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**Faculty Senate Meeting Minutes  
Friday, April 18, 2014  
1:00 PM until Adjournment  
DSC Ledbetter A&B**

*Present:* **CAHSS**— Amrhein, Anson, Drummond, Giammo, Hawkins, Jensen, Maguire, Matson, Merrick, MacAbee (*alt. for Minnick*). **CB**— Funk, Nickels, Watts. **CE**— Hayn, Barrett, Kuykendall, Vander Putten. **CEIT**— Anderson, Chiang, Jovanovic, Tramel, Tschumi, Wright. **LAW**— Fitzhugh. **LIBRARY**— Macheak. **CPS**— Collier-Tenison, Faust, Giese, Rhodes, Golden. **COS**—Chen, Douglas, LeGrand, He, B. McMillan, T. McMillan, Prince. **EX OFFICIO**—Anderson, Ford, Toro, Wright.

*Absent:* **CAHSS**— Corwyn, Estes, Porter, Yoder. **CB**— Mitchell. **CE**— none. **CEIT**— none. **LAW** - Aiyetoro, Foster. **LIB** – none. **CPS** – Franklin. **COS**— Benton, Davidson, Zheng. **EX OFFICIO**— Bishop, McNeill.

**I. Welcome and Roll Call**

President Wright called meeting to order at 1:03 pm. Secretary B. McMillan called the roll.

**II. Review of Minutes**

Tschumi made a motion to approve the minutes. Amrhein seconded the motion. The motion carried by voice vote.

**III. Announcements**

President Wright announced that the University Assembly meeting will be April 24, next week in DKS Hall. The agenda is on the Faculty Senate website.

Congratulations to the Faculty Excellence Award Winners – Brian Berry, Teaching; Anindya Ghosh, Research; and Kristin Dutcher Mann, Service.

Anne Leibst, Director of Ottenhiemer Library announced that there will be a survey distributed next week soliciting input for a library learning commons for renovations on the first floor.

Look under the Noteworthy tab on the library webpage. Find a link to a virtual wall. Can also email [caliebst@ual.edu](mailto:caliebst@ual.edu)

Senator Aiyetoro has been named the Arkansas ACLU's Civil Libertarian of the Year. She will receive the award on April 24, 2014.

Maguire – A transfer student came in from a liberal arts college. All of their hours transferred in as lower hours regardless of level. In the transfer office, the blame was put on the Faculty Senate for taking away Transflex. Is Transflex still in place?

Tramel – on a case by case basis; Karen Wheeler has been very helpful with this. We were able to figure out a way to help this.

Maguire - If nothing transfers for upper level hours, this student will have to be here for 3 semesters just taking upper level hours. The point is, his courses were not designated as lower level, the course numbers just started with a 2, therefore they transferred in as lower level courses. I was told there is nothing I can do about this. Can we revisit waiving requirement for upper level hours.

Pres. Wright – the ad hoc Baccalaureate Degree Requirements committee is working on this.

LeGrand – An FYI - Any computer running Windows XP will be taken off the network. Math has 75 XP machines. We either have to buy new machines or must upgrade.

Pres. Wright – you can pull them off the network and still use them –

LeGrand – I am just making everyone aware of this

Tramel – I was told the University will cut a deal with Microsoft for upgrades.

Hayn – UALR was the first campus to ban cigarettes. I think we should be the first campus to ban e-cigarettes

Tschumi – Which courses do you want to be in the CORE. Departments are putting in all. We are making things complicated for no reason, we need to re-visit requirements, state program requirements vs general education requirements. We need to allow general education requirements to fulfill program requirements if it is the right course.

Watts – we have a reading group –the last book we read is the *Fall of the Faculty*. Administrations have usurped areas that have been the purview of the faculty. Suggestions – there ought to be a faculty representative on the governing boards. There should be a faculty representative on the Board of Visitors and on the Board of Trustees. COB is trying to get information. If there was a faculty representative, they might raise issues and let someone know to think of some of these things. If there is a faculty representative – they should be elected by the faculty. We should pursue this.

Nickels – it is an ambitious goal, but will not go anywhere. What is doable, legislatively, is to put on each of these boards meeting agenda, a report from the Faculty Senate leader. The can respond or give the perspective of the faculty. The Board of Trustees can do that on their own – add a report. It might be doable. If they refuse, respond back asking where is faculty governance.

Tschumi – I think they would be receptive

Anson – the Assembly President used to sit in on these meetings

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

none

#### **V. Reports**

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

On e-cigarettes – At UALR a ban on smoking preceded the legislation on smoke free campuses. We were a year ahead of that. I would be open to that kind of expression again. It is a continuing issue – the law does not provide for designated places on campus. That would solve some of our perimeter problems.

I will forgo comments on the budget and eVersity. Come to the Assembly meeting to hear about those. I do not know what the Board of Trustees will do on tuition. It is a difficult situation because of our enrollment decline. We are all going to be feeling it.

I have comments from a very recent experience of the last several days. I have been meeting with each department Chair and Dean to go over a roster of majors for that department. UALR is a transfer university. The column containing the last institution of transfer hours indicates a majority of majors in every department brings in transfer credits. Pulaski Tech is not the case for all. Transfer students come from everywhere. They are coming in at all different points. We need to take into account providing as much flexibility as we can (reasonably) to handle the diversity of circumstances to help our students. For example: Political Science has 96 majors – 58% are transfer students, of those 6 came from Pulaski Tech. Rhetoric and Writing has 59 majors – 39% are transfer students; 8 from Pulaski Tech. Personnel need to be trained to deal with transfer students. We also have a ton of post-baccalaureate students. We need to take these implications seriously.

