1. **Echo**
	1. **Background:** There was a meeting, *Conversations on Diversity*, where in attendance were four faculty members, a member of UCA Police (non-participant) and a student reporter from the Echo. At the start of the meeting the reporter requested to tape the session. It was requested he not. He did not. He was asked if the chair would be able to review his story before publishing. He agreed. This was re-iterated at least three times during the one-hour session.
	2. **Issue:** After the meeting the reporter informed the meeting chair that his editor, informed him that this was not allowed. She instructed him to go back on his word and not provide a review copy. Attempts to negotiate with the reporter and editor (with Faculty Advisor) to either stand by the reporter’s promise or not publish the article failed. Not only does this show a breach of promise but reflects on the trustworthiness of both the reporter and editor.
	3. **Resolution:** The editor chose to publish the article and the reporter complied. It is a sad day at UCA that we cannot trust the word of one of our own students. It also troubling that the editor of the student paper would tell one of our own students to break his word. When you cannot trust someone at their word over a relatively meaningless article, then when can you trust them?

The Society of Professional Journalism Code of Ethics <http://www.spj.org/ethicscode.asp> includes:

* Consider sources’ motives before promising anonymity. Reserve anonymity for sources who may face danger, retribution or other harm, and have information that cannot be obtained elsewhere. Explain why anonymity was granted.
* Be cautious when making promises, but keep the promises they make.

This is a very personal and hard issue for me (and those who know me well also know that discussing my feelings is not my strength). I am deeply, very deeply, saddened and disappointed. These students have failed to take to heart what I consider basic ethics. In the vane of moving beyond this. I implore each of you to reflect on how you teach ethics. Not only in those classes noted in the CORE as ethics classes. How do we do this with our advisees? How do we teach our students to be honest and trustworthy? What can we do to encourage our students to reflect these values in their daily lives?

1. **College Realignments**
	1. **Background:** There is concern that with Dean Lee’s retirement that UCA may be considering a college realignment.
	2. **Issue:** What is the impact on faculty?
	3. **Resolution:** There are no plans and nothing more than a couple of casual conversations. Faculty Senate will be informed if anything more serious develops.
2. **What are the salary increments for advancement and promotion?**
	1. **Background:** A constituent wanted to know the $.
	2. **Issue:** The increments were approved in November 2013.
	3. **Resolution:** Provided by the Provost. I just want to add the Provost replied to my email around 11 PM and said he would get it to me in the AM. He got it to me before 9 AM. I just want to let everyone know how responsive he is to inquiries.

