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Faculty Senate Meeting Minutes

Friday, November 14, 2014

1:00 PM until Adjournment

DSC B&C

*Present:* **CALS**— Cheatham, LeGrand, Ecke, Seo, Street, Anson, Douglas, Kyong-McClain, **CB**— Mitchell, Funk, Hendon, Farewell. **CEHP**— Kuykendal, Prince, Layton, Vander Putten, Evans, Faust, Hayn, **CSSC**—Giese, Golden, Rhodes, Jensen, Matson, Hawkins (alt). **CEIT**— Jovanovic, Bayrak, Tramel, Tschumi, McMillan. **LIB**— Macheak **LAW**— Fitzhugh, Aiyetoro, Boles. **EX OFFICIO**— Toro, Wright.

*Absent:* **CALS**— He, Merrick, Amrhein, Maguire, McAbee **CB**—none. **CEHP**— Jones, Carmack, Thomas. **CSSC**— Craw, Giammo, Scranton. **CEIT**— Anderson. **LIB** – none. **LAW** – none. **EX OFFICIO**— Anderson, Ford, Morris, McNeill.

I. Welcome and Roll Call

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

II. Review of Minutes

The minutes of the October 24, 2014 meeting of the Senate were reviewed. Sen. Faust made a motion to approve the minutes as distributed and Sen. Cheatham seconded the motion. The motion carried by voice vote.

III. Announcements

None

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

None

V. Reports

A. Provost's Report – Zulma Toro

The Provost reported on the Taskforce reviewing UALR auxiliary units - the Institute for Economic Advancement, the Institute of Government and the Arkansas Small Business and Technology Development Center. The taskforce delivered their report on Nov. 12. There will be two additional phases which will include 7 more units on campus. Reports from the 2<sup>nd</sup> and 3<sup>rd</sup> phase will be submitted by January. She stated that she does not have an agenda, that we are doing reviews because we have a financial situation that we need to deal with. She stated she was accused of using a non-transparent process. She stated that she will not make any decisions until there has been opportunity for all to participate. All reports are in the public domain. If the recommendations in the reports are difficult recommendations, then we have difficult decisions to make. To move forward we will have to make difficult decisions.

She reported that meetings with each department chairman started on Nov. 3. In preparation, the deans received data from her office and 5 questions to share with the chairs. Questions for discussion include plans for the future, student success initiatives, how to enhance funding, and how to reduce budgets (4-7%) if they have to. Department chairs had time to discuss these questions with their departments. She has met with 17 departments thus far. Next week, they will finalize the meetings.

On Quality Initiative, she is ready to make the report from the teams and her response to the report public. Next week, she will also announce who will continue the work of the QI (teams) going forward.

On increasing enrollment, she remarked on the developing partnerships with community colleges. The UALR Learning Center at the UA Community College in Hope –Texarkana campus will open in the spring. The plan is to expand this model to three other U of A Community College campuses – UACC Morrilton, UACC Batesville and UACC Cassotot. She noted the potential for a 2 plus 2 program in education, nursing, construction management, and geology at the UACC Morrilton.

She reminded all of the last ‘Conversations with the Provost’ for the semester on Dec. 1 at 2 pm in the SCC Auditorium.

B. Council on Core Curriculum and Policies – Belinda Blevins-Knabe

Blevins- Knabe reported that the Core Council approved 8 courses since the last Faculty Senate meeting. She reported that they have started to talk about assessment – reminding all that core assessment begins in spring. All faculty who teach in the core will participate in core assessment.

C. Undergraduate Council – Mike Tramel

Tramel reported that the Undergraduate Council had 10 action items including 3 new courses, 6 program changes, and 1 curriculum change. They are working on electronic format for forms.

D. Graduate Council – Kent Layton

None

E. Ad Hoc On-line Committee – Lisa Sherwin

Sherwin reported that the committee convened in the fall semester. The full report is available on the Faculty Senate webpage. She restated the charge and goals of committee and its mission statement. She summarized the model for student success for online learning, which includes 3 elements – the student element, the process element, and the outcomes. The committee is seeking faculty who are interested in piloting a preparedness questionnaire in Spring 2015.

VI. Old Business

- A. Motion FS\_2014\_22: Executive Committee (Legislation. Majority vote at one meeting.) (Action to be submitted to the University Assembly for ratification at two consecutive Assembly meetings.)

Modify article IV of the Constitution of the UALR Assembly to add the Council on Core Curriculum and Policies:

Responsibilities of colleges and schools are as follows:

- 1 By secret ballot to elect representatives and one alternate for each representative to the Faculty Senate, the Undergraduate Council, the Graduate Council, the Committee on Tenure, and the Appeals Council. Election as an alternate will be for a one-year period only, and an alternate will serve only in the event of a vacancy. Each college or school will provide a list of alternates (by position) to the Executive Committee of the Faculty Senate on an annual basis.
- 2 To study college or school curricula. Each college or school shall establish its own curriculum process. Routing of curriculum and program proposals shall follow the procedures outlined in the description of the Undergraduate Council, the Council on Core Curriculum and Policies, and the Graduate Council.

**Commentary:** When the Council on Core Curriculum and Policies was added as a Council of the Faculty Senate, the statement on general routing of curriculum was missed in the modifications. This addition will clarify the curricular process.

