

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

Faculty Senate Meeting

Friday, December 8, 2006, 1:00 p.m.

Donaghey Student Center, Room C

MINUTES

Present: CAHSS—Anderson, Chadwick, Cheatham, Dhonau, English, Garnett, Groesbeck, Musgrove, Parins, Ramsey, Smith. CB— Holland, Edison, Watts, Nickels. CE—Kushner, Van Der Putten for Lindsay. CISSE— Jovanovich, Patangia, Tschumi, Wright, Xie. LAW— Sullivan. LIBRARY— Watkins. CPS— Call, Faust, Lyon, Montague, Rhodes. CSM— Douglas, Elsalloukh, Leslie, Prince, Tarasenko. EX OFFICIO— Anderson, Belcher, Ford, Williams, Bates, Garrett.

Absent: CAHSS— Amrhein, Eshleman. CE— Barrett, Hunt, Moley. LAW— Aiyetoro, Peltz. CPS— Turturro (for Robertson, on OCDA). CSM— Hall, Kosmatov, Ragsdale.

I. Welcome and roll call

President Ford declared it to be exactly 1:00 p.m., and called the meeting to order. The secretary called the roll.

II. Review of minutes

The minutes of the October 20, 2006, meeting were reviewed and approved by the Senate.

III. Announcements

The president noted that the Executive Committee is working on a Senate schedule for the spring semester.

The president apologized for having overlooked a senator's request for a place on the agenda for an announcement.

Report by Catherine Lowry on the "UALR Academy for Teaching Excellence"

The Chancellor's Leadership Group established last year a goal to form some sort of teaching-support initiative. A task force was formed, and charged with identifying successful examples around the country and designing something specifically for us. The group looked at the Derek Bok Center at Harvard and the Cortez Center at Fayetteville.

Lowry said the intent is to build on our strengths and successes, and to serve all groups who teach at UALR: full-time, adjunct, and graduate students. They hope also to build community among those who teach.

Lowry reported on the task force's present thinking about a governance structure for the Academy, noting that they're still in process of developing a final recommendation. They have envisioned a board comprised of "Teaching Fellows." that is, recipients of the faculty excellence in teaching awards for the previous five years, along with the president and vice-president of the Senate as nonvoting

members, and the president of the University Assembly as a voting member. The board will select the three directors of the Academy, who must be tenured faculty. The directors will be awarded 25% course load releases for spring and fall and other incentives for the summer. They will be appointed in consultation with the provost and with the deans of their particular colleges. There will also be an administrative assistant, who must have excellent organizing and communication skills, and who will be shared with the faculty Senate.

Duties of the directors would include planning and arranging the summer teaching academy and other activities in support of teaching, and consulting with faculty who seek help with teaching. There will be opportunities for graduate students not only to teach but to do research in connection with teaching. All this work is intended to be based on assessment of need. The task group believes it is critical to target new faculty and bring them in as soon as possible.

It's a big project, Lowry said, which will take considerable amounts of both time and money. The budget is likely to be in the neighborhood of \$200,000.

Lowry asked that senators pick up handouts and send feedback to her or others on the committee.

IV. Reports

Report from the Chancellor

The chancellor voiced his support of the teaching academy, and noted that the draft handout was the first major budget request he's gotten. He did observe, though, that while the early bird gets the worm, it's the second mouse that gets the cheese.

He recognized the Faculty Senate Executive Committee for the extra work they've put in this fall on this and on many other projects. He thanked them.

The chancellor said the legislative session is nearly upon us but hasn't taken shape yet. He expects higher education to fare well because of the new governor and the fact that the state of the economy is favorable. He hopes we'll emerge with a reasonable increase in our operating budget.

The results of the recent bond issue vote, the chancellor said, suggest that higher ed is almost as popular as bingo with the voters, within just a percentage point or two. His guess is we'll get more from the General Improvement Fund surplus than we would have without such a positive bond vote. He reminded us that it can be an unpredictable and capricious environment out there, and that cautious optimism is a reasonable stance for the times.

We'll hear more about transfer of credit and retention during this session. There's been a good bit of talk about advertising by institutions of higher ed, and there may be some attempt to limit it, but he expects it will not be significant.

The comprehensive fundraising campaign continues to move. Development efforts around campus worth noting include these: Mass Communication got a significant gift leading to the name of the new Dempsey Studio. Audiology and Speech Pathology had a recent visit by Jermaine Taylor. Bill Wiggins, associate dean of the College of Education, is in process of contributing his major collection of Native American art to the university.

