



UNIVERSITY OF ARKANSAS AT LITTLE ROCK  
*Friday, February 17, 2012, 1:00 p.m.*  
**Faculty Senate Meeting**

*Ross Hall 122*

## **MINUTES**

*Present:* **CAHSS**— Anson, Clausen, Deiser, English, Estes, Finzer, Kleine, Lopez-Ramirez, McAbee, Porter. **CB**— Edison, Funk, Mitchell, Nickels, Watts. **CE**—Burgin, Hayn, Nolen. **CEIT**—Jovanovic, Tebbets, Tramel, Tschumi. **LAW**— Fitzhugh. **LIBRARY**— Russ. **CPS**—Collier-Tenison, Golden, Rhodes, Smith-Olinde. **CSM**— Douglas, Guellich, McMillan, Tarasenko, Yanoviak. **EX OFFICIO**— Anderson, Ford; Senate Counsel: Faust.

*Guest Present:*

*Absent:* **CAHSS**— Amrhein, Bunch, Giammo, Yoder. **CB** — . **CE**— Barrett, McAdams. **CEIT**— Anderson, Babiceanu. **LAW** -- Goldner. **CPS** – Barnes, Thombre. **CSM**— Benton, Cui, Grant-Scott, Prince, Sims. **EX OFFICIO**— Robertson, Lewis, Patterson.

### *I. Welcome and roll call*

President Smith-Olinde welcomed the senators, called the meeting to order at 1: 02 p.m. and invited the secretary to call the roll.

### *II. Review of minutes*

Senators were invited to comment on the minutes of the January 27, 2012, meeting of the Senate as distributed and posted on the web site. It was moved (Anson) and seconded (Yanoviak) that the minutes be accepted. Motion passed on a voice vote.

### *III. Announcements*

President Smith-Olinde reminded senators of the March 6 Career Connections event, 10am – 2pm in Ledbetter B & C and asked them to bring it to students' attention.

Concerning the 120 hours issue, the President invited Karen Wheeler to address the question of what our timeline really is. Wheeler explained that deans have been told we would like to see all

programs that can easily get to 120 hours do this by the end of the spring semester, so that we can get these programs into the catalog for fall 2012. For those who think they may be seeking an exemption, the preferred timeline is to have those wrapped up by December 2012. If you have problems with those deadlines or need an extension, see Karen Wheeler.

Tschumi asked when the Senate will see a motion to establish legislation on the 120 hours from UGC. Clausen said by March.

President Smith-Olinde reminded the Senators that Michael Moore, an associate vice provost at UT-Arlington will be here on February 29 to talk about their online programs; there will be sessions open to faculty.

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

President Smith-Olinde invited senators to address topics of interest to the body. Watts announced that the first baseball game was scheduled for this afternoon, and he was hoping to get out of here to see it.

#### *V. Reports*

##### *A. Chancellor Joel Anderson.*

Chancellor Anderson: Thank you, President Smith-Olinde. Before I begin, I have to get over my nostalgia for teaching in this room. (Tschumi: “We aren’t getting a lecture on American government?”) Chancellor Anderson: “It would be good for you.”) (Laughter)

**Provost search:** We have decided to extend it, and for the next phase, we will retain a search firm. I have asked the Donaghey Foundation to fund the cost of that, and expect a favorable response.

**Health Insurance:** This is one of the not-so-good pieces of information. Our bill next year will increase between one-quarter and three-quarters of a million dollars. At UALR, we haven’t had a premium increase for people on the classic plan for 9 years, but that practice may not survive. We’ll do what we can to keep any increase to a minimum.