Discussion –

Sen. Jovanovic made a motion to amend to add the Core Council to the list of councils under item 1.

Sen. Anson seconded the amendment.

The motion as amended was approved by unanimous voice vote.

- B. Motion FS\_2014\_27: Executive Committee (Legislation. 3/5 Majority vote at two meetings, first vote.) Tweak Council on Core Curriculum and Policies to generalize approval process (no second required)

Modify the paragraph describing curricular routing to:

In academic units (programs, departments, schools, colleges) curricular proposals for requests for course inclusion of new courses in affecting the UALR Core, including but not limited to course inclusion in the core, modifications to existing core courses, and inclusion in the college core will be routed through program, department, school, college curriculum committees and to the Undergraduate Council before being sent to the Council on Core Curriculum and Policies. Recommendations of the Council on Core Curriculum and Policies are subject to review by the Faculty Senate following an unsuccessful resubmission and appeal by the authors within 10 business days of the notification of the Council on Core Curriculum and Policies's decision to the Faculty Senate Executive Committee. Proposals not reviewed by the faculty Senate or having passed Faculty Senate review shall be routed to the vice chancellor and provost and the chancellor.

**Commentary:** The current “routing” language is not general enough to all of the matters that are governed by the authority of the Council on Core Curriculum and Policies. This statement needs to be generalized for clarity.

No discussion

The motion was approved by unanimous voice vote

- C. Motion FS\_2014\_16. Pete Tschumi (Legislation. Majority vote at one meeting.)(Action to be submitted to the University Assembly for ratification at two consecutive Assembly meetings.) That the section of the constitution specifying the functions of the Faculty Senate be modified as shown below to add student affairs thereby bringing the constitution into alignment with Board of Trustee Policy 100.4

### **Functions of the Faculty Senate**

Within the framework of this Constitution, the authority of the UALR Assembly, and such governmental principles as are officially established for the University of Arkansas multicampus system, the Faculty Senate shall be, under the Board of Trustees, the legislative and advisory body on educational policies and programs on this campus. The Faculty Senate shall have the right to make recommendations on all matters that concern the educational mission and effectiveness of the University.

The areas of the Faculty Senate’s legislative authority shall include but are not limited to the following list taken from Board of Trustee Policy 100.4, Chapter III, section 5.2:

1. Admission requirements
2. Curriculum and courses
3. Degrees and requirements for degrees
4. Calendar and schedules
5. Awards, honors and honorary degrees
6. Student affairs
7. Interpretation of its own legislation

In addition to its legislative authority and all actions taken under this authority, the Faculty Senate shall make comments and recommendations on matters of multicampus concern, directing them to the chancellor and, through the chancellor, to the president or other appropriate system-wide University authority. Similarly, the Faculty Senate shall make comments and recommendations on matters of UALR concern, directing them either to the chancellor alone or to both the chancellor and the president of the University of Arkansas, to be submitted by the president to the Board of Trustees.

**Commentary:** I do not know why this authority was not included in the constitution originally perhaps it was added to policy 100.4. Regardless as to why it is not there, it is one of the responsibilities of the faculty and should be included.

#### Discussion-

Sen. Tschumi reminded all that the original intent of this motion was to dot the i’s and cross the t’s in trying to copy board policy. Since then, he viewed other Constitutions. UAF’s is very different because it preceded the Board Policy. Other constitutions within the UA system copy directly from board policy. Some have “Student Academic Affairs.” At the system-level, they put all kinds of things under Student Affairs that are Academic. We have policies that are clearly academic that are under Student Affairs, and yes, there are all sorts of things that we don’t want to deal with under Student Affairs. But we need to be able to intervene when we need to. I have no objection to insert ‘academic’ in there.

Sen. Cheatham – made a motion to amend ‘Student affairs’ to ‘Student academic affairs’, Sen. Douglas seconded.

Sen. Anson asked what is difference between the two? Sen. Tschumi answered that Chan. Anderson will be happier with language.

Sen. Cheatham added that the system policies indicate that many things are considered as student affairs which are also academic affairs. When they say academic, it gives the faculty standing. It would imply we are not trying to get into managerial issues that come under Dean of Students affairs.

Sen. Jovanovic brought up the policy- requiring new freshman to live in the dorms at UALR. He noted that the faculty were not consulted on that policy.

Would that be considered academic affairs or student affairs? – Probably student affairs. But we should have some say on that – it has an impact on programs.

Sen. Tschumi gave the example of classroom disruption. It sits on the borderline between student affairs and student academic affairs. If it is in the classroom, is it academic affairs? or a behavioral issue? I am willing to go along with Student Academic affairs, but prefer Student Affairs.

The amendment failed to pass.

There was no further discussion on the motion.

The motion was approved by voice vote.

## VII. New Business

- D. Motion FS\_2014\_28: Executive Committee (Legislation. Majority vote at one meeting) College Core Transfer Agreement (no second required)

See attachment A.

Pres. Wright made the motion FS\_2014\_28 as published in the agenda, then made a motion to substitute it with an updated motion sent out the day before this meeting. No objections were made and the Faculty Senate considered the substitute motion.

See attachment B.

It was moved to amend the substitute motion to add ‘specific core course area’ to item #3. This was accepted as a friendly amendment.

It was moved to amend the substitute motion to add ‘who have completed 35 credit hours of course work in the following’ to item #4. This was accepted as a friendly amendment.

