



## FACULTY SENATE

### Faculty Senate Meeting Minutes August 30, 2019

#### I. Welcome and Roll Call

President Nolen calls the meeting to order at 1:00 p.m.

Andrew Wright calls the roll

*Present:* **CALS** --- Anson, Barrio-Vilar, Cheatham, Condran, Deng, Douglas, LeGrand, Scheidt, Smith, Stone. **CB** --- Felon, Hendon, Leonard, Woolridge. **CEHP** --- Atkins, Grover, Hamilton, Otters, Sadaka, Solomon, Tate, Teague. **CSSC** --- Giammo, Jensen, Lopez Ramirez, Matson, Nahrwold. **CEIT** --- DeAngelis, Jovanovik, Milanova, Shroat-Lewis, Turner. **LIBRARY** --- Macheak. **LAW** --- Cain. **EX OFFICIO** --- Drale, Nolen, Wright.

*Absent:* **CALS** - Clifton, Deiser. **CB** --- None. **CEHP** --- Ruhr, VanderPutten. **CSSC** --- Blevins-Knabe, Golden, Scranton. **CEIT** --- None. **LIBRARY** --- None. **LAW** --- Boles. **EX OFFICIO** --- Dicus, Rogerson, Weigel.

#### II. Review of Minutes

Sen. Ansen moves to accept the Senate's April minutes as presented

Sen. Cheatham seconds the motion.

Motion to accept the minutes passes.

#### III. Overview of the Faculty Senate

President Nolen presents an overview of the Faculty Senate for new senators present. "The senate is a legislative body of the university. Our area of authority includes admission requirements, curriculum and courses, degree requirements, calendars and schedules, awarding degrees and honorary degrees. We also have the authority to interpret our own legislation. The senate is a representative body for faculty and makes recommendations and comment on issues outside of our legislative authority that concern the educational mission and effectiveness of the university. We observe Robert's Rules of order as procedure for deliberation and debate where we engage in full and fair discussion working through the important issues that come before this body. If you want to speak up, you have to indicate so by raising your hand and I will acknowledge you, and it is at that time that you would have the floor. Stand and identify yourself for the purpose of the record, at least initially until we all get to know each other. When speaking to a motion, you'll want to direct your comments to me rather than to other senators or individuals ... We don't call each other out by name, but we speak to a position regarding motion. I always try to make sure everyone gets a chance to speak on an issue at least once."

#### **IV. Announcements**

DeAngelis: ATLE has a lot of programming for faculty this semester, including this afternoon. It's the first of our happy hour events at Stickyz. The first 'Lunch and Learn' is next Wed (September 4th) and includes a round table of faculty.

Nolen: Announcement from Mike Kirk from Counseling Services. They are hosting a self care fair Sept 18 10-2 to increase student retention through knowledge of services. Faculty and staff are invited as well.

#### **V. Airing of Grievances**

Nolen: We are moving into what we call the airing of the grievances. This is not proper according to Robert's rules, but this is something we've entered into our order of business about two years ago. This is an opportunity for you to introduce something onto the floor that may not be under the purview of the senate, but it may be something you want to bring attention to.

Jovanovic: We lost a department faculty member last year. She went to Philander Smith College, and she was the only departmental Engineering professor we had for that new program. There are students who should be seniors this year who are in their senior design project - who graduate in May. Program accreditation is threatened - visit is next year. Because we have not received authorization to fill that position, we can no longer assure students currently enrolled in the program that it will be accredited a year from now. Most students are intending to transfer out of state as there are no other environmental engineering programs in Arkansas, including Fayetteville.

I am disturbed by this because Environmental Engineering is #1 for attracting female students nationwide. Here at UALR it was the largest number of female students in any of our six engineering programs. What makes me really upset is that there has been no decision by the faculty to get rid of that program. The program exists and has been approved by ADHE, the board of trustees, the university ... Everything is on the books. It exists. Faculty has taken no action to get rid of it but the program is effectively being killed by our across the board budget and hiring freeze decisions. Fifteen students leaving to go out of state is more than cost of professor. It's not a good financial decision, not a strategic decision.

Wright: How many students were in the program?

Jovanovic: Approximately 15. I think 18 was the real number.

Wright: Is there a policy that allows you to shut it down if we don't have sufficient resources?

Nolen: I am not aware of such a policy outside of retrenchment.

Jovanovic. Let me just add. That faculty member was teaching environmental engineering courses for the civil engineering and construction engineering program. If she had stayed, she would be teaching environmental engineering courses for the first time, so we are down a faculty member in civil and construction engineering because of this also. We still need to hire someone to teach those environmental engineering courses for the civil and construction engineering, so this is just a total loss for the university. There's no upside to this, whatsoever.

