



Faculty Senate Meeting Minutes  
Friday, February 21, 2014  
1:00 PM until Adjournment  
DSC Ledbetter A&B

*Present:* **CAHSS**—Amrhein, Anson, Corwyn, Drummon, Estes, Hawkins, Jensen, Maguire, Matson, Kris McAbee (alt. for Minnick), Merrick, Porter. **CB**— Funk, Mitchell, Nickels, Watts. **CE**— Hayn, Barrett, Kuykendall. **CEIT**— Anderson, Chiang, Jovanovic, Tramel, Tschumi, Wright. **LAW**—Aiyetoro. **LIBRARY**— Macheak. **CPS**— Collier-Tenison, Franklin, Faust, Giese. **COS**—Chen, Douglas, LeGrand, B. McMillan, T. McMillan, Jae-Pil Ha (alt. for Prince). **EX OFFICIO**—Anderson, Toro Ramos, Ford, Wright.

*Absent:* **CAHSS**—Giammo, Yoder. **CB**- none. **CE**—Vander Putten. **CEIT**— none. **LAW** - Fitzhugh, Foster. **LIB** - none. **CPS** - Golden, Rhodes. **COS**— Benton, Davidson, He, Zheng. **EX OFFICIO**— Bishop, McNeill.

**I. Welcome and Roll Call**

President Wright called the meeting to order at 1:05 pm. Secretary B. McMillan called the roll.

**II. Review of Minutes**

Pres. Wright made a comment regarding suspension of the rules – the requirement is a 4/5 majority, not a 2/3 majority, as was incorrectly written in Motion on the 1/24/14 Faculty Senate meeting agenda.

The minutes of the January 24, 2014 meeting of the Senate were reviewed. No changes were made. Tramel made a motion to approve the minutes, and Amrhein seconded the motion. The motion carried by voice vote.

**III. Announcements**

None

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

Watts noted UALR's academic performance record for all athletes. It is impressive 2/3 of our student athletes have GPA's of 3.0 or better.

Jensen brought up the concern about book buyers on campus. This issue has been building for several years. Some campuses have bans on book buyers. It is an infringement on copyright of authors as well as unethical – to sell publisher provided desk copies.

Ford –Returning to acknowledging our student athletes academic performance, we do have an outstanding athletic program on campus. 4-5 years ago we honored our Athletic Director and Athletic Department for making sure these students are 'student athletes'. We could honor him/them again.

#### **V. Reports**

##### **A. Chancellor's Report: Joel Anderson**

Chancellor Anderson began by saying he was glad that somebody missed him. For those who don't know – he was out recovering from surgery. Some did not know he was gone. Some said how well things ran while he was gone. He chose to take the favorable interpretation of those comments.

On big picture issues – UALR spring enrollment (unofficial) is 11232. It is down 765 from the official number a year ago. We do not know what the Legislature will decide on the 'private option'. There is reason to be optimistic. It is not over yet. However, if it is not passed we will be in a 'heap of hurt'.

On Restructuring – Chancellor Anderson thanked the Provost for her leadership of this effort which began a year ago at his direction. Many people have been working very hard. UALR will be a stronger because of this work. In the meantime, he asked that we do this with civility. We see in students more and more un-civility. This almost never happened between faculty and staff. But, in all of those areas (student-student, student-faculty, student-staff, faculty-staff, faculty-faculty) – the incidence of conflict has gradually been increasing. To relate this to restructuring – we need good information, and we need 'reason'. Calm reason has been the hallmark of the academy. The Faculty Senate members are leaders – have more responsibility than others. They need to model civility, encourage it in others, and should call out bad behavior.

