



FACULTY SENATE

Faculty Senate Meeting Agenda
March 19, 2021
1:00 PM until adjournment
Synchronous Online

I. Welcome and Roll Call (1:03 PM)

Present: CHASSE – Baylis, Blevins-Knabe, Cheatham, Condran, Groesbeck, Hamilton, Heil, Matson, Mitchell, Nahrwold, Scheidt, Scranton, Smith, Tate ; CBHHS – Atkins, ten Bensel, Golden, Hendon, Jones, Leonard, Ruhr, Sadaka, Solomon, Teague, Woolridge ; CSTEM – Baillie, DeAngelis, Deng, Kattoum, LeGrand, Milanova, Pidugu, Ray, Turner, Woolbright ; LIBRARY – Macheak ; LAW – Boles, Cain, Woodmansee ; EX OFFICIO – Drale, Bain, Nolen, Wright, Henslee, Dekay

Absent: CHASSE – Condran, Mitchell ; CBHHS – Solomon, Teague; CSTEM – Pidugu, Ray

II. Review of Minutes from February 26, 2021

Wright: Motion to accept w/amendment: Correct “11B” (p. 2) to “11D”
Approved

III. Announcements

Hamilton: Mural selected for Ottenheimer Library; designed by Emma Chamber, BA candidate in School of Art and Design.

Baillie: Mobile Institute (MIST formerly MoSi) Best Practices Faculty Workshop begins May 17; more info forthcoming

IV. Airing of Grievances (2 minute limit)

- Wright: Recent legislative actions by state legislature will negatively impact recruitment efforts and current students

V. Introduction of New Topics (2 minute limit)

- Baillie: No discounted graduate course tuition for UA Little Rock faculty; only undergrad; discourages faculty from taking grad level courses and completing degree(s).
 - Clarification (Dean Berry); current policy does not allow discount for Ph.D., only Masters (non-terminal)

VI. Reports

A. Executive Committee - Amanda Nolen, President of Faculty Senate

- Exec Committee invited to demos vendors for course evaluation software
- Hope Dr. Montague has recorded demos
- Coincident with review of T&P
- Need alternate for UGC
- Joanie Mee/liaison with legislature; response is that response has been concerted and

tactical; Nolen requested summary of those efforts/responses

B. Chancellor's Report – Christy Drale, Chancellor

- Re: legislature, all colleges and universities working together in response to various bills; tremendously challenging, but being “relentless and systematic” in lobbying for modifications to legislation. Active in fighting the “most objectionable” legislation
 - Caveat: No leverage in terms of political parties
- Budget update: Trying to take a different approach in order to attain balance
 - Taking a twofold approach:
 - 1) Evidence-based, accurate projections for revenue and expenses
 - 2) Make sure revenue and expenditures match at beginning and end of fiscal years
 - Hard to accomplish
 - WorkDay slowing down process
- FY 2022 will have balanced budget
 - Caveat: We are currently reducing our budget through all the cuts, maintenance + CARES and infusions of state monies
 - Need to grow enrollment to maintain balance by end of year
- CARES funds: 2nd round is \$11 million; 4 million to student allocations; 7 million to institutional
 - No “grand plan” yet. Taking recommendations from colleges.
 - Need to offset lost income from reduced housing, etc.
 - Submit institutional level ideas for use of CARES monies to Chancellor, Provost, Dean, et al.
 - Guidance for round 2 coming out; on-line restrictions have been dropped
 - Money must be related to Covid-19 pandemic
- Diversity: register for Ibram Kendi talk on March 31, 6 PM
- Working on job description for Chancellor's Fellow in DEI
 - Being shared with Race and Ethnicity Advisory Committee
- Position with a stipend to help chancellor coordinate and pursue DEI initiatives
- Job description will be shared for feedback
- Believe this is a way to make progress rather than waiting for more permanent funding
- Return to open campus per Board resolution.
 - Phase 4; may still require face masks and social distancing
 - Need to do this; not just a Board directive
 - Students want a fully engaged campus community environment; still held as superior to on-line offerings

Qs:

- Springer: Matching revenue and spending
- Stauffer: Will FY 22 include any raises?
- Baille: Will there be a concerted effort to provide truly hybrid courses this fall (high flex?), allowing students that cannot come to campus to stay enrolled?
 - R: Unlikely there will ever be a return to past model; need to do what

makes sense, need critical mass on campus to create sense of place and community, need to differentiate between students who cannot come to campus and those who would simply rather not do so.

- Need right mix of on-campus and on-line options
- Cheatham: Clarification re category C or D?
 - R: \$3 million in Category D
- C. Provost's Report – Ann Bain, Provost & Executive Vice Chancellor
- Ann Turner part of presentation: High Impact Learning
 - <https://www.youtube.com/watch?v=ZNTPlxUoGdI>
 - Develop such videos for promotion and recruitment
- Re: budget buildup
 - First focus on **E and G**; not looking at compensation yet.
 - Workday/Adaptive Insights will provide actual numbers for AY2022; e.g., 6% enrollment decline projected, can track impacts in specific areas
 - Going forward, improved and specific line item breakdowns will be possible; improves grasp of what expenditures truly are
- Implementing Project Cleanup
 - Rehabilitate spaces, store and make available usable furniture
 - 1st target is FA former studios and kiln area that can be outdoor space
 - Records and Reg website with list of Zoom Rooms
 - Space management still a concern/software option 1 has contractual issues/looking at other possibilities
 - Needed to manage, maximize, and make available spaces on-campus
 - Est. Learning Commons in Ottenheimer Library
 - JB Hill doing assessment of Library
 - Technology Support Center has been renovated but not maximized in terms of use; will be part of Learning Commons
 - “Neo-natal” stages in looking at how Library space is used/how students and faculty wish to use it
 - Stay tuned
 - Thanks to Thomas Bunton and IT
 - One-year extension for tenure track faculty approved by Dr. Bobbitt
 - Discretionary option for faculty, but inform Provost of decision
 - Have a good Spring Break!
 - Link to memo: <https://ualr.edu/facultysenate/files/2021/03/Tenure-Clock-Memo-3-5.pdf>

Questions:

- Matson: learning Commons what is discussion re: management and operation?
 - A: In-progress; gathering data; will not be a unilateral decision
- Q: Will units retain individual identity?
 - A: Purpose of centralization is to have one place to channel students, but not erase distinct functions

- D.** Undergraduate Council - Joe Felan, Chair (no presentation; report available)
- E.** Graduate Council - Laura Ruhl, Chair (no presentation; report available)
- F.** Core Council - Belinda Blevins-Knabe, Chair (no presentation; report available)
- G.** Student Government (SGA) and Graduate Student (GSA) Associations
Landon DeKay and Natalie Snow presenting

- DeKay: Re-structuring of SGA
 - Expand rep for Athletics and International Students
- Bipartisan group to address legislation
- Meeting with Mayor , State Senator Elliot and Jannie Cotton to discuss racial barriers
- SGA elections in April
- SGA and GSA want to increase student representation on committees
 - Coordinate/share seating with GSA. Ensure representation of both constituencies.
 - Link to resolution: https://ualr.edu/facultysenate/files/2021/03/Proposal-to-Faculty_Staff-Senate-Permanent-GSA-Position-on-Committees.pdf

Clarification by President Nolen: Altering the composition of Senate Committees require legislation

- Senate can make recommendations concerning committees added to University Assembly agenda
 - Motion/2nd to suspend rules
 - Passed
 - Motion to place on University Assembly agenda to Modify Article I
 - Traffic, Committee on Committees, Policy Advisory
 - 2nd/passed

H. Planning & Finance – Andrew Wright

- Requests the [summary of CARES funding expenditures](#) be made available to P&F and entered into the Senate record
- Requests that 1) the externally facing units recommendations to the Chancellor from [IEC Update Strategic Resource Allocation Study 2019](#) be entered into the Senate record [below]; 2) IEC recommendations on Graduate Assistant positions; enter into Senate record [See “IEC Report to the Chancellor November 2019,” Scenario 1 (pp.4-7), below].
 - Dean Berry: Recs/scenarios were sent to governance leaders; all info in Bb shell; has begun reallocating money for GAs into academic units
 - Wright: Wants to make sure that these records, which have been previously shared, will be entered in Senate record for greater ease of access

VII. Old Business

- A. Motion FS_2021_04** Faculty Governance Committee (Legislation. 3/5 Majority vote at two meetings of the Faculty Senate - second vote verbatim to the first vote, no second required, second vote.) Modify Article III of the University Assembly to change AIGC committee member terms of service.

Be it resolved to amend Article III of the Constitution of the University Assembly as follows (underline indicates addition, strikethrough indicates deletion)

Appointed Committees

Academic Integrity and Grievance Committee: The Academic Integrity and Grievance Committee hears specific grade appeals and hears, on appeal and referral, cases involving certain academic offenses. The Academic Integrity and Grievance Committee comprises

fifteen (15) faculty and three (3) faculty alternates to be appointed ~~each May annually in the spring~~ by the Committee on Committees of the Assembly and seventeen (17) students and three (3) student alternates to be appointed ~~each May~~ no later than the beginning of the fall semester. Twelve (12) voting and two (2) alternate undergraduate students will be appointed by the Student Government Association and five (5) voting and one (1) alternate graduate students will be appointed by the Graduate Student Association. Appointed faculty members shall serve three-year staggered terms and students shall serve one-year terms and may be reappointed. ~~The term of office begins with the fall semester and continues for twelve months.~~

Be it further resolved, that if approved, these modifications will be effective July 1, 2021.

Commentary: The issue of staggered terms for AIGC was initially proposed by that committee in April 2019 and subsequently referred to the Faculty Governance committee for review and recommendation. The Governance committee is proposing three-year, staggered terms for faculty inasmuch as a period of training is required and experience is valuable. Additionally, appointed committees commonly have staggered terms in order to insure some level of continuity in committee understanding of responsibilities from year to year.

- Cheatham/Wright--Moved/2nd/passed

VIII New Business

A. FS_2021_05 Academic Transfer of Credit Committee (Legislation. Majority vote at one meeting, no second required.) First time Freshman Admission Requirements

Be it resolved to revise First-time Freshman Admission Requirements (Policy 502.3; Rev. 4/40) to include language allowing equivalent placement exam scores to be considered for admission and placement decisions in lieu of ACT scores as indicated in Attachment A (strikethrough indicates deletion; underline indicates addition); and

Be it further resolved that if approved this will go into effect retroactively July 1, 2021.

- Q Groesbeck: Why are ACT sub scores of 15 or higher in math and reading required for first-time freshmen? Seems extremely low; what is the reasoning?
- A M. Funk: Looked at 10 years of data at how students did in terms of retention (1st, 2nd, 4th) based on their sub scores. GPA is best predictor; given the combination of GPA and data, committee settled on required SAT sub scores of 15.

