



UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Faculty Senate Meeting

*Friday, April 15, 2011, 1:00 p.m.
Ledbetter B & C*

MINUTES

Present: CAHSS—Bailey, Clausen, English, Estes, Giammo, Vinikas. CB—Edison, Nickels, Watts. CE— Hayn, McAdams, Nolen. CEIT— Anderson, Jovanovic, Tebbets, Tramel, Tschumi. LAW— Aiyetoro, Fitzhugh. LIBRARY— Russ. CPS— Barnes, Collier-Tenison, Driskill, Golden, Rhodes, Robertson, Smith-Olinde. CSM—Guellich, McMillan, Sims, Tarasenko, Thompson, Yanoviak. EX OFFICIO— Belcher, Eshleman, Faust, Ford.

Guests Present: Susan Hoffpauir, Daryl Rice, Earl Ramsey, Felecia Epps, Lars Powell, Melanie Thornton.

Absent: CAHSS— Amrhein, Anson, Chapman, Deiser, Garnett, Groesbeck, Kleine, Yoder. CB – Funk. CE— Hughes, Kuykendal. CEIT—Babiceanu. LAW -- Goldner. CPS –. CSM— Douglas, Scott, Seigar, Wright. EX OFFICIO— Anderson, Patterson, Lewis.

I. Welcome and roll call

President Eshleman welcomed the senators at 1:05 p.m. and invited the secretary to call the roll.

II. Review of minutes

The minutes of the March 11, 2011, meeting of the Senate were reviewed.

Robertson moved and English seconded that the minutes be accepted as amended. Motion passed on a voice vote.

III. Announcements

President Eshleman reminded those present of upcoming meetings:

1. The University Assembly will meet at 2pm on April 28th. It is important to have a quorum present to elect a new Assembly president, who is also the president of the Faculty Senate. The agenda will be sent out 10 days in advance. We will take nominations at the meeting.

2. The last Senate meeting of the year is May 6th; agenda items are due on April 29th.

IV. Introduction of new topics

President Eshleman opened the floor for senators to bring up items that need to come to the Senate's attention.

Jovanovic: I have been issuing questions on FacFocus about Sodexo and want to raise one question about the requirement that new full-time students live on campus and have a meal plan. Parents have questions. What happens after students are no longer freshmen – do they still have to have a board contract? Parents have been asking and getting different answers. We should be able to tell students whether they are required to live in the dorms after the first year.

V. Reports

A. Provost's Report

President Eshleman congratulated Provost Belcher on his new position at West Carolina University where he will join the Catamounts.

Susan Hoffpauir gave an update on the Central Arkansas Promise Neighborhood grant, \$430,000 from the Department of Education, to be matched locally with cash and in-kind pledges. The purpose is to replicate as much as possible the NYC project of the Harlem Children's Zone in a designated area of Little Rock. The goal is to create wrap-around services that children need, cradle to career. Community partners include the City of Little Rock, New Futures, Central Arkansas Library System, and Children's Hospital; partner schools include Bale, Franklin, Stevens, Forest Heights, Hall and others. For more information, go to www.littlerockpromise.org. It's a highly prestigious grant that gives us the chance to truly make a difference.

Provost Belcher gave the following updates.

Strategic Planning. Input was collected from external open hearings with community leaders and sent to the committee, which made some changes to their draft based on that input; the draft document was also edited to eliminate redundancy, target what is strategic, ensure that it is comprehensive, and create a unified voice. It's going to look very different – only 4-5 pages, just to identify the framing issues. What we are not doing: we are not micromanaging; we are looking at the over-arching issues. There will be meetings and I invite you all to participate.

Disability statement for course syllabi: after preliminary discussion in the fall, we had decided to wait until the report from the external consultant was received. Due to unforeseen personal life challenges, his report has not been forthcoming (challenges that would stop anyone in their tracks). Provost Belcher will work with Andrew Eshleman to a draft statement that takes into account what various people have expressed. Once we have a draft, will convene faculty to see if they can get their arms around it, then consult with staff who work with people with disabilities. Our goal at this point is to have a statement back to this body by the May meeting for inclusion in later documents.

Provost Belcher invited questions.

Rosalie Cheatham – is the meeting concerning the search for a new president of the U of A system open to everyone?

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Belcher: Yes, and it's open to the general public as well; it's going to be a Central Arkansas type of meeting, so you should participate.