On the Budget – we are hurting on that front. This is directly due to enrollment decline and lagging state funding (for number of years). The drop in enrollment exceeded what anyone foresaw. Many institutions across the state and country are in the same boat. Even Fayetteville is reporting a drop in freshman enrollment this year. UALR will stabilize and turn around. His broad goal with budget cuts has been to try to maintain a stable environment – no alarm and panic. If the environment is stable, faculty will teach, staff will do their jobs and students will not be aware of budget issues. He is grateful for all of you for the good results. These head winds are the strongest we have faced since we have been a UofA campus. At the last meeting of the Faculty Senate,

the Provost made an excellent presentation listing a number of strategies: 1) Student Success, 2) Increase the yield of undergraduate and graduate applicant pools , 3) find additional sources of external revenue, 4) contain costs, 5) develop partnerships - with 2 year schools and the military. Some of these will require action by this body.

The gold standard of higher education has been students learning in face to face classes at 4 year institutions taught by mostly tenured and tenure track faculty. This has been funded for decades from tuition and state appropriations keyed to enrollment. If we operate on the assumption that that will continue - we will die. Both revenue streams are on long time declines. This won't support the 'gold standard.' If you want to preserve the 'gold standard', we must diversify and do other things. Those that look to new ways and additional sources of revenues will survive. What this means is: new academic programs that will attract new students; strong and broad relationships with 2 year institutions; the establishment of UALR University centers on some 2 year schools; attraction of military students (big pool of students with built in financial support); online courses; High School concurrent enrollment classes. If we don't do these better or more, we will not be able to compete. Flexibility and access to programs are key variables. We are opening our doctoral programs to the employee tuition discount program. The Law School is not included and probably never will be. This will help us with additional doctoral student SSCHs. If we want to preserve the 'gold standard', we will have to do other things and more. We do not know the new normal, for higher education or for UALR. We need to be adjusting, moving, shaking -need to look ahead, look for opportunities. We will get through this transition and emerge as a remarkable, relevant institution.

Questions , Comments -

none

## **B. Provost's Report: Zulma Toro**

On Restructuring Phase II - is well underway. Provost Toro expressed appreciation to all who are involved. The process has been difficult, but it is an important process, one that allows us to learn about us and to identify areas where we can be better. The recommendations have been submitted from ALS. She has been meeting with interim deans and the graduate school and with the departments of Applied Science, English and Philosophy and the doctoral faculty of the COS. These meetings will wrap up next week. After these meetings, she will submit her recommendations to the Chancellor. Her recommendations will be on these preliminary reports - has nothing to do with the structure of the new college. Five search committees are in place. She is optimistic of when we will be able to hire. We will have leaders in place by July 1 2014. If we are not able to hire by then, we have back-up plans. Every position will have a leader by July 1.

On Quality Initiative - We started QI in the first semester when I was hired. The initiative will assist the campus to address the changing landscape of higher education and UALR. It will yield systemic quantitative and qualitative information to use in decision making. I would like to acknowledge the hard work of the folks involved in QI. I recently attended a meeting of public and private higher education group and learned

of three topics deemed most important to that group – student success, performance based funding, and public vs. private higher education. UALR is well positioned to talk of these topics. UALR needs to re-engineer data processes and systems. We have started this. We brought a consultant to campus. The main idea is to get access for all to our data. The three subcommittees are working hard to get the fundamentals of the process in place. They will open conversation to the university community. Please remember, this is the pathway to the re-accreditation process for UALR.

On Tenure and Promotion –it was a pleasure and very refreshing to review 20 faculty members dossiers. I was extraordinarily impressed. Based on the work I reviewed, I feel enthusiastic and confident about the future of UALR. With the faculty we have in place, we will be “One of the Top Metropolitan, Community Engaged, Research Universities among the 16 Member States of the Southern Regional Education Board (SREB).”

On strategies to enhance uniqueness – work continues. Today there will be reports on 2 strategies: 1) high impact programs; 2) community outreach center

We will begin to implement a new format for applicants – Daryl Rice is leading this effort. He will communicate with us in the near future on being a part of the new format.

Thank you for your continued dedication to UALR, the students and the community.

#### **C. Council on Core Curriculum and Policies: Belinda Blevins-Knabe**

We Just finished the 2<sup>nd</sup> training session on forms for Core courses. Next week, the online form will be ready. Thanks to Kathy Olivero for working on the form. All of the criteria are on the NEW Faculty Senate website. Any questions? – email Belinda Blevins-Knabe. We will work on operating procedures.