Under item #8, the question was asked of the intent of this legislation with respect to the ‘D’ policy. Sen. Matson stated that the intent is not to override the “D” policy.

Provost Toro observed that the use ‘regionally accredited’ does not address transfers from international students or online accreditation. She suggested the need for clarification of what ‘regionally accredited’ means.

Sen. Faust (Archivist) noted that ‘regionally accredited’ is in the original policy. The language exists in current policy and is therefore a separate question. The use of ‘regionally accredited’ refers to the accrediting bodies covering each region (UALR was under the North Central Association of Colleges and School which now goes by the name the Higher Learning Commission). Sen. Matson stated that online accreditation is not being addressed by this legislation – but is another issue to be considered.

There was a long discussion of the ‘D’ policy. It is Board Policy – a student must fill out a form, and can transfer a maximum of 2 courses in which they received a ‘D.’ Daryl Rice asked if a course with a ‘D’ does not transfer, how

would it count for the core. Does this policy allow for giving credit for the entire core if it has 'D's in it, or do we just count the hours? Pres. Wright and Sen. Matson commented that the intent is to reiterate that the 'D' policy is unchanged by this legislation and to remove any ambiguity – to make sure that everybody knows that the 'D' policy is unchanged. Sen. Jovanovic stated that it raises the question of if it a completed degree transfers and counts for a degree, but the degree contains 3 D's – will those count for UALR? Melissa Mathis (Transfer Office) clarified that courses transferred in for a degree results in the student will having a designation of 'meets core'. But if there are courses that UALR does not articulate, those courses will not count, and will not appear on a UALR transcript. Dean Kahler pointed out that students who come with transfer hours will have those hours accrued with respect to financial aid. Sen. Bayrak asked about internal policies not allowing transfer of 'D's for a program. Pres. Wright stated that if it is a core area then the University policy wins, if it is a program requirement, then the college/program wins. Sen. Jensen stated that in Composition, a student passes with a C or better. They will not pass with a D.

Sen. Matson attempted to clarify the intent of this legislation. It addresses 4 general education core situations which are different. There is (1) the transfer of a complete associate degree, (2) the transfer of hours that fall within the ACTS areas, (3) the transfer of hours that do not fall within the ACTS hours, and (4) the transfer of hours from out of state that do not easily match curricular areas.

It was moved to amend the substitute motion to delete item 8.

The amendment passed by voice vote.

Further discussion covered wording under item 7 and 9. Sen. Cheatham and Daryl Rice asked that the wording in item 7 be clarified to name sure it does not imply adding additional core courses. Sens. Cheatham and Tschumi pointed out issues related to double majors from majors in different colleges. Which college core takes precedence? What happens when one changes majors to a completely different college? Do their college cores transfer? Pres. Wright asked to be reminded of double major issues at a future point.

Sen. Tschumi brought up the point that referring to a policy number that we have no control over would be a problem. He made a motion to amend the substitute motion – under the top part of this motion under THEREFORE BE IT RESOLVED...under the second 'That', that in the sentence:

'This policy shall replace the sections of UALR Policy 517.1 that pertain to core transfer and transfer of associate degrees.'

Be replaced with:

'This policy shall replace all previous Senate Legislation that pertains to core transfer and transfer of associate degrees.'

Sen. Aiyetoro raised an objection to the motion, that it should be specific

The motion to amend was seconded.

Discussion went back and forth with one side favoring the idea that specificity will give clarity, and the other side stating the vagueness might work in our favor in case there is other legislation that parts of this policy is replacing. Transflex was brought up in this context. Sen. Jovanovic asked if transflex would become moot. Sen. Matson replied that transflex does not conflict and will stay in existence. Sen. Jovanovic asked if the commentary could be changed to strike the sentence about transflex becoming moot. Pres. Wright stated that the executive committee would take it into consideration.

The move to amend the substitute motion was approved by unanimous voice vote. The language: 'This policy shall replace the sections of UALR Policy 517.1 that pertain to core transfer and transfer of associate degrees.' Will be replaced with: 'This policy shall replace all previous Senate Legislation that pertains to core transfer and transfer of associate degrees.'

Further discussion went in circles questioning why we should pass this motion if we will have to amend it again. The response was that this motion addresses 4 specific situations and many of the issues brought up are not addressed by this motion, but should be addressed by this body in the future. Pres. Wright reminded all that the general education core requirements go into effect on 1/1/15 and passing this legislation will enable changes. Melissa Mathis pointed out that we are advising students right now. They have been delayed all semester. Not knowing how to advise on transfer issues has also impacted recruiting. We need to pass something now.

Sen. Cheatham made a motion to postpone, seconded by Sen. Aiyetoro. The motion to postpone failed.

The substitute motion as amended was approved by voice vote.