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1. **Enrollment**
	1. **Background:** What are our enrollment numbers for fall 2016, including the number of first-time freshmen?
	2. **Issue:** Enrollment numbers are down.
	3. **Resolution:** More info coming in about two weeks. I asked for detailed demographics. But, here are some #s right now… (They are in the middle of interviews for a new hire.) “We will be working on bear facts and updating our website and dashboards in the upcoming weeks.”
* Fall 2016:
	+ Total Enrollment: 11,487
	+ First-time Undergraduate (included in total): 1,880
1. **Classified Employees conversion to Classified**
	1. **Background:** Can we convert classified employees to non-classified so we can improve advancement/pay, etc?
	2. **Issue:** COLA was given to all but classified employees. We also cannot set their salaries. This impacts the ability to retain our fantastic employees.
	3. **Resolution:** This is set by the Arkansas Legislature. All we can do is lobby our representatives.
2. **Role of the Faculty Senate Past-President**
	1. **Background:** Only sitting senators are eligible for these roles. The current role once elected is to serve one year as the Vice-President (a one course release one semester). Then one year as the President (a one course release for each semester). Thus to be eligible for these positions, a senator must have 2 years remaining on senate at the time elected as the Vice-President. The third year (Past-President) is as the Chair of the Faculty Handbook Committee. Since this committee requires tenure to be on it, then this person must have tenure at this time. There is no other role for the past president and no requirement for the Vice-President or President to have tenure at the time they are serving in those roles.
	2. **Issue:**
		* HLC noted that this process provides little continuity of institutional knowledge in those roles.
		* Also, this was brought up as to potential methods to improve the transitionary period when we get a new University President.
		* The third concern (to be addressed at a later date) is in providing a means to increase the eligible faculty for these positions. As noted above only tenure track faculty are eligible. Only faculty who will have tenure when they are the Past-President are eligible. Only faculty with at least two years remaining on the senate are eligible. This means of our current senators, only five are eligible at this time two of those are past presidents (not sure how many would be willing). More could be eligible after spring elections.
	3. **Resolution:** This is multi-faceted.
		* I have begun a dialogue with several past-Past-Presidents to obtain their input.
		* We will be discussing in Faculty Senate. But, to make a permanent/official change, we may have to make changes in the Constitution or other governing documents, which falls on the charge of the Faculty Affairs I committee this year.
		* The first topic of discussion is to offer to the immediate Past-President (Chair, of the Handbook Committee) a non-voting, Ex-Officio, role in the Faculty Senate Executives meetings. These are re-occurring meetings with the Provost and President. The current immediate Past-President is in favor of this.
		* Another potential option is to extend the terms of the Vice-President and President. None of the people I have spoken to are in favor of this – me included.
3. **International Engagement: Scholarships**
4. **Background:** Recent changes to scholarship policy disallow institutional scholarships being offered to international students.
5. **Issue:** This is having a negative impact on the diversity in the Honors College.
6. **Response:**
	* IE was not involved in the recent changes to the Honors College scholarship policy. However, IE is in support of international students being eligible for membership in the Honor’s College. It is the understanding of IE that the Honor’s College scholarships are no longer available to international students because of the reclassification of this scholarship as an Academic Scholarship rather than a Departmental Scholarship.
	* IE awards scholarships to international students and will award over $180k this academic year.
7. **International Engagement: Communication**
8. **Background:**
9. **Issue:** Various departments, including AAC, Library, and UC need more advanced notice regarding arrival of large groups of international students, especially during the summer.
10. **Response:**
	* + Given the recent trends of international students enrolling in University College courses, IE understands the importance of working more closely with the UC. IE will be more active in alerting other departments, specifically those mentioned, to ensure preparations can be made. IE will work with departments on an individual basis to ensure adequate notice is provided. We welcome other departments not listed to contact us directly if they have questions regarding the new groups of international students.
		+ Please note IE maintains ongoing communication with various departments including the Intensive English Program, Housing Department, SHC, Cafeteria, and Student Accounts, among others, to alert the departments of the incoming international students. Also, IE has invited the AAC international student advisor to IE weekly staff meetings for the past 2 years and continues to do so. As preparations begin for the arrival of new international students, meetings are held directly with the AAC and information is continuously shared.
11. **International Engagement: Recruiting**
	1. **Questions:** What is the current strategic plan for recruiting international students? What areas are we recruiting from? How can we be better prepared to ensure that they are successful here?
	2. **Response:**
* President Courtway assigned IE the goal of having 750 international students enrolled at UCA by Fall 2017. To meet this goal, IE set annual benchmarks for international student enrollment and specified recruitment efforts would focus on three world regions: Africa, Asia, and Latin America and the Caribbean.
* The international student recruitment plan was based on goals established in the University wide Strategic Plan and was approved and published in the Enrollment Management Plan complied by Institutional Research in August 2014.
* International Engagement (IE) developed a sustainable international recruitment and retention program. The plan is based on creating and maintaining mutually beneficial trusted partnerships that ensure student success and academic excellence.
* Increasing enrollment of international students brings diversity to the classroom and the community at large. In order to effectively attract, enroll, and retain international students, UCA will need to provide a welcoming campus climate. Every member of the UCA community will have a shared role in internationalizing UCA and the community at large. See excerpt below:

INTERNATIONAL student recruitment

From the UCA *Strategic Plan*

**Goal 6**: Promote Diversity in All Areas

**Objective A**: Increase gender and racial diversity as highest priorities, but seek also socioeconomic, ethnic, linguistic, cognitive, intellectual, and age diversity in student, staff, and faculty populations.

* UCA’s Office of International Engagement (IE) has introduced a five-year plan to increase international student enrollment in support of the UCA Strategic Plan. This plan is not only focused on increasing international student enrollment but also on diversifying the international student population.

