



## FACULTY SENATE

### Faculty Senate Meeting Minutes September 27, 2019

#### I. Welcome and Roll Call

President Nolen welcomes at 1pm.

A Wright takes roll.

*Present:* **CALS** --- Cheatham, Clifton, Deiser, Deng, Scheidt, Smith, Stone. **CB** --- Hendon, Leonard. **CEHP** --- Atkins, Grover, Hamilton, Otters, Ruhr, Sadaka, Solomon, Teague, Vander Putten. **CSSC** --- Blevins-Knabe, Golden, Jensen, Lopez Ramirez, Matson, Scranton. **CEIT** --- DeAngelis, Jovanovic, Milanova, Shroat-Lewis, Turner. **LIBRARY** --- Macheak. **EX OFFICIO** --- Drale, Nolen, Wright, Zakrzewski.

*Absent:* **CALS** --- Barrio-Vilar, Condran, Douglas. **CB** --- Felan, Woolridge. **CEHP** --- Tate. **CSSC** --- Giammo, Nahrwold. **CEIT** --- None. **LIBRARY** --- None. **LAW** --- Boles, Cain. **EX OFFICIO** --- Weigel.

#### II. Review of Minutes from August 30, 2019

Sen Cheatham moves to approve the minutes from August 30<sup>th</sup> as written. Motion was seconded. Minutes approved.

#### III. Announcements

Sen DeAngelis extends invitation to this month's happy hour organized by Brad Minnick at Creegans from 4-6ish.

DeAngelis recognizes and thanks Chancellor Drale for gift to ATLE in support of faculty.

#### IV. Airing of the Grievances (2 minute limit)

Cheatham: In our efforts to be user friendly, the university directory on the main site needs to be revised. I recommend considering reinstating a drop down menu because as of now, if you don't know the name of a department, it cannot be found.

Jovanovic: The new list does not have environmental engineering. I've written to people about

placing it back on because it makes no sense to leave out.

Wright: I see a lot of good things happening, so I like to believe we are moving in a more positive direction. This grievance goes back to continuum of things. Starting with Stabler hall renovation and how we as a university decided to engage in activity that was disruptive to humanities faculty and students who are housed in that building. It was right at the beginning of classes and moved throughout the year. That behavior of not paying attention to scheduling affects teaching and enrollment.

At the beginning of the semester, ITS decided to go to new directory structure. Result of these changes VM ware system used for software and teaching has been severely compromised to the point of being dysfunctional. It has significantly disrupted many classes. I've been working with people to resolve since the beginning of the semester. This is not a complaint about people trying to fix them, but about the decision on the part of ITS to make such a substantial change right at the beginning of the year without any testing. Also call in mind blackboard outage. These are three instances I'm aware of inadequate preparation that dramatically impacts us and how we conduct business as faculty. These represent changes in infrastructure where academic affairs and faculty are not being considered in the decision-making process.

Jovanovic: The structure of the Chancellor's cabinet lends itself to these sorts of problems. There are six or seven voices not from academic affairs and only one in academic affairs. This is a structural problem that leads to these kinds of decisions being made repeatedly. We need structural change in how the cabinet is created and how they vote. Academic affairs needs a stronger role.

Matson: I want to add one other incident related to Sen Wright's. This is the addition of a Starbucks in SUA. The construction is supposed to start in January. SUA is the building my department uses for classes and we had no consultation about the decision and were not included in planning.

## V. Introduction of New Topics (2 minute limit)

None.

## VI. Reports

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

At the last Senate meeting, this body approved recommendations for the selection of recommendation for Chancellor, and the executive committee refine them and delivered those to the president of the UA system along with the Board of Trustees. It was apparently well-received and the executive committee met Dr. Bobbit on Friday for a very constructive conversation. We are pleased with the result of the process with the selection of Chancellor Drale.

Last week I invited president Bobbitt to speak at the University Assembly meeting, as well as the upcoming faculty Senate meeting in November - to engage him as much as we can around the work that we do, to engage with him on the real challenges that our students face that make them qualitatively different than a more privileged student body such as Fayetteville or another institution in the UA system. I see this as an opportunity to educate the president and the Board of Trustees about this institutions place in the state and the challenges that come with carrying out that role and that mission. I'm looking forward to him attending the Senate meeting in November which will be immediately after the Board of Trustees meet.