Marked up below: [the strikethroughs and underlines are the changes from the original motion to the substitute motion; the yellow highlights mark the changes made via amendments as recorded in the minutes]

**REVISED for November 14, 2014, Senate Meeting:**

**Motion FS\_2014-28: Executive Committee (Legislation. Majority vote at one meeting) Core Transfer Reciprocity Policy (no second required)**

**WHEREAS** the State of Arkansas has adopted various legislation to facilitate transfer for Arkansas students of higher education, including Act 98 of 1989, Act 182 of 2009, and Act 747 of 2011 (codified in ACA §6-61-218 and ACA §6-61-231) along with earlier legislation (codified in ACA §6-61-216); and

**WHEREAS** it is appropriate for individual Arkansas institutions and UALR colleges to develop general education (or “core”) curricula that reflect the values and interests of those institutions and colleges; and

**WHEREAS** UALR faculty and administrative believe it is important not to penalize students who transfer among these institutions and colleges;

**THEREFORE BE IT RESOLVED,**

**That** UALR shall repeal the December 5, 2008, policy [see Commentary] regarding core transfer;

**That** UALR shall adopt the following Core Transfer Reciprocity Policy. ~~for transfer students from public Arkansas institutions. This policy shall replace the sections of UALR Policy 517.1 that pertain to core transfer and transfer of associate degrees [see Commentary].~~ This policy shall replace all previous Senate Legislation that pertain to core transfer and transfer of associate degrees.

1. Transfer students from public Arkansas institutions shall be deemed to have met all UALR core requirements and shall not be required to complete any additional core courses if they transfer in a completed designated transfer degree (an AA, AS, or AAT) or 60 completed hours that include 35 hours of the state minimum core.
2. Transfer students from public Arkansas institutions shall be deemed to have met a specific core requirement and shall not be required to complete an additional core course for that requirement if they transfer in a course included in the state ACT system that matches a course in the UALR core.
3. Transfer students from public Arkansas institutions, including students transferring between UALR colleges, shall be deemed to have met the requirements of a specific core curricular area and shall not be required to complete an additional core course in that area if they transfer in a course taken to meet a that core curricular area requirement at the sending institution or UALR college.
4. Transfer students from regionally accredited out of state or private institutions, including those transferring in completed associate degrees, who have completed 35 credit hours of coursework in the following distribution shall be deemed to have met the core requirement in that core curricular area and shall only be required to take coursework from the area(s) they are missing:

<u>English/Communications:</u>	<u>6-9 hours</u>
<u>Math</u>	<u>3 hours</u>
<u>Science</u>	<u>8 hours</u>
<u>Fine Arts/Humanities</u>	<u>6-9 hours</u>

Social Sciences \_\_\_\_\_ 9-12 hours, including 3 hours of  
US History or American National Government

5. A “designated transfer degree” is an Associate of Arts, Associate of Science, or Associate of Arts in Teaching – or any future associate degree program approved by ADHE--that includes a 35-hour state core curriculum.
6. “Core curricular area” refers to one of the five categories established in the State Minimum Core Curriculum by Act 98 of 1989: English/Communications, Math, Science, Fine Arts/Humanities, and Social Sciences.
7. This policy shall not keep individual programs from requiring students to complete specific core courses as (1) degree program requirements, (2) prerequisites for degree program requirements, or (3) licensing requirements.
8. ~~Courses that do not transfer because of the “D” policy may not be used to fulfill core requirements.~~
9. The inter-college reciprocity policy shall only apply to a student who has officially declared a major in the sending college; and

*That* the Senate shall repeal any other prior legislation regarding core transfer that conflicts with the provisions of the 2014 Core Transfer Reciprocity Policy.

### VIII. Open Forum

- A. Discussion: Consolidation of General Education motions (see attachment B)
- B. Discussion: Attendance Policy

Based on the discussion at September's Faculty Senate meeting, it appears that some requirements on what percentage of class time can be missed before it becomes problematic for a student to succeed in the class may need to be instituted.

1. Do we want to have a university attendance policy?
2. If so, what should be the parameters?
3. Are there “zero tolerance” classes? For instance, some lab classes may have exercises that cannot be made up.
4. Any university policy would be a minimum policy. Individual syllabi can be more restrictive.
5. Should policy be determined by percentage of instructional minutes missed? Number of classes missed?
6. Outcome of violating the attendance policy? F or NC? Automatically dropped?
7. If we do have an attendance policy, how will we take attendance? Are there ways to make this less class-time consuming and reliable?

This discussion was skipped to continue the discussion on eVersity.

Discussion on eVersity –

Pres. Wright opened the discussion citing the most recent developments of eVersity. Sen. Anson stated that he was in complete agreement with the motion passed this week by the UAF Faculty Senate and that they did not go far enough in asking for a delay. He reminded all of the situation many years ago when UALR helped the technical schools evolve to the community college system we now have, even having UALR faculty teach at those campuses. Look how that has turned out.

President Wright reminded all that asking for delay is a futile gesture, now that they have already raided our coffers. There was discussion about the appropriate approach. Sen. Cheatham offered that coopting the process could be of value. If eVersity is a done deal, a battle that we will not win, then the best approach might be to embrace it, to lend our expertise, with the chance that it might mean we would end up with a leadership or governing role over eVersity in the end. Cheatham suggested we get the System Relations Committee together to work with them, they might use our expertise and it might eventually default to us.

Provost Toro was asked to clarify and state which UALR processes/facilities that eVersity will use. She reported that via a memorandum of understanding that has already been signed, UALR will provide expertise on Banner (eVersity will buy their own license), UALR will provide IT Services for eVersity, UALR will provide the Financial Aid process - students will enroll as UALR students until eVersity has its own accreditation, eVersity will use UALR student data through the Civitas program – to learn the factors that contribute to student success and failure. They paid \$50000 for the Civitas license. Pres. Wright noted the loan agreement that went through. UALR is loaning ~ \$200,000 per year for first two year. It will be paid back over 10 years.