Pres. Wright – we will put the form /link on the Faculty Senate website. What about timeline for the procedure?

Blevins-Knabe – The Core Council will not meet in the summer. If you submit a course on May 15, it will not likely get through. To get it through this semester, submit to Core Council before the end of April.

#### **D. Undergraduate Council: Mike Tramel**

UGC Approved 1 new course, 14 curriculum changes, one new Certificate, and two program changes to the English BA. On GPA calculation – Banner will calculate using the current method, or you can turn a switch to count every course for GPA calculation. On course repeats – we looked at the numbers data on repeats of students who repeated a course more than 4 times. 1.63% of all students repeated same course 4 or more times over a 4 year period. There are a few students in each college who have repeated courses more than 4 times in 4 years.

Tschumi – On getting new Core Courses through UGC, what is the latest date to get through UGC?

Tramel – we use a two week process for UGC. You need to get a new course to UGC on the Wednesday – two weeks before next scheduled meeting. If you want a new Core Course to be ready by fall - should get materials to UGC before first of April.

Pres. Wright – I will meet with Tramel, Blevins-Knabe to get a timeline together and let folks know the timeline for this semester.

#### **E. Graduate Council: Mark Seigar**

We met on Feb. 5 and Feb 19, 2014. We had 2 course changes and 1 program suspension. We approved 4 persons for Affiliate Graduate Faculty status and 4 persons for full Graduate Faculty status. On Feb. 5, we voted to withdraw the recent proposal for Graduate Faculty Status changes. If it comes back to the Faculty Senate, it will be revised. We want to get together with Senators to see how to revisit the graduate faculty status policy.

Pres. Wright – we will recommend names to GC for revisiting the graduate faculty status policy

#### **F. Academic Calendar Committee: Felecia Epps/Jo Ellen McAdams**

Epps- brought Larry Holland, Marion Douglas, Joyce Hale, Joanne Matson to chime in if she goes off course.

She distributed a memo with the constraints that guided us on our proposals. Contact time is key. There are 2 proposals: yellow pages (begins Aug 15 - 15 full weeks of class time, 1 week of finals); orange pages (begins Aug 22, 15 full weeks of class time, 1 week of finals – ends on Dec. 23)

Constraints –

ADHE requires 2250 minutes of instructional time for a 3 hr class for a semester. This is a core value, we must have that. There are shortfalls. We had a discussion of 14 week class time with 1 week of finals- this does not meet 2250 minutes of instructional time. We looked at other institutions and came to the conclusion that they are slightly below 2250 minutes in some instances. We should follow ADHE, even if others do not.

The first day of faculty contract, if classes start Aug 15, means things must start before August 15, which is not fair.

Accelerated programs - Registrar indicated that colleges with accelerated programs – these programs need to fit within the 16 weeks – they will not fit anything shorter.

Burden on Registrar and Financial Aid offices - if the semester ends on Dec. 23, this is very late for that office. They must determine if students are eligible for aid in next semester before.

Law School concern – The mid-week start does not fit with the Law School. Law School has a new program that deals with academic success. They need a full week before classes begin. They begin on a Sunday to include all students – full- and part-time. Needs to be a week and needs to begin on Sunday to get the full- and part-time students together. From the Registrar - All colleges must start on same day – which has something to do with financial aid.

The options are in front of you for 2016-2017 – We would like comments before we bring the final proposal.

Pres. Wright – why are there 3 days after the last exam, but before grades are due.

Ford – to give enough time to grade

Tschumi – it is in legislation... check the legislation

Tschumi – On starting on Aug. 15<sup>th</sup> –No one wants to be here any sooner. We resist due to contracts starting on the 15. Chancellor Anderson made a comment when fall break was approved, that if we can't fit everything in due to fall break, we might have to begin our semester before August 15th.

Ford – Faculty Senate arrived at a decision to have fall break. Then Chancellor Anderson said this is what I am going to do on top of that. We still have power to say we will start at a later time.