B. Report from the Undergraduate Curriculum Revision Task Force: Felecia Epps

Epps reported that the Task Force ended last semester with focus groups. They met with a group of alums, employers, and the Board of Visitors at different times. The question posed to all the groups was: What skills should our grads possess? The answers: critical thinking, communication skills (writing, speaking), and play well together. People should be ready to succeed – not wear stretch pants and flip flops to a job interview, do 8 hours work for 8 hours pay, those types of things. Next we collected input through our web site. We stopped referring to core curriculum and have begun to talk instead about general education (to avoid confusion); we also moved from core competencies to educational outcomes. It's a work in progress – we have a meeting this afternoon in fact. Current educational outcomes has three areas: Skills, Knowledge, and Values... We also had meetings in the departments. We collected syllabi for core courses – our goal was to see learning objectives and identify the degree of correspondence with the core objectives. We are still in progress with this, to see how courses in our current core accomplish the educational outcomes. Points of discussion include writing incorporated throughout the students' careers; something that fits transfer students; something that is simple to administer; oral and written communication skills; also, people need to know how to pursue the career they are interested in. We still plan to meet with students. That's where we are now.

Robertson: Does the Task Force membership continue next year?

Epps: Yes.

C. Report from the Ad Hoc Committee on Faculty Hiring and Composition: Earl Ramsey or designee

Ramsey: I won't ask if you've missed me, 'cause I know you all have, but I have to say that I've missed this body less than I thought I would. Our group (Senators Joe Giammo, Gail Hughes, Mike Watts; History Department Chair John Kirk, and myself) was late getting started. We got information from Sandra Robertson, but still have to digest it; Jim's [Jim Lynch] estimate was about 50% Tenure-Track/Tenured faculty and 50% Non-Tenure-Track. We probably are in better shape than many universities. We hope to have something to the Senate in May.

Robertson: One thing to keep clear: sometimes Jim's numbers mixed the instructors with the faculty who are actually research faculty; also faculty who have partially administrative appointments.

Ramsey: We are aware of that.

Aeytoro: Would it be possible to add the issue of race?

Ramsey: If we can we will, race and gender. It's important information.

D. Student Success Report: Daryl Rice

Rice: My remarks in the minutes of the last meeting should reference Cooperative Education (not Extension); apologizes if that was his error. [N.B. this error has now been corrected, jc.]

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I'll be brief: I would like the Senate's authority to tell students on probation that they have to take advantage of help that will be offered. Roughly, Freshmen and Sophomores on probation will report to the Academic Success Center; Trakenya Dobbins. The good news is that students requiring remedial reading and composition are about in half of what it was, so the Center has the ability to extend services to other groups – workshops, study skills, supplemental instruction – the required activities will be tailored to the individual student, based on an intake assessment. This intervention is separate from advising; undeclared students would still go to the Office of Academic Advising or (if declared) to their major department for advising. I'm the first to admit, we're starting on the wrong end, since these students are already in trouble. We know that we need early intervention to help keep students from academic probation. Early intervention really means early -- midterm is too late for freshmen. An effective early intervention program takes more thought, takes resources, has to be convenient to faculty, easy to use, and we will work on that. This intervention for students on probation is something we can do now, boom, without any new resources. It has to be required. Asking students to do it voluntarily doesn't work.

Robertson: Can you give us a head count?

Rice: About 149.

Ford: Did I hear right – we've reduced the need for remedial courses – I thought the idea was to get rid of that – and now you're making more work for them.

Rice: in the Academic Success Center three people have been let go. The staff who were let go are faculty teaching developmental reading and writing.

Rice: This is something we can do now, quickly, easily; if it doesn't work, I'll be the first to say get rid of it.

E. Report from the Fringe Benefits Committee: Lars Powell

Eshleman: A few years ago, there was discussion of a proposal to extend benefits to domestic partners. It sort of died but has been discussed at various other campuses. To extend benefits to groups not now covered, we have to have a way to fund it. So we have two separate motions, to think about separately and decide whether they go together.