Sen. Jovanovic asked - what are other campuses providing? Provost Toro stated she thought that UALR is the only one providing services, but she could not speak to who is or is not providing faculty or programs. Sen. Tschumi noted that Michael Moore only listed services provided by UALR in his presentation from the Board of Trustees meeting in October.

Sen. Funk asked from the point of view of a taxpayer – what number are they using? How many students do they expect or need in order to justify this to taxpayers? Provost Toro answered that the goal is 10,000 students. But that is an estimate. She has not seen all of the information. Because eVersity is not yet accredited, they cannot market outside of the state of AR. This has big implications in terms of numbers. They say they are targeting a very limited market – the non-traditional student who has some college credits. But, they need big numbers in every class because of the low tuition. They will pay adjunct salaries for the first few years which will keep expenses lower. The numbers are a big question.

Sen. Tschumi and Provost Toro reported some confusion on the eVersity target demographic. The system indicates that they are targeting students much like UALR's. However, comments from the Chairman of the Board of Trustees indicate that they are also targeting the first-time freshman who does not have the option to go off to a UA System college campus. Provost Toro added that they talk about eVersity as a degree completion program for non-traditional students, but the literature they are citing speaks to serving first-time, just out of high school freshman students. Both of these demographics overlap with UALR's targets for enrollment.

Several issues were raised regarding the initial inclusion of eVersity students under UALR's services/facilities. The System has used the example of the "University of Pheonix" student as a group they would like to capture. These students do not have high course completion rates and they have high loan default rates. What kind of impact will that have on UALR? Dean

Kahler pointed out that the loan default rate of eVerstiy students will factor into our cohort default rate. Pres. Wright pointed out that if a student starts and finishes their degree before eVerstiy gets accredited, they will graduate as a UALR student. Sen. Macheak pointed to an additional potential impact. Our library database subscription rates are based on the number of students we enroll. If we get more students, but no increased funding, we will not be able pay for the databases.

Sen. Funk asked about ethics and if we have approval to participate. Provost Toro reminded all about the memo from Chancellor Anderson allowing participation. However, Sen. Funk pointed out that it is unethical to convene a governance committee that immediately disbands once accreditation is achieved.

Several questions focusing on how the eVerstiy relates to Board Policy were asked. Sen. Jovanovic asked - Is there a Chancellor? Is there a campus? Pres. Wright answered - If so the processes should be governed by Board Policy. We need to know Board Policy inside and out to know if the democratic process is being followed.

Many questions focused on the implications of eVerstiy's use of UALR's accreditation. eVerstiy will use UALR's accreditation until they can successfully get their own. If they are using our accreditation, do they have to follow our course approval process and instructor approval process? Can we lend them our curriculum review process? What if eVerstiy fails during its use of our accreditation? What impact might that have on UALR? It was asked if there is a precedence for borrowing accreditation, and if it is legal. The answer is yes – that the Clinton School uses UALR's accreditation. The Clinton School does have a faculty and they use our curriculum process and instructor approval process.

Pres. Wright asked for some guidance on questions regarding eVerstiy's use of UALR's accreditation. It was suggested that we contact the Higher Learning Commission. Karen Wheeler can advise us on specific questions to ask. It was agreed that we also ask eVerstiy for a meeting to ask them specific questions. We need access to information about the process. We need to know how they are intending to partner with UALR, how UALR will play a role. Sen. Jenson and Sen. Boles suggested a quick short list of topics that need to be addressed including policy, curriculum, staffing, training, supervision, assessment, connections to national organizations, transfer issues... Sen. Faust stated that we need to know how eVerstiy will deal with admissions, and the certifying of faculty and curriculum. UALR has standards. Will UALR standards be used for eVerstiy students?

Another issued raised by several senators is the potential impact of eVerstiy's use of UALR's accreditation on specific accreditations. What is the potential impact on business, nursing and other discipline-specific accreditations? Sen. Mitchell stated that if a program requires 25% or more business courses, then it would fall under business accreditation. The Business College accreditation does not allow them to offer non-accredited programs.

It was generally agreed that this process has begun and will not be stopped and that there are things that we cannot control. However, Sen. Boles suggested it is very important for us to publicly state our concerns so that if something goes wrong, we aren't left with the liability. Sen. Jensen agreed that we need to go on record with our concerns. Pres. Wright will put all of the issues into a document. Sen. Anson asked if we needed to officially give Pres. Wright the authority to speak for the UALR Faculty Senate.

Sen. Anson made a motion to suspend the rules

The motion to suspend the rules passed by unanimous voice vote.

Sen. Anson made the motion that: We endorse President Andrew Wright's authority to speak for the UALR Faculty Senate to whom it may concern regarding eVersity.

No discussion

The motion passed by unanimous voice vote

Sec. McMillan was asked to write this discussion first for best results when composing the minutes for this meeting.

Several suggestions were given to Pres. Wright on how to frame the written response. Sen. Cheatham suggested a non-confrontational approach of carefully asking for information and then offering what we can to help. Sen. Ecke suggested that we treat this like a deposition to force eVersity to answer the questions. We need a series of questions. In that we don't know who to address these questions is in itself a concern. We should set them up like a deposition. It is a fact finding mission. Sen. Giese stated that we need a timeline. We need to assemble questions for eVersity and the Higher Learning Commission quickly.