- Passed

B. FS_2021_02 Executive Committee (Legislation. Majority vote at one meeting, no second required.) COVID-19 Use of Student Evaluations of Courses from Calendar Year 2020 Towards Annual Review, Promotion, Tenure, and Awards.

Whereas the COVID-19 pandemic has created a sustained disruption in the learning environment,

Be it resolved that student evaluations of teaching generated during the 2020 calendar year may not adversely affect a faculty member's evaluation of teaching for annual review, promotion, tenure, or awards [1], and

Be it resolved that the faculty member may include data from their teaching evaluations in their own report; and

Be it further resolved that specifically these evaluations carry a clear notation of “COVID-19 Pandemic” for future reference.

¹This resolution pertains only to student evaluations of courses and not to other concerns listed in Board Policy 405.1 related to dismissal for cause nor does this resolution negate the requirement that course evaluation data be included in faculty annual reports.

Commentary: The implications of the disruption to course delivery including moving pedagogy online raises significant concerns about student evaluations of courses and instructors. These evaluations are used for annual review, promotion, tenure, and awards, thus can have long term implications to the career of a faculty member. Faculty were evaluated for classes and instructional activities that were substantially different than what they planned and under conditions over which they had little control. Students experienced challenges with access to technology, distracting learning conditions, financial difficulties, and health concerns all of which likely have a negative effect on course ratings. Neither the course evaluation instruments nor the administration of those instruments were adjusted to reflect the changing and often unpredictable conditions thus bringing into question the internal validity of this exercise.

- Matson moves (no 2nd req'd)
- Passed

C. FS_2021_06 Executive Committee (Recommendation. Majority vote at one meeting; no second required). Inclement Weather Policy

Be it resolved to recommend modifications to the Inclement Weather Policy as it pertains to instruction as indicated in Attachment B (strikethrough indicates deletion; underline indicates addition).

- Matson introduces/moves (no 2nd req'd)
- Nolen makes recommendation
 - Also includes adjustment to syllabus policy
- Matson: Explains choice of “Virtual Protocol”/clarity in alerts given on local media
 - Nahrwold: Concern over connotations of “virtual.” Need for clarity in policy to support faculty choices under disruptive conditions
 - Kattoum: Emphasizes wide spectrum/variables in terms of students accessibility to wifi, electricity, etc.
 - Hendon: Syllabus allows discretion, but affirms recording lectures to share at later date
 - Wright: Iterates obligation faculty bear to provide full required content; policy recommendation allows discretion for faculty to find best way to do so /meet
 - Nolen: Use of specific phrase (Virtual Protocol) help clarify announcements during closure/delayed start.
- Passed

D. FS_2021_07 Executive Committee (Legislation. Majority vote at one meeting; no second required). Syllabus Policy

Be it resolved to amend the Syllabus Policy (404.8; Rev. 8/2018, 9/2011) to include directions to students about whether and how a class will continue to meet in the event the campus experiences a closure or delayed start. Attachment C (underline indicates addition; strikethrough indicates deletion); and

Be it resolved that if the name of the Policy 215.1 Inclement Weather is changed, the change will be reflected in the Syllabus Policy; and

Be it further resolved that if approved, changes to this policy will go into effect July 1, 2021.

- Matson introduces/moves (no 2nd req'd)
- Passed

VIII. Open Forum

- Discuss proposal from Committee on Tenure
 - **Special request for entry into record:**
 - **Andrew is *wrong*; Amanda is *right*** (emphasis added)
 - Senators Wright, Matson, et al, discuss 11d. in proposal contradicting 11a, b, c.
 - Discovery of paradoxes and mis-remembered language
 - Segue to topic of post-tenure review
 - Extensive discussion
 - C on T member Silverstein makes “general point”: All work of the committee concerning Section 403.3 Post-tenure review has been to make it consistent with Board policy 405.1.

IX. Adjourn (3:45 PM)

ATTACHMENT A: Policy 502.3 First-time Freshman Admissions Policy

Admission of First-time Entering Freshmen

Applicants who present a high school diploma with all the following academic qualifications will receive admission:

- Completion of the high school Core Curriculum for college preparation as required by Arkansas Code Annotated §§6-60-208 and 6-61-217 and defined by the Arkansas Higher Education Coordinating Board in consultation with the Arkansas State Board of Education[1]. And either
 - A cumulative high school grade-point average of 2.25 on a 4.0 scale, and ACT English, Math and Reading sub-scores of 15 or higher (minimum SAT sub-scores of 26 Writing, 26 Reading, and 515 Math), or equivalent score on comparable placement exams, or
 - Satisfaction of the ACT requirement of the Arkansas Academic Challenge for traditional students as set forth by the Arkansas Department of Higher Education.

Students who receive a GED or are graduates of home schooling are admitted if they have ACT sub-scores in English, Math and Reading of 15 or higher.

Students age 24 or older with a cumulative high school grade-point average of 2.0 on a 4.0 scale and who have completed all appropriate placement exams will receive admission.

Students using 6th semester transcripts will be admitted with the expectation of continued academic success in high school. Preference for housing will be given based on the date of admission.

Admission of Freshmen Transfer Students

Freshmen Transfer Students are students with fewer than 12 acceptable transfer credits from another college or university. These students will be admitted if they meet the admission standards for first-time entering freshmen.

Students who do not meet our admission requirements are encouraged to apply and will be reviewed for possible admission. Any applicant whose admission is denied or deferred may, with the submission of additional information, request reconsideration.

[1] This requirement applies to students graduating from high school after May 1, 2002.

ATTACHMENT B: Policy 215.1 Inclement Weather (Inclement) and Other Campus Closures

Policy:

- ~~1. During inclement weather, UA Little Rock will make a decision whether or not to close or delay opening the campus based on all available information.~~
- ~~1. 2. During inclement weather and other disruptions, t~~The chancellor will decide, based on all available information, whether or not conditions warrant ~~canceling classes and activities and~~ closing or delaying the opening of the campus, or whether ~~classes and~~ activities will be canceled but with specified campus offices open.
2. In the event of campus closure or delayed start, affected courses may continue Online or web-enhanced classes will continue as scheduled at the discretion and direction of the course instructor ~~faculty member~~. In this event, courses will be following a “Virtual Protocol” indicating they would switch to an alternate modality, means or method. The Virtual Protocol will be defined for each course by the instructor in the course syllabus (Policy 404.8).
3. The UA Little Rock website, UA Little Rock email, the university’s main telephone number (501-916-3000), and the Rave campus alert notification system are the official means of communicating information concerning weather-related closings.
4. When necessary, the university will announce a separate decision about canceling night activities outside of business hours classes (those classes starting at 4:20 p.m. or later) by 2 p.m., if possible.
5. Ordinarily, sites remote from campus such as the Bowen Law School and the Arkansas Studies Institute will close or cancel classes and activities whenever the university does so. In some circumstances, however, a separate decision may be made whether or not a site remote from campus will be open or closed, and this decision will be announced through the university’s official means of communicating weather-related closings.
6. Vice chancellors are responsible for seeing that necessary services are provided in their respective areas when the university is closed. Employees required to provide such services will be identified by their supervisors. Classified employees who must report to work when the university is closed due to inclement weather will be allowed compensation time of 1.5 hours for one hour worked. Persons who are not required to work when the university is closed will be granted authorized absence. Employees who do not report to work when the campus is open will be charged annual/compensatory leave or leave without pay. The Payroll Department will prescribe payroll reporting and timekeeping.
7. The Policy Advisory Council of the University Assembly will recommend to the chancellor if and when missed undergraduate and graduate class days should be made up. In the event that the university is closed during a final examination day, the provost, in consultation with the Faculty Senate president, will reschedule any missed graduate or undergraduate final examinations with the exception of online exams which will continue as scheduled.
8. Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather.

ATTACHMENT C: Policy 404.8 - Syllabus, Office Hours, and Regular and Substantive Contact Policy

Every approved course must have a concise statement outlining the main points of study and the procedures used in the course. This statement must be delivered to the student at the beginning of the course, no later than the end of the schedule adjustment period. Changes during the operation of the course must be communicated to the students in a timely manner. A multi-page syllabus must include page numbers.

This statement must contain the following:

1. The university-approved course prefix, number, course description, and prerequisites.
2. The university-approved disability statement (see Faculty Senate legislation, FS_2011-12_01, 9/23/2011) with current contact information for the Disability Resource Center.

“Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented) and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC at ~~501-569-916-3143 (V/TTY) or 501-683-7629-246-82964 (VP)~~. For more information, please visit the DRC website at www.ualr.edu/disability.”

3. The university-approved inclement weather policy (215.1)-including course instructor directions to the students about whether and how the class will continue to meet via an alternate modality, means or method if the campus experiences a closure or delayed start. These directions are referred to as the “Virtual Protocol.”
4. An academic integrity statement.
5. The program-approved, measurable course learning objectives as required by the Credit Hour Policy (see 404.11). There must be at least one course objective.
6. Any deviations from the Standard Credit Hour (see Credit Hour Policy, 404.11)
7. The instructor-approved required materials, such as textbook and technologies needed to participate in the course.
8. The instructor’s attendance policy (see Attendance and Withdrawal Policy, 404.4)
9. The instructor’s grading policy, which must describe how the final grade will be determined and what course assignments (e.g., exams, homework, artifacts, projects) will be required.
10. The instructor’s late/make-up policy.

11. The instructor's statement on Regular and Substantive Contact, which is a clear statement explaining the following:
 - a. Office Hours: The method(s) and scheduled time(s) the instructor will use to be available for student-initiated contact (for example, virtual office hour meetings, message/email, phone call, chat, meeting in person, a combination of several, or other) during business hours, as well as an expectation for method of contact outside of business hours (i.e., weekends and holidays);
 - b. Instructor Presence: The expected regularity of instructor-to-student interaction and how it is distributed throughout the term (this will vary based on type of course, modality, length of course term, and specific course activities). If there is a need for interruption of interaction for an extended time period, the instructor should announce this interruption to the class.

The Instructor may include additional information beyond these required items.

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).

Unless otherwise specified in the legislation, changes to this policy take effect in the Fall semester of the nine-month academic year subsequent to the approval of the legislation.