At the August Senate meeting there was some concerning statements about the vulnerability of Banner and student hacking. I sent out some updates as I met with Thomas Bunton, Director of ITS about the vulnerability of Banner. Regarding the specific threat that was described at the Senate meeting in August, they did not find anything to support that specifically. However, through our conversation he did state that there is a vulnerability there in respect to Banner, and we need to be careful. In particular with faculty - with our sign on. When we sign on in classrooms we need to make sure that we sign out when we leave the classroom and just be protective of our information there. But remember that next summer comes dual authentication. Hopefully that will alleviate a lot of these problems.

I neglected in the August meeting with all the excitement to say that we do have to appoint counsel to the executive committee so at this point I'm going to solicit nominations. This is a two-year term. It must be a senator. The role of the council is to provide expertise and context to policies and issues that come before the Senate. This is an appointed position, not an elected position. If you would like to nominate yourself or someone else, send those nominations to Secretary Laura Barrio Vilar by next Friday.

## **B. Chancellor's Report – Christy Drale**

I don't have a lot of add to my comments from last Friday, but I do have a couple of updates. First of all, if you missed the assembly speech and want to review it, it is posted. Right now it is on the Provost website and there is a place there where you can find all of my speeches, but the assembly speech last Friday is there.

Probably the biggest question on people's minds is when are we getting a new Provost, so let me just give you a little bit of an update on that. Remember that I sent out a survey to get some feedback on characteristics and attributes that we were looking for, and I got 250 responses - so a pretty healthy response rate. That was excellent. I'm almost done looking through them all. It is taking me a little longer because I'm coding as I go through them. I want to put them into categories of attributes and characteristics and so forth, so that I can see what rises to the top. I'll be done with that this weekend, and I anticipate that I will be ready to make an announcement before the end of next week.

I want to respond to a couple of concerns that were brought up regarding communication in general, but let me address the physical plant communication. I really do show your concern. Communication on that has not been good. As interim Provost, I mostly found out about those projects after they had already been started. Angela and I have tried to stay on top of those and in communication and tried to avert the worst disastrous decisions in that regard, but that is something that we definitely have to be better on. It will be a commitment.

I also think that is really part of a larger communication issue however. We have not done a particularly good job with internal communications on this campus. Not only do you find things out after the fact or in progress or maybe not at all, but that happens even the people at the executive level - where we are not finding out what the others are doing sometimes. So I don't have any updates regarding the action there, but it will be a high priority of mine to get better communication going from all of the vice-chancellors and across the units so that we can be better informed and so we have an opportunity for more input.

The generator was brought up. I am trying to get more communication on that, but I did inquire on that last week to get an update. The first step is that they have to do the kind of study and that is there a requirement before we make a change and I am told that that is going to be done soon. Once that has been completed then I presume we are in a position to move forward with the regular physical contract change over - I forget what they call that. Is it a continuous transmission system? Anyway, one without disruption. That's what I know about that, and I will let you know about anything more that I hear about that.

That is just about all I have in terms of updates. I've been very busy the last two weeks, but a lot of things are in progress and a lot of conversations are starting that had lapsed. As you know I met with John Bacon, but I've also been in communication with Margaret, the Chancellor at PTC. We are going to restart proceedings that we used to have with folks from PTC and with folks from our institutions just to talk about ways that we can help each other. We are planning to meet in November, and we are thinking that one of the top priorities to work on will be ways to smooth the transition between the two institutions. We want to make sure that that transition process is smooth, and a lot of that is on our side. We have to really work on our onboarding system, and we want to know what their problems are. By having that direct communication we will learn that more systematically as opposed to randomly. I'm looking forward to that. You have topics that you want to put on that agenda or that you want to hear about, please feel free to email those to me and I will be happy to put it on the agenda.

We are going to have more meetings like that. We're trying to get communication going with as many partners possible now. You might recall one of the things I said at the assembly is that partnerships are going to be a big thing this year because we need to reach out to our partner schools are feeder

schools in particular but also other kinds of entities. A lot of people have asked what are we doing about graduate recruitment country obviously had an issue with out this year oh, so it's not just about high schools and community colleges, as important as those are, but we have to find those other venues or we can make contact with people who and Industry who might be interested in coming back for graduate degree need to find more effective and efficient ways every single Saudi and says, so we are going to be talking a lot more about that and bringing more people into that conversation as we go and also Brian Barry and Cody Decker are going to collaborate on that component of the enrollment management making sure that we don't leave that out of the conversation, so stay tuned. I'll be happy to take questions.