The chancellor reminded the Senate of the energy conservation campaign, and suggested that small actions by all of us will make a big difference. He's not, he said, perfect at it himself—but certainly hopes to be soon, as he hopes all of us will.

The administration has been thinking through how we can make sure that students who receive federal financial aid are indeed attending classes after having established eligibility and registered. Since nationally the amount of money is in the billions, the few students who go to school for the purpose of receiving financial aid is, indeed, a problem. The feds want universities to confirm that students who've enrolled and are receiving aid are in fact going to school. He encouraged us to be thinking about how we might do that.

He hopes to see fifty percent of the Senate or more at the fall commencement. He offered his appreciation for all the hard, good work the faculty has done for this semester, which has been, from his perspective, quite a good one.

Report from the provost

The provost noted that we must have already implemented the energy conservation program, since it was, as he spoke, freezing in the room.

The provost reported that his office went to work fairly quickly this fall to develop some strategies to increase summer enrollment, a priority the chancellor set last August, when it was much warmer. The deans and chairs surfaced possible approaches. One idea was targeting central Arkansas students who attend other universities but are home for the summer. A small workgroup, including Cheatham, Hoffpauir, and others, developed a marketing strategy, and the chancellor has agreed to fund it.

Among barriers to higher summer enrollment, the group identified the problem of classes not making, and the problem of getting faculty to agree to teach in the summer. In an effort to make that easier, the group agreed to try, if the professor agrees, going ahead with summer courses with less than the minimum number of students policy presently requires, and prorating the professor's compensation for the course. The provost acknowledges that since they came up with this idea, other good ideas have emerged, and the provost is certainly willing to consider them. During this pilot year, he said, we'll look at what works, what doesn't, what else we might want to try.

The provost reminded the Senate about the presentation at the October meeting about ACTS, Arkansas Course Transfer System. It went live last Friday. Since then, UALR has received a number of calls as a result of the web site. He asked Hoffpauir and Cheatham to speak briefly to the faculty about what's bubbling up.

Cheatham assumed we would not be bombarded too quickly, but acknowledged that students have seen ways they can use the system to their advantage. We have challenges to resolve that will not wait.

We have a course equivalency guide in Banner we've been using for some time. Our Banner system does not match perfectly with the ACTS. To the extent that it doesn't, we have a problem. Another problem is in articulating the core. We've gotten pretty good at it. ADHE has ACTS and a thirty-five hour core transfer guide. Those don't match either. We understand the difference between transferring a course and satisfying a core requirement are different issues. Students and their parents may not. ADHE can't tell us definitively how or when this will be resolved, and so are leaving the resolution to us in the meantime. And UALR, of course, gets 70% of its students through transfer. In the next months, we need all to be sensitive to where the challenges are, and work to resolve them in ways that are respectful to students and avoid waving the red transfer flag in the face of the legislative bull.

Hoffpauir added a point: Rice asked her whether all the courses in ACTS are core courses. She's not sure, but as she's looked, she's inclined to believe they all *are* core courses somewhere. Thinks that may help in the long haul.

Q from Douglas: what are the provisions or mechanisms for mistakes made in ACTS? She found one recently and called the appropriate ADHE person. Hoffpauir said she's not sure what the mechanism will be, but that Douglas did the right thing. Douglas encouraged faculty to look carefully, and not to assume that just because it's in ACTS, it's right.

Report from Faculty Roles and Rewards Task Force, Carl Moneyhon.

Moneyhon noted that since he was here in October, his task force was able to get a draft circulated more quickly than they had hoped. He asked that senators let him know if there are any problems with distribution.

They have also had a series of meetings about the campus, including the special meeting with the Senate last month, and one each with the Colleges of Business and Information Sciences and Systems Engineering this week. They've been pleased with the feedback and suggestions they've gotten, and gratified to see that the reception overall has been quite positive.

Preliminary results from the faculty survey are coming in. The fifty percent response rate looked stinky to him, but he's been told by those who surveyed that it's actually quite good.

The task force hopes to have a final draft to the Senate by February. Moneyhon noted again that if any senator would like someone from the task force to come talk to a college or department, they'll be glad to do so.

V. *New Business*

A. MOTION: Executive Committee (Legislation—majority vote at one meeting) (No second required)

“Those applicants completing all requirements for various degrees in the 2006 Fall Semester shall be approved for graduation.”

The silence that met the President's call for discussion was broken by laughter, and inquiries as to whether there is no one to ask the Ford Question. Someone compliantly called out, “Where's the list?” **The motion passed unanimously on voice vote.**

B. Special exemptions:

1. MOTION: Senator Larry Holland (Legislation—majority vote at one meeting) (Second required)

“Given that the College of Business student Jimmy Tipton has completed 124 consecutive hours receiving all A's and only one B, the faculty of UALR hereby grant to Jimmy Tipton the honor of graduating Summa Cum Laude upon graduating from UALR.”