On my reflection in terms of change – the budget situation is changing – we must change. We can't do things in the same way. Be ready to change. Do not be threatened by change. The University is much more mature than it was 10, 20, 25 years ago. It is Research designated since 2000. It is more connected with the community. We have many professionally oriented programs. We need to be thinking about curriculum at the college level. We have enough diversity that faculty should have more autonomy over curriculum in their area. We need to be thinking about college approval not University approval. We need to be nimble to accommodate, for example, military influx. Achieving changes and getting something in place quickly is hard to do, but we must go there for our own good.

Questions –

Anson – you did not want to talk about eVersity – it is a separate administrative structure – where will the SSCH's go?

Chan. Anderson – in phase II it will be a separate campus. In phase I, it is not clear where the SSCHs will go – it will be a consortium approach. I am not certain. There is a lot yet to work out about it.

Barrett – this week eVersity will be presented to the Higher Education board? will it be an open meeting?

Chan. Anderson – I do not know where it will be. It will be an open meeting. My prediction is it will be same the presentation as at the Fort Smith meeting. We need to find ways to work with it and to come out to our advantage. Any other approach will be more negative on its impact on us. We must figure out how to protect UALR's interests.

Douglas – will faculty put together degree programs? Curricular issues are important to this body, how will that happen?

Chan. Anderson – I do not know.

Watts – is there a written proposal, or a budget, anywhere? most have seen emails and articles in the paper. Is there a proposal?

Anderson – there was a ppt presentation. I will share it with you

[the powerpoint presentation is attached to the end of these minutes]

Vander Putten – It was asked if one faculty member or one group is not supportive, how will they be considered? The reply was - All we ask is of those who do not approve - do not stand in the way.

Chan. Anderson – what he means is, there are faculty members who can be enthusiastic, and there are others who won't be. It is ok for people to feel that way, but times are moving on, online education will be a big part of the future.

Anson – will you post the ppt?

Chan. Anderson – yes, I will send it.

Pres. Wright – I have the ppt, I will send it to the list.

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

I begin by recognizing the Faculty Excellence Award winners: Brian Berry, Teaching, Kristin Dutcher Mann, Service, and Anindya Ghosh, Research.

On restructuring – there is exciting news. The recommendations for CALS have been approved by the Chancellor and are being implemented. I have received recommendations for EIT. In CEHP – we have 4 finalists for Dean. They will visit campus between April 28 and May 9. Next week, the names will be made public. We have 53 applicants for CALS Dean. We have phone interviewed 11 candidates. We will recommend 3 or 4 to visit UALR between April 19 – May 6. The 3 to 4 names will be announced next week. We have 3 finalists for the Graduate School Dean position. They will visit between May 5 and May 16. By next Friday all names will be public. The application for Dean for Public Service position closes today. We have a short list for the Dean of Research - it will be public by mid-May. Interim Associate Deans for the new colleges will serve for 1 year. I am opening nominations today – now. An email will be sent this afternoon.

CCC – Community Connections Center – the goal is getting it off the ground as soon as possible. We have an internal search that close May 19.

The Faculty Taskforce on community collaborations hosted someone from NC at the beginning of April.

The first AR Research Scholar will join us July 1 along with their research team. I am not allowed to make the name public until next week.

On the Dear Colleague letter on Title IX – which protects people from gender discrimination. This describes conduct that violates the law. The Chancellor has approved a committee to recommend compliance with Title IX. Before the end of the next academic year, we must train every individual on Title IX - every faculty member, every staff member, every student. It is the law – to be in compliance.

It has been a very productive year. Thank all of you for hard work and commitment toward making UALR one of the top metropolitan, community-engaged, research universities among the 16 member states of the Southern Regional Education Board (SREB).

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

We now have 13 courses for comment. 18 are in some form of in-progress. 10 more were submitted to be considered. We will have a core in place by the deadline. I don't know if we will get to all this semester. In August we will get to those remaining.

Issues – I will ask for time in the Open Forum to consider issues.

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

We approved 5 new programs. We approved the governance and structure for the BPS (Bachelor of Professional Studies) and BAS (Bachelor of Applied Science) – for military or professionals as a way to use credits to get a degree.

We approved 14 new courses, 7 program changes and 29 course changes.

Other – we have data for repeats; we thank the Provost's office for helping us with these data.

For all of UALR - 1.63% repeated 4 or more courses – History, Biology, Mathematics and Statistics, Economics, and Accounting account for most courses repeated (see attachments online). The data is broken down by college and by department. The % of students repeating with a grade of A,B, or C, is small. The % repeating with W,D or F – much higher – whole campus – 7.1% repeated DFW

Funk – are student development courses counted in repeats?

Tramel – those courses are not counted as credit so they were not counted. I can confirm that.

Ford – why are we concerned with this?

Tramel – we had a motion in the Senate requesting data. We proposed a motion based on this data.

Jovanovic – the discussion started in the Senate, then went to UGC. Questions why will be for discussion.

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

We met twice since our last Senate meeting – April 2 and 16.