Lars Powell addressed the draft resolution for an alternative to the current funding arrangement for group health coverage provided by UALR. The draft resolution describes the health plan in general and UALR expenditures; it costs \$3500 - \$3600 per person. Right now we pay about 19% of our premium for everyone that's insured; UALR has perhaps the most generous plan in the state. That's kind of a problem when we're funding by the employee rather than the number of insureds. Last year, UALR paid \$5,800 per covered employee towards health coverage. The idea expressed in the draft resolution is to allocate per employee, and those who don't have other insurances can spend that money on something else. Some money you can apply to having additional persons on the plan. There is a mistake on the second page of the chart – I will correct that and send it to Andrew. Some people can't afford the employee contribution the way it is; maybe we should have a more equitable way to distribute the cost, which would perhaps also decrease the tendency for everyone's spouse to want to be on UALR's plan. You never want to be the most generous plan around. That's the same pool of money that our raises come out of, if we would ever get one.

Melanie Thornton addressed the proposal concerning extending coverage to domestic partners. She asked Senators to please consider this proposal on its own merits. The proposal is

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to extend benefits to domestic partner parallel to the benefits offered to spouses and their children. The partners can be the same or opposite gender, but must really be a partner in a committed relationship. Research shows that costs of such a plan are generally 1-3% (the higher range tends to happen when the term domestic partner is not used; rather, it's the "one-plus" plan, where someone can add e.g. a grandmother or other relative to their plan; otherwise the cost is about 1-2%.

Eshleman: I remind you that these are separate issues, though they could be related. In both cases, all we can do is recommend; several campuses have already done so.

Robertson: how much distinction is there?

Powell – A lot, we pay less than employees at other institutions.

Robertson: I meant the way it's allocated

Powell – It's decided at the campus level.

Faust – I think Roby was trying to get at differences in the structural allocations.

Powell – I am not aware of any.

Robertson – We don't have to conform.

Powell -- no.

Jovanovic – if I understand correctly, people with small families would be better off under your proposal and large families would not.

Powell -- yes, that is correct.

Eshleman – If this happened, there would have to be a phase-in period. If you have further comments or questions, get them to Lars or to me.

Ford: I want to point out that although these are two separate issues, they are very much linked. 1-2% is \$1.1 million --a significant amount. The reason these two recommendations are brought to you together is to offer a way to fund the domestic partners plan.

F. Undergraduate Council—Jeanette Clausen, chair

Clausen: Since my last report the UGC has been very busy, mostly approving new courses and course changes. We approved all the new courses and course changes to implement the new BFA in Art, which was approved earlier in the year. We approved new courses and course changes in every college; you can read about them on the web site. I'll just highlight two new courses for the FYC requirement, one in AHSS, HIST 1314 First-Year Colloquium in History, which will be taught the first time with the topic Biography as History, and one in COE, TCED 1100 Introduction to Teaching and Learning. A name change that you might like to note: The American Humanics Program is now called Nonprofit Leadership Studies, a name that is much more intuitively obvious than the old name, to say the least.

Two topics that may be brought to the Senate at some point:

- Final exam policy. The SGA sent UGC a proposal for a policy on the number of final exams a student can be required to take in one day. They propose that if a student has more than two final exams scheduled on the same day, they should be able to request a change for the third (and fourth, if it comes to that). The UGC members are basically supportive of the idea, and have asked the SGA members of UGC to meet with us next week to discuss the proposal in more detail. Stay tuned.
- We discussed the idea for an intervention program for students on academic probation that you already heard about from Daryl Rice, and we hope to bring a proposal to you in May.

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That concludes my report.

Robertson – A response to Daryl Rice proposal – keep it to a minimum naming groups, because the names of the groups change.

Clausen: Good point.

G. Graduate Council – Steve Jennings, chair.

Jennings called to the Senators' attention a revised Graduate School Admissions policy approved on April 13 by the Graduate Council. The policy is available on the Graduate Council's web site. Specifics that might be of interest include:

1. Applicants must meet basic Grad School requirements before applications are passed on to graduate coordinators.
2. There is a table of application deadlines. Individual programs may have earlier dates.
3. There is a new policy for dealing with deferred enrollment once admitted (note that the catalog in effect at the time of enrollment [not the time of admission] applies to these students.
4. There is a rewrite of the types of admission status. Specifically, please note that special, non-degree seeking students may now take up to 9 credits (instead of just 6).

VI. New Business:

A. Senator Adjoa Aiyetoro moves the following (requires a 3/5 vote at two consecutive Senate meetings)

See: "Attachment A – Faculty Senate Consent Agenda" (though not part of motion, see also "Attachment A Supplement")

Aiyetoro: The motion is self explanatory. It came out of a meeting in January, where Steve Jennings asked how they [Grad Council] should decide what to bring to the Senate. The proposal is for a consent agenda. The constitution gives us the authority but formally nothing comes to us to make any decisions. What would change is the language "subject to review by the Faculty Senate upon decision of the Executive Committee of the Faculty Senate or upon petition signed by five or more senators and delivered to the president of the Faculty senate within ten (10) calendar days of passage by the" [Undergraduate Council] [Graduate Council]." Instead, the actions of each Council will be included on a consent agenda, which is not debated; however, a senator may request that an item be removed from the consent agenda, making it subject to floor debate.