Commentary: Mr. Tipton was granted academic clemency eighteen years ago at UCA which technically excludes him from honors according to current UALR policy.

This motion has been withdrawn.

2. MOTION: Senator Charlie Musgrove (Legislation—majority vote at one meeting) (Second required)

“Jolie Busbie to graduate with honors.”

Commentary: Given that College of Arts, Humanities and Social Sciences student Jolie A. Busbie has achieved a cumulative grade point average of 3.74 in 96 hours of coursework to this point, the faculty of UALR hereby allow Jolie Busbie to graduate with appropriate honors upon graduating from UALR despite being granted clemency for coursework taken 15 years prior to her readmission in 2002.

Senator Musgrove moved that the motion be referred to the Undergraduate Council. **Motion passed unanimously on voice vote.**

C. MOTION: Admission and Transfer Credit Committee. (Legislation—majority vote at one meeting)

That the admission requirements for first-time entering freshmen shall be as follows:

Admission of Entering Freshmen

First-time entering freshmen applicants who present the following academic qualifications will be automatically admitted:

Successful completion of the high school college preparatory core in effect at the time of graduation from high school (the current core is shown below), plus one of the following:

- *A cumulative high school grade-point average of 2.5*
- *An ACT composite score of 21 or a combined verbal/math SAT I score of at least 990.*

Students who were home schooled or completed a GED are automatically admitted if they have an ACT composite score of 21 or a combined verbal/math SAT I score of at least 990.

Students wishing an early admission decision using 6th semester transcripts will be admitted with the expectation of continued academic success in high school. Students admitted by early decision will be given preferential treatment for housing and registration.

The academic qualifications of all other applicants will be individually reviewed by the Admissions and Transfer of Credit Committee, with attention to those factors that indicate the applicant has the ability and motivation to earn the grades required for satisfactory academic progress and eventual graduation. Such factors include but are not limited to high school grades with particular focus on the college preparatory core courses and grades in them below C, the academic rigor of the high school courses, success in AP courses and International Baccalaureate courses, and standardized test scores. Based upon this review, the Committee may admit, defer or deny admission to the applicant.

Any applicant whose admission is denied or deferred may, with the submission of additional information, request reconsideration.

College Preparatory Core

To be automatically admitted as a freshman, students must complete a minimum of 16 high school units (year-long classes) in the following areas:

English—4 units (Four units with emphasis on writing skills, not to include courses in oral communications, journalism, drama or debate.)

Natural Sciences—3 units (Three units, with laboratories, chosen from Physical Science, Biology, Chemistry, or Physics. Only one unit may come from a Life Science.)

Mathematics—4 units (Four units including Algebra I and II, Geometry, and an advanced math course. It is strongly recommended that students take a math course during their senior year.)

Social Studies—3 units (Three units, including one of American History (does not include Contemporary American History), one of World History (not to include World Cultures, World Geography, or Global Studies), and at least one-half unit of Civics or American Government (not to include courses in practical arts).)

Electives—2 units (To be chosen from English, foreign languages, oral communications, mathematics, computer science, natural sciences, (pre) engineering, and social studies. As you choose your electives, residents of Arkansas please remember that to be eligible for such scholarships as the Arkansas Department of Higher Education's Academic Challenge Scholarship or the Federal Academic Competitiveness Grant, students must also have 2 years of the same foreign language.)

Total—16 units

Commentary: Historically, the UALR faculty has perceived the university as serving both as a university and as a community college for the greater Little Rock area. Consonant with the goals of Fast Forward and recognizing the maturation of the university, the purpose of this legislation is to allow UALR to move to an admission policy that will admit students who have a reasonable expectation for success. In addition to improving the quality of students in the classroom, this change will also address a faculty concern of whether or not it is ethical to accept students and collect tuition when the students' credentials indicate that there is little chance of their success. The motion provides for automatic admission for well qualified students as well as a process for evaluating and then admitting, deferring or denying admission to those applicants whose credentials do not warrant automatic acceptance.

Q from Groesbeck: What was the policy before this? A from Tschumi: The criteria are basically the same, but this motion eliminates "conditional admission," substitutes the criteria for an automatic admission process, and designates an individual review process for all other applicants.

The motion passed unanimously on voice vote.