Q: Who would be involved in the meetings at PTC?

Drale: We haven't come up with a full list yet but we are Thinking that their academic and student affairs people and ours - We want to make sure everyone involved with transition issues is at the table.

Q: One problem I've heard communication across campus is that a lot of deans are reluctant to share information with their faculty. We don't have that problem in the college of business, but i've heard from colleagues that some of the deans May be insecure about losing their spots, so that might be one place to address that.

When you talk about making contact with other entities for graduate studies - we need to keep in mind that there are other people who want to continue with their education but had to drop out for various reasons - so of the corporations or companies in town would be good to meet with so that they could provide funds to help their employees go back to school.

Drale: College of Business specifically has been reaching out to companies who have tuition plans/payments to talk to their employees about opportunities. I would invite all the colleges .. you have natural entrance through the Advisory committee. They might be some of the best people to start with in making connections to potential graduate students.

Nolen: Reminder that we have newly formed building and grounds committee. It could be a good conduit between faculty and facility initiatives .. maybe a way to bring faculty into these considerations.

Matson: Could you say something about enrollment management plan?

Drale: This has been something the campus community and particularly academic affairs has been asking for a long time. We didn't really get one with the previous administration, so it is a top priority

for obvious reasons and was also a top in IEC report from last Feb. It is something we know we have to do. it is going to include both recruitment plans and retention plans. Daryl is working with retention committee to hone in on what will be best return on retention For recruitment, we have tried many things and not in a very planned way so . We really need to figure out return on investment piece that makes sense for our student body and population that won't require hiring a million new people to do it. Dr. Deker has been looking. . So one thing we have been looking for is that surely there is a good model for that. We don't have to. There are good models.He found one from Northern Illinois Univ that is pretty good model for enrollment management plan . If you read that plan it is eerily familiar with problems they are addressing. We could almost take out their name and stick ours in there and now we have that and we know the components we want to put so Now a matter of figuring out what strategies will be best fit for us.

Nolen: Enrollment plan will also address graduate, correct?

Drale: Yes. Brian Berryl is working with Cody Decker and Daryl Rice to figure out what those components will look like. Graduate recruitment is pretty different than undergrad. While there are areas of overlap, there are key differences between graduate and undergraduate recruitment. With graduate recruitment we do Rely heavily on graduate coordinators and the programs themselves to make contact with undergrad programs around the country.. No reason why we can't identify that process and make it explicit and then talk about how other parts of the university can support those efforts. Dr. Berry is going to have .. We have cobbled together an associate dean position in the graduate school from other positions so we will reintroduce that position and That individual will have significant recruitment responsibilities. What grad recruitment is coordination and support. We hear they feel out there by themselves without resources. Important this enrollment management plan be a comprehensive plan and that means addressing all kinds of students.

Q: In that context would it be possible to provide something on grad school website so individuals who encountered specific issues can suggest solutions or place concerns so there is input?

Brian Berry: Great idea. Until we get something like that built, use the improve UA Little Rock. I will see it immediately. All of these kinds of suggestions. Send it and we will farm it out to people that need it and we can collect it there.

Q: Maybe reminder of where that link is located.

E Finzer: We will be sending out a report this week and we will use that as an opportunity to remind people.

B Berry: I'll make sure it goes on the graduate site.

Drale: You can also send suggestions to chair of committees - to Daryl Rice and Cody Decker. We welcome emails.

Q: Are we legally required to use Entergy for our energy?

Drale: I don't know the answer to that, but I'm unsure if there is another company available.

Q: Feasibility of using our generators more? Would that be significant in cost savings or not? Are we contractually bound?

Drale: I think Generators are more costly.

Comment: Generators are not designed for long term use.

Nolen: Going back to the enrollment plan, part of recommendation from IEC is academic planning - what is your thinking on - how is academic planning - which we haven't really done collectively - how is that effort going to be informed by and inform an enrollment plan?

