

Asked and Answered September 13, 2016

I am going to preface this with a request for Faculty Senators to become a bit more active in *resolving* issues. Let's all try to solve problems faster by directing the issue to the right office/committee and not just sending it to me. Empower your constituents by letting them know who to go to. In the future, they can resolve it themselves. Don't limit them by just passing the concern on.

If you get no action, please let me know and I will gladly elevate it. But for this most part we are all trying to make UCA a better place and will gladly act if we know there is a concern.

Thank you.

I. New Arts Building

- a. **Background:** There is a rumor about a new fine arts building being a top priority.
- b. **Issue:** When will experts (acoustics, set designers, lighting, etc.) be consulted about facilities?
- c. **Resolution:** At this time there is no proposal under consideration to hire any experts for such a facility, or architects/contractors. The location, funding source(s) and timeline have not been set by the board. Moreover, although I (President Courtway) do not know a particular timeline or prioritization, I will state that with a new president to be hired later this semester, this is a project for him/her to undertake in consultation with the board along with any other academic building priorities.

II. Technology Hardware

- a. **Background:** UCA has been discussing centralizing the maintenance and replacement of technical hardware. At this time it is still the College/Department's equipment and responsibility to maintain their equipment. For UCA to centralize this, money that is currently given to the Colleges will have to be retained at the UCA level.
- b. **Issue:** At the start of the semester, some faculty showed up to teach their class and some technology equipment was not working.
- c. **Resolution:**
 - i. As long as this equipment is maintained at the College/Department, they will need to identify needed replacements/repairs and purchase those.
 - ii. Once this equipment is centralized and a replacement/maintenance plan is in place, UCA will follow that plan.
 - iii. All faculty who teach in a given location should visit that location prior to their first day of teaching and make sure everything that they will need is present and working. If not, they need to report that to their Department Chair.
 - iv. Bottom line is if this is to be centralized, Colleges will need to give money back to a UCA centralized pool. There is no new money.

III. Registrar Operating Hours

- a. **Background:** A constituent reported that they taught an evening class on the first Wednesday which is the last drop day.
- b. **Issue:** Their students could not drop a class because the time was up and the Registrar's office was closed.

- c. **Resolution:** The drop/add period for students stays open up to 12:00 am (midnight) on the last day to drop and add. The window closes at 4:30 for in-person changes, but student can still drop and add online until the system closes at midnight.

IV. Military Ombudsman

- a. **Background:** We have been lobbying to obtain a new line for a military ombudsman.
- b. **Issue:** Ongoing, please refer to last Asked and Answered. This is an update.
- c. **Resolution:** The Veterans area is almost finished. The grand opening will be soon. I will announce it when I know. Location is 2nd floor North end of Old Main. POC is Dr. Chris Craun. He is now interviewing for the GA position.

V. Names on email

- a. **Background:** Some people at UCA have changed their name on their email to UCA.
- b. **Issue:** Receiving multiple emails from "UCA" causes confusion and emails that may be overlooked more easily.
- c. **Resolution:** Please submit concerns to the appropriate committees. I referred this to ITAC. <http://uca.edu/committees/information-services-advisory-committee/>

Here is what I do know. This came up last year and Dr. Davis' response was: It is encouraged for everyone to use professional naming conventions in their email. Some employees do not use their given name and prefer to use another name. This should not be discouraged. There are also some accounts for organizations and they should name their email account accordingly. It is physically not possible for IST to monitor all email accounts constantly for naming convention concerns.

Here is how to change your name:

Change your name

1. On your computer, open Gmail. You can't change your username from the Gmail app.
2. In the top right, click Settings.
3. Click Settings.
4. Click the Accounts and Import tab.
5. In the "Send mail as" section, click edit info.
6. Add the name you want to show when you send messages.
7. At the bottom, click Save Changes.

VI. File Transfer assistance

- a. **Background:** In the last few weeks, an issue has come up that has affected faculty members in the art department. In the past, when faculty received new laptops, IT provided the service of transferring files from the old laptop to the new laptop; however, IT no longer does this. Faculty members were instructed to transfer their files to google drive or a pool drive.
- b. **Issue:** I think there are many users on campus who have limited expertise in doing this, and that it may cause some confusion. In the past, it was always helpful when IT did this.
- c. **Resolution:**
 - i. Roger Gelwicks (rgelwicks@uca.edu) is our Technical Writer. He has put together some great instructional files with step by step instructions. Find them on the Knowledge Base of IST's site. (I'm including the link for you... http://uca.edu/ist/knowledgebase_category/google-drive/)

- ii. IST offers training for Google Drive. They can go to IST's web site and sign up for one of the trainings. (<http://uca.edu/ist/services/training/#Drive>)
- iii. And the answer I believe the constituent wanted: They can call the IST help desk and one of our technicians can remote in and set it up for them.