After reading the motion, Aiyetoro moved, and Tschumi seconded, that the motion be approved. There was one correction: the change does not require a vote at two consecutive meetings, just two meetings.

Ford: Would like to include: subject to floor debate **and vote** (add highlighted words).

Eshleman: Are you asking for a friendly amendment?

The words "and vote" are to be added to the passage, for both councils.

Faust: The language in the constitution is identical for both councils, so only one motion is needed to apply to both.

Giammo: There is no mention of time – recommend that we add "at the next regularly scheduled meeting of faculty Senate."

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Jovanovic – This is an excellent suggestion; it's the way most boards operate. The way I understand it: if ONE senator wants to pull something out they can just do it.

Sims: I want to ask an impertinent question. How many have read the memo [on Council actions] sent out by provost? Five hands were raised.

There was discussion of how much the consent agenda would delay actions taken by the Councils.

Tschumi – We print a catalog, that's a legally binding catalog, only once a year, and what's critical is that motions that are done before the catalog is printed are not in there. It doesn't take place until the fall semester.

Tramel: I have a question – in previous years, UGC has conducted business past the last Senate meeting of the year.

Rosalie Cheatham: I have spent 38 years dealing with curriculum – there have been three times that courses were passed that were a concern and there was always a way to deal with them.

Consent agenda is a good idea and there are also constraints that we work within. Is there a way to do a both/and: Policy issues are ALWAYS put on consent agenda and curriculum issues not.

This would respond to Steve's concern and not slow down curriculum change.

Jennings: Everyone on the grad council understands that the Senate has the right to review everything we do. Having said that, I'm not in favor of this policy. This is the first time we've had an opportunity to bring policy proposals to the Senate. I'm very much in favor of that. But the non-policy items often have a sense of urgency –e.g., approving a specific faculty member for graduate status, which can affect what students need to do. Some things are not canonized by catalog publication, but are internal policies. I am really concerned about doing stuff late in the spring semester that we can't get to you guys. To Rosalie's suggestion: I would agree.

Aiyetoro – how does it happen now?

Jennings: we have tried to do a much better job of informing you. I built a brand new web site and have 10 years of stuff up there. Belcher sends our actions out to his listserv – there is this mechanism in place to get the information out there.

Aiyetoro: As I read the constitution, all the decisions of the grad and undergrad council are to go to the Senate now – are you sending everything to the Executive Committee?

Eshleman – It doesn't require a special transmission to the Executive Committee.

Aiyetoro – The way it reads now it's supposed to come to the Senate.

Eshleman: There are two ways: either, five Senators or the Executive Committee.

Tschumi– We need to look at the constitution more carefully. There is a separate paragraph that talks about authority. In the constitution, the words “approve” and “approval” have a special meaning – there is review authority by various bodies and individuals; the approval authority is with the Chancellor. In the case of Admission and Transfer of Credit Committee, they only recommend. UGC doesn't have approval authority.

For 30 years we routinely got from both councils everything that they did. It stopped happening in 2008. If there was a way to cleanly decide what is courses and what is policy, it would be fine. But there was a policy last fall passed by UGC (29 December) relating to D transfers that was not brought to Faculty Senate. What we are doing does not meet the need of the constitution.

Fayetteville has a consent agenda and somehow operates.

Sims: Is there one council for the whole university or is it by college?

Pete: Regardless, it works well. We failed to get policies before this body. Pushing information to faculty is essential for the system to work.

Aiyetoro: I have one concern: If we have a procedure, something should come to the Executive Committee. There are things we can make exceptions to – there needs to be a process that we have that insures that the Faculty Senate is reviewing what comes out of the councils. That's the purpose of the motion.

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Eshleman- as I read the motion, it doesn't say we can make an exception.

Sims: Also consider – how many of you received a printed catalog? (Very few hands go up). The one rationale I've heard [concerning the printed catalog] – I'd like to know which is official, the printed catalog or the one on the web. Things go up there throughout the year.