We approved 15 program changes, 1 from EIT, 1 from COS, 11 from COS, 2 from CE

We approved Affiliate Faculty status for 4 individuals and Full Graduate Faculty status for 1 person. The 4 plus 1 was approved by GC, last month approved by UGC. It is on the agenda today. We will meet one more time on April 30. The deadline is next Weds. April 23 by 5 pm for agenda items.

#### **VI. Old Business**

*FS\_2014\_4. Academic Calendar and Schedules Committee (Legislation. Majority Vote at One Meeting) To adopt the AY 2016-17 Calendar shown in Attachment 1 (no second required)*

Wright – this was moved and postponed at our last meeting, we are now resuming the motion with amendments that make corrections – include Thanksgiving break time corrected and grades due date corrected. – no classes on Wednesday before Thanksgiving and corrected grades due date from Dec. 14 to the 16. This calendar does not have a fall break.

Watts –the wish for a fall break came from the students. Do we have feedback from them?

Wright – the SGA President came to last month's Faculty Senate meeting to express wanting a fall break; there is no response this time; but last time the point of view was that they wanted a fall break. Fall break legislation is not official legislation. The calendar committee produced a calendar with a fall break. The Chancellor responded with a memo.

The Math problem of getting the correct number of hours does not give any solutions.

Barrett - should we move on this without student input? Should we wait for student input?

Pres. Wright – the calendar with the Fall Break on Tues – Weds was sent to the SGA President Thursday before the Senate meeting and is available if anyone wants to move it.

Ford – sure they would like a break. Sure, they do not see the trade-off involved. This is this body's function. I did not like the fall, break, I do not like the fall break, I will not like a fall break... [I do not like it Sam I am.]

There was a motion to terminate discussion; all ayes.

The question was called and the motion to adopt the AY 2016-17 Calendar shown in Attachment 1 carries by voice vote with two nays and two abstentions.

## **VII. New Business**

*A. FS\_2014\_5. Undergraduate Council (Legislation. Majority Vote at One Meeting) GPA calculation and repeat policy changes shown in Attachment 2 (no second required)*

T. McMillan – made the motion in attachment 2 – Grade Point Averages/Repeated Courses

This was made two years ago then referred to committee. It went to UGC where we collected data. We discovered that nowhere is it explicitly stated how GPA is calculated. Implicit is how repeated courses count. Comment on Part 2, if a grade of A in a class has already been earned – you can't repeat. This is borderline financial aid fraud.

Friendly amendment – Part 2 - first sentence 'awarded', not 'rewarded'.

T. McMillan – accepted

Tschumi – how do you see this being implemented? 2 examples – we would take all grades as they are and recalculate, or we would calculate starting on a certain date.

T. McMillan - Effectively it will be whatever is in the catalog. All students who enter in that catalog would have GPA calculated as stated. Students entering in Fall 2016 would be under this, all prior would be under the current calculation.

Anson – I do not know our current policy. Is it if a student fails course, takes it again and does better, that grade will replace, in everything but Honors?

Tramel –GPA is based on the last grade you get in a course.

Anson – I like idea that they would take a course again

Collier-Tenison – my concern is – those who do poorly, if there is some kind of life crises, being able to replace that grade keeps them in school. This new calculation will take them a lot longer to get GPA back where it should be.

Jovanovic – if student has life crisis – that is what an Incomplete is for. They should take an Incomplete and make it up. One reason we voted for this is to motivate people to sign up for courses and commit to the course. They can repeat as many times as they want to. It does not stop them from repeating, but it gives them incentive to do well the first time. Graduate schools, law schools, professional schools do not take our GPA. They look at all grades on the transcript. We give the students a false impression - making them think they might be eligible – we are being dishonest.

Collier – Tenison - Incomplete is not always option, they have to complete it within 90 days

Douglas – there is the Withdraw option

Collier-Tenison – they can withdraw from everything, but not just one course

Anson – I understand Nick’s position - a student might get out with \$100000 in student loans, but I like the idea that we reward improvement. I understand the position.

T. McMillan – it does reward improvement – in a different way.

Funk – improvement in a course shows some level of mastery; did you re-run the data on a sub-sample to see the effect on student GPAs?

T. McMillan – data are attached

Funk – how do you predict how the students will change?

T. McMillan – if the option is not there to shop around, behavior will change

Collier-Tenison- we making assumptions as to how this occurs

Maguire – we are trying to put responsibility back on them. How much of those repeats are paid for by public money?

Funk – I predict what students will do... get the course at Pulaski Tech – then they are not prepared for the next course at UALR

B. McMillan – an Incomplete does not have to be complete by the end of 90 days.

Giammo – allow a cap to deal with life circumstances

T. McMillan – the number attempts is counted by professional schools and graduate schools

Jovanovic – either all grades are counted, or the most recent grades are counted. We are limited by Banner. To allow students to do some other number of times – requires special calculations. Will put a burden on records.

Funk – we should not allow policies to be driven by Banner; for the upper tier of students – this will not impact them, for the lower students, we should not have them. The middle ground students – this will devastate those students

Rice – if we limit the number of attempts, we should not get at it through GPA calculation

Watts – in COB ?? program if they attempt a course (specific course) for a 3<sup>rd</sup> time – the student gets a letter that says they are only allowed 3 attempts. If you fail, you will no longer be a major. There is an appeals process.

Funk – those who fail, become Economics and Finance majors.

T. McMillan – we need an algorithm for calculating grade point average. This does not preclude all sorts of ways to recover from a catastrophe.