#### **VI. Introduction of New Topics (2 minute limit)**

Wright: We made changes in additional degree legislation some time ago. More recently, we made changes in the course transfer legislation. In the case of the additional degree legislation, there is a line that talks about the major department making decisions about program courses from one degree that they complete to satisfy the second degree. I think the intent of that legislation was that the major dept was to make a decision - later covered in course transfer - interpreted - first degree (if you took calculus and chemistry and physics) and then decided to pursue major in .. the other dept could say no - legislation could come forward to resolve that conflict

Anson: Settled one problem regarding getting the high school students out of the dining facilities - are we coordinating a program that combines dual enrollment with e-Stem - since we have problems with enrollment?

Nolen: Now is the opportunity to do that and reset the relationship with e-Stem. We can readdress the senate recommendations from last fall - opportunities that would benefit both UALR and e-Stem. [To the Provost] Are there coordinations or initiatives we don't know about?

Drale: No, but I agree we can start those conversations

## **VII. Election of Faculty Senate Officers**

### **A. Secretary (Complete Mike Crow's term – 1 year)**

Nomination for Laura Barrio-Vilar. Vilar accepts. Rosalie C moves to accept by affirmation (declaration). Motion passes. Vilar is now secretary.

### **B. Parliamentarian (Complete Denise LeGrand's term – 1 year)**

Denise is continuing her term, so no election is necessary.

## **VIII. Election of Administrator to Faculty Appeals Council (2-year term)**

Floor open for nomination. Nomination for Johanna Miller-Lewis of CALS. Lewis accepts.

Nomination for Sonya Premeaux of College of Business. Premeaux accepts.

Motion to close. Ross distributes ballots.

Nolen: Result of the election as Johanna Miller-Lewis received 18 votes; Sonya Primeaux received 14 votes. Johanna is elected.

## **IX. Reports**

### **A. President's Report – Amanda Nolen**

Executive Committee & Senate -Received a proposal from Grad Council regarding revisions to graduation requirements, time limits, leave of absence, adn readmission after an enrollment lapse. After consideration we referred the proposal back to Graduate Council because there were questions about authority the proposed language seemed to be granting the Graduate School that is clearly under the authority of the faculty senate. I will invite the council chair to attend an executive cmte meeting in the near future so we can work through our concerns and the GC can bring the revised proposal for the senate to review and consider. -

All committees have been called or in the process of being called for first meetings. Joe Felan has been elected chair of Undergraduate Council, Karen Kuralt has been re-elected chair of Graduate Council, and Belinda Blevins-Knabe has been re-elected chair of Council for Core Curriculum.

Executive committee convened this morning in response to the news of Chancellor Rogerson stepping down. I've had a couple conversations with President Bobbitt over the last couple days. He invited us to make a recommendation or set of recommendations for choosing an interim chancellor. He indicated that he would consider someone internal. The executive committee put together the memo you have before you now (FSM\_2019\_02) that includes a set of recommendations regarding interim chancellor. We identified qualifications and make justification as to why we would want an internal candidate versus someone external. I'd like to accept a motion to suspend the rules to consider this memo.

Motion to suspend rules approved.

The floor is open for conversation.

Rosalie C: Criteria 3 should be 1 because the rest of them follow from the understanding that if the person is internal they can respond to other specific expectations outlined. It feels that if the president is willing to hear our strategic advantage.

Matson: The other things are so important that I'm not sure being an internal candidate overrides everything else. I want to make sure the other points are recognized. Possible an outsider could meet those things.

Leonard: Instead of calling it criteria 3 we call it therefore, agree that all of this leads up. Motion to amend - to add therefore in crit 3 - leading to a conclusion.

Motion is not seconded and thus fails.

Hamilton: Thinking about the timeframe, there are big benefits to have someone outside look at this institution in a fresh light, but in this timeframe, someone from the inside won't have to look too far to see what happened..

Smith: I agree with Senator Matson in terms of hierarchy of criteria although I see both points. What crossed my mind was someone from outside could be good, but probably I would guess that we are a little behind the curve in finding out about this. There's a chance that the president already has a person in mind.

Anson: I agree. We want someone internal for practical reasons.

Jovanovich: Any discussion about timeline? What does the president see as timeline as interim?

Nolen: Along term of at least a year or more. No intention to begin search.

DeAngelis: I was thinking about the vetting process for chancellor. For interim we probably won't have that. The document doesn't say anything about checking in with faculty senate about selection for interim would be made. I don't know, maybe some language that says hey at least notify us before announcing it to the world.

Wright: I don't disagree, but I recognize that in the timeframe. We [the faculty senate] won't meet again probably before the decision is made. Before Sunday or likely later? I don't see how we can accomplish what Michael is asking in the timeframe.

DeAngelis: At least get some executive committee response. I'm not saying to convene a special session of the senate, but some input.

Smith: This is along the lines of advise and consent for nomination - at least indicate we want some consultation.

DeAngelis: Makes a motion to amend the document to include a request for the President and the Board of Trustees consult with the executive committee on behalf of the faculty senate as they are narrowing down the options for Interim Chancellor.

Motion is seconded.

Wright: Do we have a sense of when appointment is going to be made?

Nolen: I think there is going to be a very brief amount of time. I have to trust what he told me that the decision has not been made yet - but they may be making the decision over the weekend or next week.