Quarterly Budget and Expenditure Reporting under CARES Act Sections 18004(a)(1) Institutional Portion, 18004(a)(2), and 18004(a)(3), if applicable

Institution Name: University of Arkansas at Little Rock Date of Report: 02/04/2021 Covering Quarter Ending: 09/30/2020
 Total Amount of Funds Awarded: Section (a)(1) Institutional Portion: \$ 2,978,250 Section (a)(2): \$ 295,885 Section (a)(3): \$ 0 Final Report?

| Category | Amount in (a)(1) institutional dollars | Amount in (a)(2) dollars, if applicable | Amount in (a)(3) dollars, if applicable | Explanatory Notes |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------|-----------------------------------------|---------------------------|
| Providing additional emergency financial aid grants to students. ¹ | \$ 0 | \$ 0 | \$ 0 | |
| Providing reimbursements for tuition, housing, room and board, or other fee refunds. | \$ 0 | \$ 0 | \$ 0 | |
| Providing tuition discounts. | | \$ 0 | \$ 0 | |
| Covering the cost of providing additional technology hardware to students, such as laptops or tablets, or covering the added cost of technology fees. | | \$ 187,385 | \$ 0 | Purchased student laptops |
| Providing or subsidizing the costs of high-speed internet to students or faculty to transition to an online environment. | \$ 0 | \$ 0 | \$ 0 | |
| Subsidizing off-campus housing costs due to dormitory closures or decisions to limit housing to one student per room; subsidizing housing costs to reduce housing density; paying for hotels or other off-campus housing for students who need to be isolated; paying travel expenses for students who need to leave campus early due to coronavirus infections or campus interruptions. | \$ 0 | \$ 0 | \$ 0 | |
| Subsidizing food service to reduce density in eating facilities, to provide pre-packaged meals, or to add hours to food service operations to accommodate social distancing. | \$ 0 | \$ 0 | \$ 0 | |
| Costs related to operating additional class sections to enable social distancing, such as those for hiring more instructors and increasing campus hours of operations. | \$ 0 | \$ 0 | \$ 0 | |
| Campus safety and operations. ² | \$ 0 | \$ 0 | \$ 0 | |

¹ To support any element of the cost of attendance (as defined under Section 472 of the Higher Education Act of 1965, as amended (HEA)) per Section 18004(c) of the CARES Act and the [Interim Final Rule](#) published in the *Federal Register* on June 17, 2020 (85 FR 36494). Community Colleges in California, all public institutions in Washington State, and all institutions in Massachusetts have different requirements due to recent U.S. District Court actions. Please discuss with legal counsel. [HEERF litigation updates can be found here.](#)

² Including costs or expenses related to the disinfecting and cleaning of dorms and other campus facilities, purchases of personal protective equipment (PPE), purchases of cleaning supplies, adding personnel to increase the frequency of cleaning, the reconfiguration of facilities to promote social distancing, etc.

| Category | Amount in (a)(1) institutional dollars | Amount in (a)(2) dollars, if applicable | Amount in (a)(3) dollars, if applicable | Explanatory Notes |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Purchasing, leasing, or renting additional instructional equipment and supplies (such as laboratory equipment or computers) to reduce the number of students sharing equipment or supplies during a single class period and to provide time for disinfection between uses. | \$ 0 | \$ 0 | \$ 0 | |
| Replacing lost revenue due to reduced enrollment. | | \$ 0 | \$ 0 | |
| Replacing lost revenue from non-tuition sources (i.e., cancelled ancillary events; disruption of food service, dorms, childcare or other facilities; cancellation of use of campus venues by other organizations, lost parking revenue, etc.). ³ | | \$ 0 | \$ 0 | |
| Purchasing faculty and staff training in online instruction; or paying additional funds to staff who are providing training in addition to their regular job responsibilities. | \$ 0 | \$ 0 | \$ 0 | |
| Purchasing, leasing, or renting additional equipment or software to enable distance learning, or upgrading campus wi-fi access or extending open networks to parking lots or public spaces, etc. | \$ 38,612 | \$ 30,920 | \$ 0 | Purchased software, computers and audiovisual equipment to enable distance learning |
| Other Uses of (a)(1) Institutional Portion funds. ⁴ | \$ 1,010,635 | | | Reimburse salary and benefits for transition to online instruction. Reimbursement of salary and benefits for employees in housing. |
| Other Uses of (a)(2) or (a)(3) funds, if applicable. ⁵ | | \$ 0 | \$ 0 | |
| Quarterly Expenditures for each Program | \$ 1,049,247 | \$ 218,305 | \$ 0 | |
| Total of Quarterly Expenditures | \$ 1,267,552 | | | |

³ Including continuance of pay (salary and benefits) to workers who would otherwise support the work or activities of ancillary enterprises (e.g., bookstore workers, foodservice workers, venue staff, etc.).

⁴ Please post additional documentation as appropriate and briefly explain in the “Explanatory Notes” section. Please note that costs for Section 18004(a)(1) Institutional Portion funds may only be used “to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus, so long as such costs do not include payment to contractors for the provision of pre-enrollment recruitment activities; endowments; or capital outlays associated with facilities related to athletics, sectarian instruction, or religious worship.”

⁵ Please post additional documentation as appropriate and briefly explain in the “Explanatory Notes” section. Please note that costs for Sections 18004(a)(2) and (a)(3) funds may only be used “to defray expenses, including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff trainings, payroll incurred by institutions of higher education and for grants to students for any component of the student’s cost of attendance (as defined under section 472 of the HEA), including food, housing, course materials, technology, health care, and child care.”

Form Instructions

Completing the Form: On each form, fill out the institution of higher education (IHE or institution) name, the date of the report, the appropriate quarter the report covers (September 30, December 31, March 31, June 30), the total amount of funds awarded by the Department (including reserve funds if awarded), and check the box if the report is a “final report.” In the chart, an institution must specify the amount of expended CARES Act funds for each funding category: Sections 18004(a)(1) Institutional Portion, 18004(a)(2), and 18004(a)(3), if applicable. Section 18004(a)(2) funds includes CFDA 84.425J (Historically Black Colleges and Universities (HBCUs)), 84.425K (Tribally Controlled Colleges and Universities (TCCUs)), 84.425L (Minority Serving Institutions (MSIs)), 84.425M (Strengthening Institutions Program (SIP)); Section 18004(a)(3) funds are for CFDA 84.425N (Fund for the Improvement of Postsecondary Education (FIPSE) Formula Grant). Each category is deliberately broad and may not capture specific grant program requirements. Explanatory footnotes help clarify certain reporting categories. While some items in the chart are blocked out, please note that the blocking of such items is consistent with Department guidance and FAQs and is not definitive. Provide brief explanatory notes for how funds were expended, including the title and brief description of each project or activity in which funds were expended. Do not include personally identifiable information (PII). Calculate the amount of the Section 18004(a)(1) Institutional Portion (referred to as “(a)(1) institutional” in the chart), Section 18004(a)(2) (referred to as “(a)(2)” in the chart), and Section 18004(a)(3) (referred to as “(a)(3)” in the chart) funds in the “Quarterly Expenditures for each Program” row, and the grand total of all three in the “Total of Quarterly Expenditures” row. Round expenditures to the nearest dollar.

Posting the Form: This form must be conspicuously posted on the institution’s primary website on the same page the reports of the IHE’s activities as to the emergency financial aid grants to students made with funds from the IHE’s allocation under Section 18004(a)(1) of the CARES Act (Student Aid Portion) are posted. It may be posted in an HTML webpage format or as a link to a PDF. A new separate form must be posted covering each quarterly reporting period (September 30, December 31, March 31, June 30), concluding after either (1) posting the quarterly report ending September 30, 2022 or (2) when an institution has expended and liquidated all (a)(1) Institutional Portion, (a)(2), and (a)(3) funds and checks the “final report” box. IHEs must post this quarterly report form no later than 10 days after the end of each calendar quarter (October 10, January 10, April 10, July 10) apart from the first report, which is due October 30, 2020. For the first report using this form, institutions must provide their cumulative expenditures from the date of their first HEERF award through September 30, 2020. Each quarterly report must be separately maintained on an IHE’s website or in a PDF document linked directly from the IHE’s CARES Act reporting webpage. Reports must be maintained for at least three years after the submission of the final report per 2 CFR § 200.333. Any changes or updates after initial posting must be conspicuously noted after initial posting and the date of the change must be noted in the “Date of Report” line.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995 (PRA), no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0849. Public reporting burden for this collection of information is estimated to average 2 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Under the PRA, participants are required to respond to this collection to obtain or retain benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application, or survey, please contact: Jack Cox, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

Quarterly Budget and Expenditure Reporting under CARES Act Sections 18004(a)(1) Institutional Portion, 18004(a)(2), and 18004(a)(3), if applicable

Institution Name: University of Arkansas at Little Rock Date of Report: 02/04/2021 Covering Quarter Ending: 12/31/2020
 Total Amount of Funds Awarded: Section (a)(1) Institutional Portion: \$ 2,978,250 Section (a)(2): \$ 295,885 Section (a)(3): \$ 0 Final Report?

| Category | Amount in (a)(1) institutional dollars | Amount in (a)(2) dollars, if applicable | Amount in (a)(3) dollars, if applicable | Explanatory Notes |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------|-----------------------------------------|----------------------------|
| Providing additional emergency financial aid grants to students. ¹ | \$ 0 | \$ 0 | \$ 0 | |
| Providing reimbursements for tuition, housing, room and board, or other fee refunds. | \$ 0 | \$ 0 | \$ 0 | |
| Providing tuition discounts. | | \$ 0 | \$ 0 | |
| Covering the cost of providing additional technology hardware to students, such as laptops or tablets, or covering the added cost of technology fees. | | \$ 77,580 | \$ 0 | Purchased student laptops. |
| Providing or subsidizing the costs of high-speed internet to students or faculty to transition to an online environment. | \$ 0 | \$ 0 | \$ 0 | |
| Subsidizing off-campus housing costs due to dormitory closures or decisions to limit housing to one student per room; subsidizing housing costs to reduce housing density; paying for hotels or other off-campus housing for students who need to be isolated; paying travel expenses for students who need to leave campus early due to coronavirus infections or campus interruptions. | \$ 0 | \$ 0 | \$ 0 | |
| Subsidizing food service to reduce density in eating facilities, to provide pre-packaged meals, or to add hours to food service operations to accommodate social distancing. | \$ 0 | \$ 0 | \$ 0 | |
| Costs related to operating additional class sections to enable social distancing, such as those for hiring more instructors and increasing campus hours of operations. | \$ 0 | \$ 0 | \$ 0 | |
| Campus safety and operations. ² | \$ 0 | \$ 0 | \$ 0 | |

¹ To support any element of the cost of attendance (as defined under Section 472 of the Higher Education Act of 1965, as amended (HEA)) per Section 18004(c) of the CARES Act and the [Interim Final Rule](#) published in the *Federal Register* on June 17, 2020 (85 FR 36494). Community Colleges in California, all public institutions in Washington State, and all institutions in Massachusetts have different requirements due to recent U.S. District Court actions. Please discuss with legal counsel. [HEERF litigation updates can be found here.](#)