Tschumi – this legislation terminates previous legislation, not a legitimate policy until timing is included. Amendment - the policy would be effective for students entering in the Fall of 2016 undergraduate catalog

Drummond – GPA change is potentially lower GPA in the future, but should not affect those who are going to graduate school

Jovanovic – this has a bearing on our reputation to the outside world. We are telling the world that we are not very serious.

Maguire – we would be making a serious statement by limiting to 3 times.

Giese –in my first 2 years I had a 1.2 GPA, later I improved – at that place, new grades took precedent. We need to have a space for redemption.

Anson – we are not being dishonest – it is on the transcript. We have to do something to alert students that they will be paying that off for the rest of their natural life. If they are progressing, -if they know the material at the end of the course they should get credit.

Collier-Tenison- those taking a course over and over - is a very small number overall

Matson – do we have enough information to talk about this as a solution to a financial aid problem? Someone should stop them from getting financial aid money. This is not the appropriate way to solve this problem.

Nickels – I move to postpone and send back to committee

Tschumi – 2<sup>nd</sup> the motion

T. McMillan – am I getting a sense that we need to build into this a redemption clause – to get 2 redemptions –

Tramel – that is the current policy

Nickels – discussion needs to be considered by the committee

T. McMillan – one more comment – we did not bring it up to address a financial aid issue. We brought it up as an academic issue

Tramel –an artificial GPA means students get some scholarships when maybe they should not

The question was called. The motion to postpone and send back to committee passed by voice vote with one nay.

Pres. Wright -We will put FS2014-6 on Old Business for our May 9 meeting.

### **B. Discussion: eVersity**

Pres. Wright - At the last Board of Trustees meeting – there was a motion to authorize to proceed to the next phase to develop an online campus – eVersity. The Chancellor’s comments indicate that we don’t have enough information to weigh in. We need to come up with the questions to get the information we need. We have avenues of communication. They need to know what information we need to know.

Maguire – The Chancellor’s attitude is if we have questions, we are being negative. How will it help us? How will it hurt us? I am hearing – just jump on the train.

Barrett – the issue has long term implications. It sounds like it will benefit UALR for 1<sup>st</sup> few years, but then transfer to its own campus. What are the long term implications?

Jovanovic – UAF has not expressed much interest over longer time.

Matson – news out of UAF from today’s paper on eVersity and online offerings (*Company to market UA’s online courses*, April 18, 2014, Arkansas Democrat-Gazette, Arkansas section, p.10) – [reads article]. UAF – had a correspondence program, closed it a couple of years ago, but then opened it again. It is mostly self-study – but also certificates.

Jovanovic – last data shows us with more online SSCH- we have an advantage in this area. If we think we are going to stop it, we can’t. We should try to take this thing over, we have been doing it longer.

Drummond – one question – Phase I – faculty will be offering courses; In phase II – what happens to the curriculum that was created from all of the different campuses?

Pres. Wright – the plan is also for degrees offered, they will be accredited through the Higher Learning Commission (HLC)

Matson – there is another accrediting body that does faster accrediting; until they have accreditation, they can't offer degrees, students can't get financial aid. Short-term accrediting will take 2 years. HLC will take 5 years. In Phase I there is more negotiating room. I attended a meeting with Bobbit – they are cherry picking programs – the high demand programs that industry wants. They will look around to see the productive programs, - nursing, business.... they will pick programs, go to faculty at those schools, ask them one on one to participate.

Anson – called stealing...

Tschumi – that is the way they put it to the Board. The first few years, degrees will be offered through existing campuses. Our response is to be negative because we see these threats. One trustee was very concerned about Missouri – worried if there was a vacuum in AR, MO would move in. There are 1000+ programs from other entities that have been approved already for AR. They do not want another state institution to jump in here. They directed Bobbitt to do something. No Chancellor can be negative – he/she can't be publicly negative

Tschumi -Check out [missouri.wgu.edu](http://missouri.wgu.edu) (WGU – Western Governors University). MO is a clone of WGU. What struck me, when I clicked on “Faculty” I could not find any faculty. I can't find who is doing what.

Tschumi -What we don't want is an AR.wgu. I would support a consortium, not another campus. We need to be very careful – we need to say we are willing to listen, but we want a place at the table. With a new campus, there must be a Faculty Governance structure. One trustee had a concern. I looked straight at him. Faculty are very concerned that it could destroy things we spent a lot of time building with state support. While we are concerned, we want a place, to get our foot in the door. We are in a better position than other campuses, partly because we are in LR, but also because we have more experience. To shape it, we have to be in the tent. Be careful with negative. Express concern, but..

Tschumi - Trustee Rutledge, what caught his attention... Joel said 25% of our tuition comes from online. What would happen if we lost that. It would devastate our programs.

Pres. Wright – we have an online committee doing a SWOT analysis – they will be presenting a prelim report in May

Tschumi – we need to identify the Opportunities and the Threats. We need to make the threats visible without being negative. Once you produce that data, it can be used in many ways, through other avenues. It is critically important that the report comes out, even if it is delayed and comes out in late May.

Jensen – quick point – eVersity has a very particular kind of structure = 6-week courses. One implication, we will have to convert all of our courses to 6-week courses. If we do not have those courses, we can't fit in.

Tschumi – Pres. Wright is talking to other Assembly presidents.

Douglas – are faculty going to have a place at the table in setting up these programs?