Drale: Because the academic plan would presumably identify potential areas of growth and would consider academic strengths on institution, and theoretically you would want to push recruitment towards those resources. presumably you would want those things to go hand in hand - the academic planning process is not completely coherent yet - IEC is working on institutional effectiveness component of that, so I'm expecting to see results of that. Also- Academic deans looking at programs and putting input into that as well. You're right. Must go hand in hand.

Q: I'd suggest that we do a quick review of organizational strategic plan before we work at academic, enrollment, other plans. Our strategy document that exists currently is still an all things to all people teaching plan and we do not have the resources to do that - and I would not recommend we go through another two year strategic plan but maybe you and the cabinet can review the most significant aspects of the plan

Q: Feel free to dodge this, but I want us as a senate to talk about this - At the assembly meeting, President Bobbit made some comments about how any recruiting area is open up for game - is this really that we can recruit in any area in the state or are there some protected areas? Maybe a topic that can be brought up in November.

Drale: In terms of our undergrad recruitment, our recruiters have assigned territories and go around to all parts of the state. We already do that in the same way that everyone does. The Implied answer to that question is yes, everyone can recruit anywhere. Nothing is stopping us from doing targeted recruitment.

Q: It's not just recruitment, but a step further into making another institution.

Drale: The jury is out on how successful that will be as a return on investment for the brick and mortar aspect. We can try to compete with brick and mortar, but we can also try to compete with online. We would need to brainstorm and look at what makes the most sense for us to do.

Q: I'm a mechanical engineer and Thermodynamics as my main subject : Many campuses have looked at alternative energies. Very few do this because as soon as university comes up with a credible plan to create their own generation facility, the power electricity company comes up with big discount to not lose, so you end up not becoming your own generator, but you get a discount. Not sure if we are a big enough customer to do that.

Drale: Other part of that .. Energy companies have more influence than we do on legislation, so for instance if you have an electric or hybrid car you will pay more on registration because that's how they make back. The state, not necessarily the energy company. Not as much tax, so that's another part of the equation.

Q: getting back to future strategies - It's important for admin to understand there is critical mass effect in staff and those of us who still recall comments that Dr. Decker made after being appointed stating his lack of expertise in student affairs - understanding the skepticism on campus when it comes to claims of content expertise- I wonder if there is a credibility issue.

Drale: Cody has a very good handle on many aspects of student services operations and is addressing critical problems and making genuine improvements. In terms of recruitment and strategies in general retention, he is looking carefully at scholarship - and he knows he doesn't know anything, but with his analytical mind, he's smart enough to know what he doesn't know and will bring in subject matter expertise when necessary and to assemble good teams.

### **C. Council Reports**

- 1. Council on Core Curriculum and Policies - Report posted on website**
- 2. Undergraduate Council - Report posted on website**
- 3. Graduate Council - Report posted on website**

### **D. Planning & Finance Committee & Governance Committee**

Cheatham: The governance committee is meeting and we are pleased to be working with the copy editor in the office of the provost to make sure the current version that was approved of the faculty handbook is accurate and hopefully that will be out in October. That's pretty close to being completed.



You will recall that part of the work done last year was that we approved guidelines for distinguished and university professorships. We have a subcommittee of our group working to see if we can develop overarching wording to make it possible for deserving faculty to be considered for promotion in those areas. The reason we are thinking about doing this at the university level right now is because that action would be embedded in a departmental governance document and given there are many departmental governance documents that would not be approved in order to have that language.

We are concerned that many of us would still be not around who are qualified for those appointments if we cannot come up with some level of overarching university wide language. Then of course departments could develop internal guidelines that would be more specific. Hopefully that will be coming in the October meeting with the possibility that if approved, faculty could be considered for that level of appointment or promotion this year. We are still actively engaged in reviewing governance documents.

Planning and Finance: At the end of the last academic year there was a draft report that we didn't have time to get up for full consideration but hopefully some of you have seen it on the Senate website. It has been there since April. A couple of pieces of background information on this. A lot of things have changed at the system level over the last four or five years. When the previous attorney retired, spent last year or so cleaning out huge books of administrative memoranda and as a result of that, things that used to be system guidelines disappeared. There was a determination that it did not need to be a system memorandum anymore.