² Including costs or expenses related to the disinfecting and cleaning of dorms and other campus facilities, purchases of personal protective equipment (PPE), purchases of cleaning supplies, adding personnel to increase the frequency of cleaning, the reconfiguration of facilities to promote social distancing, etc.

| Category | Amount in (a)(1) institutional dollars | Amount in (a)(2) dollars, if applicable | Amount in (a)(3) dollars, if applicable | Explanatory Notes |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Purchasing, leasing, or renting additional instructional equipment and supplies (such as laboratory equipment or computers) to reduce the number of students sharing equipment or supplies during a single class period and to provide time for disinfection between uses. | \$ 0 | \$ 0 | \$ 0 | |
| Replacing lost revenue due to reduced enrollment. | | \$ 0 | \$ 0 | |
| Replacing lost revenue from non-tuition sources (i.e., cancelled ancillary events; disruption of food service, dorms, childcare or other facilities; cancellation of use of campus venues by other organizations, lost parking revenue, etc.). ³ | | \$ 0 | \$ 0 | |
| Purchasing faculty and staff training in online instruction; or paying additional funds to staff who are providing training in addition to their regular job responsibilities. | \$ 0 | \$ 0 | \$ 0 | |
| Purchasing, leasing, or renting additional equipment or software to enable distance learning, or upgrading campus wi-fi access or extending open networks to parking lots or public spaces, etc. | \$ 345,269 | | \$ 0 | Purchased software, computers and audiovisual equipment to enable distance learning. |
| Other Uses of (a)(1) Institutional Portion funds. ⁴ | \$ 1,340,804 | | | Reimburse salary and benefits for transition to online instruction. Reimburse salary and benefits for housing and related areas. |
| Other Uses of (a)(2) or (a)(3) funds, if applicable. ⁵ | | \$ 0 | \$ 0 | |
| Quarterly Expenditures for each Program | \$ 1,686,073 | \$ 77,580 | \$ 0 | |
| Total of Quarterly Expenditures | \$ 1,763,653 | | | |

³ Including continuance of pay (salary and benefits) to workers who would otherwise support the work or activities of ancillary enterprises (e.g., bookstore workers, foodservice workers, venue staff, etc.).

⁴ Please post additional documentation as appropriate and briefly explain in the “Explanatory Notes” section. Please note that costs for Section 18004(a)(1) Institutional Portion funds may only be used “to cover any costs associated with significant changes to the delivery of instruction due to the coronavirus, so long as such costs do not include payment to contractors for the provision of pre-enrollment recruitment activities; endowments; or capital outlays associated with facilities related to athletics, sectarian instruction, or religious worship.”

⁵ Please post additional documentation as appropriate and briefly explain in the “Explanatory Notes” section. Please note that costs for Sections 18004(a)(2) and (a)(3) funds may only be used “to defray expenses, including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff trainings, payroll incurred by institutions of higher education and for grants to students for any component of the student’s cost of attendance (as defined under section 472 of the HEA), including food, housing, course materials, technology, health care, and child care.”

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University of Arkansas at Little Rock
Institutional Effectiveness Committee

UPDATE

**Strategic Resource Allocation Study 2019
Final Report Recommendations**

November 8, 2019

IEC Report to the Chancellor

November 2019

Introduction

The Institutional Effectiveness Committee (IEC) has been charged by Chancellor Drale to complete some short-term tasks for FY 2020 (for the complete charge, please visit www.ualr.edu/chancellor/iec). The first two tasks are summarized below:

- 1) *Provide a recommended process for at least the budgeting part of the annual planning and budgeting process.*
- 2) *Provide recommendations to the Chancellor for resource allocation review.*

Budget Timeline and Process

The draft budget process timeline is attached. This timeline was developed by the new Executive Director of Budget and Financial Analysis in consultation with the IEC. Although not yet fully fleshed out, this draft process provides opportunity for input from various stakeholders as well as sufficient vetting by units. The IEC will continue to work on the integration of planning with the budget process to create a truly integrated planning process.

Resource Allocation Recommendations


The IEC has been working to develop “scenarios” that will help inform the resource allocation decisions of the Chancellor. These scenarios were vetted through IEC sub-committees using the IEC Guiding Principles document, as well as the IEC Guiding Questions template, both of which can be found in the IEC Blackboard shell. While some cost savings are expected, the IEC expects that the scenarios’ primary impact will be effectiveness. Additional scenarios will continue to be generated and submitted to the Chancellor as well as other relevant bodies. A summary of the attached scenarios is below. The full scenarios are attached.

Summary of Attached Scenarios

1. Scenario 1 - GA Allocation Plan
This scenario calls for a study of how UA Little Rock distributes monies for Graduate Assistantships. This study will examine the impacts of GAs on the students, the academic programs, and the institution. The results from this study could inform a more strategic allocation of GAs that maximizes return on investment.
2. Scenario 2 - Procurement Services and Education Buildings
The condition of some UA Little Rock facilities results in inefficiencies and costs that are no longer tenable nor required since a variety of unused office space exists on campus. This scenario examines the possibilities of demolishing or mothballing the Procurement Services building and the Education building. The personnel in these facilities could be accommodated in unoccupied office spaces elsewhere on campus. This scenario could save the institution a minimum of \$50K per year. Over time, the accrued savings could be much more. This scenario reduces the deferred maintenance calculation.
3. Scenario 3 - Construction/Renovation Freeze
Under this scenario, a complete freeze on new construction would be imposed until UA Little Rock can achieve a zero change in net position. This would eliminate both direct costs associated with new construction as well as hidden costs such as maintenance, depreciation, energy, and staffing.

Draft

University of Arkansas at Little Rock FY20 Budget Planning Activities

| Date | UA System Deadlines & Important Dates | UALR Deadlines & Important Dates | Annual Budget Process for Submission to BOT <u>Dates are tentative & subject to change</u> |
|-------------|---------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 2019 | | | |
| Jul 1 | | | Beginning of Fiscal Year 20 |
| Jul 4 | | Holiday | |
| Aug 16 | | Faculty & Staff Convocation | |
| Aug 19 | | Fall Semester starts (full term) | |
| Aug 22 | FY19 4th Qtr Report Due | | |
| Aug 30 | | Faculty Senate Meeting | |
| Sep 2 | | Holiday | |
| Sep 12-13 | BOT Meeting - UAF | | |
| Sep 23 | | 510-Final Exams | |
| Sep 24 | | 510-Grades Due | |
| Sep 20 | | University Assembly | |
| Sep 27 | | Faculty Senate Meeting | |
| Oct 9 | | 710-Final Exams | |
| Oct 11 | | 710-Grades Due | |
| Oct 21 | | 910-Final Exams | |
| Oct 23 | | 910-Grades Due | |
| Oct 24 | FY20 1st Qtr Report Due | | |
| Oct 25 | | Faculty Senate Meeting | |
| Oct 29 | | 520-Final Exams | |
| Oct 30 | | 520-Grades Due | |
| Nov 21-22 | BOT Meeting - UALR | | |
| Nov 22 | | 920-Final Exams | |
| Nov 22 | | Faculty Senate Meeting | |
| Nov 28-29 | | Holidays | |
| Dec 3 | | 920-Grades Due | Budget pages and instructions sent to Colleges/Divisions for cleanup and preparation for IEC resource recommendations |
| Dec 3-10 | | Full Term, 720 & 530 Final Exams | |
| Dec 12 | | Full Term, 720 & 530 Grades Due | |
| Dec 14 | | Commencement | |
| Dec 20-31 | | Winter break - campus closed | |
| 2020 | | | |
| Jan 1 | | Holiday | Time allotted for budget hearings based on IEC resource recommendations |
| Jan 20 | | Holiday |  |
| Jan 21 | | Spring Semester starts (full term) | |
| Jan 24 | FY20 2nd Qtr Report Due | | |
| Jan 29-30 | BOT Meeting - UAMS | | |
| Jan 31 | | Faculty Senate Meeting | Colleges/Divisions implement IEC recommendations on Budget Pages |
| Feb 14 | | | |
| Feb 24 | | 510-Final Exams | |
| Feb 25 | | 510-Grades Due | |
| Feb 24-25 | | HLC Site Visit | |
| Feb 28 | | Faculty Senate Meeting | |
| Mar 2 | | | Budgets from Colleges/Divisions due to the Budget Office |
| Mar 11 | | 710-Final Exams | |
| Mar 13 | | 710-Grades Due | |
| Mar 16 | | | Budgets sent to Colleges/Divisions for penultimate review |
| Mar 18-19 | BOT Meeting - UACCM | | |
| Mar 20 | | Faculty Senate Meeting | |
| Mar 23-29 | | Spring Break | |
| Mar 27 | | Holiday | |
| Mar 30 | | | Penultimate Budget reviews from Colleges/Divisions due to Budget Office |
| Mar 30 | | 910-Final Exams | |
| Apr 1 | | 910-Grades Due | |
| Apr 7 | | 520-Final Exams | |

**University of Arkansas at Little Rock
FY20 Budget Planning Activities**

| Date | UA System Deadlines & Important Dates | UALR Deadlines & Important Dates | Annual Budget Process for Submission to BOT <u>Dates are tentative & subject to change</u> |
|-----------|-----------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------|
| Apr 8 | | 520-Grades Due | |
| Apr 10 | | | Budgets sent to Colleges/Divisions for final review |
| Apr 10 | | University Assembly | |
| Apr 17 | | | Final Budget revisions from Colleges/Divisions due to Budget Office |
| Apr 20 | FY20 3rd Qtr Report Due | | |
| Apr 24 | | Faculty Senate Meeting | |
| Apr 24 | FY21 Budget & Tuition Template Due | | |
| May 1 | | 920-Final Exams | |
| May 3 | | 920-Grades Due | |
| May 5-12 | | Full Term, 720 & 530 Final Exams | |
| May 14 | | Full Term, 720 & 530 Grades Due | |
| May 16 | | Commencement | |
| May 20-21 | BOT Meeting - UACCHT | | |
| May 25 | | Holiday | |
| May 26 | | Summer 1 & 2 start | |
| Jun 15 | ADHE reports & Budgets Due | | |

Scenario 1: Graduate Assistant Allocation Plan

This scenario involves the allocation of graduate assistantships across the university. There are currently 342 graduate assistantships that include 10 Administrative Assistantships, 86 Teaching Assistantships, and 246 Research Assistantships. We propose a scenario that would result in re-appointing a proportion of the Research Assistantships as Teaching Assistantships, thus supplementing depleted adjunct resources. By re-appointing some of these graduate assistantships as teaching assistants, they gain valuable and marketable teaching experience, and alleviate some of the instructional burden off a shrinking faculty. In addition to providing these valuable experiences, this approach potentially diversifies our instructional staff, thus enriching the learning environment for our increasingly diverse student population.