**Conflict of Interest Policy:** I’m sympathetic to the motion on the agenda today. The policy that was distributed is probably less objectionable in terms of content rather than form. If you read it carefully, the various sections will make sense. There is a Board Policy going back to 1998 that says we have to have such a policy but we’ve been going along on the system policy. We need to address it. I would welcome input from the Faculty Senate. Don’t forget the staff. We’ll do what we can to make it an appropriate policy. Thinking has changed on what people are entitled to know. In the PAC [Policy Advisory Council], I gave the example of teaching for another institution. If you’re teaching a freshman or sophomore course there, that’s a conflict of interest, as a general proposition. If you’re teaching an upper-level or graduate course at UAMS that would never be offered here, that is not a conflict of interest. The policy is intended to make us more conscious of what we do. This notion of more and more transparency is a long trend; it has been out there a long time. We receive an incredible number of requests almost weekly for disclosure and there’s no need to sweep against the tide on this. We need reasonable policies and procedures. We’ll also be developing and distributing a policy on background checks, which is something that has come at us from different directions.

**The Stamats visit.** Stamats is a national firm with expertise in recruitment and retention – last summer, some 200 of you participated in sessions over 3 days with representatives from Stamats. We'll be receiving a report from them in April; probably they'll tell us some things that we'd rather not hear. Some of us don't like it that numbers are so important but that's the way it is. We are funded at 75% of need (according to ADHE's own figures). So, the question may arise: why not pare back to 75%? But that doesn't work. And of course it's very competitive out there.

**Legislature.** The General Assembly is in a fiscal session, presumably a short session. We're expecting level funding – I'm hoping that nothing changes in that respect. Will there be increased dollars? The legislative session will receive a great deal of focus and attention in the next couple of weeks.

**Distance Learning.** On April 20<sup>th</sup>, the University of Arkansas system is hosting a session on distance learning. We will be hosting it here, on campus. Distance Education and Distance Learning are only going to increase. When we created our Strategic Plan for UALR, Fast Forward, we were already doing more than anyone else [in the state], and we have continued to move forward. We need to continue to be out in front on online education. There are legitimate concerns and faculty need to be attentive to those. We shouldn't be saying "until those issues are resolved we're not touching it". We need to figure out how to resolve them. It's no accident that Phoenix U is a mammoth university, educating more students than any other university in the world.

The Chancellor invited questions.

Ford – Looking in your crystal ball: when do you hope to bring on a new Provost?

Chancellor – I think we still have a reasonable chance of having someone on board in September. Incidentally, that's another place [i.e., searches for senior administrative positions] where change has taken place; those searches don't work the way they used to. That's my perception. There's no sure-fire way. Search firms don't always work either.

Watts – At the meeting of the Policy Advisory Council, I asked where did the COI [Conflict of Interest] policy come from, and I didn't get an answer to that question.

Chancellor Anderson – the chronology as I recall it is, about two years ago, the system legal counsel office put out about a two-page memo on it, then it was deliberated and debated at some length in the direct report group. That's the history.

Ford asked if we could take a minute to let people get cookies or brownies, provided by the Provost, since she could not be here today.

*B: Provost Robertson:* Sandra Robertson was unable to be present.

*C. Student Learning Progress Model:* Brad Patterson

President Smith-Olinde reported that, after a conversation with Brad Patterson about where he is with that process [Student Learning Progress Model], Patterson decided to wait until he's farther

along. The goal is to find a model that captures what is happening with UALR students' progress toward degree completion. The IPEDS data base on first-time full-time students who complete a baccalaureate degree in six years or less doesn't capture our student body. [IPEDS = Integrated Postsecondary Education Data System.] The Student Learning Progress model tries to capture every student, full-time and part-time, and track their progress toward degree completion. Brad will be coming to speak to the Senate about that, just not quite yet.

*D. Graduate Council: Chair: Amanda Nolen*

Nolen: I want to acknowledge the chancellor's office. When I saw the agenda for the Stamats visit I was worried that the Graduate Council wasn't on it, so I pleaded with Priscilla and we were able to get on the agenda, and it was very successful.