Matson: Does "within the institution" include retired and within the system?

Nolen: That language means someone who is currently employed at this institution.

Anson: They have a short list, correct?

Nolen: Yes, that is what I understand

Cheatham: I feel strongly that the faculty should say what it thinks and we should agree on what we think. We are part of a larger system and we should take every opportunity we can to advantage ourselves. We know a lot more about ourselves than anyone else (even within out system) and we would be advantaged that the next interim leader come from within. Unless our group strongly feels, we need to say otherwise. There are some well qualified folks.

Nolen: There's a motion on the floor to amend the document whether or not executive committee should serve in an advisory role to the President and Board of Trustees.

Motion approved!

DeAngelis: Short list have people within system (not institution) - our preference being institution ... do we want someone that's external but still part of system? Would that be ok?

Wright: Motion to give executive committee permission to wordsmith - to smooth out the language.

Motion seconded. Motion passes.

Wright: Motion for the senate to accept and endorse this memo.

Motion seconded.

Matson: Role of the board of visitors in all this? Should we include them in letter?

Giammo: Maybe not here (in document), but maybe reach out to them informally.

DeAngelis: Change roman numeral 1 to 1

Karen: Thanks to the executive committee for drafting this

Rosalie : Are we as a body willing to work with leadership from system as opposed to here (institution) ? I feel strongly that we are best served as our preference within institution

Vote is called to endorse the memo. Motion passes..

## **B. Chancellor's Report – Andrew Rogerson**

Rogerson not present.

## **C. Provost's Report – Christy Drale**

Drale: I have no additional information outside of what's been shared. This morning's news is unsettling, especially since it didn't contain a part B of incoming leadership. I share the concerns but I will say I'm still here and I'm still your provost and I think we will be ok!

Update on items from provost level ... I've been in this position for ten months. Last January I came to you with report of 3 priorities. 1st - to work on enrollment. 2nd - budget and work force stabilization. 3rd - successful accreditation. We have not been successful in reversing enrollment trend and this has serious effects on budget and workforce stability.

Impact update: Within academic affairs division, we have conducted a position management analysis to examine personnel lines between fiscal years 19 and 20. Based on that, it looks like we have lost 44 faculty 41 staff lines and 85 all together.

During 2017, 2018, and into the beginning of 19 we had 25 interim positions. We have reconciled 17 and added back 2, and now have 10 remaining interim positions. That's part of the stabilization issue. It's hard to make long term plans if you have that many interims at once - 10 remaining interims to date. It is my priority to reconcile those remaining positions so we can stabilize.

Workload policy is not resolved. Last year said I was looking at it, but there has been too much uncertainty to move ahead and take the policy forward. However, Amanda and I have talked about it and we are putting this back on the table to discuss again.

Congrats to Governance committee on finishing faculty handbook revisions! First proof edition will be ready Friday 13th! Tremendous amount of work went into updating this. It's a complete overhaul, as some of the original documents didn't exist.

On academic programs - we are planning to move the Associate of Arts (gen ed) from where it is (university college — Trojan advising and student success). They will move into CALS so they can have academic home. I invite you to give me feedback about this particular proposal.

Back to accreditation, our visit is in Feb on the 24th and 25th. There are three parts for this visit - 1) turn in quality initiative report - committee did great job on decision support system - OIRA and Cody - all part of this system. Turn in the Federal Compliance report - draft is complete and needs to be updated//finalized. Finalize the Assurance Arguments - getting close to being done - expect to be done in next few months - must submit by January.

Thanks to copy editors George Jensen & Karen Kuralt for helping us out with those.

We are in really good shape with accreditation - all reports being written - massive amounts of evidence has to be assembled and prepared - well on our way to having those lined up as well - confident we are in good shape for the visit.

On the issue of the Deans' Position statement, let me provide some context. This came from summer retreat of deans council. I asked them to focus only on the division of academic affairs and what we could do within our sphere of influence

UA Little Rock is an institution where students have opportunities to build personal and professional capabilities. We strive to contribute to the growth of the region with a focus on Central Arkansas and are dedicated to supporting continuous development.

To add more context for the Deans' Council, we compiled an environmental scan that included data on

- Rising cost of education and declining income
- Changing demographics
- Changes in higher education market boundaries and increase in competition
- Negative perceptions of higher education
- Doubt in the value of higher education
- Shifting political environment
- Shifting job market

That led us to the strategies included in the position statement. In spite of the fact that there is a lot of room for improvement, we anticipate that we will have enrollment struggles going forward and we will have to adapt. Facing significant revenue shortfall, we are going to have to figure out how to respond to that. Let's make strategic choices about our investments, let's figure out the best/right way of doing that. These are recommendations, not decisions. We want to be out in the open.

As for this year's priorities, first is to work with IEC, campus community and system leadership to respond to revenue shortfall and workforce / stabilization. This will most likely include cuts. We will want to develop and strengthen partnerships with community colleges and high schools. Also we want to continue supporting teaching and research excellence. My agenda and priority is not to get rid of research and graduate programs.