We recommend the Graduate School conduct a GA “audit” that results in a detailed understanding of a) how that position is used, and b) the ROI for that position (i.e., graduate student persistence towards graduation, research productivity, teaching load). For example, if a position is externally funded, we can assume that the position supervisor is responsible for ensuring that they are fulfilling the expectations/requirements of the funding agency with respect to that expenditure in terms of deliverables. For positions that are funded through UALR funds, similar oversight should be in place. If funds have been allocated for a Research Assistant assigned to a unit, there is an expectation of an increase in research productivity in the forms of published research, conference papers/posters, or submitted grant proposals from that unit. If that yield is not realized, then a re-appointment might be a better fit. Perhaps instead of an RA, the faculty in that unit would benefit from a TA thus providing some research release time for the faculty. Such an audit would provide the necessary data to determine which proportion of the GA’s are being under-utilized or inappropriately appointed.

The breakdown of assistantships by assigned role and by funding source is presented in the table below. There are currently 82 Teaching assistantships, 122 Research Assistantships, and eight Administrative Assistantships funded through the Graduate School totaling \$1,200,000. Other assistantships are funded through grants, endowments, and state funds totaling \$793,000. A TA assigned a .25 workload is 10 hours/week at \$3,200 per academic year or \$1,600 per semester. Ten hours a week is equivalent to one course assignment. Thus, a TA assigned a .5 workload at 20 hours/week (\$6400/\$3200) would carry a two course assignment. While this is significantly lower than regular adjunct pay, TAs also receive tuition. If we accept this logic, the current number of TAs represent a potential of 143 3-hour course sections per semester. An audit would provide data as to how close we are to realizing this potential. Further, if 20% of the RA positions were converted to TA positions, that would yield an additional 43.3 sections per semester, saving up to \$103,680 by not having to pay adjuncts. A more aggressive 25% or 30% conversion of RA to TA would similarly yield 54 sections (\$129,600) and 64.8 sections (\$155,520) respectively per semester.

| Fund | | Research | | Teaching | | Administrative | | Total |
|-------|-----------|-------------|-----|-----------|-----|----------------|-----|-------------|
| | | 0.25 | 0.5 | 0.25 | 0.5 | 0.25 | 0.5 | |
| UALR | Positions | 28 | 94 | 21 | 61 | 0 | 8 | 212 |
| | Stipends | \$691,200 | | \$457,600 | | \$51,200 | | \$1,200,000 |
| Grant | Positions | 2 | 71 | 0 | 1 | 2 | 0 | 76 |
| | Stipends | \$460,800 | | \$6,400 | | \$6,400 | | \$473,600 |
| State | Positions | 0 | 12 | 0 | 0 | 0 | 0 | 12 |
| | Stipends | \$76,800 | | \$0 | | \$0 | | \$76,800 |
| Other | Positions | 5 | 34 | 3 | 0 | 0 | 0 | 42 |
| | Stipends | \$233,600 | | \$9,600 | | \$0 | | \$243,200 |
| Total | Positions | 35 | 211 | 24 | 62 | 2 | 8 | 342 |
| | Stipends | \$1,462,400 | | \$473,600 | | \$57,600 | | \$1,993,600 |

There are an estimated 42 Research Assistants who are appointed to non-academic units (i.e., ITS, Academic Support & Compliance, AVC Office of Continuous Improvement, Procurement Services, etc.). Are those individuals actually conducting empirical research, providing them with/enriching their research skills and understanding? Are some of these positions being used to supplement a depleted staff in these units? Some of these positions can be re-appointed as Administrative, some of these positions can be re-allocated to academic units as TA's and replaced with work-study students who can provide basic administrative support.

An instructional support mechanism would need to be in place for these TA's. This would include professional development in basic principles in pedagogy/andragogy (how to teach), pedagogical-content knowledge (how to teach that particular content), and assessment of learning. This support would be provided through the Graduate School and supplemented by the faculty supervisor/unit assigned to that TA.

Resource Questions

1. What are the direct costs of this unit? (reasonable estimate is fine). Have the costs for this unit been increasing or decreasing over time?

There are currently 342 Graduate Assistantships funded through both external and internal resources. Best estimate of cost based on current GA stipends is \$1,993,600. This includes 61 quarter-time (10hrs/week; \$3,200) and 281 half-time (20hrs/week; \$6,400). Stipends have not changed in several years. Of that total cost, \$1,200,000 is funded from UALR budget.

2. What are the other costs associated with this unit? (e.g., cost of space, administration, maintenance, support from other units, organizational cost...)

Other costs for this initiative would include the professional development provided by the Graduate School to prepare Teaching Assistants for the classroom. The development of this training is currently underway. Additional costs would be the time involved by individual faculty to supervise the TA's. Also, there is a cost of administering these positions out of the Graduate School.

Units who have relied on GA's for administrative support would experience a loss if the GA were re-appointed as a TA and/or re-allocated to another unit. Until an audit is conducted, we cannot know how much of a cost or the amount of disruption this would cause.

We need more information.

3. What, if any, revenues are associated with this unit? (e.g. tuition and fees, grant funds, contract or services revenue, etc.). What are revenue projections, taking into account data trends and environmental scan? Could additional revenues be generated? Has the revenue for this unit been increasing or decreasing over time?

The revenues, although not presently calculable, would be realized immediately across the entirety of academic affairs and in various tangible ways.

- A. A TA costs the university \$1600 to teach one 3-hour section; whereas an adjunct costs \$2,000 – 2,400 for the same section. That is a direct savings of up to \$800 per section taught by a TA rather than an adjunct.
- B. Doctoral programs would be able to embed a teaching experience/expectation within their programs to increase the marketability of their graduates to prospective employers and prospective students.
- C. Faculty would gain time. In units where faculty are teaching over-loads due to lack of adjunct funds, TA's can alleviate that workload and increase faculty time on research and pursuing external funding.
- D. Students who seek graduate assistantships can be guaranteed an edifying experience that directly supports their education.
- E. Increasing the TA's creates the opportunity to further diversify the instructional staff at the university; creates a more inclusive learning environment.
- F. Programs that require labs, field experiences, practica or internships can use TA's to conduct those oversights, thus further releasing faculty from that workload.

4. How would this scenario impact net position, both short and long-term?

Uncertain.

Mission/Mandate Questions

5. How does this scenario formally or informally impact other units, mandates, or stakeholders (Identify all stakeholders and mandates). Can this change improve the services, revenue generation etc of this unit and/or other units? How would this change impact enrollment and student success ?

This scenario would represent a culture shift in how we utilize and support graduate assistantships across this campus. Academic units would benefit in multiple ways as already described in #4. In addition, this provides additional instructional support to cover undergraduate and Master's level courses thus ensuring students' progression through the majors without disruption due to faculty departure or cuts to the colleges' adjunct instructor funds.

Non-academic units would benefit by being more intentional about the experience they are providing to prospective assistantship placements.

6. In the case of elimination or downsizing, what unit would perform the unit's essential functions or fulfill mandates? Can the unit's functions be eliminated or consolidated without compromising overall operations?

This question does not seem to apply to this scenario as we are not focusing on a unit per se other than the Graduate School that would be responsible for the administration of graduate assistantships and support. De-centralizing this function to the colleges balkanizes the effort and potentially results in an inefficient distribution of graduate assistantship resources.

Overall Scenario Question

7. Does this scenario allow us to remain a vibrant urban university? What is the impact and how is it achieved?

Yes, perhaps even more so than not doing this. Increasing the use of TA's would increase the visibility of our graduate programs across campus and in the community. Responsible supervision of the TA's would benefit both the faculty and the participating graduate students by supplementing their program content/experiences. This is a common practice among research universities across the country.

Scenario 2: Demolish Education Building and Procurement Services Building

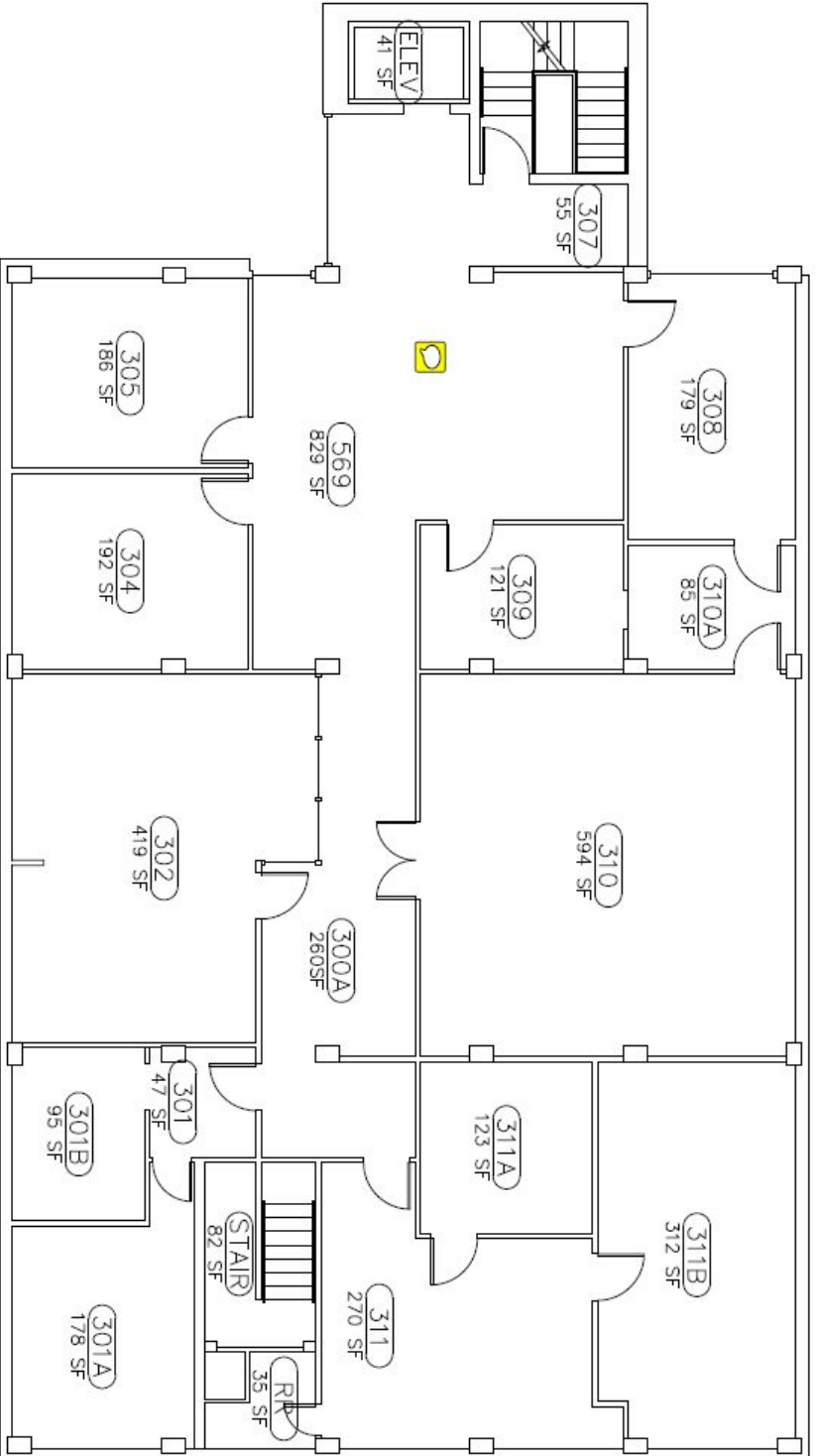
The procurement Services Building is a 3,000 S.F. structure built in 1975. The building is currently occupied by 6 staff members and 2 student workers. The Education building is 16,719 S.F. built in 1950. The building currently appears to contain 16 occupied spaces (actual current occupants are less). Allowing for reception areas, storage areas, etc., it is estimated to have 3,000 to 3,500 S.F. in use. By relocating the existing operations in both the Procurement Services building and the Education building both structures could be demolished or temporarily “moth balled” depending on budget constraints. The functions currently occupying space in these buildings could be relocated to more desirable existing space in other buildings (two potential locations are attached, although further study will be required to determine feasibility). Relocating the current occupants of these buildings and demolishing or “mothballing” the structures would result in savings shown below (moving costs are included in the demolition costs):