Most recent one was a minimum number of minutes for classes to meet. There is no longer a system policy or board policy that speaks to minimum enrollment. This language (report) comes from University of Chicago adapted by subcommittee of our folks to provide guidelines on that basis on which classes might be cancelled based on some level of low enrollment. It is a great deal more descriptive than numerical. We are trying to bring it to attention to the senate and we will ask for input so we can bring it back for approval. If you'd rather think about it and get back to me or the rep from your college, but we would like to bring this forward to the senate to get approved.

Wright: The general policy here is looking more student friendly in restriction of cancellation of classes, but we also do have to pay attention to fiscal aspects of running lots of courses with low enrollment. This policy may not resolve those two tensions. Consider making those decisions on course scheduling rather than course cancellation. Under this policy there may be difficulties in cancellation

Cheatham: It feels as though we're something in a sea change period - classes that may be popular may no longer be popular - so some decisions are hard to predict

Hendon: There is language in here that the goal of cancelling is rare. There is some aspect of this document that suggests we would never cancel a course for low enrollment. Please give us language to make the wording stronger.

Wright: We have a policy regarding class scheduling and so that might be more appropriate place to do what I'm talking about rather than in this recommendation

Cheatham: We had recommended in committee that we have the summer schedule available with spring when it in fact should be happening right now - in advising it's difficult to help students plan effectively because they are unsure if class will be offered in summer. So if classes are made known and if we have a policy for better management, that might impact both retention and continuing success. If any additional comments or word changes, please bring forward.

We were charged to report back on future of institution- We've had three meetings since senate charge. We have pages of suggestions that we are trying to sift through and organize. Not yet done but there is urgency, so we will have report on Oct meeting.

Specifically things that system could do that would assist us -

1. Reconsideration at system level at how employee based tuition discounts are booked - you have to designate a home campus, obviously wonderful benefit but we would like to see that they book the cost of that tuition - for instance, employee here and take class, it's a benefit. But if you're an employee at UAMS and take class here, we have to book that cost in our expense side to the tune of 963k. If those were shifted, doesn't change benefit but changes cost without impacting employee. Admittedly impacts bottom line of whatever institution they are coming from. This uniquely disadvantages us.
2. When cost of new ERP was established, the system developed formula for charging each campus based on enrollment.
3. Depreciation of buildings - AR has 50 year depreciation schedule, UA System has established 30 year depreciation schedule. Most surrounding states have 40 year depreciation rate for higher institution. This could save us more than a couple million dollars.

In response to the Dean retreat report and faculty student ratio - how can we use the data on our student body in terms of matching best practices with our student population? Our committee will be sharing in Oct how we envision our future.

Wright: ERP .. going back to, I don't think everyone understands that we are paying for this piece of software by charging our students more - we passed another institution in the state for higher cost - what planning and finance is talking about is that the fee is disproportionately falling on student body.

Jovanovich: We made a loan for eversity ...

Cheatham: The money may not have been transferred

Drale: They had a certain number of years to return .. and term was rescinded.

Cheatham: A lot of this is book entries.

Hendon: I think we were also told that per student fee does not adjust so we lose students we are paying more per student.

Cheatham: I am not positive yet. We will know by final report. In relation to minimum enrollment,

VII. Old Business

**None**

VIII. New Business

**A. Motion FS\_2019\_23.** Executive Committee (Legislation. Majority vote at one meeting, no second required) Dual Enrollment Admission Policy

**Be it resolved** to adopt the Dual Enrollment admission requirements (to be included in the Admissions Categories Policy 502.1, revised, 8/30/2013, 12/8/2006, 4/14/2006, 2/4/2005, 3/19/1999, 2/6/1999, 4/19/1996). As indicated below:

Dual enrollment is defined as a high school student's enrollment in postsecondary coursework for college credit only. Students are admitted into the dual enrollment program as non-degree seeking students and thus not eligible for financial aid.

Eligible high school students who wish to participate in dual enrollment must provide:

- An application for admission and application fee;
- Proof of required immunizations;
- Written approval/recommendation from high school principal or designee;
- Written permission from parent/legal guardian;
- A high school GPA of 2.5 or greater; and
- An ACT composite score of 19; or
- A combined Critical Reading/Math SAT I score of at least 990; or
- A comparable COMPASS score.