D. MOTION: Undergraduate Council. To change wording concerning "transient students." (Legislation—majority vote at one meeting)

Students enrolled in an institution of higher education to which they intend to return who wish to take courses at UALR *are admitted upon submission of ~~must submit~~ a letter of good standing from the institution in which they are enrolled. Students who have recently graduated from high school and who have been fully admitted to an institution of higher education may take courses at UALR prior to attending the other institution upon submission of their letter of admission / acceptance. This ~~Transient~~ status is limited to one semester or two summer terms. Further enrollment in this status is not permitted ~~unless~~ until the student has returned to his or her original institution, attended the institution to which s/he was admitted following high school graduation or has attended another institution before ~~reapplying~~, returning to UALR. Students in this category are not eligible for federal aid.*

Cheatham observed that we have had a transient-student policy for a number of years, and that it has worked fairly smoothly. This category is meant to accommodate those students who are regularly enrolled elsewhere and wish to take classes here in the summer. The tweaking of wording here is intended to permit extending this policy to cover recent high-school graduates who may have been admitted to but not yet enrolled in, and thus not yet having acquired an academic record from, another university.

Nickels raised a concern about the last sentence of the motion. Cheatham said that in our student handbook, we have mixed admission and financial aid information. She asked Tammy Harrison, who was present at the meeting, if it would be acceptable to remove this language from here and be sure it's properly included elsewhere. Harrison assented.

Cheatham accepted Nickels concern as a friendly amendment and struck the last sentence.

The motion as amended passed unanimously on voice vote.

E. MOTION: Admission and Transfer Credit Committee. (Legislation—majority vote at one meeting)

That the following authorization and guidance be provided to the Admissions and Transfer Credit Committee:

In determining the admissibility of freshmen applicants not qualifying for automatic admission, the Admission and Transfer Credit Committee shall focus on those factors that indicate an applicant has the ability and motivation to earn the grades required for satisfactory academic progress and eventual graduation. Such factors include but are not limited to high school grades with particular focus on the college preparatory core courses and grades in them below C, the academic rigor of the high school courses, success in AP courses and International Baccalaureate courses, and standardized test scores. In implementing policies and establishing guidelines, the Admission and Transfer Credit Committee shall work with the administration and the Executive Committee of the Faculty Senate to ensure that decisions are consistent with and achieve a balance with the goals and needs of the university. The Executive Committee is to ensure that important issues are brought before the Faculty Senate.

The Admissions and Transfer Credit Committee, in exercising its good judgment, may deny admission, may defer admission pending an applicant's completion of

additional preparation specified by the committee, or may limit the number of credit hours in which the student enrolls.

The Admission and Transfer Credit Committee is authorized to determine admissibility on the basis of a sixth semester transcript, with admission status to be confirmed when the student supplies a final transcript after high school graduation.

To enable the Faculty Senate to evaluate the appropriateness of the admission policy, the Admission and Transfer Credit Committee using data collected by institutional research and other campus units shall report annually to the Faculty Senate such information as numbers of students and their characteristics including the retention and graduation rates for students admitted automatically and for students admitted on an individual basis.

Commentary: In evaluating the students who are not automatically admitted, there is a substantial need to allow for flexibility in the application of good judgment. For instance, the criteria used needs on one hand to adjust to new data as we see the consequences of our action on students, while in addition the actions need to work within institutional priorities and budget constraints. As a result, the authority of the faculty to regulate admission criteria is appropriately vested in the Admission and Transfer Credit Committee. As all faculty have a major interest in the consequences of the admission decisions, it is important that the faculty via their representatives on the Faculty Senate see what the decisions are and their consequences; hence, the requirement for reporting to the Faculty Senate.

Watts asked what's different. Tschumi explained that this establishes the process for dealing with all the first-time, full-time applicants who do not meet the bar for automatic admission.

Q from Jovanovich: The motion doesn't speak to the specific filtering criteria that will be used. Will we know before the fact or after the fact?

Tschumi said the results of the ATC committee's work will be reported in a variety of ways to several sources who'll be tracking the effects.

Jovanovich said his question goes to another concern, which has to do with how we ensure consistency in decision making. Ford and Tschumi responded that the ATC committee will develop standards. They clarified that the flexibility intended by the motion has to do with flexibility in the standards over time, and not flexibility in deciding which criteria apply to particular students.

The motion carried unanimously on voice vote.

E. MOTION: Planning and Finance Committee. (Legislation—majority vote at one meeting)

“That a budget be established within the University Scholarship Budget for the purpose of funding scholarships that are initiated by active and emeriti faculty. Faculty members will identify persons who are eligible for admission to UALR; upon admission, each student thus identified will be awarded a scholarship of two hundred dollars to be used to defray expenses while at UALR. Provision will be made for each faculty member to add to the scholarship amount with his or her own funds.”