| | Procurement | Education | Both |
|-----------------------------------------|------------------|------------------|------------|
| | Annual | Annual | Annual |
| | Expenses | Expenses | Expenses |
| Utilities | \$ 5,500 | \$ 17,250 | \$ 22,750 |
| Flood Remediation | \$ 573 | \$ 3,063 | \$ 3,636 |
| Maint. Work Orders | \$ 4,000 | \$ 5,000 | \$ 9,000 |
| Pest Control | \$ 446 | \$ 450 | \$ 896 |
| Custodial & Grounds | \$ 5,915 | \$ 5,915 | \$ 11,830 |
| P.M. Filters etc. | \$ 500 | \$ 1,500 | \$ 2,000 |
| Sub-Total | \$ 16,934 | \$ 33,178 | \$ 50,112 |
| Overhead @ 20% | \$ 3,387 | \$ 6,636 | \$ 10,022 |
| Total | \$ 20,321 | \$ 39,814 | \$ 60,134 |
| Savings If Demolished | \$ 20,321 | \$ 39,814 | \$ 60,134 |
| Savings if "Mothballed" | \$ 18,946 | \$ 35,501 | \$ 54,447 |
| | @ \$15 / Sq. Ft. | @ \$35 / Sq. Ft. | |
| Estimated Demolition Costs ¹ | \$ 45,000 | \$ 585,165 | \$ 630,165 |
| Simple Pay Back (Years) | 2.21 | 14.70 | 10.48 |

¹ Estimated cost likely reduced if both buildings demolished as one project.

The IEC believes that three options exist for implementing this scenario with the 3rd being most plausible at this time.

1. Move all affected units and demolish both buildings
2. Move all affected units and mothball both buildings
3. **Move all affected units, demolish the procurement building and mothball the education building while future use and options are explored.**



dmilllay Oct 25 Reply X

Potential available space:

301A, 301B, 304, 310, 311, 311A, 311B

Done

TITLE

0002 - ADMINISTRATION NORTH

THIRD FLOOR

UNIVERSITY OF ARKANSAS
AT LITTLE ROCK

Print Date: 08/06/2014
Last Modified Date: 08/06/2014

Scenario 3: Freeze new construction until UALR's net position is balanced

Recommendation: Given the constraints imposed by resources and the level of deferred maintenance discussed in the housing audit, new construction which impacts the university's net position should be frozen until the campus absorbs the cost of previous renovations and new construction and the university's net position is balanced. A freeze will aid in the reduction of cost by reducing the current excess in space which carries an enormous cost in staffing, deferred maintenance, energy usage, and maintenance.

Recommendation: In addition to freezing new buildings, renovations and minor construction should be given more complete analysis, as there may be hidden costs that have not been considered.

There should be consideration given to the promises to donors regarding new construction. For instance, the Windgate Center and the Wrestling Building have provided new facilities that could be used to attract students; however, they have increased our depreciation schedule for the next 30 years.

IEC Guiding questions

1. What are the direct costs of this unit? (reasonable estimate is fine). Have the costs for this unit been increasing or decreasing over time?

The costs for new construction include the up-front costs of construction (sometimes defrayed by donations), the costs of stress associated with the mess and noise of the construction that may disrupt both classes in session and pathways to attend class. There are energy usage costs to operate the facility, costs associated with the additional manpower necessary to staff the new building, and costs associated with depreciation, all of which impact net position.

Recent additions of the Windgate Center and the Wrestling Building through donor resources, generate recurring costs that should be estimated so that the university builds these costs into future budgets. Recurring costs should be included in the budgeting decisions for any new construction.

2. What are the other costs associated with this unit? (e.g., cost of space, administration, maintenance, support from other units, organizational cost...)

See #1

3. What, if any, revenues are associated with this unit? (e.g. tuition and fees, grant funds, contract or services revenue, etc.). What are revenue projections, taking into account data trends and environmental scan? Could additional revenues be generated? Has the revenue for this unit been increasing or decreasing over time?

New construction can generate revenue through increased enrollment, increased donations (naming rights), and increased grant activity if the construction directly affects teaching students, scholarly output, and creative activities on campus.

A few examples of recent decisions and their impact on net position:

- The Windgate Center has unrealized potential for revenue generation because it is connected to the academic programs.
- The Wrestling Building may generate additional revenue through alumni support, donations, and ticket sales. But, it will have minimal impact on academic programs to produce enrollment. It has no impact on creative and scholarly activities.
- Maintenance refurbishments to the Procurement Building due to recent flooding have no impact on revenue-generation. Consequently, the decision to keep that building in service represents a drain on resources without any benefit to net position.

4. How would this scenario impact net position, both short and long-term?

New construction will negatively impact net position (see #1) unless it is coupled with an equivalent impact on revenue generation.

Recommendation: This would be a good opportunity to study the impact of the Windgate Center, the Wrestling Building, and the EIT building on net position. What new revenues have been generated as a result of those buildings? Do these revenues compare to the negative value in the net position and to the maintenance and energy usage?

As with new academic programs, a study on the net value of a new building should be part of the requirement to gain approval to start construction.

As an aside, it might be possible to couple demolition activities with new construction (for instance, build a new green space on the foundation of a demolished building) and show this in a positive light in our net position, at least in the year of the construction.

Mission/Mandate Questions

5. How does this scenario formally or informally impact other units, mandates, or stakeholders (Identify all stakeholders and mandates). Can this change improve the services, revenue generation etc of this unit and/or other units? How would this change impact enrollment and student success ?

These questions should be part of the approval process for proposing a new building/green space or in proposing a major renovation on existing space.

Freezing new construction has these potential advantages:

- a. Pressure the improved use of existing space
- b. Collocate resources for easier access.
- c. Pause the ballooning of our net position and the consequent reductions in budget
- d. Right size staffing, maintenance, and energy usage for the campus

Freezing new construction has the following potential disadvantages:

- a. It might require UALR to defer a gift from a donor
- b. Specialized space may be needed for a particular program/function

6. In the case of elimination or downsizing, what unit would perform the unit's essential functions or fulfill mandates? Can the unit's functions be eliminated or consolidated without compromising overall operations?

This question doesn't apply to this scenario

Overall Scenario Question

7. Does this scenario allow us to remain a vibrant urban university? What is the impact and how is it achieved?

The current footprint of the campus exceeds needs/demand. Making better use of existing space will likely improve the vibrancy of the campus.

I. Introduction and Background

Anticipating financial challenges due to years of enrollment decline, in August 2018 UA Little Rock administrators established the Institutional Effectiveness Committee (IEC). Charged with serving as the university's clearinghouse for budgeting, planning, and continuous improvement, this 24-person committee of faculty, staff, and administrators set immediately to work. To establish as a baseline for developing a culture of integrated planning (whereby a campus ties annual budget allocations to units based on their alignment with university mission, strategic priorities, and continuous improvement), the IEC completed an ambitious Strategic Resource Allocation (SRA) Study in just six months.

The SRA Study required all 241 academic and non-academic programs to submit reports that the IEC evaluated on Value, Vision, Efficiency and Cost. After analyzing and scoring all programs, on February 1, 2019, the IEC submitted a final report to the Chancellor's Cabinet that included prioritized recommendations for improving effectiveness throughout the institution. In the report, the IEC stated the following:

As noted throughout this report, the SRA Study revealed a strong will to change across the campus community so that UA Little Rock can successfully weather the challenges ahead. Faculty and staff are yearning for stability and a path forward that shows them that the institution can once again thrive. They want to see a credible plan and leadership that will make UA Little Rock a place where students, faculty, and staff want to come and stay to learn and work.

[...T]he committee expects that the Chancellor's Cabinet will leverage this report for guiding expeditious, informed decisions. Following through on this report with immediate and sustained actions will require both careful change management and project management from senior leadership. (5)

Despite instability and diminished capacity in recent months (In addition to personnel attrition, spending freezes, and cuts of convenience, UA Little Rock is also currently undergoing a ten-year institutional reaccreditation, implementing a new ERP, and implementing a new integrated planning and budgeting process), the IEC is pleased that changes in senior leadership have resulted in significant actions on its recommendations. This Update documents UA Little Rock's progress towards becoming a more effective urban university dedicated to transforming the lives of students and the community through engaged teaching and research.

II. Update on Prioritized Recommendations

The IEC's February 2019 final report prioritized sixteen institutional recommendations for immediate action. These recommendations, listed in order of priority, are restated from the original report here with updates on progress.

- 1. Strategic Enrollment Plan.** The IEC identified addressing UA Little Rock's continuous enrollment decline as the most critical institutional priority. Insofar as UA Little Rock's revenue is largely tuition-driven, all programs are hurting from lower-than-anticipated enrollment and voiced support in addressing the campus enrollment issues. In response to a lack of strong centralized recruitment and retention efforts, many academic and nonacademic units have sought to address these issues on their own, often resulting in redundant, uncoordinated efforts. A coordinated strategy that is articulated in a Strategic Enrollment Plan document is needed.