VII. Athletics

- a. **Background.** There is concern that with tight budgets we may be asked to have significant cuts in our expenses in the near future. It is believed by some that we are taking a larger financial loss in athletics since we moved to Division 1.
- b. **Issue.** Not all benefits / costs can be measured in dollars. But to the extent we can track this, can we ask for the ROI for our Division 1 athletics and a comparison to what it was for when we were Division 2? Please break this out by sport/gender so we can see the magnitude on each sport.
- c. **Resolution.** I have referred this to the Athletic Committee and the UCA Athletic Director. In addition, since this is a reoccurring question for the past 4 years that I have been on the Faculty Senate, I have charged a Faculty Senate Subcommittee to work with the Athletic Committee and Athletic Director to establish a systemic reporting plan. The details of such plan to be developed by these groups and a draft of such plan to be presented to the Faculty Senate in February 2017 and final plan in April 2017. Our first meeting has already occurred and all parties are on board.

VIII. Maker Space Bathrooms

- a. **Background:** There are two individual stall and single sink bathrooms designed for the new Maker Space in Donaghey Hall. One is dedicated for men and the other for women.
- b. **Issue:** Since they are single stall, could they be labeled gender neutral to prevent lines?
- c. **Resolution:** The Physical Plant has ordered new gender neutral signs.

IX. Crosswalk / left turn lane

- a. **Background:** There is a crosswalk on Donaghey Street that is lighted. This makes drivers notice the crosswalk. The crosswalk at Farris Street is not.
- b. **Issue:** The left turn lane makes this Farris Street crossing even more dangerous as drivers are more concentrated on their turns than on pedestrians.
- c. **Resolution:** I am forwarding this to the Physical Plant and Traffic/Parking committee. This has been looked into and discussed with Conway as they are city streets. The cost is \$56,000 and is unfunded.

X. Parking lots

- a. **Background:** The faculty and staff have to wear professional clothing for work. When we have to park way in the back of the parking lot, it causes us to get oil, water, and mud on them. We pay extra for our parking passes but the amount of parking does not coincide with the number of faculty and staff parking passes.
- b. **Issue:** I think we should at least get the small squared off area beside the HYPER for the College of Ed and other departments and offices near it.
- c. **Resolution:** I am contacting the Physical Plant and the Traffic/Parking committee. The Physical Plant may want to address the conditions of the lots. The Traffic/Parking committee controls parking. The Physical Plant (Larry Lawrence) would gladly look at

lot maintenance, but he needs to know which lots and where/what to look for. Please send details to him.

XI. Mold in Snow Fine Arts

- a. **Background:** There is mold in offices in Snow Fine Arts building.
- b. **Issue:** This creates an unsafe working environment.
- c. **Resolution:** I am forwarding this to the Physical Plant. Please contact them with specifics as the Snow Fine Arts Building is a large place and they need to know where to look. Mr. Lawrence would like to know where so he can act on it.

XII. Sidewalk on the South Side of Western / crosswalk behind CC Science Center

- a. **Background:** With the new CCSC, pedestrian traffic has changed.
- b. **Issue:** The concern is lack of a sidewalk on the south side of Western Street and then a crosswalk closer to the parking lot behind the new science center. We have both faculty and students walking in the street and jaywalking when crossing western.
- c. **Resolution:** I am forwarding this to the Physical Plant and Traffic/Parking committee. Mr. Lawrence agrees, but needs funding.

XIII. Skateboards and coasting devices

- a. **Background:** Board policy 423 addresses coasting devices.
- b. **Issue:** There is a concern for these devices being ridden on sidewalks.
- c. **Resolution:** The board policy prohibits use on areas that vehicular traffic use or in buildings. They are allowed on sidewalks but must yield the right of way to pedestrians. If faculty believe this policy should be changed, please contact your senator to bring forth such a resolution.

XIV. Increase Parking fines

- a. **Background:** Students continue to park in faculty/staff parking areas making faculty/staff have to park further and further away.
- b. **Issue:** Can we get the parking committee to look at increasing the fine for a student parking in a faculty/staff lot from \$15 to either \$50 or \$100? Even a 'sliding scale' option would be good (first penalty=\$25, second=\$50, 3rd=\$100, 4th in one academic year, and you lose your parking permit). I just get tired of calling the UCA PD to come out and ticket student vehicles. It gets better for a bit, then gets worse again. Maybe stronger cost deterrents would make a bigger impact.
- c. **Resolution:** Forwarded to the Traffic and Parking Committee.