The document that we circulated has generated quite a bit of discussion, and that was what we wanted. A little history: this issue had been raised with Graduate Council about 5 or 6 years ago. The Graduate School Dean(s) maintained that the current graduate faculty policy and practice, which was initiated at the dawn of graduate programs at UALR, is no longer robust. It was discussed in the Council for several years. At present there is a convergence of activity related to faculty roles: Roles and Rewards I and II; the Promotion and Tenure document, departments are tinkering with their governance documents – so, it seemed the right time to address the issue. Scholars and skeptics that we are, however, we decided to collect data about graduate faculty work, its nature and diversity, to see if there really was a problem and if so, what the nature and scope of the problem might be. I gave the subcommittee only two parameters: The policy must not remove any authority from faculty. And, it must not remove the authority given to Graduate Council by this body.

The Committee looked at peer institutions. Their policies ranged from very loose to very prescriptive. In the fall we also collected data from graduate coordinators and chairs about faculty work: What is the nature of the work that graduate faculty do? There is a wide diversity in the nature of work, the work that is valued, and the nature of the support that graduate faculty receive. So the draft that was distributed a couple of days ago outlined current practice and two possible models to follow. Affiliate, full, and doctoral are common to both. We have a lot of folks who are capable, qualified, etc. to whom we would like to grant graduate faculty status but cannot because of the current policy. To do that, we had to add the third tier. The second commonality in both models that's different from current practice is called faculty review. Currently once you get full graduate faculty status, you have it forever. The review allows faculty to reapply after a six-year term. The review is not intended as an obstacle, but it was probably the greatest source of concern on the Council and among the faculty at large. Finally: the quality of our grad programs resides within the capability and quality of our faculty and I think that we need a way to document to stakeholders and others that the quality is there. One more thing: We are still in data collection phase. Please let us know your concerns.

President Smith-Olinde – what do you mean by full masters and full doctoral. In my department, we have non-PhD faculty – we could not function without them – and they can supervise Masters Programs but not PhD, Is that what you mean?

Nolen. Yes, and there is a strong feeling that doctoral programs should be supervised by faculty with doctoral degrees.

Smith-Olinde – Doctoral versus Ph.D.?

Nolen – We would go by what the NSF [National Science Foundation] and Education have defined

Faust – Can you give a quick definition of affiliate?

Nolen – I can tell you what it is now: everything that doesn't qualify for full graduate faculty status; someone who is brought in to teach a particular course or to serve on a particular committee.

Ford – Looking ahead, can you give us some idea of your goals and timetable?

Nolen – We hope to bring something to the senate this academic year; but that depends on the depth and breadth of the feedback we receive. For example, we didn't receive feedback from one particular college. If we're satisfied that we've received sufficient feedback and we can come to consensus, we will bring something this semester.

Ford – Let me give you some advice you didn't want: I remind you of what happened with the Promotion and Tenure document – if your process seems to be going that direction, you may want to wait until the fall.

Nolen – Yes, we will

Faust – I was glad to see it.

Nolen – It will still be general enough to accommodate diversity, but specific enough to give guidance.

### *E. Undergraduate Council: Chair: Jeanette Clausen*

The UGC has met only once since the last Senate meeting. We have continued to discuss factors related to moving the course drop date to earlier in the semester. You'll recall that in November, I spoke about research by Cliff Adelman and others on student success, documenting that withdrawing from courses is a huge factor in delaying a student's degree completion. Some UGC members were concerned that moving the drop date earlier in the semester might mean that students would have to give back some of their financial aid for that semester. So we invited Tammy Harrison to a meeting to answer questions about possible financial aid implications. Tammy explained that there is nothing in the federal policy that requires students to pay back the cost of a course they have dropped (though some institutions have policies along those lines). Tammy explained that, if a student drops a class or classes midway through the semester, there is no effect on their financial aid for that semester. The effect comes later, when the student's academic progress is evaluated. Students lose eligibility for financial aid if they fail to make satisfactory academic progress toward their degree. The financial aid office evaluates cumulative progress as having completed 67% of the courses attempted. So that is still a pretty lenient standard, I think you'll agree. There is of course also a limitation on how much federal aid students can receive (\$57,500). A new federal policy is that eligibility for Pell grants will change starting July 1, 2012: Students will be eligible for only 12 semesters of Pell grant support, not 18 as in the past. Another reason to complete the classes you are taking.