President Eshleman called for a vote by show of hands. The vote was 14-14. The motion failed.

B. Senator Tschumi moves the following (proposed to Assembly by majority vote at Senate. Assembly ratification requires 3/5 vote at two Assembly meetings.)

See: "Attachment B & C – Modifying Const Passage Officers"

Tschumi – The constitution assumed that the president would not disappear; it is necessary to deal with this situation. In order to make it look like it was originally intended, I put in language to have someone fill the remainder of the term so you don't mess up the staggered terms. Judith Faust noticed another section that needed to be modified, in Article III, Elections of Faculty Senate and Faculty Senate Officers: after August or September of even-numbered years [add "of even-numbered years"]. One other slight change – the term immediate past president is changed to past president, for consistent language.

Ford: If it said, immediate past president, it wouldn't be me next year. If you are cleaning up the language

Watts: Add the sentence: "In the event the immediate past president is no longer a member of the faculty at UALR, the most recent past president will serve in that capacity.

Eshleman: Where does that go exactly? Is this a friendly amendment?

Tschumi explains; see the attached document with revisions.

Tschumi: Maybe it's not a friendly amendment; I'm concerned about doing something that needs to be done somewhere else in the document. There's a possibility that there's other language that we don't control. It has to go to Assembly for two consecutive meetings.

Aiyetoro – To be consistent, someone needs to go through the constitution; we could pass the motion with that understanding.

Tschumi: Agrees.

Eshleman called for a vote. The motion (B) passed on a voice vote.

Motion C: (Tschumi): change "resources manager" to "special counsel".

Tschumi: When we created this position, we had a terrible time coming up with a name and used resource manager – the wording "special counsel" was suggested after we had voted. The term resources manager is a misnomer; the provost is the one who really has to manage all the documents. There is a need to get away from the title – so we propose the name special counsel Art English – I didn't understand the role of resource manager until now.

Pete – Fred Williams created the position for someone to know what decisions had been made and why they were made. It's an advisory role, not a clerical role. It's someone who has the expertise. The position has been held by Tschumi, Eshleman, and now Faust.

English – I kind of like the term because I went to school with Ken Star.

Anderson: Why not call the person just counsel?

Tschumi: That's better than resource manager.

Eshelman: Friendly amendment?

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Tschumi: OK, Counsel.

The motion passed on a voice vote.

Faust: I know this is self-serving but I was sort of hoping for archbishop.

D. Senator Jovanovic moves the following; Tschumi seconded. The motion requires a majority vote at one meeting.

See: "Attachment D – Academic Hours"

Jovanovic read the motion, which proposes a definition of hours of work that correspond to credit hours. I have given plenty of rationale but let me provide more. Most people in Arkansas don't know what a credit hour is, but they know what an hour is. The misunderstanding leads students to think they can take too many credit hours while working full time. We need to get students to think that going to school is something like a full-time job. To students, 48 academic working hours would sound like a full-time job.

Susan Hoffpauir: – In October, 2010 the US Department of Education published the definition of a credit hour. The definition is related to the "Carnegie Unit." There's a lot of interpretation that has to be done on this; the Higher Learning Commission has a year to figure out how we're going to define what a credit hour is. Much of this was related to for-profit institutions. Credit hours are directly tied to financial aids: More than \$150 billion of Federal financial aid is awarded each year based on an individual student's enrollment, as represented in a number of credit hours. The Carnegie unit is 1 hour face time (=50 min) and 2 hours out of class for each credit hour. It's a proxy measure as a quantity of student learning (not a quantity of time spent on task).

The DOE is concerned that students are getting too much credit for too little learning. The DOE is concerned about the amount of work required in online courses; also independent study (which is between the professor and the student) and also internships – many internships are governed by accrediting bodies that equate a number of credit hours to hours in the field (again time on task, not student learning – which is what the DOE wants). UALR needs to define what a credit hour is and how it related to learning. The HLC will have to sample syllabi from every institution and decide what a credit hour is.

Eshleman: Is this not something different from what Nick is proposing?

Hoffpauir: you're tying it to time on task.

Jovanovic – Now that I hear what you have to say – I guess I just want to publish that.

Hoffpauir: What you're trying to do is consistent with what we have to do – we have to be able to document that it's applied across campus.

Aiyetoro – It's really a different measure

Hoffpauir: They want us to have the Carnegie definition printed in our catalog and also ensure that it corresponds to what the learning outcomes are.