This Strategic Enrollment Plan should include realistic, measurable and attainable goals, as well as realistic action plans, to recruit and retain UA Little Rock's diverse student populations. The plan should identify and coordinate the roles and responsibilities of units across campus. It should address strategic marketing targeted at different academic programs and student populations and coordinate the roles of all relevant campus stakeholders—especially faculty and department chairs—in student recruitment and retention. The IEC views an Enrollment Plan as an opportunity for UA Little Rock to reaffirm its commitment to supporting and educating the underrepresented, nontraditional, first-generation and lower income students of Central Arkansas. The IEC would like to see the plan address more wrap-around student services for low-income students, including funding and a process for providing small emergency loans or grants. This plan should also drive scholarship programming, housing philosophy, student support services and more. The process for developing a Strategic Enrollment Plan (which should happen with urgency) should allow for the engagement of personnel and units across campus, especially Student Affairs, Academic Affairs and Marketing.

Update: In collaboration with the University Recruitment Committee and the University Retention Committee, the Division of Student Affairs is coordinating the development of the Strategic Enrollment Management Plan. A template was selected, and the Office of Institutional Research has populated initial data needed for the plan. The Strategic Enrollment Management Plan will be provided by the conclusion of fall 2019. This plan will address the areas listed in the IEC's recommendations, including "more wrap-around student services for low-income students, including funding and a process for providing small emergency loans or

grants.” It will also address “scholarship programming, housing philosophy, student support services and more.”

2. **Comprehensive unit reviews.** Three programs stood out to the IEC because of their low effectiveness and critical role in determining the success of UA Little Rock. The IEC recommends comprehensive unit reviews of these units: the Department of Human Resources, the Office of Financial Aid and Scholarships, and the Office of Admissions and Recruitment. These examinations should explore appropriate resourcing, as well as the reasons behind low stakeholder satisfaction and high turnover of trained staff. Such a review should also seek to identify redundant functions, processes to streamline, and how best to leverage existing resources, personnel and structures to ensure maximum effectiveness and accountability.

Update: Two areas from Student Affairs were mentioned in the recommendation: the Office of Financial Aid and Scholarships and the Office of Admissions and Recruitment. With the appointment of a new Vice Chancellor for Student Affairs (VCSA) in August 2019, the Office of Financial Aid & Scholarships has undergone substantial changes in staffing, directorship, processes, and collaboration with other units. Notably, Financial Aid will be processing current and prospective students’ financial aid within 24-48 hours once required financial aid documents are received. Financial Aid staff are also cross-training with Admissions staff and conducting on-site, one-stop application days where students are both admitted and awarded eligible institutional scholarships.

The Office of Admissions and Recruitment has also undergone several personnel changes, including a new Director of Admissions and an Assistant Vice Chancellor for Enrollment Management. In collaboration with other offices across campus, Admissions has streamlined a number of processes and added capacity to recruitment. Admissions has also collaborated heavily with the University Recruitment Committee to analyze and improve processes and approaches impacting recruitment and onboarding. Students in this office are also admitted within 24-48 hours once all credentials are received. As of November 1, 2019, applications are up 51%, admitted students are up 43%, new freshman applications are up 74%, and new freshman admits are up 103% from this time last year.

A new director of Human Resources was appointed in October 2019, and she will be working on an improvement plan for the unit.

- 3. One-person programs.** The IEC noted a high number of one-person and very small programs across the curriculum and in non-curricular units. Although some of these programs may be effective and viable, the IEC is concerned that they may lack the capacity to grow or pursue new opportunities. They also put the institution at risk if one faculty or staff member leaves the university. Curricular programs tied to one person can lack intellectual and pedagogical diversity, be too strained to provide adequate student support services, and limit continuous improvement to self-evaluation. For these reasons, the IEC recommends that these programs be evaluated on a case-by-case basis for possible restructuring, cross-training, termination, or an investment in resources.

Update: The Chancellor and Provost have requested that the IEC analyze these programs and making recommendations for potential cuts or potential needs for investment, with cost estimates. These recommendations will be reviewed as part of the Provost's Academic Planning process, taking place through May 2019,

- 4. Finance and Budgeting.** The IEC had difficulty using the data provided by the Office of Financial Services primarily due to actual (versus budgeted) revenues and expenditures not being trackable at the program level for curricular programs. Additionally, the information provided reflected numerous organizational changes that makes analyzing resource allocation difficult. To this end, the IEC recommends that a model such as the Delaware Cost Study be utilized in order to better track program costs. The IEC also believes that the current budget model of incremental budgeting is inadequate because it continues to reward and fund areas that are unproductive, nonessential, and not tied to the university's mission and strategic priorities. It also perpetuates irresponsible end-of-year spending, which the institution cannot afford. The committee therefore recommends that the Division of Finance and Administration build a university-wide budget model with annual budget processes that strategically tie resources allocation to university mission and improvement. The IEC will not be able to proceed with Phase 2 of its charter and charge without this Division's commitment to creating a budget plan that links to the university's strategic plan. In order to support an annual budget model of integrated planning, the multiple offices spanning the functions of finance and budgeting should be better coordinated and integrated. The campus cannot plan and budget actual expenses without these functions' being better connected.

Update: Upon completion of building an institutional decision-support system with clean longitudinal student outcome data and interactive dashboards, the Quality Initiative Committee has committed to scrubbing financial data and building financial dashboards. As UA Little Rock implements the new WorkDay ERP, additional standardized financial reports and dashboards will be available at our

fingertips. A new Budget Director hired in the summer of 2019 is working with the IEC to develop a new annual integrated planning and budgeting process that integrates planning and resource allocation. A first draft of this process is currently under consideration by the IEC.

5. **Academic planning.** Sound integrated planning typically includes an Academic Plan, Enrollment Plan and Master Plan that align with the Strategic Plan. Unit-level Operational Plans are then developed to align with these primary documents. An Academic Plan integrated with both the UA Little Rock Strategic Plan and Enrollment Plan will ensure that curriculum and recruitment and retention efforts support one another, promoting mutual successes and a common strategic direction. The SRA Study provides the data to inform a sound Academic Plan that aligns curriculum with the university mission in addition to Central Arkansas' community and workforce needs. Any academic plan developed for this university must consider how student success--especially for non-traditional, first generation, and underrepresented students--can be supported through co-curricular programming and high-impact learning. An Academic Plan can also identify and eliminate redundancies, set curricular priorities, leverage Extended Education to provide opportunities for lifelong learning, and ensure that the curriculum is balanced with respect to program cost. In addition to recommending the development of a formal Academic Plan, the IEC sees this planning exercise as an opportunity to promote an institutional perspective and collaboration that can help to address a pervasive and detrimental sense of competition among academic departments and colleges, especially with respect to SSCH.

Update: At the October 25 Faculty Senate meeting, Provost Ann Bain announced that a process for Academic Planning would be announced within the next two weeks. UA Little Rock's 2020 Academic Planning will have three objectives:

- To create a strategic resource allocation plan for Academic Affairs
- To create an Academic Plan that will guide decision-making in Academic Affairs for next 5-6 years (to be updated in 3 years)
- To advance UA Little Rock's core mission as an urban university dedicated to transforming the lives of students and the community through engaged teaching and research

6. **Integrated operational plans.** Operational plans are unit-level plans in which the unit identifies short-term goals that align with the UA Little Rock Strategic Plan. The IEC recommends that each unit develop brief one-year operational plans that align unit activities and expenditures with the goals and objectives of the Strategic Plan. These plans should include realistic, actionable goals that are regularly measured for success

and improvement and included in unit annual reports (annual report templates for academic departments already have these elements built into them). Coordinated annual reporting processes, improvement incentives, and targeted professional development (described in Priority #8 below) will be needed to support integrated operational planning.

Update: This has not been addressed but is expected to be a component of the annual integrated budgeting and planning process, described above in Priority #4.

- 7. Integrated, centralized processes and services.** Processes and services across the institution—particularly those that cross business and academic units—should be mapped and analyzed for improving efficiency and student-friendliness. This process analysis is also an opportunity to document processes, which is important for establishing consistency and for orienting new employees. Processes should be automated where possible and appropriate and require only value-added signatures. Processes such as scheduling should also be evaluated for centralization in order to maximize efficiency and effectiveness. Priority should be given to improving and centralizing processes related to finance, budget, human resources, career services, student success, advising, student enrollment experiences, scheduling, diversity and inclusion, communications, IT Services, and student recruitment and retention. In the absence of coordinated, centralized services in the areas of career services, extended education, student support and advising, colleges and departments have reduplicated initiatives in an effort to serve students. This results in redundant, inefficient and inequitable access to these key services. Additionally, there is no coordination between the budget and financial areas to provide meaningful reporting to the various campus stakeholders.

Update: Student Affairs processes that impact incoming undergraduates are being mapped in order to improve efficiency and usability and to document dependencies among units for onboarding new undergraduates.

Because Military Student Success Center, International Student Services, and the Intensive English Language Proficiency Program directly relate to and impact enrollment, these offices have been consolidated under Enrollment Management. Similarly, Student Orientation and the Ask Desk have been consolidated into the Trojan Transition and Assistance Center.

During summer 2019, Academic Affairs restructured The Trojan Academic Advising and Support Center to include a Director of Academic Advising, Director of Personal Awareness, and a Director for Student Retention Initiatives.

These three units collaborate to support and highlight the onboarding and persistence efforts of Enrollment Management. These three subunits of TAASC are engaged in maximizing efficiency and effectiveness from enrollment through graduation.

An IEC sub-committee is considering additional centralizations and combinations that will improve the effectiveness of UA Little Rock's operations.

8. **Professional development.** Both curricular and non-curricular program reports exhibited great unevenness in financial literacy and reporting, data literacy and usage, assessment and continuous improvement, project management, and report writing and documentation. UA Little Rock faculty and staff need proficiency in these areas in order to drive an effective institution. Investing in faculty and staff professional development will build not only employee capacity, but also institutional capacity to follow through effectively on the recommendations outlined in this report. Much of this professional development can be provided in-house. Insofar as assessment and continuous improvement underline all priorities and recommendations outlined in this report, the IEC recommends that professional development in continuous improvement take the form of a campus campaign.

Update: Members of UA Little Rock's Assessment Academy are working on scaling professional development in academic and co-curricular assessment for all non-academic units. Due to limited capacity, this in-house campaign will take place in academic year 2020-2021. A new Student Affairs Leadership Academy will also play a role in this professional development. It is hoped that, with the Chancellor's financial gift to the Academy for Teaching and Learning Excellence, this faculty development organization will also be able to provide workshops in these areas.