Tschumi – I said to the board - if you want high quality programs, you must have faculty in charge of every program; we need some measure of faculty involvement. Set a minimum. If faculty involvement falls below that floor, the program should be dropped.

Wright – I am re-charging the ad hoc online committee. I hope we see a preliminary report, but we will do a more thorough report in the coming academic year.

### **VIII. Open Forum**

Belinda Blevins-Knabe – on CORE Courses

We never said anything about upper or lower level course for general education core. There are some upper level courses being presented. This body will have to make a decision on this. We need to have legislation to address this issue.

Do people have input/thoughts??

Tschumi – we did not specify, that leaves it in their hands (Core Council). The only to get back to us (Senate) is if it gets appealed.

Pres. Wright – yes, that is going to happen

Tschumi – Is it correct, some categories require lower level in the core??

Wheeler – nothing in the state minimum core says lower level?

Giese –what about the college core?

Wheeler – writing and math are prescribed

Jensen – what is it we are talking about? The core council is having courses submitted – upper level courses – they will wind up in this body. Some people have an issue, some do not

Jovanovic – why is this an issue?

Blevins–Knabe – I keep being asked - will upper level courses count for core? There are different philosophies about the core. It will be useful for us to know. Part of reason to bring it up is to get a sense from the campus.

Jovanovic – this gives a reason for a student to do core here, instead of Pulaski Tech

Jensen – potential problem is articulation; we need to make sure there are no problems

Tschumi – for some, core is foundational; for some, students can't do core in first few years because of the major, they can't get core in first two years

T. McMillan – a 4000-level course could be a possible course on a list, but students could still do lower level core – as long as there is a path for students to get core at lower level

Hawkins – core course are usually general survey courses, these are usually introductory courses and are the only core. Upper level core is only going to benefit our students.

Blevins-Knabe - Second issue: 3 credit hours – Humanities, Social Sciences or Communication - this is a place where we can do something interdisciplinary. Could we create a category that is interdisciplinary to also cover those 3 hours?

Javonovic – to clarify – 3 hours in the college core

McAbee – back to other issue, the upper level issue. We will face a problem with advising. We need to make sure students don't take upper level core without pre-requisites.

Hawkins – we would make sure those courses have pre-requisites – could be in lower level core; on the 2<sup>nd</sup> issue (an interdisciplinary curricular area) these are flexible hours. It will be a model of trying to develop links between disciplines. I am in favor of it.

B. McMillan – upper level core credit would help with the requirement of 45 upper level hours

Giese – you can get a major and a minor and still not meet the 45 upper level hours requirement

Jovanovic – in the interdisciplinary category... is it Humanities, Soc Science and Speech, or broader than that?

Hawkins – that would be most straight forward and simple

Pres. Wright – state minimum core sets up flexibility in those 3 areas.

Hawkins – ideally, I would prefer it to be broader, but to match the state minimum – would stay within those

Tschumi – there is nothing to stop throwing science into that as long as it also meets the three stated

Pres. Wright – it seems like it is possible; existing legislation is constraining us. Seems like a straight forward way of enabling interdisciplinary courses

Anson – we need some guidance for the Core Council

Pres. Wright – it does not sound like there is much opposition

Jensen – if we allow the upper level, it needs to be in categories where there are a lot of options

Pres. Wright – sounds like the body is not rejecting the 2<sup>nd</sup> idea

Jovanovic – we had a course that did not seem to fit into the category it was proposed for. In the existing core – there is no category for some courses to go into. Another issue the state minimum core is not written for some of these courses