Ford – Why can't the Law School start at mid-week. We used to hear from science that it is impossible to begin at mid-week, but they adapted.

Epps – Because of the first week program. For the academic success program – students need the intensive week. Dean Swartz suggested the Law School seek a variance. It was shot down before – has financial aid regulations issues.

Tschumi – we can start the 8 weeks in the middle of a semester...

Joyce Hale – We are allowed to have accelerated programs as long as they fit within the 16 week time.

Tschumi - Can we not begin with the Law School and have slightly accelerated for the rest of the programs during the semester? If we are allowed to have shorter terms? Make the term a union of all various terms, then make the rest fit within?

Epps – any expertise to share, Joyce Hale?

Hale – needs some research

Maguire – could we get rid of fall break?

Epps – This has come up, but we are not going to right now

Douglas – the midweek start and the fall break is a problem for science – we need to explore fall break

Matson – we are interpreting this in an ancient methods mode – based on ‘seat-time’ – what about hybrid, online, exam time = instruction? What about alternate ways to adjust? We are thinking in an out-dated interpretation of this rule.

Tschumi – There has always been a tension on length. Where you have lots of prerequisites – we do not want that to be shortened. If you pull off days out of week, it has a larger impact on labs.

Matson – I understand that argument, but there are other ways to get instruction to students.

Tschumi – hands on is very different than computer simulation.

Ford – it is important to have all minutes available for those who need them. It is important to schedule for those who need the time. Did you look it up – is that contact time or instructional time.

Larry Holland – (reading ADHE rules and regulations) – credit hour value and length of term – must be 15-17 weeks of classes including final exams; must have 2250 minutes of lecture.

Tschumi – the calendar committee should put together another proposal to exclude fall break

Rosalie Cheatham – Do not forget, the high school concurrent enrollment. This program needs some lead time to get enrollments

Watts – our contracts? I have not seen a in 10-15 years. We have an implied contract.

Jovanovic – 1) mid week start? aren’t we doing that now? 2) we could do 55 minute class times. That would change the standard schedule.

Douglas – We did have mid-week starts, but the addition of Fall Break required a Monday start

Pres. Wright – The payroll start would still be Aug 15. Some folks do work on summer contracts – there is an expectation of time before Aug 15 – that could create problems with external contract.

Drale – payroll begins Aug 16. And we do not have contracts, we have appointment letters.

Jensen – we could go to MW schedule and TuTH on the same time frame.

Douglas – do we want a straw poll

Aiyetoro- we need some discussion

Amhrien – we need comparisons

Pres. Wright – I will consider putting this on the March meeting as a discussion item or a motion; we can continue discussion at that point.

Aiyetoro – we need pro and cons, about why and why not. We need more formal reasons to oppose or to support.

Pres. Wright called a 5 minute recess

After the recess – Pres. Wright made an announcement with apologies that it should have come under ‘Announcements’ – Do not forget the ‘Explore the Majors’ event March 5, 2014. Tables will be set-up in DSC Ledbetter A,B,C – see the handout

## **G. Quality Initiative Report**

Joanne Matson presented an update on the Quality Initiative (QI) program

Very soon, people will be moving out, talking to folks across campus, getting feedback. QI is a project to allow the campus to have a good system of collecting, reporting, storing, and analyzing data. We do not have a good system currently. Our data collecting tools have problems. We need a better system to get data we want to get: 1) for reporting to external stakeholders, not just the mandated State and Federal guidelines; 2) we want data to support our understanding of what is going on at UALR - enrollment problem, retention problem. Currently, we do not know why these are problems. We need consistent and accurate data to figure out what is going on. We can't act on it if we can't trust it and we need to be able to define problems; 3) we need to know what our actions are doing and to make improvements. We try things all the time, all over the place - to stem students leaving, or to get better yield. How do we decide if these actions worked? We do not know if these projects affect recruitment, retention, or learning? 4) we need help planning for the future. We have had budget cuts – these have almost always been done across the board, because the administration has no way of determining the most effective way to cut. Where can we cut to have the least negative impact? How can we know where to invest more to lead to more income strains.