Table 1: Past International Enrollment

|  |  |  |
| --- | --- | --- |
| **Term** | **International Enrollment** | **Countries Represented** |
| Fall 2009 | 602 | 66 |
| Fall 2010 | 578 | 66 |
| Fall 2011 | 623 | 61 |
| Fall 2012 | 528 | 60 |
| Fall 2013 | 489 | 59 |

* IE has established goals for the next five years and identified particular world regions for recruitment. Moving forward, IE will focus on recruitment primarily in three world regions – Latin America and the Caribbean, Asia, and Africa – in order to accomplish this goal.

Table 2: Goals for International Enrollment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term** | **Total International Enrollment** | **Latin America & Caribbean** | **Asia** | **Africa** |
| Fall 2014 | 550 | 50 | 350 | 100 |
| Fall 2015 | 625 | 95 | 355 | 115 |
| Fall 2016 | 700 | 120 | 385 | 125 |
| Fall 2017 | 750 | 130 | 405 | 135 |
| Fall 2018 |  |  |  |  |



* *How can we be better prepared to ensure that they are successful here?*
	+ International students are in a unique situation at UCA: away from their home country, often for the first time, and adapting to a completely different culture and language environment. International Engagement (IE) aims to ease this drastic transition by immersing the students in campus life, ensuring the students feel at home, and fostering adequate preparation for the academic challenges ahead at UCA.
	+ IE begins each semester with an orientation program. Team Global, a volunteer student ambassador program, helps engage international students with current UCA students in various activities during orientation and beyond. Additionally, international students can participate in International Friendship Outreach, which hosts students to provide them with a sense of home. IE works to continually communicate with the students, using social media outlets, such as Facebook, to keep them constantly engaged.
	+ IE works with other university departments to advocate for the unique needs of international students, such a keeping campus housing open during winter break and helping with communication barriers. Although IE aspires to get the graduation rate for international students as high as possible, their initiatives are aimed at all international students (including exchange and visitor), while standard retention and graduation rate only looks at first-time undergraduates; as IE serves a larger population outside this defined group, accurate assessment of success is more difficult. That being said, degree seeking international students have the second highest undergraduate graduation
1. **International Engagement: Students testing positive for TB**
	1. **Question:** There has been discussion on campus about many international students arriving at UCA and testing positive for TB. What is being done to avoid this? What is being done for the students who are here? What is being done to prevent spreading of TB to other campus members?
	2. **Response:**
* IE is required to provide a comprehensive Orientation for new international students each semester. IE organizes international students into teams as they go through the different aspects of the Orientation schedule. Along with obtaining student ids, tours of the campus and mandatory immigration and insurance session, all international students are scheduled to receive immunizations and the T-Spot by the Student Health Clinic. Students begin these appointments on the first day of Orientation, but due to the large number of students each semester some are not seen until the second or third day of Orientation.
* IE met with the SHC at the beginning of the Fall 2016 semester to discuss new trends and how to adjust to these. Below are the notes from the meeting:
	+ - 1. International students, particularly those from high-risk countries, will visit Student Health on the first day of orientation. International Engagement will require students to complete their Student Health paperwork before arriving at Student Health to expedite the process.
			2. Visits at Student Health will start an hour earlier, at 9am, instead of 10am.
			3. Student health staff will give clinical screenings along with the T-spot screening. This will take longer per student, but allow for more prevention, as symptoms such as fever would be caught.
			4. Holds will still be placed on student accounts as a way to alert them and help get them back into the clinic for follow up.
			5. Student Health will provide a list of high and low-risk countries for TB exposure to International Engagement.
			6. Student Health will provide a list of students who test positive on the T-spot (and clinical screening if applicable) to IE, so they can get in touch with students to insure follow up.
			7. For communication to those concerned: The health system infrastructure is in place in AR to treat people for symptoms, or prophylactically. Also, no students who has been screened and had their test results/X-rays come back has had active TB to date. Only active TB is contagious.
* The SHC adheres to the Arkansas Department of Health rules and regulations regarding Tuberculosis screenings. These guidelines can be provided if desired as well as additional meetings with IE and the SHC.
1. **International Engagement: Students testing positive for TB**