Aiyetoro: Would we have to wait to do what you're suggesting before doing what Nick is suggesting?

Hoffpauir: No, don't wait – as long as we have something published, and can show that we are taking it seriously; we will be ahead of the curve and show good faith.

Hughes: Asks for citation.

Robertson: I'm not sure the Senate should do this – do others agree? Should it go to UGC or other bodies to see if there is general agreement? I do agree that we need to let students know about what is required and expected. I am not arguing to table the motion deliberately but how to get it to a broader discussion, one way might be the undergraduate Task Force and the UGC.

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Giammo: There is a big difference between advice and stating that this is what you should expect. If we define it, as THE definition, we open up to challenges . . .

Jovanovic – It says should expect, not required. It is guidance.

Aiyetoro – I like the idea of having students know. Is there a way to make a friendly amendment – for every hour of class time you will probably encounter two or more hours of outside of class work?

Jovanovic – I'm happy to make it correspond to Carnegie unit.

Eshleman: Academic working hours: 3 or more academic working hours (and change total).

Smith-Olinde: – Is Carnegie thing written down?

Hoffpauir: Yes.

Watts – Moved to table because the language needs more tweaking. Giammo seconded. The motion to table passed on a voice vote.

Watts: I am reading a book titled *Academically Adrift* – only 20% of students say they spend 20 hours per week studying. Students just aren't realistic about what they need to do.

VII. Open Forum

Guellich – A comment on the above: About half of our faculty have wording to this effect; I say 7 hours per week for my class. So, what is the secret sledge hammer that will get the students to do it?

Jovanovic: The real answer is what we do with our grades. Students are studying less but getting higher grades. Fixing the grade part of it is just as important. Some of the pressure comes from the financial aid – students have to keep a certain GPA.

Barnes: Do we really want to make it a policy? We should be careful.

English – The idea of grades has bothered me for a long time. Where do we draw the line between helping students learn and grade inflation? It just troubles me.

Ford – I note the absence of a quorum.

Eshleman – we are adjourned.

VII. Adjourn

The meeting adjourned at 3: 36 pm.

Respectfully submitted,

Jeanette Clausen, Secretary

Motion A: Faculty Senate Consent Agenda

The Faculty Senate shall implement a consent agenda motion to approve actions of the Graduate and Undergraduate Councils. All actions of either Council will be placed in a single motion on the Faculty Senate agenda. At the time the motion is placed on the floor or in advance by notifying the presiding officer, any senator may request that an item in the motion be removed from the consent agenda thus placing the item as a regular motion on the agenda. There shall be no debate on the consent agenda motion.

The Constitution of the University Assembly, Article III, Faculty Senate, has the same provision for Faculty Senate review for both the Graduate Council and Undergraduate Council. The language that would be amended for both Councils now states:

Recommendations of the Graduate Council (Undergraduate Council) are subject to review by the Faculty Senate upon decision of the Executive Committee of the Faculty Senate or upon petition signed by five or more senators and delivered to the president of the Faculty Senate within ten (10) calendar days of passage by the Graduate (Undergraduate) Council. Proposals not reviewed by the Faculty Senate or having passed Senate review are routed to the vice chancellor and provost and chancellor, and for new degree programs, to the president, the Board of Trustees, and the Board of Higher Education.

This language would be modified to state:

Recommendations of the Graduate Council (Undergraduate Council) are subject to review by the Faculty Senate. The Graduate (Undergraduate) Council will submit a consent agenda motion for the Faculty Senate Agenda for recommended actions. The consent agenda motion shall not be debated. However, a senator may request that an item be removed from the consent agenda motion, making it subject to floor debate. Proposals passed by the Faculty Senate are routed to the vice chancellor and provost and chancellor, and for new degree programs, to the president, the Board of Trustees, and the Board of Higher Education.

Commentary: The Graduate Council Chairperson asked for direction on how to bring matters to the Faculty Senate's attention in the January 2011 Faculty Senate meeting. Some of the Senators recalled that in the past the Councils had presented recommendations to the Senate as a form of notification, yet providing Senators the opportunity to discuss any recommendations that raised some concern. The purpose of the motion is to formalize this procedure to ensure that Senators are apprised of actions by either Council that affect the curriculum or matters otherwise appropriate for Faculty Senate review. *See* the attached supplement attached that marks up the portion of Article III subject to amendment showing exactly how the language in the Constitution would be changed.