QI was initiated in summer 2012 from a Dean's Council retreat, in the middle of another across the board cut. The Dean's noted that across-the-board cuts are not a wise way of making decisions. They saw a need to develop a robust data system. Around the same time the Higher Learning Commission adopted a new pathway for accreditation. Instead of collecting data and reporting about everything, HCL is now allowing focused projects. Now institutions are able to report about their selected campus project. UALR proposed the QI as their project. It is due in 2020. We are working toward that now.

We know it is hard to get data even about your own students. The information is there, but not everyone has access in Banner. Additionally, the data are not trustable. Some offices use fields that show one set while other offices show other fields. There is no consistency across campus. For example, HR has one definition, the provost has another definition for the same subject. Across campus communication is difficult. Another example – the enrollment data ‘official’ data versus the ‘unofficial’ data. The



unofficial data are reported, but they always need 'cleaning up.' There are so many different sources the data have to be cleaned. This should not be the case.

Three committees are working toward creating a data warehouse (Systems, Metrics, and Analytics committees). We will create a data warehouse to contain all data and make the data available for people to use. The Systems group is focused on the warehouse and hardware requirements. The Metrics group is identifying data points that we want. The Analytics group is looking at the interface between the data and users – a dashboard system for access. All three groups will meet with a variety of different groups on campus - as many different groups to share where we are so far and to get feedback. We are trying to build this from the ground up, not the top down.

[a hand-out was provided with the overall structure of QI, the timeline, and a list of names of members of each subcommittee]

Yesterday, memo about a data users survey came out from the Provost. The survey is being distributed today. Please take the survey. You will have two weeks to do that. Let Joanne know if you have a group that is interested in the QI.

Questions?

Aiyetoro – on a previous project Karen Wheeler and I were getting reports asking the same questions, but getting different answers...

Matson – that is exactly the problem this is trying to solve

Aiyetoro – will this be for all types of data, not just students? Is this just one system for all?

Matson – yes, one system

Aiyetoro - a request - do not forget the Law School

## **H. Community Connections Center & High Impact: Sarah Beth Estes & Darryl Rice**

In the interest of time, the report will be at a later meeting

Rice asked for 2 minutes of time to give a 90 second report on other task forces. On the task force on Academic Advising- Athletics is way ahead on student success. All of a sudden what they are doing is getting attention. We need to do what Athletics does, to do it for more students. We need to make early warning more available for faculty.

On Orientation – in the past, special sub-populations of entering freshman (mainly scholarships holders) had orientation, then other freshmen had a general orientation. We are now providing far earlier opportunities to do an orientation, and we are requiring orientation. Currently, it is supposed to be required, but this has not been fully enforced. We are going to require freshman orientation. The prime aim is to ensure that they will have a printed schedule in hand when they leave orientation.

Orientation is a part of recruitment – gets students embedded in the University. This is a logistical issue. We plan to have a cap of 200 students. That is a lot of students to get registered. The plan is to employ professional advisors. What I would like from you – is to determine the appropriate roles for faculty in orientation. If you have ideas, please let me know.

Questions?

Douglas – is that software integrated with QI?

Rice – would be integrated

Aiyetoro –a comment – the Chancellor was meeting regularly with coaches and the head of the Athletic Department. Getting these kinds of outputs comes from the top as well .

Barrett – this should be in the QI warehouse

Rice- I am talking about software that will pull data from the data warehouse

Matson –the Analytics team is looking at software to be useful for these things?

Rice – I am talking about academic advising as one more user of the warehouse

## **VI. Old Business**

NONE

## **VII. New Business**

- A. *FS\_2014\_3. Department of History Faculty, Ed Anson, sponsor, (Legislation. Majority Vote at One Meeting) add knowledge category to educational outcomes (second required)*

Be it moved that the following be added to the Knowledge Category of the educational outcomes passed in FS#2012-13\_10 (additions underlined):

The concepts, methodologies, and the global cultural heritage and historical context of the arts and humanities.