9. **Faculty workload policy.** Curricular program reports regularly cited unreasonable and inequitable workloads, whether due to an inability to hire or an outdated workload policy that fails to address diverse instructional modalities (e.g., online), increased administrative responsibilities (especially in accreditation and assessment), graduate programs, and an R2 research classification. The IEC recommends reviewing the widely vetted 2016 workload policy proposal as a starting point for adopting an updated workload policy in 2019 that addresses consistent, systematic counts of instructional units in a context of fewer students and resources.

Update: The Provost's Office is performing a workload audit to determine the possibility of implementing the 2016 workload policy proposal given current financial and staffing difficulties.

10. **Centralized software licenses.** The IEC's systematic and collective review of 240 curricular and non-curricular program reports positioned the committee to identify both redundancies and needs across the institution. Rising to the level of an institutional recommendation was the need for centralized software licenses, particularly in the areas of statistical analysis and survey tools to allow for more equitable and economical access across curricular and non-curricular units. As a result, individual programs and research SRA 2019 Study 10 faculty often make redundant and expensive software purchases that are limited to a small handful of users. Programs with small maintenance budgets and grant revenue may not be able to access certain software tools at all. The committee believes there is an opportunity for cost-savings by doing an inventory of current licenses and centralizing the purchase of these. There could also be benefit in centralizing the purchase of computer equipment.

Update: Dr. Thomas Bunton, Chief Information Officer, is working to develop plans for the centralization of software licenses as well as computer purchasing. An initial audit of existing computational hardware and software has been conducted.

11. **Space allocation and management.** Program reports document inefficient uses of university space and maintenance of space-specific equipment and technology. As the university struggles to address deferred maintenance, a space audit could inform strategic decisions and should result in a plan to address deferred maintenance. A space audit could also inform strategic space allocation and management, energy conservation efforts, LEAN initiatives, and a future master campus plan. Centralizing space management and taking advantage of software solutions could also facilitate this process.

Update: Leadership acknowledges that managing space allocation is a critical issue but does not have the capacity to address it at this time. The institution has requested that the UA System explore adopting an affordable space management solution as an add-on to the WorkDay ERP. The IEC has submitted a recommendation to the Chancellor to consider mothballing or demolishing two depreciated buildings on campus and relocating the occupying units to better space.

12. **Industry standards.** Many non-curricular units demonstrated unfamiliarity with industry standards to use for benchmarking performance and success. The IEC recommends that

non-curricular units adopt industry standards and student learning outcomes (SLOs), such as those developed by the Council for the Advancement of Standards in Higher Education for almost every function and unit imaginable in higher education (from financial services to grounds maintenance). Standards and SLOs would not only establish expectations of excellence in every unit, but would also promote accountability and a shared commitment to student learning. If a unit cannot ultimately connect its value to student learning, it does not belong on a university campus.

Update: Student Affairs is incorporating the six Council for Advancement of Standards in Higher Education (CAS) domains for their student learning and development outcomes. As a pilot, Assessment Academy has charged 5 co-curricular (Counseling Services, Military Success, Study Abroad, Ottenheimer Library, the Student Success Workshop Series within the Trojan Academic Advising and Support Center) units with building 5-year plans based on CAS standards. The IEC expects all other units to follow this example.

- 13. Incentives for collaboration and improvement.** As UA Little Rock builds a culture of institutional effectiveness and accountability, faculty and staff need motivations to collaborate across siloed units to improve processes and student learning. In a climate of reduced resources, small micro-grants or non-financial incentives (e.g., a one-time reprieve from annual reporting, public praise and recognition) can be meaningful incentives. Unit heads can also lead with a “growth mindset” (psychologist Carol Dweck’s term), fostering a positive, safe environment that rewards identifying areas for improvement and experimenting with solutions.

Update: In academic year 2020-2021, the Provost’s Office will budget small incentives for improving student learning outcomes. During this academic year, the Provost’s Office is expanding its annual faculty excellence awards to include awards in advising and assessment. The integrated budgeting and planning process to be implemented in academic year 2020-2021 will also incentivize improvement by linking resource allocation to improvement initiatives.

- 14. Improvement plans for low-performing programs.** The IEC recommends that programs scoring lower than 2.0 in Vision, Value, or Efficiency be reviewed by unit heads and the appropriate Vice-Chancellor to discern whether or not a documented improvement plan would be appropriate to address areas of concern. These plans should include meaningful improvement goals with action plans that can be measured and monitored. Attaining these goals should be celebrated and incentivized, and programs failing to demonstrate improvements should be held accountable.

Update: All units under Student Affairs and Enrollment Management have submitted detailed responses to their IEC scores and feedback. The Chancellor has tasked the IEC with creating a process by which all low-performing programs respond to their scores and feedback with an improvement plan.

15. **Converting academic minors into certificate credentials.** Now that academic minors are no longer a university-wide requirement, many minor programs are withering across the curriculum. The IEC recommends additional review of all minor programs, particularly stand-alone interdisciplinary minors and those minors carrying designated budgets (e.g., Presidential Studies and Non-Profit Leadership Studies), for viability, further cost analysis, and relevance. Additionally, program faculty should strongly consider the possible advantages of converting academic minors into certificate programs: raising the profile of the program to better market to students as a value-added credential and receiving credit in the state's new productivity funding formula (academic SRA 2019 Study 11 minors do not receive funding formula credit, but certificate programs do). Academic minors can be converted into certificate programs without changing student learning outcomes or content, and most minors can also convert to certificates without changing the total number of credit hours (A CP can consist of 6-21 undergraduate semester credit hours; a TC of 21-45 hours).

Update: Developing.

16. **Embedded stacked credentials.** Existing certificate programs should be fully embedded in a larger degree program to ensure efficiency with respect to faculty workload and healthy course enrollments. Advisors should proactively advise students to declare and apply for graduation in stacked credential programs both so that the student can obtain a value-added credential and so that lower-credentialed programs remain viable and receive credit in the productivity funding formula.

Update: Developing.

III. Other Significant Improvement Actions

- **Improve UA Little Rock.** At a May 1 Chancellor's Open Forum, some faculty suggested creating a mechanism for submitting suggestions and concerns oriented towards improving the institution. On May 2, Improve UA Little Rock (ualr.edu/improve) was announced to allow members of the campus community to submit feedback and suggestions for improving our university. During its first six months of life, Improve UA

Little Rock received a total of 92 submissions from faculty, staff, students, parents, and community stakeholders. A biannual report outlines actions taken on the submissions and states that submissions help to prioritize improvement initiatives and identify structural issues that need to be addressed.

- **Mobile Summer Institute on Scientific Teaching.** The UA Little Rock Academy for Teaching and Learning Excellence, the STEM Education Center, and the Office of the Provost hosted this faculty workshop on the science of learning in May 2019. Over four days, more than 30 faculty learned active learning strategies to improve student success and increase graduation rates on campus.
- **Online Quality Assurance.** In response to student concerns raised in Spring 2019 about the quality of online courses, instructional designers in the Office of Scholarly Technology and Resources are implementing an Online Course Design Quality Assurance program in Spring 2020. Modeled on the Quality Matters Assurance Standards, UA Little Rock's Quality Assurance program will support faculty with professional development and incentives to implement best practices in online course design and delivery.
- **IT Governance.** In order to ensure that finite Information Technology resources are aligned with the most critical campus needs, IT Services has centralized all departmental IT staff and initiated an effort certification study to determine how best to reduce duplication and improve efficiencies. An IT Governance Group has been charged with evaluating IT needs and ensuring the alignment of IT services with institutional priorities.
- **Ask BOBB.** In an effort to stimulate collaboration and transparency, the university's business offices are hosting an Ask BOBB (Business Office Brown-Bag) for the campus community on November 5. Over lunch, faculty and staff can learn about the key functions of Admissions, Bursar's Office (Student Accounts), Financial Aid and Scholarships, Records and Registration, Transfer Student Services, and the University Information Desk. The business offices also hope to gain feedback from the event for improving services.
- **Diversity Initiatives.** In order to better coordinate diversity initiatives, the Multicultural Center, Anderson Institute on Race and Ethnicity, and SASI all now report to Dr. Mia Phillips, who will serve as a permanent member of the Diversity Council as Director of the Multicultural Center once the charter is updated.

- **Coordination of Student Enrollment Experience.** Several units both inside and outside of Student Affairs worked closely with the VCSA to contribute to the Prospect to Census document as well as the Unit-Level Onboarding Dependencies document which outlines many of the processes that prospective students must go through in order to become a Trojan.
- **Concurrent Enrollment.** A new high school concurrent enrollment coordinator was onboarded in August 2019, and plans to better resource the program as a cost center in FY2021 are underway.
- **Graduate School and Records Reorganization.** The IEC recommended better integration of Graduate School processes with undergraduate processes and procedure. In response to this recommendation, the Assistant Dean position from the Graduate School was transferred to records to create a new Associate Registrar position. This transfer of personnel and knowledge has resulted in increased capacity and efficiency.
- **Marketing.** UA Little Rock hired a new marketing director in April 2019. Over the past several months, he has engaged stakeholders in building a new marketing strategy, to be deployed in late fall.

IV. Conclusion

Concluding its February 2019 SRA Study Final Report, the IEC stated, “It is clear that--despite a campus community that is stretched very thin--UA Little Rock’s faculty, staff, and administrators are invested in doing the hard work to change the institutional culture and ensure a vibrant, effective university. UA Little Rock is too important to fail” (22). As the university continues to face challenges in the coming year, the IEC celebrates the work that has been done to improve the institution. Although more hard work lies ahead, UA Little Rock is on its way towards constructing a culture of planning, improvement, and accountability.

As UA Little Rock faces difficult decisions in the months to come with respect to strategic resource allocation, the IEC reaffirms its guiding principles:

- An institutional perspective that prioritizes the university’s long-term health and high quality learning experiences that transform students above personal and unit-level concerns
- Shared governance among faculty, staff, and administration that ensures broad participation, feedback, and collaboration across all units

- Continuous improvement and accountability through assessment and benchmarking in all units
- Realistic, data-informed institutional planning that aligns enrollment, financial, and academic plans, as well as operational plans in every unit, with the institution's strategic plan
- Transparency through clear communication, documentation, and shared data made available to appropriate stakeholders
- Action that is consistent with UA Board and UA Little Rock policies, accreditation standards, and state and federal laws

The IEC asks that UA Little Rock's stakeholders--students, faculty, staff, administrators, alumni, and friends--embrace these principles as we shoulder our financial challenges and engage in planning for the future of our city's university.