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

*Commentary:* Dual enrollment program provides opportunities for high school students to earn college credit by enrolling as non-degree seeking students in UA Little Rock courses. This program is different than concurrent enrollment programs in that dual enrolled students may only enroll in the course for college credit. Also, they would be taking the course along with other UA Little Rock Students on campus. High school students enrolled in concurrent programs enroll in courses (usually) taught on their high school campuses along with other eligible high school students. Also, they may take the course to satisfy both high school and college credit.

Comments:

Wright: Could we make that amendment to change to "19 or higher"

Funk: From the committee, changes from ex committee version is that we have no reason for the high school principal .. look at math subscores,

Subject to instructor/dept chair - student can register for course but we are trying to give instructor ability to make decision to remove student from course

For college credit exclusively\* instead of only

That's us imposing requirements in HS

Cheatham: I questioned the word only. We don't control that, the high school does. High school will allow students to satisfy course requirements, so we can offer credit but it's up to HS, so if we got rid of only

Matson: for high school credit only is to distinguish between concurrent and dual

Nolen: trying to differentiate it

Wright: We do have control over where we convey our transcripts, so we don't have to report to the high school these courses so we do have some level of control on whether they can be used. Student has access to unofficial transcript.

Cheatham: Students cannot take classes at their HS but if HS wishes they can be exempted

Jovanovic: distinction is not credit issue but concurrent are taught most of the time at high school by high school teachers. Dual is taught by our faculty.

Nolen: For dual enrollment, credit can only be counted as college. For concurrent, it can be high school and college. It is our practice that we have concurrent on site at high school. But that is not the definitive difference.

Wright: how is it enforceable that .. we are going to offer the course, but can we say it will only be used in this way and not another way coordinating boards rule is not enforceable?

Wright: Arguing in favor of ex committee language, having buy in from part of school is powerful protection for student - otherwise we are distant from administration

Erin: Last year we had 6 dual enrollment (majority is homeschooled) so who would they go to?

Jovanovic: I took calculus in HS from a university - did not have to have permission from my HS because it was an evening class.

Funk: trying to write policy for the future, not the past ... something that has flexibility

Wright: I'm more thinking in terms of day courses and in terms of a certain local campus. If all parties that might intersect with students academic career that provides protection.

Hendon: Why must they reapply for degree-speaking status?

Nolen: Because they don't have a high school diploma, they can't be degree seeking

Hendon: Maybe accelerated option?

Cheatham: DHE website 6.60.202 of 2017 - for dual enrollment students - qualified students recommended by high school principal

Cheatham: move to withdraw motion and refer & seconded

Scheidt: Maybe strikethrough to recommendation

Seconded.

Wright: move to refer this matter to ATCC and to the executive committee to reconcile

Motion to move seconded. Motion to refer this matter to ATCC and to the executive committee to reconcile approved.

**B. Motion FS\_2019\_24** Executive Committee (Legislation. Majority vote at one meeting, no second required) Amend Credit by Examination Policy to update AP Credit language and add language regarding AP Capstone Diploma.

**Be it resolved** to amend the Credit by Examination Policy to update AP Credit language and add language regarding AP Capstone Diploma (underline indicates addition; strikethrough indicates deletion).

### **AP Credit**

UALR will award some level of credit, placement, or exemption for AP examination scores of three (3) or higher. ~~UALR may award some level of credit, placement, or exemption for AP examination scores of 2 or lower.~~

The request to Undergraduate Council should include the name of the examination, the corresponding UA Little Rock course(s), and the amount of credit awarded for acceptable scores on the examination.

**AP Capstone Diploma:** For students who have successfully completed the AP Capstone Diploma, in addition to awarding credit based on AP examination scores, students will receive credit for the research and seminar components in the AP Capstone Diploma program, with each component awarded three (3) semester credit hours. If these credits cannot be assigned to a specific UA Little Rock course or requirement in an academic program, these components shall be awarded as general lower level elective credits.

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

*Commentary:* Effective Fall 2018, the Arkansas Department of Higher Education Coordinating Board revised guidelines relating to concurrent enrollment. Under this policy, credit is awarded for a score of 3 or higher. No course credit may be awarded for an AP Exam score below a 3.

The AP Capstone Diploma is based on two year-long AP courses: AP Seminar and AP Research wherein a student must earn scores of 3 or higher. In addition to these courses, students must earn a score of 3 or higher on four additional AP Exams of their choosing in order to be eligible for this diploma.

