



UNIVERSITY OF ARKANSAS AT LITTLE ROCK
Friday, September 23, 2011, 1:00 p.m.
Faculty Senate Meeting

Ledbetter B & C

MINUTES

Present: **CAHSS**—Anson, Bailey, Bunch, Clausen, Deiser, English, Estes, Finzer, Giammo, McAbee, Porter, Yoder. **CB**— Funk, Mitchell, Nickels, Watts. **CE**— Barrett, Burgin, Hayn, Nolen. **CEIT**— Anderson, Jovanovic, Tramel, Tschumi. **LAW**— Fitzhugh. **LIBRARY**— Russ. **CPS**—Barnes, Collier-Tenison, Golden, Rhodes, Smith-Olinde. Thombre. **CSM**—Douglas, Grant-Scott, Guellich, Sims, Tarasenko. **EX OFFICIO**—Robertson, Ford; Senate Counsel: Faust.

Guest Present: Felecia Epps.

Absent: **CAHSS**— Amrhein, Kleine. **CB** – Edison. **CE**— McAdams. **CEIT**— Babiceanu, Tebbets. **LAW** --. Goldner; **CPS** – **CSM**— Benton, Cui, McMillan, Prince, Yanoviak. **EX OFFICIO** —. Anderson, Lewis, Patterson.

I. Welcome and roll call

President Smith-Olinde welcomed the senators and called the meeting to order at 1: 03 p.m. and invited the secretary to call the roll.

II. Review of minutes

Senators were invited to comment on the minutes of the August 26, 2011, meeting of the Senate as posted on the web site and as amended by corrections provided to the secretary. It was moved and seconded that the minutes be accepted as amended. Motion passed on a voice vote.

III. Announcements

President Smith-Olinde noted that the secretary's name was misspelled on the agenda. She noted that several topics had been referred to committees:

- Act 747 has mandated a 60 hour maximum for associate degrees and a 120 hour maximum for baccalaureate degrees; universities will have to come into compliance by December 15, 2011 (for associate degrees) and by February 15, 2012 (for baccalaureate degrees). UGC has been asked to discuss how meeting these deadlines might best be accomplished.

- UGC has also been asked to review policy on the last date to withdraw from a class with a grade of W (November 11 of this year). Student success advocates argue that such a late withdrawal date is not truly student-friendly; UGC is asked to consider whether it should perhaps be moved earlier in the semester.
- As mentioned at the first meeting, the Executive Committee is starting to review the councils and committees of the Assembly and the Senate. Two committees that seem no longer to serve their original purposes are the Faculty Research Committee (which used to award research money, but that practice/that pool of money no longer exist), and the Undergraduate Research Council (which began last year to include graduate student research in its annual Expo, formerly the Undergraduate Research Expo). One idea that has surfaced was to consider combining the two committees into one research committee (or council).

IV. Introduction of New Topics (2 minute limit; no discussion)

President Smith-Olinde invited senators to address topics of interest to the body.

Tramel – I spent 6 weeks in China in summer – where there is not much difference between breakfast, lunch, and dinner, with many vegetables. The Chinese students at UALR have to buy the meal plan but they really don't understand our food. These students try to buy their food at the Asian markets, and they wonder why they have to buy the meal plan. The Sodexo meal plan does not send a student-friendly message to international students.

Clea Bunch – Also Muslim, students who eat halāl [according to Muslim dietary laws] don't find much in the cafeteria they can eat. What message is this sending about diversity and religious beliefs?

Ford – I forgot something last time. I should have mentioned that the Senate agenda goes out a week ahead of time and as a senator you can put anything on the agenda but you must get it to the president 10 days ahead of time, in order for it to appear on the agenda.

Jovanovich – I have two topics. (1) I am chair of the Honors and Award committee, which does two things: we advise the chancellor on candidates to receive honorary degrees, and we choose the UALR graduation award winners, the Whitbeck award and the Storthz award. We also have a new charge this year: to review the criteria for graduation honors (summa cum laude, magna cum laude, and cum laude). If you have strong feelings about these awards, get in touch with me.