Also, in November I presented some statistics about numbers of UALR students who had dropped classes during 2010-11. Two days ago Daryl Rice sent statistics for the fall 2011 semester. The figures are for students with declared majors, so it's not counting every student, but I think the numbers are hair-raising:

- Of 348 freshmen, 83 dropped 1 or 2 courses
- Of 877 sophomores, 303 dropped 1 or 2 courses
- Of 1626 juniors, 507 dropped 1 or 2 courses
- Of 3,529 seniors (students with 90 or more earned hours), 1,110 dropped 1 or 2 courses.

The full data chart provided by Daryl for fall 2011 is included with Senator McMillan's draft for a possible new policy on dropping courses. The point here is simply that the evidence is mounting that a late drop date with no academic penalty for dropping is not truly student-friendly, and not conducive to meeting the goal of increasing our numbers of graduates. – Just a little food for thought before Dr. McMillan presents his draft proposal for a new drop policy.

### *F. Draft Course Drop Policy: Senator McMillan*

Senator McMillan explained that his draft grew out of discussion in his college. He also presented an earlier draft for discussion in UGC, which resulted in some changes. He was advised to get feedback from the Senate on the draft and would like to bring it as a motion to the Senate next month. Referring to the data from Daryl Rice, he commented that our very lenient drop policy has had a significant effect on our retention and graduation rates, by slowing the graduation rate down. Having several W's on the transcript may reflect badly on the student and possibly also on the institution. He asked Senators to take a minute to look it over.

Ford – A little more work needs to be done, because it will be replacing legislation. Also, I see a grade of WP – do you really want to use a WP as a grade when you talk about repeating courses below?

Tschumi – You're talking legislation here – you have to talk to the council, and go back to the archives in the provost's office and look for the actual legislation – you can't rely on the catalog to have the accurate language.

Smith-Olinde: The fifth day should be the 11<sup>th</sup> day? (The answer was no.)

Funk – I have a problem with the repeating courses. I have a vision of UALR as the institution of second chances. I would have a problem with applying that policy to students who have had a series of bad semesters.

Tschumi -- You need to address the clemency policy to deal with that.

Thea Hoeft – Students can invoke academic clemency if they have been out for two full years; they can apply for academic clemency and if granted, it removes the entire record from the GPA (but the courses stay on the transcript). You have to apply for it, and you can only do it once.

Ford – Do you by chance have the reference to the actual legislation?

McMillan – We'll find it. I would like suggestions; please email them to me. At other schools I've looked at, I've seen a policy that places a limit on the number of course drops a student can have. There are many schools that have an earlier deadline than the 8<sup>th</sup> week.

Douglas – Does this address the number of repeats?

McMillan – The second [draft motion] does.

Tschumi – When you're counting these days, are you counting Sunday through Saturday? We have classes on Saturdays and Sundays. I suspect the legislation that we're replacing counts it differently.

Tramel – It says WF and WP – I'd like to know, what's the point?

McMillan – That's a very good question. At my former institution, instructors had to sign [before students could drop a class] and I found rather often that the student didn't need to drop, they could pass the class.

Tramel – But when we tried to get everyone to give midterm grades no one wanted to do it.

McMillan – [Responding to a question on how to assign WF or WP] – I assume [a student is] passing unless proved failing.

Jovanovic – It seems that the whole purpose is to dissuade students from dropping and instead try to salvage a passing grade.

McMillan – Mainly, I'd rather talk to the students about why they want to drop.

Collier-Tenison – The threat of withdraw-failing (WF) will work for some students, but not our students – they are dropping because they have a family crisis or a financial crisis – it will hurt our students, it feels punitive.

Tschumi – It is also related to the academic integrity policy – students can raise the faculty integrity issue, if a student has been accused of academic dishonesty. We would have to go back and revise that policy too.

Anson – There's the grade of NC [No Credit] – it simply says you didn't complete the course.

Rice – No, NC is not supposed to be a substitute for Incomplete – unless the student agrees on the front end to take the course for NC.