	1. **Question:** We have had outside agencies “certify” academic credits to allow international students to apply to UCA, and they perform badly. Sometimes these students already have a degree in some majors or credentials are otherwise not evaluated properly. Can we ensure that reputable certification firms are used for students coming to UCA? Why are we spending so much effort on international students, when we have a domestic market for potential students?
	2. **Response:**
		* IE consulted with the UCA Registrar’s Office in 2013 to identify International Education Evaluations (IEE) as a reputable credential evaluation company that prospective students could use during the admission process. IE strongly recommends that international students with foreign transfer credits use IEE in the review of their foreign transcripts because IEE will perform a UCA course match. Other credential evaluation companies do not provide this service and some are simply not reputable. IE consults with the Registrar’s Office as prospective international students submit evaluations from other companies to determine if they will be approved. WES is a very well-known credential evaluation company that has been accepted, but their evaluations have caused some concern in the last few semesters.
		* IE is actively working with the Registrar’s Office to improve the credential evaluation and review process.
		* In regard to the recruitment of international students, IE was charged in the President’s “Framework for the Future” to increase enrollment by 50 students each year to 750 international students.
2. **International Engagement: East China Normal University**
	1. **Concern:** A faculty member who recently taught in Shanghai heard disturbing reports of how participants in our exchange program with East China Normal University (ECNU) had been treated by UCA's International Programs.
	2. **Response:** IE was unaware of ECNU exchange student concerns with the Associate Director or Associate Vice President. Upon receiving this information, IE met with the Director of Confucius Institute and the Deputy Director of Confucius Institute (who is also a faculty member at ECNU). Neither knew of any complaints. ECNU is a valued partner. IE will follow up to learn about the exchange student complaints from the faculty member. IE strives to ensure all international students have rewarding, positive experiences at UCA.
3. **International Engagement: Mysore**
	1. **Concern:** A faculty member had been sent to India by a previous International Programs director to sign an exchange agreement with the University of Mysore. This faculty was contacted by that campus after the exchange agreement had lapsed to see if it might be renewed. This faculty contacted IE and was given assurance that it would be renewed. It was not and left the faculty in an embarrassing situation.
	2. **Response:**
		* IE is very interested in supporting faculty and their work and interest in international programming, including student and faculty mobility. IE conducted a comprehensive review of partnership agreements beginning in 2013. The review was difficult, because MOUs were found in two laundry baskets in a storage closet, digital copies of MOUS did not exist, and the legal agreements were inconsistent in format and documentation.
		* IE worked with UCA University Counsel to create a template for the: Global Education Project Agreement, Exchange Agreement, and Framework for Cooperation Agreement. The former Study Abroad coordinator was assigned to work on an updated UCA - Mysore University agreement using the approved template. Unfortunately, the contract was not completed. Jane Ann Williams was at the two-week Baden Wurttemberg Seminar in Germany. She and the other participants did not have internet connectivity for quite some time. Her last correspondence regarding the Mysore contract was by email in May, 2015. Had she been aware of the difficulty, she would have personally resolved the issue. We apologize for the error. We will send a letter of apology to Mysore and follow up on renewing the partnership.
4. **Department Chairs Access to Blackboard courses**
	1. **Background:** Faculty were informed that their Department Chairs have access to their Blackboard shells.
	2. **Issue:**
		* Why wasn't there some kind of discussion about this BEFORE it happened? He said he received an email stating that his chair had already been added.
		* What kind of rights do they have in the course?
		* If they can download materials, then they can, in theory, give that material to another instructor who is teaching the same course, or a new faculty member who needs help getting their Bb course set up, whatever scenario you choose.
		* If the chair doesn't like your design, or the way you present the course, or the materials you are using, can it be used in your yearly evaluations?
	3. **Response:**
		* There was a discussion in CoDeans about who has ultimate authority over the quality of UCA Online courses, and there was unanimous consensus that it is the department chair's responsibility, not the Director of Online Learning or the Instructional Designers (though they will be able to assist departments in evaluating the quality of their online offerings). However, unlike the DOL or the IDs, chairs did not have access to view online courses. Given that chairs could observe face-to-face courses, it seemed logical to give them some sort of access to online courses as well.