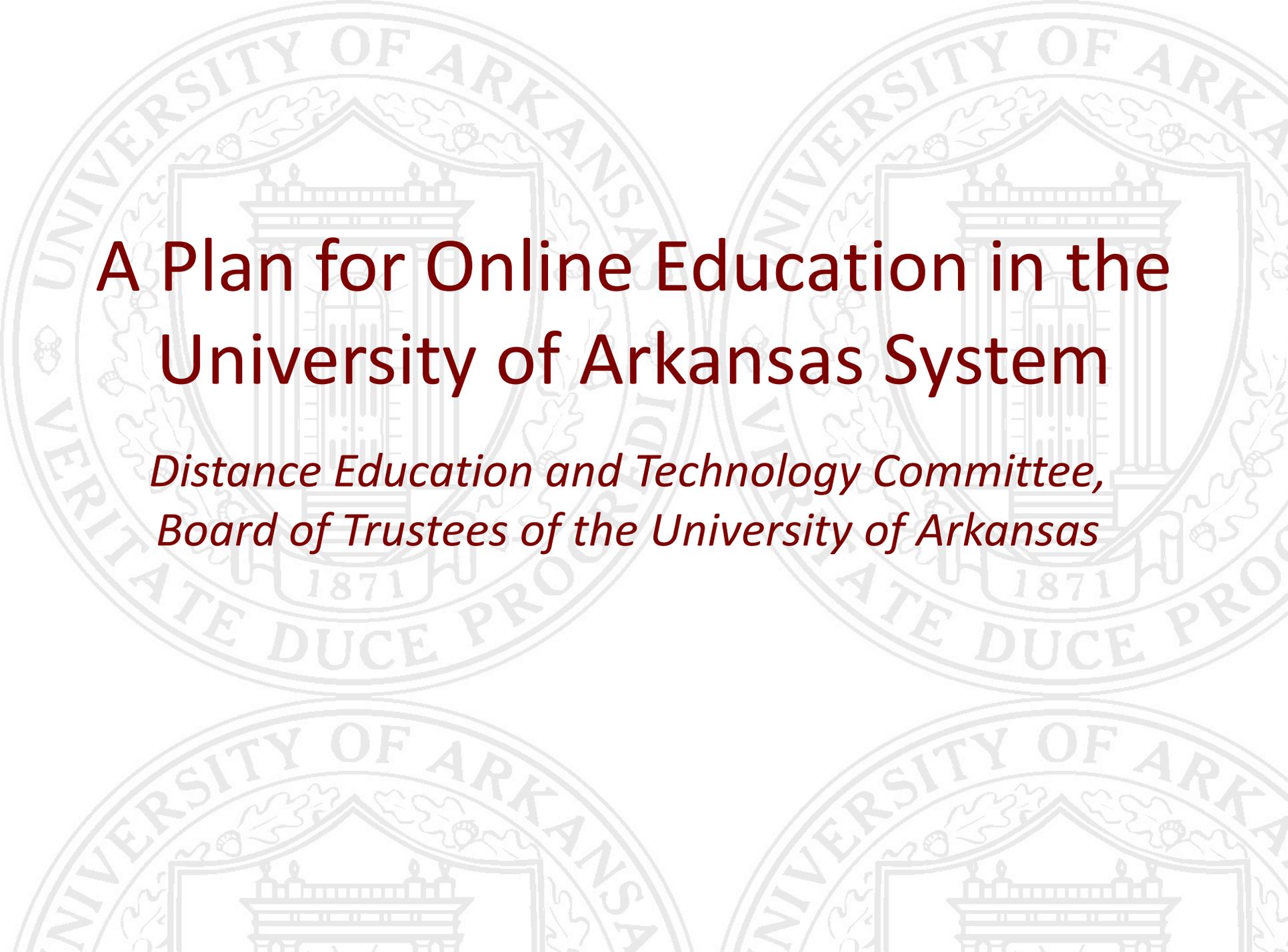
Wright – it depends on faculty expertise. Engineering disciplines do not have a category in core;

Jovanovic – there are interesting courses – but there is no category for them. Putting it into the closest category is being tried, but it does not fit.

Pres. Wright – those programs can they partner with a program that more clearly fits

### **IX. Adjourn**

Tschumi made a motion to adjourn, T.McMillan seconded the motion. The motion carried by unanimous voting with feet.

The background of the slide features a repeating watermark of the University of Arkansas seal. The seal is circular and contains a central shield with a building and a lamp. The text "UNIVERSITY OF ARKANSAS" is written around the top inner edge, and "VERITATE DUCE PROGRESSUM" is written around the bottom inner edge. The year "1871" is visible at the bottom of the shield.

# A Plan for Online Education in the University of Arkansas System

*Distance Education and Technology Committee,  
Board of Trustees of the University of Arkansas*

# A Call to Action

“...the Board of Trustees directs the President and the leadership of the UA System to develop a comprehensive approach to maximize the impact of the university through online and other distance technologies in order to better serve its educational mission”