Faust – The grading policy is complex – I'm kind of in your ball park, Tom. Administratively, there's a language difference – the use of drop versus withdraw – maybe when students get in trouble because of life circumstances, there's not a grade penalty associated with withdrawal from the university?

Tramel – And if they do that, they just come back the next semester. Does this apply to withdrawing from the university?

McMillan – It does not.

Jovanovic – So, the W grade would still exist for that? [Yes.]

Clausen asked permission to read an email from student body president Simone Lewis. She read the email, which is quoted in full below.

Good Morning.

Our representative will be unable to make it to the meeting today; however, the [Student] Senate would like Faculty Senate to reconsider changing the drop date for students. We feel that students are currently given an adequate amount of time to drop a course. In addition, if the drop date is changed, we encourage that faculty senate to consider making it mandatory for all professors to use Blackboard and post grades on Blackboard. Also, if the date is changed we would like to know if midterms will be held before the proposed drop date.

We would greatly appreciate you giving this message to faculty senate. Thank you.

Respectfully,

Simone R. Lewis | President  
University of Arkansas at Little Rock | Student Government Association

## *VI. New Business*

**A. FS# 2011-12\_13. RESOLUTION. Executive Committee.** (Resolution; no second required; majority vote at one meeting.)

UALR faculty recommend that the Chancellor suspend implementation of the recently circulated conflict of interest policy until he receives recommendations from the Faculty Senate working group to be established as soon as possible by the president of the Faculty Senate and the Assembly.

President Smith-Olinde – Basically, the idea is to put the brakes on it.

Ford – Would you share Joel’s response in PAC a couple of weeks ago?

Smith-Olinde – He did share with me that he would have no problem with it; indeed, he encouraged me to propose something that would push back the date.

Ford – I’m very much in favor of this motion; we [faculty] need to have input. One specific question: the policy requires you to obligate not only yourself but also your spouse and domestic partner. You may recall that I was the only one who voted against insurance for domestic partners when it came to the Senate last year. I think it’s really wrong to implicate domestic partners [in a policy such as COI] when they won’t even insure them. This has my blood boiling.

Smith-Olinde – Domestic partners are included on the UAMS web site – my feeling is that it’s from the system level.

Watts – I encourage everyone to read it. Nowhere in Board Policy are faculty required to sign a statement. Here we have a crazy . . . if you haven’t read it, please do!



President Smith-Olinde called for a vote. The resolution passed unanimously.

Douglas asked about the criminal background check – are my finances going to be part of the background check?

Yanoviak – There is a financial disclosure box to check on grant applications.

Tramel -- Financial responsibility was one of the categories on the background check.

Smith-Olinde – The financial end of things comes up more often with UAMS because of the nature of the work – researchers' connections to start-up companies, for example.

Tramel – Are they talking about my credit rating?

Douglas – I'm just concerned because things are floating around and none of it has come to the Senate

Russ – ASU has a policy that they cannot hire anyone who's had financial problems.

## VII. Old Business

### **A. Motion: FS # 2011-12\_11. From the Undergraduate Research Council.**

**Resolved: That the Faculty Senate approve the change of this committee name from "Undergraduate Research Council" to "Student Research and Creative Works Council".** [No second required; Legislation; ~~majority vote at one meeting.~~ Three-fifths vote at two meetings]

**Commentary:** The Undergraduate Research Council met and discussed that the current name does not encourage submission of creative works from the Arts and related categories. Based on the input received and a review of the information available from peer institutions, we are requesting a name change. In addition, this committee is responsible for organizing the undergraduate and graduate research expo and therefore, we want to drop the "undergraduate" from the name and replace it with "Student" Accordingly the mission will reflect the new name as well and it will read:

"The mission of this committee is to promote, support, and extend undergraduate and graduate research, scholarship, artistry, and other forms of creative activities at UALR, as well as to encourage research collaboration between faculty and students."