Sen Matson and Sen. LeGrand pointed out that eVersity has paid staff who's only job is to make sure that they meet the curriculum and governance standards of the Higher Learning Commission. Sen. Faust reiterated the importance of knowing the rules of the UA System better than they do. Sen. Vander Putten pointed out that we have expertise on campus from High Learning Commission peer reviewers (Sen. Vander Putten and Brad Patterson).

Vice Pres. Joanne Matson was nominated to be our representative to the eVersity governance council. She demurred. Kent Layton volunteered.

There was a motion to suspend the rules, it was seconded and passed by unanimous voice vote.

Sen. Cheatham made a motion to recommend Sen. Kent Layton as the UALR Faculty Senate nominee to the eVersity Governance Committee. Sen Anson seconded the motion.

There was discussion – some asked what is our purpose in nominating Sen. Layton? What should his goals be and what will we do with the information that he gathers? Other senators answered that he can monitor and document the governance process. The UAF resolution referenced the fact that the eVersity process is not a democratic one. Sen. Tschumi reminded all of the repeated habit of the system to release information about the eVersity with very little time for anyone to react. Sen. Hendon asked if this violated open records laws. It appears that it does not.

Sen. Jovanovic pointed out that anyone can volunteer directly to be on the eVersity governance committee. It might be helpful to have more folks as choices.

The motion passed by unanimous voice vote

No further discussion, the meeting is adjourned.

IX. Adjourn

The meeting was adjourned at 3:57 pm

**Motion FS\_2014-28: Executive Committee (Legislation. Majority vote at one meeting)  
Core Transfer Reciprocity Policy (no second required)**

**WHEREAS** the State of Arkansas has adopted various legislation to facilitate transfer for Arkansas students of higher education, including Act 98 of 1989, Act 182 of 2009, and Act 747 of 2011 (codified in ACA §6-61-218 and ACA §6-61-231) along with earlier legislation (codified in ACA §6-61-216); and

**WHEREAS** it is appropriate for individual Arkansas institutions and UALR colleges to develop general education (or “core”) curricula that reflect the values and interests of those institutions and colleges; and

**WHEREAS** UALR faculty and administrative believe it is important not to penalize students who transfer among these institutions and colleges;

**THEREFORE BE IT RESOLVED,**

**That** UALR shall repeal the December 5, 2008, policy [see Commentary] regarding core transfer;

**That** UALR shall adopt the following Core Transfer Reciprocity Policy for transfer students from public Arkansas institutions. This policy shall replace the sections of UALR Policy 517.1 that pertain to core transfer and transfer of associate degrees [see Commentary]:

1. Transfer students shall be deemed to have met *all* UALR core requirements and shall not be required to complete any additional core courses if they transfer in a completed designated transfer degree (an AA, AS, or AAT) or 60 completed hours that include 35 hours of the state minimum core.
2. Transfer students shall be deemed to have met a *specific* core requirement and shall not be required to complete an additional core course for that requirement if they transfer in a course included in the state ACTS system that matches a course in the UALR core.
3. Transfer students, including students transferring between UALR colleges, shall be deemed to have met the requirements of a *core curricular area* and shall not be required to complete an additional core course in that area if they transfer in a course taken to meet a core curricular area requirement at the sending institution or UALR college.
4. A “designated transfer degree” is an Associate of Arts, Associate of Science, or Associate of Arts in Teaching – or any future associate degree program approved by ADHE--that includes a 35-hour state core curriculum.

5. “Core curricular area” refers to one of the five categories established in the State Minimum Core Curriculum by Act 98 of 1989: English/Communications, Math, Science, Fine Arts/Humanities, and Social Sciences.
6. This policy shall not keep individual programs from requiring students to complete specific core courses as (1) degree program requirements, (2) pre-requisites for degree program requirements, or (3) licensing requirements.
7. Courses that do not transfer because of the “D” policy may not be used to fulfill core requirements.
8. The inter-college reciprocity policy shall only apply to a student who has officially declared a major in the sending college; and

**And That** the Senate shall repeal any other prior legislation regarding core transfer that conflicts with the provisions of the 2014 Core Transfer Reciprocity Policy.

## Commentary

The State of Arkansas has committed to facilitating student transfer among Arkansas institutions since as long ago as 1946. Over the years, the rules have changed but the basic philosophy remains, as reflected in this statute:

In order to promote a coordinated system of higher education in Arkansas and to assure an orderly and effective development of each of the publicly supported institutions of higher education, the Arkansas Higher Education Coordinating Board shall have the power and duty to develop, with the assistance of institutional advisory committees, policies for transfer students from community colleges to senior institutions, for transfer of students among institutions of the same type, and for transfer of students from vocational and technical schools to other institutions. (ACA §6-61-216(a) (2014))

As of 2014 there are two mandates all institutions in the state must follow:

- 1) *The Designated Transfer Degree* policy, established in ACA §6-61-231 (2014), which requires all institutions to accept a completed core from students who transfer with a degree designated for transfer (an AA, AS, or AAT) or a completed 60-hour curriculum that includes the 35-hour state minimum core.
- 2) *The Arkansas Course Transfer System*, or ACTS, established in ACA §6-61-218 (2014), which specifies through a course-by-course mapping system, which courses taken at other state institutions are equivalent in terms of core to courses taken at UALR.