Commentary: History has the responsibility of providing context to all of the different disciplines. History molds the social sciences, the physical sciences, technology, the humanities, and the arts into a single historical framework. It is the past that educates the future and it is history that places that past in a context that makes it possible to be understood. History's methodology is the systematic procedure to discover, authenticate, evaluate, and organize information from and about the past, culminating in a narrative explanation of events and their implications. The current difficulty in the History of Civilization and US Traditions sections of the 21-hour core is that in neither knowledge section is the past referenced. This appears an oddity in that the preambles to the respective grids and the outcome sections do make reference to this very intrinsic nature of history.

Sen. Anson made the motion and Sen. Maguire seconded the motion

Anson – in looking at the knowledge section criteria, the only reference to history of civilization is ‘global cultural heritage.’ Is global cultural heritage supposed to stand for historical context? This is not historical context. I would like to move that addition be added to knowledge section

Pres. Wright – would the Core Curriculum Council make a statement?

Blevins-Knabe – The Core Council met on this. There was a unanimous vote to not approve this motion. The current terminology does cover it. We were successful with that. It has worked for current courses. Knowledge 2 has been through the Senate. Changes at this point will lead to delays. Change at this point is a problem. We plan to monitor as we go. If this is not working we can keep record of that.

Jovanovic – We have skills, values, and knowledge. All we did as a Senate was divide knowledge into 2 separate parts. STEM and Social Sciences are Knowledge 1 and Knowledge 2 is Arts and Humanities. Anything to do with individual courses comes in the core curriculum proposal form. If you teach in Arts and Humanities – tell how these map onto Knowledge 2. STEM courses map to Knowledge 1. To start over again will put the Core Council in a bind. If we have to revise at this point, it will cause a delay for no real gain. Nothing excludes History. You can make the argument that it can fit Knowledge 1 and Knowledge 2. The purpose is not to include or exclude.

Aiyetoro – there is importance of historical context. In many of our courses, cultural heritage is not the same as historical context. Logistics are important, but adding this specific language is also important. It is critical for professors to keep on top of their mind that in teaching there is an historical context that is important. I don’t think this is a minor issue for learning for our students.

Anson – I don’t think it is a logistical problem. Context is put into history courses. History is both humanity and social science. But it is only in Knowledge 2. The history terms are found everywhere else in the document, but not in Knowledge 1 or Knowledge 2.

Jovanovic – Knowledge 1 and Knowledge 2 are about the whole general education core - are overarching for the entire core. If you put history here, you say all have to have historical context.

Anson – Why is it in outcomes if it is not an educational goal?

Matson – as Anson pointed out, in learning outcomes, there are historical elements. The Core Council saw the same meaning, they saw ‘heritage’ as indicating historical context. The goals include it. The outcomes all include history. The basic position of Core Council is this is not necessary in the Knowledge text. The way outcomes were drafted assumed that heritage included historical context.

Maguire – under this, I think that Anthropology would be appropriate to count as History. It is implied, but not stated.

Matson – let’s go through the process and see if we have made a mistake

Hawkins – Anthropology is not proposing a History course. What I am hearing is we can't have them doing this, because they can't. If we did, it would be deeply historical.

Pres. Wright – [pulled up History of Civilization text]. The course would have to meet the criteria.

Anson – historical context is a part of understanding heritage

Blevins-Knabe – using the learning outcomes, we look at the whole thing, not just one column. Any course has to meet all criteria.

Jovanovic – we are talking past each other. Knowledge 1 and Knowledge 2 – if you make a change to this, every core course will have to be re-done. Every arts and humanities course will have to deal with the change.

Estes – I call the question

By voice vote, the noes have it, the motion is denied

Anson - note that History was very robust in the ayes

*B.* Discussion: Nick Jovanovic, New reporting requirements for State income

Pres. Wright – on income reporting, the Chancellor has issued a memo. Shall we digest the memo and refer discussion to a future meeting? Is this acceptable?

Faculty Senate – yes

## **VIII. Open Forum**

None

## **IX. Adjourn**

Sen. Barrett made the motion to adjourn, seconds came from several, motion passed with unanimous voting with feet.