President Smith-Olinde noted that this item was listed incorrectly on the agenda and corrected the agenda to read "Student Research and Creative Works Council" instead of "Undergraduate Research Council."

Tschumi – On both of these motions, you need to say that it's legislation.

Smith-Olinde – Duly noted.

President Smith-Olinde called for a vote. The motion passed.

### **B. Motion: FS # 2011-12\_12. From the Undergraduate Research Council.**

**Resolved: That the Faculty Senate approve the change of this committee's**

**mission to include “graduate”.** [No second required; Legislation; ~~majority vote at one meeting~~. Three-fifths vote at two meetings]

Previous mission: The mission of this committee is to promote, support, and extend undergraduate research, scholarship, and creative activities at UALR, as well as to encourage research collaboration between undergraduate students and faculty.

The new mission of the Student Research and Creative Works Council will be: "The mission of this committee is to promote, support, and extend undergraduate and graduate research, scholarship, artistry, and other forms of creative activities at UALR, as well as to encourage research collaboration between faculty and students."

President Smith-Olinde introduced the motion. There was no discussion, so she called for a vote. The motion passed unanimously.

### *VIII. Open Forum*

Smith-Olinde invited comments for open forum.

Douglas asked whether the minutes are verbatim (they are not) and questioned language in the minutes that had already been approved. Jovanovic commented that minutes can be corrected at any time.

### *IX. Adjourn*

The meeting adjourned at 2:35 pm

*Respectfully submitted,*

Jeanette Clausen, Secretary

#### **Attachments:**

McMillan\_draft\_drop\_policy

Rice, Course drops among declared students (Excel file)



The following motions are submitted to the Faculty Senate:

**Motion:** Policy for Dropping Individual Courses.

It is moved that the following policies with respect to course withdrawal be implemented:

1. A student can drop a course up to the 5<sup>th</sup> day of classes. In this time period there will be no notation of withdrawal on the student's transcript.
2. If a student drops a course between the 6<sup>th</sup> day of classes and the 41<sup>st</sup> day of classes, a grade of "WP" (withdraw passing) or "WF" (withdraw failing), as determined by the instructor, will be posted on the student's transcript as the grade for the course.
3. If a student drops a course on or after the 42<sup>nd</sup> day of classes, the grade of "F" will be posted on the student's transcript as the grade for the course.
4. The cut-off dates refer to the day of classes in a 15-week semester (five days=one week). In shorter semesters, the cut-off dates will be adjusted proportionately.
5. After the 5<sup>th</sup> day of classes, a student must receive from the course instructor a signed acknowledgment of his or her dropping the course. The acknowledgment will also include the grade of "WP" or "WF" to be recorded by the instructor.
6. The grades "WP" and "WF" will have no effect on the calculated GPA.

**Motion:** Repeating Courses.

For the purpose of this motion, we make the following definitions.

A course is said to be a *repeat* if a student takes it after having already earned a grade for the course at UALR and if only the latest grade earned for the course will be used in the calculation of the grade point average.

A course is said to be a *retake* if a student takes it after having already earned a grade for the course at UALR and under the condition (specified below) that both the previous grade and the grade earned for the retaken course will be used in the calculation of the grade point average.

Using these definitions, it is moved that

1. In all coursework at UALR, a student can have a total of at most four repeats.
2. If a student has accumulated four repeats, then future attempts to take a course for which a UALR grade has been earned will be counted as retakes. *i.e.* Both the earlier grade(s) and the grade earned in the retake will be used in the calculation of the grade point average.

## Undergraduate declared majors as of January 9, 2012

### and enrolled in at least one course in Fall 2011

		Total number of courses dropped at UALR				
		1-2	3-4	5-7	8-12	>12
Class level as of January 9	Total Pop					
Freshman (0-29 earned hours)	348	83	30	21	0	2
Sophomores (30-59 earned hours)	877	303	225	59	33	18
Juniors (60-89 earned hours)	1626	507	410	149	83	46
Seniors (90 or more earned hours)	3529	1110	945	436	297	169
Total	6380	2003	1610	665	413	235

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