There are currently 16 high schools in Arkansas that participate in the diploma program including Little Rock Central, Parkview, eSTEM, Episcopal, Lisa Academy, Mount Saint Mary, and Mills.

Comments:

Nolen: This is a similar sort of program as the IB diploma credit that we approved 2 years ago. Modification to this policy that is aligned with IB diploma. Four AP courses + year long research project + year long seminar comprise AP diploma - students have come here with AP diploma and this provided guidance on how we can award credit for those two pieces.

Jovanovic: How are these research and seminar projects evaluated? National standards?

Nolen: Yes, and they are awarded a score similar to the courses.

Motion **FS\_2019\_24** approved.

**C. Motion FS\_2019\_25** Admission and Transfer of Credit Committee.  
(Legislation. Majority vote at one meeting, no second required) Revise concurrent enrollment admission requirements.

**Be it resolved** to revise High School Concurrent Enrollment policy (502.8, originated 1999; updated 2006) as follows (underline indicates addition; strikethrough indicates deletion).

Under state law UALR may concurrently admit qualified high school students ~~to its academic programs as part-time students.~~ from participating high schools as non degree seeking students.

To be eligible to apply for High School Concurrent (HC) enrollment, the applicant must meet the requirements of:

~~Completion of at least 50% of the state-recommended college preparatory course with a minimum~~ Minimum overall high school GPA of 2.5; ~~or and~~

- a. ~~Minimum overall high school GPA of 3.0;~~
- ~~or c.~~ ~~Minimum 21 ACT composite score~~
- b. Achieve a minimum composite score of 19 on the ACT, or the equivalent score on other student placements exams.

Individual university departments may restrict enrollment into specific courses based on:

- a. Acceptable scores on a departmentally approved placement or proficiency test; or
- b. Acceptable subscores on the ACT in the specific substantive areas, e.g., math, English, or reading; ~~or.~~
- c. ~~Permission of the department chair or instructor~~

All courses offered in any concurrent enrollment program shall be approved by the UALR curriculum review process. All faculty teaching in a concurrent enrollment program shall be approved by the appropriate UALR department and be provided an orientation to UALR procedures with respect to Faculty Handbook responsibilities, instructional procedures, and materials prior to teaching the course.

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

Commentary: Under current standards, we admit students to the CE program who do not qualify to take any CE course. Changing the requirements from “meet one of three” conditions to “meet both conditions” removes this inconsistency. Under the new standards, students who have completed high school requirements by the end of 8<sup>th</sup> grade would be eligible to enroll in CE courses in first term of 9<sup>th</sup> grade.

Greenbrier currently offers Health and Computer Literacy as CE options to 9<sup>th</sup> graders. The proposed standards match the admission requirements for undergraduate regular admission.

Other universities’ requirements



School	Transcript required + GPA	Concurrent Program Admission Requirement	
		ACT Composite	ACT Reading
UCA	Yes, 3.0 overall	20	19
UAPTC	Yes, 2.0 overall	--	19
UAPB	Yes, 3.5 in subject	19	19
UAFS	Yes, 2.0 overall, completed 9 <sup>th</sup> grade	17	17
ASU	7 <sup>th</sup> semester GPA 2.5	19	19

Comment:

Funk: We were approached by Erin Finzer with some practical problems and this is in response to those.

Nolen: changing to an “and” instead of or

Wright: Motion to move to floor. Seconded!

Amend to say achieve to say “19 or greater” - withdrawn

Wright: This is effectively lowering required minimum GPA .. can you describe the reasoning and anticipation of impact?

Funk: Reasoning is if they are good enough for university they are good enough for concurrent.

Motion **FS\_2019\_25** Passed.

- D.** Motion FS\_2019\_26 Admission and Transfer of Credit Committee (Legislation. Majority vote at one meeting, no second required) FTIC Admission Requirements for Military Applicants

**Be it resolved** to adopt following first time in college admission requirements for military applicants:

In accordance with the standards set forth by each of the branches of the armed forces, recruits must possess either a high school diploma or equivalence in order to enter the military.

Furthermore, proof of military service is evidence that FTIC applicants have acquired additional knowledge, skills and abilities that supplement the evidence shown by a high school GPA as to the applicant's preparedness for college success.