		* Chairs only have view access. They cannot edit the course. Originally, we added all chairs as observers, but that created a problem (chairs were receiving all the emails being sent within their departments online courses). Also, some chairs expressed discomfort over being automatically added as an observer. The CTE worked with Tonya and developed a solution. Chairs have been removed as observers, but they can access all the online courses in their department by logging into a special Bb account for chairs. They still only have view access. Also, my understanding is that this access was only set up for online courses, not all courses with a Bb shell.
		* Board Policy 409 (http://uca.edu/board/files/2010/11/409.pdf) has not been replaced or rescinded. There is a new one under edit, but it is not final. Until it is, this is the only policy that protects ownership of materials. If a faculty has not copyrighted their work, UCA may in fact own it.
		* The OLAC is drafting a new online intellectual property policy that is intended to replace Board Policy 409. Michael and Kurt Boniecki have also discussed with Warren Readnour and he is awaiting the draft. Policy 409 is not adequate for our current processes, but it is not the only intellectual property policy we have. Board Policy 410 does generally protect the intellectual property of faculty created course materials. Until a new 409 is approved, that may be the better policy to refer to.
		* Academic Freedom is guaranteed by our handbook. However, supervisors should include in their evaluations all aspects of our employment (to include but not limited by: teaching, service and research). Supervisors should evaluate the entire individual in their evaluations in a fair, balanced and non-discriminatory fashion. Faculty should file grievances if this is not done. And, although we are granted academic freedom, we must also conform in some areas. e.g. If there is an approved text and we use a non-approved text, I would expect that to be noted in our evaluations. Or if we are teaching incorrect indisputable facts. e.g. (1+1 = 2) OK, I will accept the argument that those really gifted in math can prove 1+1 = 1.
5. **UCA Presidential Search**
	1. **Background:** UCA is in the midst of a Presidential Search. The faculty representative is Nancy Reese. The Dean representative is Michael Hargis. All are welcome to contact them or the UCA Chief of Staff, Kelley Erstine, directly with questions.
	2. **Issue:** As is typical, several rumors and concerns abound. Some of the concern is due to the process during the last search where a candidate was added from way below the recommended top list and this candidate was chosen by the board.
	3. **Resolution:** At today’s Faculty Senate meeting, Nancy Reese and Kelley Erstine will both be present to answer GENERAL question. Kelley will return (Nancy will be out of town) at our next Faculty Senate Meeting on October 27th.
		* The application period has ended. The committee is now reviewing and making a short list to interview. I expect we may see this list of names in the paper. Once any agency submits a FOIA for the names, we will also get to see those names as well. ***I encourage everyone to be patient.*** Remember ANYONE can apply. It does not mean they are fully qualified or will make the interview list. If you have a specific “named” concern, please share with our representatives. **They represent our interests.**
		* Next they will have interviews in Dallas, TX.
		* Following that a set of candidates will be brought to campus for interviews (I expect starting the first week of NOV. Yes, this means at our next FS meeting we should have the list of names coming for campus interviews.). At that time, if you have specific questions for specific candidates and you want to ensure those questions are asked, please share with either/both your search representative or with me. We both will have meetings will all the candidates. I am glad to ask any ***reasonable*** questions you have. e.g. I will not ask them about their shoe preference, but I do plan to ask them about their goals for UCA, vision for the roles of faculty within UCA and moral compass – at a minimum.

**Discussion Points:**

* **Senate membership**
	+ **Unaffiliated**
	+ **Visiting Professors**
* **Handbook issues**
	+ **Faculty Senate Past President role**
	+ **Early Tenure**
	+ **3 year rule**
	+ **Faculty Fellows**
	+ **Fourth Tenured Rank**
	+ **Tenure Track for Instructors/Lecturers**

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ASKED and STILL PENDING

1. **Water Filters**
2. **Online teaching student pre-education/screening**
3. **International Engagement: Education Abroad:** When is the Study Abroad Committee meeting?
4. **International Engagement: Employment of Latin American Specialist:** ROI?
5. **Weekend Study Areas**
6. **Background:** Students do not have a publicly accessible study area on Sunday mornings.
7. **Issue:** The Library is not open in the mornings.
8. **Resolution:** Working with the Provost, Housing and Library to find a solution.