Commentary:

Intent: To provide faculty with an opportunity to offer limited scholarships to students;

- 1 - To encourage faculty to participate in the recruitment of students;
- 2 - To encourage faculty to mentor and support students that they select for these scholarships;
- 3 - To encourage faculty to establish scholarships in their own name.

Guidelines/limits

- 1 - \$200 scholarship for Fall and Spring
- 2 - No stacking beyond the normal allowed up to cost of attendance
- 3 - Full-time students
- 4 - First time entering freshman or transfer
- 5 - No member of the faculty's immediate family as defined by the UA Board Nepotism policy (410.1)
- 6 - For Fall and Spring semesters only
- 7 - Must remain in good standing to continue to receive the scholarship
- 8 - Must be making satisfactory academic progress
- 9 - Must have continuous enrollment in Spring and Fall semesters
- 10 - Faculty must be part of that of the defined University Assembly membership or be Faculty Emeriti.

After lengthy discussion, the motion was laid on the table for further study.

G. MOTION: Senator Nickolas S. Jovanovic (Legislation—majority vote at one meeting)

"RESOLVED, That UALR educational programs, e.g., degree programs, options, majors, minors, etc., shall be identified using only the titles approved through the standard curriculum change process."

Background: There are several examples of the university potentially misleading students, staff, faculty, and the general public about the systems engineering degree program by using unapproved titles. These examples include official university publications, websites, and advertising.

The first example is in the UALR Strategic Plan, "Fast Forward," which contains the following statement on page 67:

"\$6 million from the Trinity Foundation to endow the mechanical engineering program in the Donaghey College of Information Science and Systems Engineering (CyberCollege)"

However, UALR does not have a program in mechanical engineering. The UALR Department of Systems Engineering offers a single degree: a B.S. in Systems Engineering. Within that one degree program, students are required to select a 20-credit-hour specialization option (essentially a minor) from the following menu: mechanical systems, electrical systems, computer systems, or telecommunication systems.

Our degree in systems engineering with a specialization in mechanical systems is not equivalent to a degree in mechanical engineering. In fact, our mechanical systems option has only about half of the mechanical

engineering content (measured by credit hours) of the mechanical engineering programs at other universities in Arkansas.

Another example is the electric billboard at the corner of 28th Street and University Avenue. For several months, the following advertisement has been displayed on the sign:

"Mechanical, Electrical
Computer & Telecom
Engineering Degrees
Now Available
For Info: 569-3333"

This, again, is misleading. I think that most people reading this sign would assume that UALR offers a degree in mechanical engineering. It does not.

A third example is a web page from the DCISSE website (http://technologizewithus.ualr.edu/?page_id=3). This web page is intended for prospective students and states that UALR offers degrees for the following careers: mechanical engineering, electrical engineering, computer engineering, and others. This is misleading because degrees do exist with these titles. However, UALR does not offer any of these degrees.

I am very concerned that students may enroll in our program planning to seek a degree in a traditional engineering field like mechanical engineering, but then get disappointed when they find out that the only engineering degree we offer is in systems engineering. It seems likely that we might find it difficult to retain such students.

The university is probably trying to use the traditional engineering discipline titles, such as mechanical engineering, because it helps with recruiting. I am pleased that the university is making efforts to recruit for our program. However, recruiting under false pretenses, in addition to causing problems with retention, could constitute fraud.

If Wal*Mart advertises product A to attract customers but only has similar product B to sell, is that fraud?

If UALR advertises a degree in mechanical engineering, but only offers a degree in systems engineering, is that fraud?

Finally, I believe that this relates to the faculty prerogative of control over the curriculum. Titles have implications for curriculum. Nursing programs are different from medical programs, even though nurses take courses, such as pharmacology, which are about medicine. If UALR were to advertise a medical degree, however, that would imply that the program has content similar to other medical programs, such as the one offered by the UAMS College of Medicine, which leads to the M.D. degree. Although our systems engineering option in mechanical systems includes a few mechanical engineering courses, it does not lead to a mechanical engineering degree or

have content similar to mechanical engineering degrees offered elsewhere. In both of these cases, the substitution of an unapproved title for the approved title is very misleading.

Program titles are part of the curriculum that is proposed and approved by the faculty. Therefore, only approved titles should be used by the university in official publications, websites, advertising, recruiting, advising, etc.

Discussion was lively, and the Senate was persuaded. **The motion carried on voice vote.**

VII. Open Forum

There being no further business, the meeting was adjourned at 2:50 p.m.

Judith Faust, Secretary