender, class, law, religion, and communication that influence and are influenced by changing individuals. This competency includes knowledge about how persons develop and grow; awareness of how social and cultural systems influence values, thought, and behavior; and appreciation for the interactions, conflicts, and communication among systems.

▪ **Verbal Literacy:** Verbal literacy includes four skills: writing, reading, speaking, and listening and the ability to use language to learn and participate in the discourse and decision-making of academic, personal, professional, and public life. Competency in written literacy involves the ability to read and write clearly and thoughtfully; to understand different writing and reading processes; and to use these processes to advantage when writing and reading about experiences and ideas. Competency in oral literacy involves public speaking and interpersonal and small group communication. All core courses address this competency."

Summary of Discussion:
In favor: Senate needs to move affirmatively to abolish Core Competencies, which are part of the curriculum. This motion gives the Senate the opportunity to debate the issue. The prior motion to replace the Core Competencies with Educational Outcomes was a statement in principal to inform the UCR Working Groups in developing recommendations and not a legislative action (otherwise it would be reflected in the curriculum). The current motion on the floor did not include the sections of the UCR report that cited the Educational Outcomes, so it is not debatable to inform the legislative process.

Against: The Senate had already abolished the Core Competencies and replaced them with Educational Outcomes.

Senator Matson moved a substitute motion that the 9 educational outcomes in the UCR report be adopted in place of current motion. Senator McMillan seconded.

In favor: Senate has already acted, so this action affirms prior action.

Against: Educational outcomes are broad educational goals and are not specific enough to inform the general education process.

Senator Finzer moved to amend the substitute motion to add the basic core competencies (original motion) as well as the educational outcomes. Seconded by Senator Estes.

> "General education nurtures in students the knowledge, skills, habits of mind, and values that provide a foundation for their baccalaureate program and for lifelong learning. General education fosters intellectual breadth, serves as a context for more specialized study, and is essential to the full development of persons who wish to participate meaningfully in the various communities of which they are a part.
>
> Educational Outcomes
> Skills:
> 1. Communication (oral, written, visual, second language, professional self-presentation).
> 2. Critical thinking, quantitative reasoning, and solving problems individually and collaboratively.
> 3. Information technology (locating, retrieving, evaluating, synthesizing).
> Knowledge:
> 1. The concepts, methodologies, findings, and applications of mathematics and the social and natural sciences, engineering and technology.
> 2. Concepts, methodologies, and the global cultural heritage of the arts and humanities.
> Values:
> 1. Commitment to ethical behavior.
> 2. Civic and personal responsibility.
> 3. Global perspective and cultural sensitivity.
> 4. Appreciating diversity."

The amendment and substitution were approved by a voice vote.

The Senate then voted on the substitute motion and approved it on a voice vote.

Senator Wright moved to amend **FS# 2012-13_2**, as amended, to replace the Philosophy and Natural Science competency with the Methods of Science competency recommended in the Natural Science, Technology, and Engineering Working Group . Senator Estes seconded.

> "Methods of Science competency:
> Competency in the methods of science involves understanding the strengths and limitations of science, including how scientists learn about the world through observation

and experiment, through modeling and interpretation, and through the skeptical scrutiny of the work of other experts in the field.

Specific science skills UALR students should graduate with include: data collection, analysis, interpretation & presentation; application of the scientific method (scientific theory, hypothesis); critical thinking, and experimental design."

In favor: The Science and Engineering Working Group had made a recommendation for updating the science general education requirement which included several parts, including a change in the basic competency. The UCR Task Force cherry-picked a part of those recommendations without considering the whole. In particular, the application of the current **Philosophy and Methods of Science** competency has led to programs being unable to count General Physics, General Chemistry, and other standard science courses towards the general education requirement, except through the 2 for 1 replacement (which the UCR task group recommended eliminating). Programs with significant scientific and engineering content have been restricted in their flexibility to count science courses towards the general education science requirement.

Against: It is important for the purpose of general education that general education science courses not just develop methods and skills and natural laws, but rather relate these skills to their impact on society and the social consciousness.

The voice vote in favor of the motion was substantial; however, the nays clearly carried the day and the motion failed.

McMillan moves to postpone to Oct. 5. Ford seconds. Carries on voice vote.

X. Open Forum

None

XI. Adjourn

At 3:00, the meeting was postponed until October 5.

Statement from Senator Greg Barrett …

Dear Colleagues,

I want to explain to you why I distributed the "Statement on Government of Colleges and Universities" prior to today's meeting. I did so simply because I was afraid some of you may not be aware of it. The Statement was jointly formulated by the American Association of University Professors (representing faculty), the American Council on Education (representing institutions and administrations), and the Association of Governing Boards of Universities and Colleges (representing trustees). It is an attempt by these three organizations and their constituencies to provide a formula for successful shared governance.

In the section on Joint Effort, under Internal Operations of the Institution, the Statement calls for the framing and execution of long-range plans to be "a central and continuing concern in the *academic community*" (italics added). It goes on to say that "[e]ffective 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." With respect to budgeting, the faculty is to have a voice in the educational function.

In the section on Faculty, the Joint Statement reads: "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 educational process." As the elected voice of the general faculty, the Faculty Senate has responsibility for academic matters such as these.

In shared governance, the UA System President is delegated certain powers by the Board and decides which issues go to the Board. The UA System Board of Trustees is the ultimate legal authority of the UA System and while those powers may be delegated to the institutions for daily operations, the ultimate responsibility for the good of the System is vested in them. The UA System Board, President, and UALR Chancellor all have the legal authority to decide and commit the institution to contractual obligations through business arrangements like Academic Partnerships but it is incumbent on the administration to utilize the judgments of the faculty in the interest of academic standards; to present the views, including dissenting views, of the faculty to the board in those areas in which responsibilities are shared; and to inform the faculty of the views of the administration and the board on like issues.

Shared governance does not mean that the voices of any one group of stakeholders must be accepted. It simply means, in effective shared governance, that the experts should be consulted and their views considered by the administration, and the governing board—through well-established, formal means.

In the case of the UALR Academic Partnerships contract, shared governance failed, or was not implemented. Faculty did not have a voice in issues that are clearly their purview before the contract was signed. Administrators clearly made conscious

decisions and took actions of long-term consequence without the input of or communication with the faculty. For a change of this magnitude in educational processes and finances and with the long-term implications that this contract has on the University, there should have been **no such lapse in the processes of communication, consultation, and consideration.**

It is my hope that the governance partners in this academic community, the faculty and the administration, may find ways to mend the bridges that have been scorched as the result of this breakdown in the shared governance process. It will take individuals of good faith and truth to rebuild this trust.

Change is inevitable and though it *may be* too late to do anything about the Academic Partnerships contract, it is this elected body's responsibility to see to it that the healing and the mending of relations with this administration takes place. But more fundamentally, it is this Senate's responsibility, under shared governance, to serve as a coequal partner that presents a constant reminder of the importance of faculty representation in curricular decisions with respect to academic excellence, content, processes, and outcomes (and of the roles and responsibilities of our other governance partners in achieving those objectives).