Each iteration of the state rules has led to modifications in UALR rules as reflected in Senate policies, Transfer Office procedures, and catalog copy. While these policies, pro-

cedures, and statements do not directly contradict each other, they appear in the catalog as a loosely related collection of rules rather than as a coherent policy. They are often confusing to students, faculty, and advisors alike. The intent of this motion is to provide a coherent and transparent policy that incorporates all of the various pieces at the state and institution level.

Additionally, the intent of the motion is to provide a consistent approach to how we handle core transfer from other state institutions or among colleges. Determining which core courses transfer and what requirements they meet should be done through the degree audit and should not require individual advisors to make decisions and submit individualized degree adjustment (IDA) requests. The IDA approach is burdensome and leads to inconsistent results across campus.

Finally, the intent of the motion is to extend the principle of facilitating transfer to those situations not currently covered by state rules and to transfers between colleges at UALR.

As noted there are several existing UALR policies being modified or deleted.

The policy in the motion referred to as being deleted is from the December 5, 2008, Faculty Senate, and it should be deleted since it refers to the old 44-hour “Blue Ribbon core”:

#### **December 5, 2008 Legislation**

*~~That students transferring to the University from a regionally accredited college or university shall meet the UALR core requirement if they transfer 44 hours meeting the following distribution of courses:~~*

- ~~1) 3 hours of college algebra or college mathematics;~~*
- ~~2) 6 hours of English composition;~~*
- ~~3) 6-12 hours of social science~~*
- ~~4) 3 hours of U.S. history or U.S. government~~*
- ~~5) 8 hours of lab science;~~*
- ~~6) 6-12 hours of arts and humanities, and~~*
- ~~7) 0-3 hours of speech.~~*

*~~Students missing some of this distribution of courses will only be required to add the courses they are missing. These missing courses must be added from the approved core courses in the corresponding UALR areas.~~*

*~~This legislation becomes effective for students entering UALR Spring 2009. Students who entered UALR prior to Spring 2009 may choose to use this policy.~~*

Another existing UALR policy that is affected is TransFlex, the 2011 and 2012 Senate legislation that allows advisors to adjust the core curriculum and the re-

quirement to have a minor for some transfer students. (see <http://ualr.edu/policy/home/student/transflex/>) As we phase out the old core and the minor requirement, TransFlex will become moot.

Finally, as noted in the motion, the Course Transfer Reciprocity Policy should replace the sections on core and associate degree transfer within UALR policy 517.1:

### **Policy 517.1:**

#### **Definition of Transfer Student**

A transfer student is one who has previously enrolled at another college or university at any time and acquired more than 12 hours of academic credit.

#### **Transfer Students' Entrance Requirements**

Transfer students are those who have been enrolled previously in a higher institution of learning and have at least 12 transferable college credit hours and a grade point average of at least 2.00 on all previous college work to be granted regular admission. Such applicants must submit:

1. Completed application for admission.
2. Official transcript of each college previously attended sent to UALR by the college.
3. Proof of two MMR immunizations (required of all applicants born after January 1, 1957).

Transfer credit from regionally accredited institutions will be evaluated only after a completed application for admission and final transcripts have been received.

#### **Transcripts**

Transcripts from institutions not accredited by the regional accrediting associations will be handled at the discretion of the Director of Records and Registration. Students presenting such transcripts may be given provisional credit subject to the satisfactory completion of further work at UALR in subjects for which they are asking advanced standing and a satisfactory grade point average. However, such transcripts may be refused altogether. Only official transcripts will be accepted for evaluation. They must include complete records of the courses taken at all other institutions and be sent to UALR by the institutions. The director may also request that a catalog or bulletin of the years covered by the transcript be presented.

#### **Transfer Students and Majors**

All transfer students are initially admitted into University College. After deciding on a major, students should ask the department chairperson or the dean of the college in that area to evaluate his or her transfer work. A given course may be accepted toward the total hours required for a degree at UALR, but may not be accepted as meeting a specific course requirement for the core curriculum or for a major or minor. The transfer credit equivalency guide for Arkansas schools is available on the Records and Registration website at <http://ualr.edu/records/tca/guide.asp>.

#### **Transferring Coursework**

Only courses taken at regionally accredited institutions will transfer to UALR. Only credit hours earned at other institutions will transfer; grades and GPA do not transfer and are not calculated in the student's GPA earned at UALR. However, all grades from all universities are calculated for honors. Only courses with grades of C or greater will transfer automatically; however, a student may request to transfer as many as six credit hours with a grade of D from any accredited college or university. Credit for the hours will be accepted as transfer credit if the course meets requirements for transfer course credit and if a student would be allowed to earn a grade of D if the class were offered at UALR. A student may take advantage of this policy at any time prior to the awarding of an undergraduate degree.