Therefore,

- (1) UA Little Rock will assist in obtaining high school transcripts on behalf of all applicants who provide proof of military service.
- (2) The Director of Admissions will consider the applicant's military service in addition to high school GPA and admission test scores when evaluating the application for FTIC admission.

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

Commentary: Current practice does not require a high school transcript for freshman applicants with military experience. Approximately 10% of military freshman applicants do not submit a high school transcript (approximately 5-10 per fall term). Applicants without a high school transcript are admitted in a pre-baccalaureate status. There is not defined pathway from pre-bacc to degree-seeking.

Funk: In the past we've granted waivers .. this fall we admitted military as non-degree seekers. There is no pathway to go from non-degree to degree. Memo that allowed military to not have military transcript, but we have to have transcript for ADHE - but will put in extra effort to find GED scores and/or transcript

Wright: You can go from non-degree to degree if you have the credentials, but not if you don't.

Funk: You may never have those credentials if you have a GPA of less than 2.5 .. impossible to get without waivers

Jovanovic: We admit high schoolers ..

Nolen: They have the equivalent through completion of requirements

Cheatham: Purpose of #2 - what does this mean?

Funk: It allows someone who is 40 and retired from the military to be admitted and to let the director consider admission.

Matson: to say "UA Little Rock requires a high school and/or GED"

Hendon: Some of the high school diplomas will be impossible to find.

Funk: The reason we started was to show friendliness

Matson: How about "a high school transcript or GED equivalent will be required; UA Little Rock will assist in ...Propose amendment - at the beginning of 1.

Wright: Way of phrasing this 2) "The director of admissions will consider the applicant's military service as proof of a high school transcript or GED equivalent when evaluating ..."

Second to Matson's amendment.

Wrights motion seconded.

Funk: You have to have a GED or high school diploma.

Hendon: In many cases school records are non-existent. Education may not be documented (if for instance overseas) in a way that's documented here. Their military services goes beyond a high school education.

Nolen: ADHE requires this particular credential to be degree seeking.

Jensen: As proof of instead of in lieu of ...

Funk: Apply to us. Let us see your credentials. In the meantime, we'll help you look.

Wright: How restrictive is ADHE language? I can't imagine such a restrictive language.

Jensen: Difference between having it and how you verify it?

"The director of admissions will consider the applicant's military service as proof of a high school transcript or GED equivalent when evaluating ..."

Smith: "equivalent" instead of proof of?

Wright: They have these credentials to be in the military so we believe this is good enough.

DeAngelis: If we use the word proof and this person does not have a diploma or GED are we in violation?

Funk: Fine with language on the floor as long as it's accompanied by us busting our butts to find that for ADHE

Matson: "HS transcript or GED are required" and then two sub points 1) help locate it and 2) if we can't find it, we'll take service as proof - so single point with two sub points

Jensen: "If one has military service then it necessarily follows that one had the equivalent of .."

Wright: Federal gov requirement - when it comes to financial aid of degree seeking and non degree seeking? Who is saying this? The state? Who made the decision that non degree seeking is not eligible for financial aid?

Michael: We need clarification - "on point 2 related to proof of - if we would be in violation of ADHE rules"

Jensen: If there's no contradiction, they can just leave it or do they need to come back to us?

Wright: Against motion to refer - there is some level of time critically as this would effect January - the rules that would make this troublesome have not been passed yet. If ADHE does pass these rules then it would be appropriate to amend for compliance. I don't believe we should refer it

DeAngelis: Call the question (no objections)

Motion includes an amendment amend Item 2 to read "The director of admissions will consider the applicant's military service as proof of a high school transcript or GED equivalent when evaluating ..." and a second (friendly) amendment to reformat so there is a main point is that high school or GED is required.

"We will require a high school or GED requirements and then subpoints of 1) finding it and 2) consideration of military service as proof of diploma ..."

Motion Passed.

## IX. Open Forum (Discussion only)

DeAngelis: About governance committee ... Is there a calendar of governance documents - what is the status of approving departmental governance documents?

Cheatham: Committee has completed its work on all documents, three amendments but provost has to read and make comments before going to chancellor ... decided to induct all departments that have been in limbo to validate the doc they have is the one they want approved - sent back comments to lots of departments so we want the new provost to read the most up to date version and everyone knows it's a top priority so we hope it gets moved quickly but until we know who the new provost is we can't put pressure on them

X. Adjourn

Dismissed at 3:32