XV. Update: Non-continuing faculty access to Blackboard early

- a. **Blackboard:** This situation is one where I think the right people just haven't had to sit down at the table together and talk through how to resolve this issue, so I'm hoping maybe Faculty Senate can get the right people at the table. Part-time faculty members who do not consecutively teach each semester seem to have a difficult time getting their UCA account access reinstated in time to prepare course materials. It has something to do with PAFs and HR is the answer I've been getting, but it just doesn't make sense to me. Faculty members usually work on their courses in advance of classes actually

"starting," especially if they teach online. But they aren't allowed access to the systems they need access to in order to build/redesign their online presence of the course.

- b. **Issue:** Although Tonya McKinny gives these faculty guest access on a case by case basis. There should be some method whereby they can have full access to their course. But them not having UCA email even poses a significant barrier. A course may require setting up intern experiences in advance of the class starting, or early access to materials therefore the faculty member needs to be emailing students and potential intern supervisors in a month or more before course start.
- c. **Resolution:**
 - i. Once the department has decided who they are hiring for a course, they can submit the PAF.
 - ii. The department must put the course in the schedule. Since ALL courses have a Blackboard shell automatically created, the shell exists before this process. If this is not done (some error), contact (IT) Tonya McKinney to create the shell.
 - iii. It takes HR about 2-3 days to process the PAF.
 - iv. **If your specific faculty need EARLY ACCESS, make sure Lori Hudspeth knows this. She will expedite the process. If not, it will wait until all PAFs for that semester are ready to process. Once all are ready, then...**
 - v. Once approved, then the Provost's office takes over. Laura Young / Lori Hudspeth gives them instructor status in Banner. Again, done within 3 days. **But these are done in batches by semester unless otherwise requested (see previous paragraph).**
 - vi. Also, once HR has the PAF processed, while the Provost is setting the instructor status in Banner, the department administrative assistant or chair can submit the network account request form.
<https://it.uca.edu/login.php?form=forms/networkaccount> Once submitted, the non-continuing faculty member should have email access in 2-3 days.

XVI. Unaffiliated Positions on Faculty Senate

- a. **Background:** We'd like to have a dedicated representative for the unaffiliated faculty on the Faculty Senate, similar to the dedicated representation that we now have on many university committees.
- b. **Issue:** Although there are 6 at large positions it is not guaranteed any of those will be unaffiliated faculty. The 5 colleges each get 3 guaranteed positions.
- c. **Resolution:** Referred to the Handbook Committee.

XVII. Visiting Professors on Faculty Senate

- a. **Background:** Currently Visiting Professors cannot run for faculty senate positions. Visiting Professors are on a 1-year term that is potentially renewable. All faculty senate positions are 3-year terms except the part time position which is a 1-year term.
- b. **Issue:** Can that be changed?
- c. **Resolution:** Referred to the Handbook Committee.

XVIII. Early Tenure

- a. **Background:** This was considered either this past year or the year before and the Faculty Senate decided against early tenure. The handbook states that this must be decided upon initial contract.
- b. **Issue:** The University needs to revisit its policies, practices, and culture that discourages faculty members from petitioning for early consideration for promotion and tenure. Our current practices and policies cause recruitment and retention barriers especially in this very competitive recruitment environment for research faculty.
- c. **Resolution:** Referred to the Handbook Committee.

XIX. Visiting Faculty 3 Year Rule

- a. **Background:** Several years ago the Faculty Senate and Handbook Committees decided to limit temporary hiring of faculty to a 3-year maximum.
- b. **Issue:** Journalism, Writing and Communication need more permanent lines. Can departments have more flexibility to be able to retain individuals who have succeeded in these roles beyond the third year? Can we have different rules for Colleges/Departments and not a UCA wide rule?
- c. **Resolution:** Referred to the Handbook Committee.

XX. Fourth Tenured Rank - Distinguished/Trustee Professors

- a. **Background:** Faculty renewed their interest in adding a fourth tenured rank to which high-performing full professors could be promoted. This has been discussed in the past two years with no resolution.
- b. **Issue:** In addition to a promotion increment, appointment to such a rank might confer reduced faculty teaching load and increased research funding.
- c. **Resolution:** Referred to the Handbook Committee.

XXI. Honors College

- a. **Background:** Concerns about the faculty status of faculty in the Honors College are going through the Honors Council now and should arrive at the Faculty Senate this year.
- b. **Issue:** The Honors College and Honors Council have concerns with the promotion, tenure and hiring policies for Honors faculty.
- c. **Resolution:** The Faculty Senate President and Vice President have met with Honors College leadership and agree with their approach to finding a viable solution. The Honors Council is conducting campus wide forums to collect concerns. They are also researching other University policies for Honors Colleges. The Honors Council will then formulate a plan to present to The Handbook Committee after coordinating with their college senators and handbook representatives. This then comes to the Faculty Senate with any other suggested changes to the Faculty Handbook. The Senate will then vote on any changes to the Handbook and forward approved changes to the UCA Board of Trustees for final approval. (expect May 2017)

XXII. Presidential Search:

- a. **Background:** UCA is in the process of a presidential search.