Questions?

Comment: what other divisions are doing? When I got the memo, I panicked. It felt as though the burden was being put on us.

Drale: I don't know what other divisions are doing. I know they have lost positions, (shortstaffing is across the board) but I am depending on other vice chancellors and IEC to make sure we are all doing the same thing

Comment: Were all the lost faculty and staff positions (85) that you listed earlier from from academic affairs?

Drale - Yes



## **D. Council Reports**

### **1. Council on Core Curriculum and Policies**

Posted on senate webpage

### **2. Undergraduate Council**

Forthcoming for next month

### **3. Graduate Council**

Posted on senate webpage

## **E. VC Student Affairs Report – Cody Decker [Presentation available on senate website]**

- Census is Sept 3rd and we show a decline of 343 students. After a 22% decline last year, new first-year students are up 6.1%; 31% African American, 31% Caucasian, 23% 2 or more ethnicities. We are the most diverse institution in Arkansas. We are down 292 graduate students overall; down 124 in new graduate students.
- Fall 2020 projections - In OIR we use regression (linear) models and estimate a -6.9% projection for undergraduate and graduate enrollment. This estimation does not take context into account (such as recruitment processes), but is based on historical data.
- Recruitment changes - We are establishing relationships to work directly with students, not just booth set up, but helping with fafsa completion, scholarship applications.
- Strategic Enrollment Management Plan - Figuring out population that is ideal and adjusting to them - Financial Aid - Standards - must address staffing & Technology - must respond to IEC

Wright: I've been scrutinizing reports. Related to last recruitment cycle - We didn't do the greatest job in acceptances of applications - when are we getting admission decisions out in comparison to other schools? How do we improve the # of applicants? And then increase the yield rate? And what is the turnaround time?

Decker: Chelsea arrived in February. Previous to that, the admit list was slow. One of her priorities is to speed that up to within 24 hours - students get an email and then formalized letter. Part of hangup is getting the financial aid package within a timely manner. The student might have been admitted but haven't made a decision based on finances. We have been able to speed up the process significantly.

Wright: Is there any chance we can see this turnaround? Benchmarking?

Decker: There is data that exists on this. We need to look at how we can expose that in a way that is benchmarkable.

Wright: Can we talk about our financial aid decisions? Were they competitive? Maximum amount of dollars?

Decker: There is an institutional scholarship dashboard available now. We do not have the analytics now that we will eventually have (about rewarding of scholarship and aid and confirmation).

Giammo: Within limits, there are a lot of faculty on campus would be more than willing to participate. I would be happy to talk to high school students.

Nahrwold: They [students] want to meet faculty.

Nolen: Tuesday was the day before drop. My understanding was that here was over a 4 hour wait for financial aid. Students were dropped due to non payment at the end of that day. How many students are out there still waiting to be reinstated? What are we doing to fix that problem so this time in spring we don't have the same backlog of students.

Decker: On the evening before, 697 students were marked as no delete. Another 459 students were deleted. There are very valid reasons as to why we cannot keep students enrolled. What do we do so that 1000 students on census day are not still in process? It is too many students and we must figure out a way to address this.

Matson: Question about things we are not talking about - student experience - what used to be student life - combining multicultural and student experience. There is a lack of adult and non traditional student activities. Is there any interest in moving back towards developing experiences for these students?

Decker: The admissions team and student experience team are talking about this. About what it should look like.

Matson: when you go to non traditional students on the website, it only defines what a non traditional student is.

Barrett: We have continuously deemphasized and played down graduate students - Many are working full-time. I would like to see a report that reflects graduate students - some emphasis somewhere about recruiting and retaining them.

Decker: There are opportunities for partnership. Recruitment of graduate students typically not in portfolio of student affairs.

Anson: We know problems in financial aid - what will you do about them and how quickly?

Decker: There are changes that we must make regarding personnel and technology and automation and how we interface with students. One of the key things is a scholarship model with return on investment modifiers on it. We need to talk about distribution of those dollars in terms of internal investment. There are vacancies we must address.

In response to U of A community college agreement, scholarship materials going to press now to impact students for the 2020-21 year. We will have Trojan Transfer Scholarship model for a GPA of 3.0 with 27 hours. It might not exactly match what other universities are doing, but it will make us more competitive.

Barrio-Vilar: Can you update us on the hiring process of a health services director?

Decker: I have no information to share. We have some employees in that office doing a heck of a job.

Cheatham: Going back to the yield and challenges between applications and enrollment - is that data accessible?

Decker: I know that must be used as we look at scholarship models and recruitment .. but can't comment on past role and how they used information.