#### ~~Transferring Core or General Education Courses~~

~~As a public, state institution, UALR participates in the State Minimum Core Curriculum, which allows students to transfer up to 35 hours of general education or core courses among Arkansas institutions. Students transferring to or from UALR and another publicly supported Arkansas college or university should check with their advisors to assure proper transfer of core or general education courses.~~

~~The Arkansas Course Transfer System (ACTS) contains information about the transferability of courses within Arkansas public colleges and universities. Students are guaranteed the transfer of applicable credits and equitable treatment in the application of credits for admissions and degree requirements. Students may complete specified General Education courses anywhere in the public system as well as many courses in the degree or major that have been pre-identified for transfer.~~

#### ~~Transferring Associate Degrees In-State Public Associate Degrees~~

~~Students entering the University with an associate degree (with the exception of an associates of applied science) approved for transfer from an Arkansas college or university subject to the Articulation Agreement of ADHE of 1994 meet the UALR core requirements, effective Fall semester 2006.~~

#### **In-State Private and Out-of-State Associate Degrees**

Students entering the University with an associate degree (with the exception of an Associates of Applied Science) from outside of Arkansas or from an Arkansas non-public college or university will demonstrate their degree came from a regionally accredited college or university and includes:

- 3 hours of college algebra or college mathematics, or higher mathematics course
- 6 hours of English composition
- 9 to 15 hours of social science including a 3-hour course on U.S. history or U.S. government
- 6 to 8 hours of lab science
- 6 to 12 hours of arts and humanities, and
- 0 to 3 hours of speech

Such a degree will satisfy UALR's core requirements. Students who have an associate degree of at least 60 hours and are missing some of this distribution of courses will be required only to add the courses they are missing.

**REVISED for November 14, 2014, Senate Meeting:**

**Motion FS\_2014-28 Executive Committee (Legislation. Majority vote at one meeting)  
Core Transfer Reciprocity Policy (no second required)**

**WHEREAS** the State of Arkansas has adopted various legislation to facilitate transfer for Arkansas students of higher education, including Act 98 of 1989, Act 182 of 2009, and Act 747 of 2011 (codified in ACA §6-61-218 and ACA §6-61-231) along with earlier legislation (codified in ACA §6-61-216) and

**WHEREAS** it is appropriate for individual Arkansas institutions and UALR colleges to develop general education (or “core”) curricula that reflect the values and interests of those institutions and colleges; and

**WHEREAS** UALR faculty and administrative believe it is important not to penalize students who transfer among these institutions and colleges;

**THEREFORE BE IT RESOLVED,**

**That** UALR shall repeal the December 5, 2008, policy [see Commentary] regarding core transfer;

**That** UALR shall adopt the following Core Transfer Reciprocity Policy. ~~for transfer students from public Arkansas institutions.~~ This policy shall replace the sections of UALR Policy 517.1 that pertain to core transfer and transfer of associate degrees [see Commentary]:

1. Transfer students from public Arkansas institutions shall be deemed to have met *all* UALR core requirements and shall not be required to complete any additional core courses if they transfer in a completed designated transfer degree (an AA, AS, or AAT) or 60 completed hours that include 35 hours of the state minimum core.
2. Transfer students from public Arkansas institutions shall be deemed to have met a *specific* core requirement and shall not be required to complete an additional core course for that requirement if they transfer in a course included in the state ACTS system that matches a course in the UALR core.
3. Transfer students from public Arkansas institutions, including students transferring between UALR colleges, shall be deemed to have met the requirements of a *core curricular area* and shall not be required to complete an additional core course in that area if they transfer in a course taken to meet a core

curricular area requirement at the sending institution or UALR college.

4. Transfer students from regionally accredited out of state or private institutions, including those transferring in completed associate degrees, who have completed coursework in the following distribution shall be deemed to have met the core requirement in that core curricular area and shall only be required to take coursework from the area(s) they are missing:

<u>English/Communications:</u>	<u>6-9 hours</u>	<u>Math</u>	<u>3 hours</u>	<u>Science</u>
		<u>8 hours</u>	<u>Fine Arts/Humanities</u>	
		<u>6-9 hours</u>	<u>Social Sciences</u>	
		<u>9-12 hours, including 3 hours of</u>		
		<u>US History or American National Government</u>		

5. A “designated transfer degree” is an Associate of Arts, Associate of Science, or Associate of Arts in Teaching – or any future associate degree program approved by ADHE--that includes a 35-hour state core curriculum.
6. “Core curricular area” refers to one of the five categories established in the State Minimum Core Curriculum by Act 98 of 1989: English/Communications, Math, Science, Fine Arts/Humanities, and Social Sciences.
7. This policy shall not keep individual programs from requiring students to complete specific core courses as (1) degree program requirements, (2) prerequisites for degree program requirements, or (3) licensing requirements.
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9. The inter-college reciprocity policy shall only apply to a student who has officially declared a major in the sending college; and

**That** the Senate shall repeal any other prior legislation regarding core transfer that conflicts with the provisions of the 2014 Core Transfer Reciprocity Policy.

## Commentary

The State of Arkansas has committed to facilitating student transfer among Arkansas institutions since as long ago as 1946. Over the years, the rules have changed but the basic philosophy remains, as reflected in this statute:

In order to promote a coordinated system of higher education in Arkansas and to assure an orderly and effective development of each of the publicly supported institutions of higher education, the Arkansas Higher Education Coordinating Board shall have the power and duty to develop, with the assistance of institutional advisory committees, policies for transfer students from community

colleges to senior institutions, for transfer of students among institutions of the same type, and for transfer of students from vocational and technical schools to other institutions. (ACA §6-61-216(a)(2014))

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