(Sits down and stands up again to make second comment): My next topic is scholarships and scholarship students. We seem to be increasingly unfriendly to students with test scores that warrant scholarships; maybe we are causing them to look elsewhere. We don't participate in the national merit scholars competition; we now require most scholarship students to live on campus, and we force them to pay for room and board. Even scholarship students on campus are forced to buy the board plan, and in addition, those who are able to live at home with their parents, e.g. Donaghey, have had their allowances cut. Most of our scholarships are not really scholarships; if you have an ACT of 22 or 23 you get a \$2000 UALR scholarship and have to live on campus even if your parents live close; that doesn't sound like a scholarship to me. And our dorms are not full.

V. Reports

A. Provost: Sandra Robertson

Sandra Robertson began by asking everyone to raise their right hand and repeat: “I promise not to shoot the messenger.” We are down about 123 students this fall (although we still have to do some data cleanup); we pretty much stuck to the same pattern as in the past: 55% are full-time; 50% are traditional age (18-24); 55 % are from Pulaski county; our major feeder schools are PTC, UCA, ASUB, UAF. Nursing leads with the highest number of majors. UALR has probably not benefitted as much from the lottery scholarship as other institutions; our freshman class is about the same. The last I heard, our dorms are 96% occupied.

Performance funding is still a work in progress. The goal, from the governor’s point of view, is to double the number of baccalaureate graduates in 15 years (i.e., an increase of about 5% per year), and this goal is an important factor shaping the performance funding model.

Dr. Robertson distributed a handout that listed the mandatory outcome measures

- Total bachelor degree graduates
- Total all degrees and qualifying credentials
- STEM graduates
- Retention/progression.

There are also several optional measures, which are meant to give institutions that deal with special populations a special consideration; each institution will select six from this list:

- Minority graduates
- Non-traditional graduates
- Remedial graduates
- Transfer graduates
- Course completion
- Federal awards
- Regional critical needs
- High demand degrees (per Governor’s Workforce Cabinet).

For us: the big one is course completion (passing the class with a D or better). And each institution can choose their six regional critical needs.

Low-income graduates are another consideration being discussed; they have just started collecting data on this and it will take a few years to assemble meaningful data.

The first year the performance funding model goes into effect is 2013 – 5% pulled off the top and reallocated to us or to others depending on our performance. There is general consensus that each year you will revert back to base, so that any loss is not a permanent loss.

Dr. Robertson next reported on Act 747: by December 15, we will need new degree plans for associate degrees with 60 credit hours maximum. (She distributed a handout listing all baccalaureate degrees). A great many of our degrees are 124 or 125 hours, and I am glad that UGC will consider this. I hope we can come up with some blanket process so that each program doesn’t have to go through the whole process. DHE is supposed to have committees to evaluate what is in that original 60 hours so that students don’t lose hours. They started to review the Biology degrees and found that there is so much difference among the various campuses that they threw up their hands. I will make sure Felecia has a copy of Act 747 so she has it as

background for the Task Force. Most campuses are back to a 35 hour core, but have moved the former core hours (above 35) to the major, so that the major departments can decide what students must take. The second half of ACT 747 is a little more scary: it's the common course numbering system. What the law requires is that all campuses, for the state minimum core, have the same course numbers. That works if the syntax on the various campuses is the same, but it isn't. Most campuses have the number of hours as the 4th number, while we have it as the 2nd number – if we have to accept that, it will mean changing all our course numbers. We went into the meeting thinking we could have a dual system with a common cross-walk but according to DHE that wasn't the intent, so we've gone back to see if it can work that way. It will be a big job – catalogs, degree audits, etc. etc. I don't think anyone can foresee the ripple effect.

Jovanovich – isn't there also a rule that we can't re-use numbers?

Robertson – unless you have a burning question, I'm gone.

B. Chancellor: Joel Anderson

Smith-Olinde reported that the chancellor had an engagement and couldn't join us today.

C: Undergraduate Task Force: Felecia Epps, Undergraduate Curriculum Task Force

Epps – can we adopt a permanent rule that we don't shoot the messenger? At the September meeting, the Task Force presented educational outcomes and general purpose. There were some comments and recommendations for change that we considered at our last meeting. We added two things:

- Knowledge outcomes now includes concepts, to address the concerns of Dean Gealt and Senator Jovanovic (“The concepts, methodologies, and findings of mathematics and the social and natural sciences”)
- And, under values, we have added personal responsibility (“Civic and personal responsibility”). I consider myself to be the shepherd and am concerned that all was not transmitted to the colleges as we had hoped. We decided that at this point we want to move ahead with the faculty working groups that will be tasked with fleshing out how we really accomplish these educational outcomes. I think you will see me at one more meeting next month at least, with a motion to replace the current core competencies with our educational outcomes, and endorse our plan to move ahead.