#### **F. VC Finance and Administration Report – Steve McClellan**

McClellan: Energy blips - update on university's approach - they are painful and costly and are affecting equipment - when it was put in 2014, they decided to not put in one component (closed transition) and it is the ability for energy to leave power on - hindsight, university has realized we must find solution - we have entered into study - to realize risk associated with doing it - we paid for it - it will probably be 2 months before study is complete - we expect results to let us do close transition - six months to complete - if we agree to budget of 5, it can be up to 100% so up to \$1 million

What happens to reserve? Excess? E&G? We close all the funds, review, and then look at E&G fund. We try to keep excesses under half million. Restrict renewal and replacement funds. Bringing prior year monies into budget does not deal with negative net position; it doesn't solve the budget problem, but it does have a way to protect us.

Last April, the FY 20 budget was submitted that reflected a \$5.4 million loss. The board did approve that loss. REgarding the reserve account, we have between \$32-35 million of unrestricted liquid cash. Their acceptance of the budget was the board's way of saying we will allow you to use 5 million of that reserve.

Action to correct the net position will be painful. The budget that we presented projected a 1% drop in enrollment. With current enrollment numbers, we are looking at an additional \$4.9 loss in addition to the already projected 5.6 million loss. What does that mean? I have zero direct guide from system office. I don't think the board will be receptive of us to bring budget adjustment report unless we had written plan of identifiable actions of things we are doing.

Anson: Who estimated 1% drop?

McClellan: Primarily Chancellor decision

Anson: Did you agree with it at the time?

McClellan: The CFO is typically going to give a more pessimistic picture that includes a larger drop.

Bario-Vilar: For those not well versed in the business world, is there a way to get a written report of what you presented? and 2 - do you have any plans as to how to solve part of the financial problems?

McClellan: Getting good info is dependent on what you have in there. In the past, the university has not built budgets in previous years (besides E&G and auxiliary). Roll in data was incorrect, so it's hard to use it. So we can go by actual data rather than budget data. We have greatly reduced the number of budget transfers we made.

Wright: So if I understand correctly, we have right now as of today an unbudgeted 5 million dollar shortfall? We have to accommodate additional estimated \$6 million. Is there a plan to deal with the next permanent cut? Do we have a sense that we are not gonna have additional 6-7 decline in spring?

McClellan: The 5.6 mil that board approved, so there's no need to have that adjusted in fy20. When we present the FY21, I feel that number has to drop to zero. We have nine months of planning time on how that would come out.

Wright: I'm assuming we would have to take every bit of it out. If we don't accommodate \$5 million, the drop in tuition will put us an additional \$5 mil in the red. I thought we already accommodated for this ...

McClellan: We are making reductions and enrollment goes down. I'm assuming we will have some guidance within the next week. (Coming with chancellor) ... As for cost reductions in the short run, I have zero guidance.

Wright: We thought we had 12 million to take out to get to zero net position - I thought half would have to be taken out this year and half next year

Drale: Revenue shortfall is based on enrollment decline. It has to come out of fiscal year 2020, and 5.6 out of fiscal year 21 for a total of approximately \$11 million, but if we don't correct revenue shortfall, that becomes part of negative net position for next year.

McClellan: In this year's budget, we have a 1.3 million dollar gift, but that gift has not been identified for next year. If you take that with 5 mil tuition and 12.179 million is what we have to work with - we have to correct revenue expenses this year (5) and will have to correct rest before we present budget,

Wright: What's the plan?

McClellan: CFO's do not make those decisions. What the system office will tell the CEO I don't know. I would assume they would ask that we would identify 5 asap. I imagine this was a deciding factor in Rogerson's resignation.

## **G. IEC Report - Bain & Berry**

Provided an update on what the committee accomplished over summer - how we will try to play a role - thanking members of IEC committee - have given a great deal of time - many of these people have put in hours and hours - those reports framed original report (Feb 19) - It was so pleasant to hear that we are going to refer back to recommendations - not trying to reinvent the wheel but taking broad body of people plus a lot of work to make strategic decisions. Gratifying to hear a VC is taking action on recommendations.

Have gathered data - we have access to the necessary information that can help guide decisions. We have made some membership changes, you can see IEC webpage. We added Kyleen Pruit, a former CFO and faculty in CoB and is bringing experience to the committee. We are planning more coordination between the Planning and Finance committee of the senate and the IEC - 5 members from P&F are on IEC. We are trying to create a transparent sharing of info between bodies so that decisions aren't made in a silo.

Financial picture - There is \$5 mil that we need to find this year and another \$5.6 million for next year if we don't get another big gift. IEC was charged with trying to develop path forward. We developed a set of IEC guiding principles that will be distributed in the near future. These guiding principles reaffirm things we think are important as we go down a path on trying to find efficiencies. Current objectives are to find \$5 million that

will do the least harm to us \$10 mil is less than 10% of our budget. We have challenges, but we are not fiscally unhealthy currently.

The campus can directly interface with IEC for feedback, concerns, and comments.

Jensen: So much of the discussion seems to be “holes in the boat” - so much of what we are talking about is how we are going to get through this year (versus looking ahead to 5-10 years) not just question of strategic make long term cuts but also where we are going to strategically build. We have a growth in online and in mixed modalities - what are we doing to get better yields and to better serve those students? I’d like to hear more about long term plans

Berry/Bain: When we were looking first at enrollment, with a strong sense that any cuts needs to be strategic (vs cuts of convenience). However, the IEC is also examining reinvestment. What can be grown (e.g., programs and initiatives)? This committee is looking at five years down the road. The goal is to get to a point where we do have resources for reinvestment.