-Adopted, November 2, 2012, UA Board of Trustees



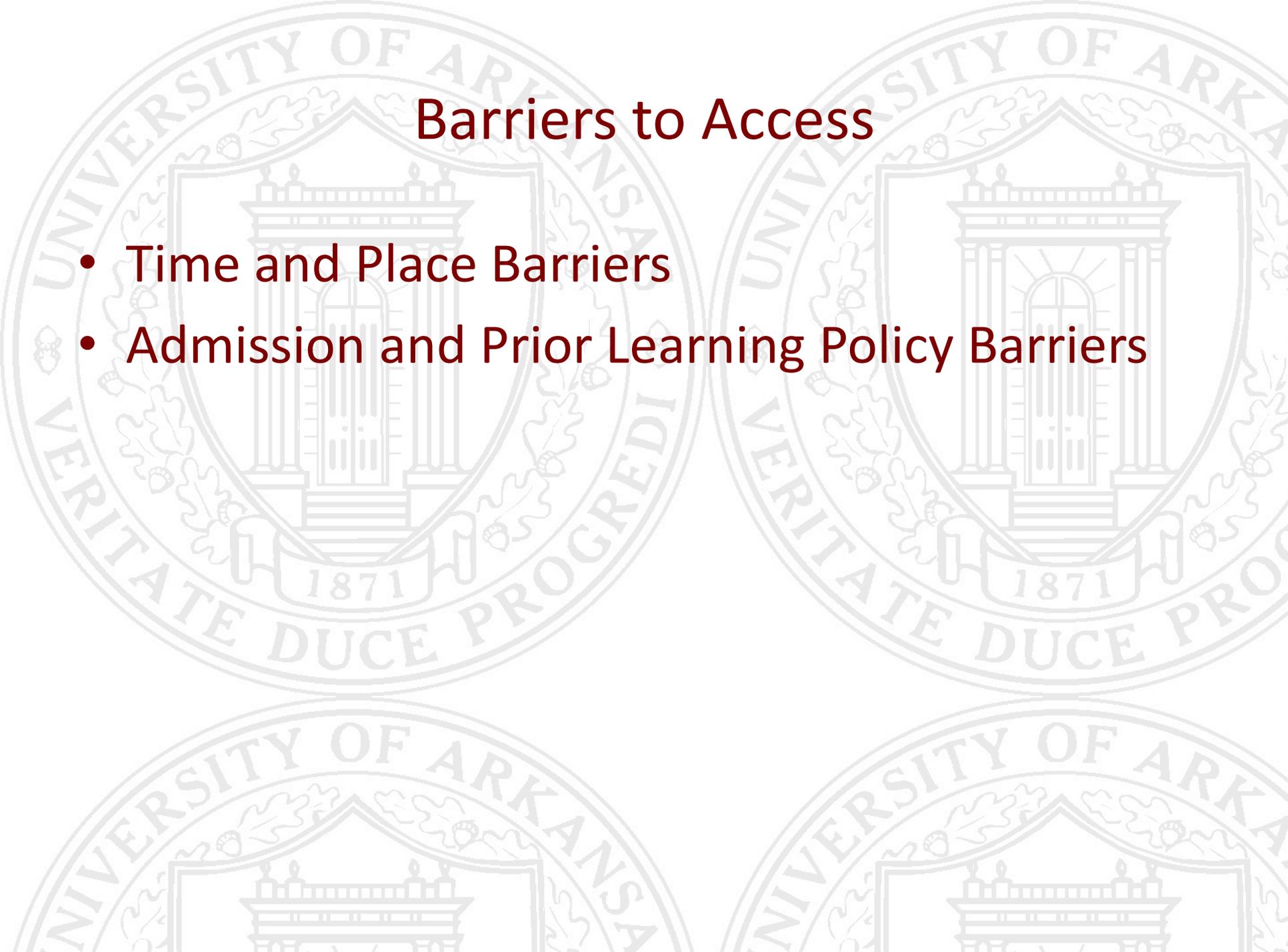
# The National Context

# Percent of population with a college degree

1. Korea
2. Japan
3. Canada
4. Russian Federation
5. Ireland
6. Norway
7. New Zealand
8. United Kingdom
9. Australia
10. Luxembourg
11. Israel
12. Belgium
13. France
14. United States 
15. Sweden
16. Netherlands
17. Switzerland
18. Finland
19. Spain
20. Chile

The background of the image features a repeating pattern of the University of Arkansas seal. Each seal is circular and contains a central shield depicting a classical building with columns and a pediment. Above the building is a sunburst. The shield is flanked by two figures holding a banner that reads "1871". The outer ring of the seal contains the text "UNIVERSITY OF ARKANSAS" at the top and "VERITATE DUCE PROGREDI" at the bottom.

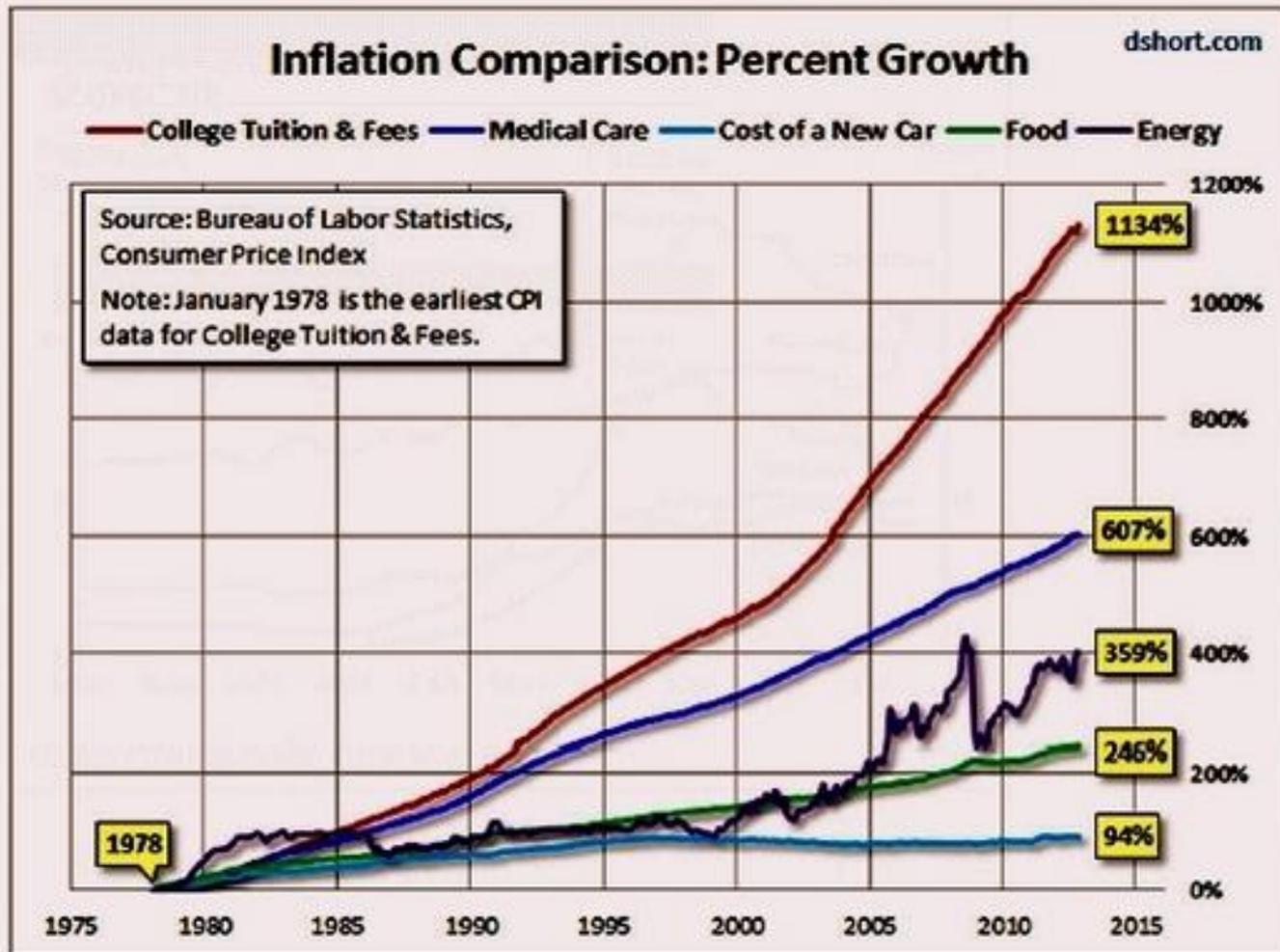
**Arkansas ranks 49<sup>th</sup> in  
educational attainment**