Motions B & C: Modifying Constitutional Passage on Officers

B. Motion. Pete Tschumi (Legislation. Requires majority vote of the Faculty Senate to send to the University Assembly and three-fifths vote of the Assembly, provided that quorum is present, at two consecutive meetings) To amend the Constitution of the University Assembly of the University of Arkansas at Little Rock, Article I so that the following section is changed as shown:

Officers of the Assembly

Officers of the Assembly shall be the president, immediate past ~~previous~~ president, vice president, secretary, and parliamentarian. The president of the Assembly shall be elected by the Assembly at a meeting late in the Spring semester of even-numbered years ~~each year~~ from among the faculty members of the Assembly who are eligible to serve in the Faculty Senate. The president of the Assembly also shall serve as president of the Faculty Senate, and may or may not be an elected member of the Faculty Senate. The term of office of the president of the Assembly and the Faculty Senate shall be two years, beginning with the first meeting of the Assembly or Faculty Senate, whichever comes first, of the following Fall semester. In the event that the president vacates the office of president before his/her term expires, a new president shall be elected to fulfill the remainder of the term of office. The vice chancellor and provost shall serve as the vice president of the Assembly. The secretary and parliamentarian shall be elected by and from the membership of the Executive Committee of the Assembly. The immediate past ~~previous~~ president shall have all rights of Senate membership, serve as advisor to the president of the Senate, and have voice on the Executive Committee.

Commentary: There are several places in the constitution where there is an implicit understanding that the president term of office starts in even-numbered years and that other actions take place relative to this election time frame. However, the language in other places assumes the president's term of office without it being stated. This change is to avoid confuse in the future. In addition, the constitution is ambiguous on what is done if a president does not complete a full term of office. In order to keep the various other constitution actions aligned or staggered as expected, it is necessary that the two year terms start and finish as expected with any vacancies being filled for the remainder of the term. The change from previous president to immediate past president is to match the existing language in Article III.

C. Motion. Pete Tschumi (Legislation. Requires majority vote of the Faculty Senate to send to the University Assembly and three-fifths vote of the Assembly, provided that quorum is present, at two consecutive meetings) To amend the Constitution of the University Assembly of the University of Arkansas at Little Rock, Article III so that the following section is changed as shown:

Officers of the Faculty Senate

Officers of the Faculty Senate shall be the president, the immediate past president, the vice president, the secretary, the parliamentarian, and special counsel ~~resources manager~~. The immediate past president shall have all rights of Senate membership, serve as advisor to the president of the Senate, and have voice on the Executive Committee. The president of the Assembly shall serve as president of the Faculty Senate. The vice president, secretary, and parliamentarian shall be elected by the Faculty Senate for two-year terms. In the event that a senator elected to one of these offices ceases to be a member of the Faculty Senate, another senator shall be elected to fulfill the remainder of the term of office. The election of new officers

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shall take place during the first meeting of the academic year in even-numbered years after new members of the Faculty Senate have been elected. Vacancies shall be filled by election at the next regularly scheduled Faculty Senate meeting.

The president shall preside at meetings of the Faculty Senate and of the Executive Committee, and also shall discharge the responsibilities specified elsewhere in this constitution.

The vice president shall be the presiding officer at Faculty Senate meetings in the absence of the president, and shall also serve as vice president of the Executive Committee.

The secretary shall be responsible for preparing the minutes of each Faculty Senate meeting and for submitting the minutes to the office of the vice chancellor and provost for distribution to all members of the Faculty Senate and Assembly. The secretary also shall serve as secretary of the Executive Committee. The secretary shall collect papers and documents concerned with Faculty Senate matters and transfer them to the UALR Archives or equivalent place at the end of each academic year.

The parliamentarian shall advise the officers and members of the Faculty Senate on questions of procedure in order that the business of the Faculty Senate be transacted correctly, efficiently, and impartially. The parliamentarian also shall serve as parliamentarian of the Executive Committee.

The special counsel ~~resources manager~~ shall be responsible for ensuring that copies of records related to faculty governance are maintained in the Faculty Senate offices and are current. The special counsel ~~resources manager~~ shall provide expertise to the executive committee on current policies and the historical background on important issues. The special counsel ~~resources manager~~ shall be a faculty member and shall be appointed by the elected officers of the Faculty Senate to a renewable, two-year term that is staggered relative to the Faculty Senate officers. The appointment shall be reported to the Faculty Senate.