X. Old Business

None

XI. New Business

**A. Motion FS\_2019\_20.** Executive Committee (Legislation. Majority vote at one meeting, no second required) Baccalaureate and Associate Degree Requirements

**Be it resolved** to modify the Baccalaureate and Associate Degree Requirements (507.1) to change the residency requirement for an Associate Degree from the “final 15 hours” to a minimum of 15 hours as reflected in Attachment A (strikethrough indication deletions; underline indicates additions);

**And be it resolved** that upon approval, the revised legislation go into effect July 1, 2020.

Commentary: Changing the residency requirement for an Associate Degree to a *minimum* of 15 hours rather than the *final* 15 hours, provides more flexibility for students pursuing an Associate Degree. The proposed revision aligns the Associate Degree residency requirement with the other degree requirements, none of which specify when the requisite hours be completed in the degree.

President Nolen asked Vice President Matson to introduce the motion on behalf of the Executive Committee.

Motion passes.

**B. Motion FS\_2019\_21.** Executive Committee (Legislation. Majority vote at one meeting, no second required) Full-time Standing Definition

**Be it resolved** to adopt the definition of a full-time undergraduate and graduate student for Fall, Spring, and Summer terms as defined in Attachment B;

**And be it resolved** that upon approval, this legislation will go into effect July 1, 2020.

Commentary: The US Department of Education requires colleges and universities to define full-time standing. Rather than define full-time standing, this university defaulted to the Federal Financial Aid requirement which is 12-hours (UG) and 9-hours (Grad) for each term including summer. Students enrolled in a 5-week summer session only and who have to show they are enrolled full-time (e.g., students receiving VA benefits, international students in their first semester, etc.) are required to enroll in 12 (UG)/9 (Grad) hours during that 5 week session. Carrying a 12-hour load during a 5-week session (9-hours for graduate students) undermines the students' success by creating an untenable burden for the students. Also, given the restricted number of courses offered during the summer, it is difficult for students to find a full load of classes to meet the requirement. By defining full-time separate from the Federal Financial Aid definition, allows students to qualify for benefits (other than Federal Financial Aid) without having to carry such a heavy load.

President Nolen asked Vice President Matson to introduce the motion on behalf of the Executive Committee.

Cheatham: I offer a friendly amendment to change the effective date to January 1, 2020.

No objections - amendment is accepted.

Motion as amended passes.

- C. Motion FS\_2019\_22.** Executive Committee (Legislation. Majority vote at one meeting, no second required) Place on the UA Little Rock Assembly agenda – Amend Article I of the UA Little Rock Constitution of the Assembly to create a Dining Committee as a standing committee of the Assembly.

**Be it resolved** to place on the September University Assembly agenda a motion to change Article 1 of the UA Little Rock Constitution to add the following standing committee of the assembly:

### **Dining Committee**

The purpose of the Dining Committee is to ensure the quality and availability of dining services that are consistent with the needs of the faculty, staff, and students at UA Little Rock. The committee shall meet monthly during the academic year and on call during the summer; and it shall serve in an advisory capacity to Campus Dining and the Division of Student Affairs to review dining options, policies, and facilities.

Membership shall include five faculty members named by the Committee on Committees, two staff members named by the Staff Senate, two student representatives named by the Student Government Association, and one student representative named by the Graduate Student Association. Additionally, the committee shall include the VC for Student Affairs (or designee), the VC for Financial Services (or designee), and three staff members broadly representative of student services areas. Faculty and staff shall serve staggered, two-year terms, and students shall serve one-year terms. Two representatives of Campus Dining shall serve on this committee as members without vote.

**Commentary:** Food services are an integral part of a university setting, providing an opportunity to build community and promote collaboration among students, faculty, and staff. While the provider of food services necessarily is concerned with the business aspects of dining, it is important for decisions to be informed by the interests of the multiple users of dining services and facilities. This committee is tasked with soliciting feedback about dining from the diverse campus community and addressing and resolving short and long-term issues.

President Nolen asked Vice President Matson to introduce the motion on behalf of the Executive Committee.

Wright: I am not speaking against the motion. I favor the concept, but every time we propose a new committee we need to consider the following: As an institution, we find ourselves as a faculty in a shrinking posture, when we take on more and more we find ourselves spreading ourselves to thin and we might find ourselves being unable to staff committees. We need to be careful about further overextension.

DeAngelis: In looking at the membership of this committee, why 5 faculty, 2 staff and 2 students? I'd recommend reducing # to 3

Matson: Reducing to 3 would be ok. The staff is representative through staff senate and variety of staff organizations.

Anson: I think it's a necessary committee.