D. Undergraduate Council: Jeanette Clausen

Clausen reported that the UGC had only met once so far. She had no report, because the Provost and the Senate President had already reported what the UGC will be studying. Please send your thoughts or concerns about either or both issues to her.

E. Graduate Council: Amanda Nolen

Nolen: I have a brief report. We are setting our agenda for the year. Last year much time was devoted to updating policy. This year, we will be looking at issues related to recruitment and retention, especially in light of report from ACGS [American Council of Graduate Studies] concerning enrollment decline. Also, we will take on again, with renewed vigor, the issue of

graduate faculty. We will administer a graduate faculty survey, about the kinds of work that graduate faculty are doing – research, thesis load, etc. Nolen invited questions. There were none.

F. Admissions and Transfer of Credit Committee

Jeff Carmack, the chair of this committee, wasn't able to be here but sent his report to Smith-Olinde. She reminded the senators that we asked the committee to look at issues related to military credit and technical credit. The report submitted to Smith-Olinde is:

The Admissions and Transfer of Credit Committee, based on feedback and concerns raised, formed an ad hoc committee with Prof. Tramel, Prof. Tschumi, and Dr. Rice and other interested parties. Dr. Rice will include college representatives from affected colleges and then create a proposal to modify existing procedure for accepting transfer credits. Anyone interested in being part of the committee should contact Dr. Rice. This ad hoc group will report to the ATC for formal recommendations to be made at a later date.

VI. New Business

A. Election of two Academic Administrators to the Faculty Appeals Council

The executive committee contacted two people willing to be nominated for this committee, Jamie Byrne, associate dean in Professional Studies, and Ann Schlumberger, chair of Nursing. Watts moved, and Nickels seconded, that nominations cease and these candidates be elected by acclaim. The motion passed without opposition.

B. Motion: Presented by Edward Anson on behalf of the Provost's ad hoc committee to review the university's disability support statement (Resolution: second required; majority vote at one meeting). Joe Giammo seconded.

FS # 2011-12_01. *Be it resolved by the Faculty Senate of the University of Arkansas at Little Rock that the following "Disability Support Statement" be placed in all faculty syllabi:*

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at [501-569-3143](tel:501-569-3143) (V/TTY) or [501-683-7629](tel:501-683-7629) (VP). For more information, please visit the DRC website at www.ualr.edu/disability.

Commentary:

In the spring 2011 semester, then-Provost David Belcher convened two committees to review the university's disability support statement. One was made up of faculty, the other was the Disability Resource Center's staff. This fall acting Provost Sandra Robertson convened a joint committee consisting of the majority of the two previous committees. This combined committee approved the above statement. It was believed that this statement encourages students with disabilities to confer with faculty and others to meet their individual needs and at the same time points out that it was also their right to expect accommodation in accordance with state and federal law.

Smith-Olinde invited questions.

Douglas asked for a clarification of documented disability? Anson explained that it corresponds to ADA [Americans with Disabilities Act], it's what we are legally required to do when someone has an "actual" and a "record of" a substantially limited ability to do something.

Douglas – can a student just say: I have a disability; I need double time on exams?

Anson – no.

Tramel -- in the past students have always brought documentation from the Disability Resource Center. Can we make the decision ourselves?

Anson – I would say so. With learning disabilities, it would be nice to have some documentation.

Ford -- am I correct in assuming that this statement is to establish a minimum; if a faculty member wishes to be more lenient you can do so.

Anson – yes.

Jovanovich – (with reference to the statement that the DRC coordinates reasonable accommodations): Can an instructor opt out of the process?

Anson responded by reading the definition of "reasonable accommodations."

The president called for a vote. The resolution carried on a voice vote.

VII. Open Forum

Smith-Olinde invited comments for open forum. There were none. Adjourned at 1:54 PM.

VIII. Adjourn

The meeting adjourned at 1:54 pm.

Respectfully submitted,

Faculty Senate minutes, September 23, 2011, approved at the October 21, 2011 meeting

Jeanette Clausen, Secretary