Commentary: The change in the language of elections is to ensure the current practice continues without confusion occurring in the future and to ensure alignment with the language in Motion B. The change in the name of resources manager to special counsel is to clarify and emphasize the original intent of this position. At the time this position was created we could not determine a good name for the position and finally settled on the term resources manager for lack of a better term. After the amendment was approved, a law professor brought the term special counsel to our attention as a more appropriate term but it seemed too much trouble to send a constitutional amendment through just for that change. Now would seem to be a convenient time to make the change. The intent of the role is to primarily provide expert advice to the executive committee of the Faculty Senate. As a secondary role, since the person has the most need to have ready access to the records related to faculty governance, this person is to keep the executive committee's copy of these records. The main copy of the records are maintained in the archives in the Provost's Office and are the responsibility of the provost, who serves ex-officio as vice president of the Assembly.

Resolution D: Academic Hours

UALR undergraduate courses shall be described in terms of both academic working hours and credit hours, e.g., in the UALR Undergraduate Catalog, web pages, course syllabi, the BOSS registration system, and during academic advising. In the UALR Undergraduate Catalog, terms such as full-time, three-quarters-time, and half-time shall be defined in terms of both academic working hours and credit hours.

Definitions:

- **Credit Hour:** A credit hour is already defined in the UALR Undergraduate Catalog Glossary: "One credit hour is equal to one 50-minute class period per week, per semester."
- **Academic Working Hours:** Four academic working hours is the minimum clock time that an average student should expect to devote to both in-class and out-of-class study per credit hour, per week, throughout a semester.
- **Full-time undergraduate enrollment:** 48 or more academic working hours (12 or more credit hours) during the fall or spring semester.
- **Three-quarter-time undergraduate enrollment:** 36-47 academic working hours (9-11 credit hours) during the fall or spring semester.
- **Half-time undergraduate enrollment:** 24-35 academic working hours (6-8 credit hours) during the fall or spring semester.

Rationale:

When communicating with undergraduate students about UALR courses, we should emphasize the effort expected from them in those courses, in addition to the cost of the courses and the time spent in class. Credit hours are used to determine academic credit and assess tuition and fees, and, without a doubt, these are important to students, but not necessarily on a day-to-day basis. Contact hours are used to measure and balance faculty teaching loads and to schedule courses. These are important to students when developing a class schedule for each semester, but they represent only a fraction of the effort that is expected of college students. We should also encourage students to schedule their out-of-class study time to read books and articles, conduct research, write papers and laboratory reports, solve problems, and study for exams. Establishing a formal concept such as academic working hours would inform students and their families, friends, and employers the typical minimum number of academic working hours per week expected from them while taking UALR courses. If UALR clearly communicates how much time students should study outside of class, students might be more likely to schedule and use that study time for learning.

Many UALR students come from families having little previous contact with higher education; therefore, they are unaware of the meaning of academic terms such as credit hours. However, almost everyone is familiar with the concept of working hours. When parents, spouses, friends, or employers learn that a student will be taking 15 (credit) hours of classes per week, it can sound like a part-time job to them, perhaps requiring fewer hours than many part-time jobs in the workplace. This can lead to serious misunderstandings that cause stress for students who may be

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led to believe that they are unworthy if unsuccessful while taking 15 (credit) hours of classes and working a full-time job. The students and their families, friends, and employers would be better informed and could be more supportive if they knew how many academic working hours the student was responsible for each week.

The proposed definition of academic working hours was developed from the following statement in the UALR Undergraduate Catalog, p. 56, describing the expectations for students taking art history courses:

"Each art history credit hour requires three clock hours of work each week. One hour is scheduled in class and the additional two hours are scheduled outside of class."

This is similar to a longstanding basic college thumb-rule that can be found in almost every college guidebook: study two to three hours outside of class for each hour in class. This expectation of twice or thrice as much work outside of class as in class is a fundamental difference between K-12 and college, and UALR should communicate this expectation more clearly to promote learning and student success. Full-time undergraduate study at UALR is 12-18 credit hours. With the proposed definitions, full-time study would also be characterized as a minimum of 48 academic working hours for an average student, which would definitely sound like a full-time job to most people.

Describing UALR courses by academic working hours would allow students and their families, friends, and employers to make simple comparisons between the time required to attend college and the time required by a job in the workplace. A full-time academic load would actually sound like a full-time job, in terms of the time and effort expected. This could lead to greater student learning and success, and improve UALR retention and graduation rates. It could also make UALR a nationwide leader.