Hamilton: I support that balance. Maybe 3 Fac, 3 student, 3 staff

Student: Students most affected by this live on campus. When they don't spend \$ it rolls over and students lost 5 to 6 hundred dollars

Cheatham: Thanks for taking leadership on this. Students needed advocacy that faculty can bring (unlike staff being able to take their truth to power)

Matson: I'd consider reducing faculty, but I don't think we should reduce # of students. I appreciated lunch put on last Friday. We are at the start of a much better relationship. Not just a food issue, but community one.

Motion passes.

## XII. Open Forum (Discussion only)

Hunter: Invite Dr. Burton to speak.

Student: I'm a grad Student. I came here in 2013 as online student. I've served as admin assistant, research assistant, etc.

- 1) Students know way more than faculty or admin give them credit for. We set up lunches between ADHE and legislator.
- 2) Banner is completely hackable. Banner is supposed to be a one stop shop for students.
- 3) From the student perspective, we don't have frustration with professors. Most is with administration. Most bad experiences are with admin.
- 4) The students are paying attention and doing things behind the scenes. I wish faculty and admin were listening to more closely to students (more than SGA)
- 5) This body should take the opportunity - and faculty should make their own short list - and students would be behind them

Nolen: Your points are well taken. I will add that SGA has a seat on this senate, a seat that is rarely occupied.

Narhwold: We listen. When I hear graduate students saying to me very reluctantly that they are being talked to disrespectfully, I am deeply upset.

Student: We can't talk about rebuilding the university without talking about banner.

Wright: The Dean's Council created position statement and identity statement .. this is probably a meeting to ask whether we should create faculty statement. Maybe we should have introduced a new topic ..

RC: The hope that we have to have the future and strategic possibilities.

Wright: Makes motion to suspending of rules to introduce new topic

Motion is seconded.



Nolen: Should this be a planning and finance issue? Who should take the lead on this?

Wright: I move that we task to planning and finance to draft position statement regarding our faculty intent on future of the institution to bring back to the September meeting.

Motion to refer the issue to P&F to bring a draft to the senate at the September meeting.

Back to open forum...

L Smith:Representation on BoT is highly stacked for alumni of UofA Fayetteville ..maybe introduction to discussion about legislation about representation.

Nolen: This is an interesting topic to explore, the executive committee will look into the terrain of state legislature issues related to BoT composition.

Wright: HLC that's reviewing us now has a standard of your governing board .. this is the time to say that we might not be well served. We are certainly not represented.

Nolen: Executive Committee will take this up in the context of HLC regarding accountability and representation. We will explore what our options are.

Nick: Having an interim chancellor and interim provost .. with HLC, what's the expected effect?

Drale: We have talked to HLC about this issue of turnover .. at one point, we asked very early on about an institution .. we were told lots of universities have turnover at admin level and we don't slow down for that. That particular factor is expected.

Erin F: The work of the IEC will help with criterion 5. We have a great liaison (same liaison as UAMS) who has been very helpful.

4:17 adjourned

## ATTACHMENT A

### Baccalaureate and Associate Degree Requirements

[Policy 507.1; Revised 10/20/2017, 4/10/2015, 12/5/2014, 10/24/2014, 3/15/2013, 2/15/2013, 3/30/2012, 5/7/2004, 4/18/2003, 4/19/1994, 4/24/1992, 4/19/1989, and 10/17/1985; Originated 3/30/1983]

To receive a baccalaureate degree, a student must complete 120 hours (Academic majors and colleges may specify additional and /or more restrictive requirements) of which 30 hours must be in residence and 45 must be upper level (3000 level or above). At least 15 upper level hours must be completed in residence. A baccalaureate degree program may require more than 120 semester hours of college credit if prior approval has been granted by the Board of Trustees or it is a requirement of an independent licensing or accrediting body.

Except in majors that must adhere to standards established by national accrediting agencies, students must select at least 12 elective hours outside their program or complete a minor in addition to the UALR Core Curriculum.

Except in majors that must adhere to standards established by national accrediting agencies, major requirements must include courses or coursework either within or outside the department on

- Oral and written communication in the discipline
- Research methods, ethics, and critical thinking
- Technology.

These required hours must include:

- A minimum of a 2.0 cumulative grade point on all work attempted at the University.
- A minimum of a 2.0 cumulative grade point on all work attempted in the academic major.
- A core curriculum which must include a 3 hour course in U. S. history or U. S. government and a 3 hour course in College Algebra, College Math or higher level math course. See “Core Requirements for Bachelor Degrees.”
- A major.
- A baccalaureate degree seeking student in the process of completing more than one major may have one calendar year following graduation with one major to complete the additional declared major(s) if (1) the student has a valid degree plan on file which specifies requirements for more than one major and (2) if the student completes an application for graduation which indicates that a total of seven (7) or fewer hours remain to complete the additional major(s).

## **Associate Degree Requirements**

Except for certain programs as specified by the program, all students receiving the associate degree (the AA or AS) must successfully complete at least 60 hours.