The background of the slide features a large, light gray watermark of the University of Arkansas seal. The seal is circular and contains a central shield with a building facade, flanked by two figures. Above the shield is a banner with the year '1871'. The outer ring of the seal contains the text 'UNIVERSITY OF ARKANSAS' at the top and 'VERITATE DUCE PROGREDI' at the bottom. The seal is repeated in a grid pattern across the slide.

## Barriers to Access

- Time and Place Barriers
- Admission and Prior Learning Policy Barriers

# Cost Barriers



The background of the slide features a repeating pattern of the University of Arkansas seal. Each seal is a circular emblem with a central shield depicting a classical building with columns and a pediment. Above the building is a sunburst. The shield is flanked by two figures holding a banner that reads "1871". The outer ring of the seal contains the text "UNIVERSITY OF ARKANSAS" at the top and "VERITATE DUCE PROGRESSO" at the bottom.

**Responding to the Need For  
More College Graduates**

The background of the slide features a repeating pattern of the University of Arkansas seal. The seal is circular and contains a central shield with a building facade, flanked by two figures. Above the shield is a banner with the motto "VERITATE DUCE PROGREDI" and the year "1871". The outer ring of the seal contains the text "UNIVERSITY OF ARKANSAS".

**Improved retention and graduation rates will not provide enough new graduates.**

# Meeting the Governor's Goal

- **38,452** – Arkansas degrees produced (2012)
- **520,000** – Additional degrees needed by 2025
- **2,391** – Annual increase in degree production needed to meet the UA System share of the goal

## A New Source of Students

- **358,000** – Arkansans with some college but no degree
- **510,000** – High school graduates with no college
- **52%** – Jobs that will require a degree by 2018

# Rise of Fully Online Education Providers

There are 85 out-of-state institutions offering 1,041 degrees in Arkansas.

## For-Profits

- U of Phoenix (54)
- Kaplan U (58)
- DeVry (32)

## Not-For-Profit

- Arizona St. (39)
- U of Missouri (18)
- Liberty U (34)

There are 16 new providers and 161 degrees set for approval on April 25<sup>th</sup>.

# UA System Distance Education SSCH Fall 2013

## 4 year universities

- UALR 11.8%
- UAM 8.9%
- UAFS 2.9%
- UAF 2.0%
- UAPB 1.8%

## 2 year colleges

- CCCUA 17%
- UACCB 6.6%
- UACCH 3.6%
- PCCUA 2.7%
- UACCM 0.9%

Source ADHE

# The Two Types of Students

Majority of current online students at UA institutions

100%  
Online  
Students

Traditional  
Face-to-  
Face  
Students



# Face-To-Face v. Online Students

## Face-To-Face Students:

- 18-24 years old
- Expect in-person services
- Want extracurricular activities and amenities
- Utilize physical plant

## Fully Online Students:

- Adult learner
- Expect online services
- Expect to pay only for utilized services
- No physical plant required

# Where do you stand on the digital spectrum?

“Every college and university needs to decide where it will stand on the digital spectrum. Will it be a brick institution (a college that focuses on campus life and close, face-to-face interaction between the members of the college community), a click institution (a university that offers instruction and services largely online), or a brick-and-click college, combining both?”

(Levine and Deen, 2012, p. 170)



# OVERSITY

UNIVERSITY OF ARKANSAS SYSTEM





## High Quality

- \* UA System Faculty Developed & Taught
- \* UA System Faculty Standards

## Accessible

- \* Seamless & Efficient Transfer
- \* Multiple Start Dates

## Affordable

- \* Affordable Tuition
- \* Broad Use of OER (Open Education Resources)

## Relevant

- \* Career Ready
- \* Employer Involvement

# History of Distance Education in the UA System

- 1998: UA System establishes 78-member task force to increase distance learning across the system
- June 4, 1999: Board of Trustees adopts the Distance Learning Framework Plan, which calls for each campus to develop a distance education strategic plan and for the creation of a Telecampus
- Task force work leads to creation of UA Online Consortium including PCCUA, UACCH and UACCB
- 2009: Collaborative Distance Learning Council is created to answer the board of trustees' call for better coordination of online programs.

The logo consists of a stylized red and black circular emblem with a white swoosh, positioned to the left of the word "OVERSITY".

# OVERSITY

UNIVERSITY OF ARKANSAS SYSTEM