Graduation with an associate degree requires a C average (2.0 cumulative grade point average) on all work attempted at the University; completion of at least 20 hours above the freshman level, unless specified otherwise in the program; and completion of the ~~final~~ at least 15 hours (excluding credit by examination) in residence. Hours earned as credit by examination are counted as hours toward graduation but are not counted as hours in residence. See “Credit by Examination.”

Courses completed for an associate degree at UALR will be counted toward the appropriate requirements for the baccalaureate degree.

## **Second Associate Degree**

An associate degree may be conferred as a second degree when the first degree is either a baccalaureate or another associate degree, subject to these provisions:

- The second associate degree must be in a different discipline from the first degree.
- Students must complete at least 15 credit hours in residence (excluding credit by examination) beyond their first degree.
- Only credit earned at UALR after completing the first degree will normally apply toward the second degree. However, students in their final semester of studies toward the first degree may complete the course load for that semester with courses applicable to the second degree. Students must file a written statement of their intent to seek a second degree with the Office of Records and Registration at the time of registration.
- A major must be completed. Courses completed within the previous degree that satisfy requirements for the second major may be accepted as satisfying course requirements, but not as hours toward the second degree. These hours do not count as part of the 30, except as specified in Item 3 above.
- The core curriculum component in the second associate degree is not required. However, if not taken as a part of another baccalaureate degree, a course in United States history or government (HIST 2311, HIST 2312, or POLS 1310) must be completed. See “Policy 503.3. U.S. Traditions: United States History or Government Requirement.”

## **Additional Baccalaureate Degrees<sup>[1],[2]</sup>**

Additional baccalaureate degree(s) may be conferred subject to these provisions:

- Students must complete at least 30 credit hours in residence, including courses completed previously at UALR, but excluding transfer credit, credit-by-examination, experiential credit, and repeated courses.

- All program requirements must be completed for each additional baccalaureate degree. Courses completed within the previous degree(s) that satisfy requirements for additional program(s) may be accepted as satisfying program requirements for additional degree(s), subject to approval by the program faculty.
- If not taken as a part of another baccalaureate degree, a course in United States history or government (HIST 2311, HIST 2312 or POLS 1310) must be completed, see “General Education Policy (503.3). U.S. Traditions: United States History or Government Requirement.” However, other general education requirements are not applicable to additional baccalaureate degrees.

(Academic majors and colleges may specify additional and/or more restrictive requirements.)

### **Regulations**

These provisions apply to baccalaureate degrees:

- Hours earned as credit by examination are counted as hours toward graduation but are not counted as hours in residence. See “Credit by Examination.”
- A student may elect to graduate under the provisions of the UALR Undergraduate Catalog in effect during any semester in residence at UALR before qualifying for a degree. Students who interrupt their enrollment at UALR for more than five consecutive calendar years must use the catalog current at the time of readmission or later. A student transferring to UALR from regionally accredited four-year institutions, community colleges, or junior colleges with 13 or more hours of accepted credit may graduate under the provisions of a UALR Undergraduate Catalog in effect during any semester of the previous five years in which they were enrolled at the other institution. Note: At no time may a student follow the provisions of a UALR Undergraduate Catalog that is more than five years old at the time of the student’s entry into UALR.
- A student enrolled at UALR who intends to enroll concurrently or as a transient student at another accredited institution should obtain advance approval.
- A senior may participate in commencement exercises prior to the completion of all degree requirements if the student has:
  - A cumulative 2.0 grade point on all work attempted at UALR
  - A cumulative 2.0 grade point in the academic major and in the academic minor
  - No more than nine hours remaining to complete degree requirements.
  - Submitted a graduation application following prescribed procedures. See “Graduation Procedure” in the UALR Undergraduate Catalog.

(Academic majors and colleges may specify more restrictive requirements which supersede these regulations and are detailed in the academic section of the catalog.)

### **Citation and Modification**

This policy must be cited in any curricular documents that excerpt it (such as the Undergraduate Catalog) and the Faculty Senate Executive Committee (or their designee) should review those

documents before they are finalized. Wherever there is a substantive conflict between the document which quotes this policy and this policy, this policy shall be followed.

The Policy can be modified through legislative action of the Faculty Senate (see Article III of the Constitution of the Assembly of the University of Arkansas at Little Rock).

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[1] The first degree may be awarded at UA Little Rock or it may be accepted in transfer (FSM\_2017\_1).

[2] The catalog for each of the degrees may be different, although all requirements for the first degree must be drawn from the same catalog (FSM\_2017\_1).

## **ATTACHMENT B**

### **Full-time Standing**

[Policy 503.4; New Legislation]

### **Fall and Spring Semesters**

- For most purposes, 12 hours constitutes a full-time enrollment for undergraduate students; 9 hours is full-time enrollment for graduate students.
- On a case-by-case basis, exceptions may be made for special circumstances on appeal to the Admissions and Transfer of Credit Committee.

### **Summer Terms**

- For both undergraduate and graduate students, 3 hours in any summer term constitutes full-time enrollment.
- Students who receive Federal Financial Aid, VA benefits, or other aid may be required to enroll in more hours per term in order to receive aid.