- b. **Issue:** What is the role of the Faculty Senate in the presidential search? Please be sure to make this clear and keep faculty informed as the search progresses.
- c. **Resolution:** Officially the Faculty Senate has none. See UCA Board Policy 202. However due to the great working relationship we have with the search committee and Board of Trustees, we are receiving great feedback. I have coordinated for updates at all critical junctures. This is what we have at this time.
 - i. Nancy Reese is our faculty representative on the search committee.
 - ii. The Faculty Senate is scheduled to get updates on October 11th and 27th. We will ask for additional updates pending the information we receive at these dates. These dates should coincide with just prior to the final applicant date and just prior to the first campus visits.

XXIII. Promotion Increments

- a. **Background:** There is concern that the promotion financial increments are still too low.
- b. **Issue:** When compared to our aspirant institutions, our increments are too low and are contributing to significant salary compression.
- c. **Background:** This has been referred to the Employee Benefits Advisory Committee and Salary Review Committee.

XXIV. TIAA vs APERS

- a. **Background:** The Board of Trustees recently eliminated new enrollments in ATRS. We have to retain new enrollments in APERS for those new employees who are already vested. Currently employees already in these plans are not impacted.
- b. **Issue:** In reading the Faculty Senate documents (IV, a., ii.) it seemed to say that those with ATRS or APERS are having UCA contribute 14% and 14.5% to their retirement package, while those of us with TIAA are receiving a 10% employer contribution. That cannot be what is happening, can it? Request from another faculty has been received asking for the % to match.
- c. **Resolution:** The State of Arkansas controls the % employer contribution for APERS/ARTRS, not UCA. That is because APERS and ATRS are defined benefit plans and the employer required contribution is calculated annually. I have sent this concern sent to EBAC and SBAC to consider. EBAC has this on their October agenda.

XXV. Faculty Load

- a. **Background:** About 3 years ago the Faculty Senate asked the Provost for a comparison of faculty loads across departments. Last AY the Provost provided the Faculty Senate a comparison of teaching hours and student semester credit hours (SSCH) by department. This summer he formed a task force to identify what a faculty load consists of so we can better manage faculty loads. This fall the task force was charged and has begun this undertaking.
- b. **Issue:** Constituents feel that we should establish college-specific means of assessing load. It is imperative that working with thesis and independent study students counts, otherwise there is little incentive for to put effort into these areas.
- c. **Resolution:** The task force is still in its infancy. I will pass this to them to consider.

XXVI. Tuition for faculty dependents attending UCA Graduate School

- a. **Background:** My number one issue right now, is finding out if my daughter can receive a tuition remission for graduate school next year. The rule states that only spouses are allowed to participate in a graduate tuition remission.
- b. **Issue:** Not everyone has a spouse who would like to get a master's degree. My daughter started attending UCA her senior year (2016-17) to earn a degree in nutrition. There are only two dietetic programs in the state here. It seems to me that the rules could say one member of an employee's family would be allowed to earn a master's degree since some spouses have no desire to earn an advanced degree.
- c. **Resolution.** You are correct. Children are explicitly exempt from using this discount for graduate degrees. If any senator wants to propose a resolution, we can take a vote. Remember money is a zero sum game. If we vote for this expenditure, we are voting against another.

XXVII. Tuition for part-time faculty dependents

- a. **Background:** Can dependents of part-time employees use the discount for undergraduate courses?
- b. **Issue:** BOT policy 623 <http://uca.edu/board/files/2010/11/623.pdf>. Also states that this is for benefits full-time benefits-eligible employees.
- c. **Resolution:** Sorry, but no. If you want to propose a resolution, we can take a vote. Remember money is a zero sum game. If we vote for this expenditure, we are voting against another.

XXVIII. CFAC Reorganization and Faculty Appointments

- a. **Background:** The Provost worked with the Dean of CFAC and held many meetings with the faculty in CFAC last AY concerning this reorganization. Faculty shared governance does not provide faculty input to administrative decisions that does not impact our faculty status. This did not impact any faculty status. No faculty's tenure status was changed.
- b. **Issue:** Faculty were very concerned over allegations of serious violations of both the spirit of shared governance and the faculty handbook by administrators at the chair's, Dean's, and Provost's levels. I am not going to re-iterate the claims here.
- c. **Background:** The concerns have been expressed to the Provost yet again. However, we as faculty have no official right to impact administrative decisions. I am grateful that the Provost has continued to dialog on this subject. As a reminder the definition of shared governance is in the handbook Chapter 3, I. B. page 11. If faculty feel they have a valid grievance, this can be investigated per the handbook. Your Faculty Senate Executives do not believe one exists, but we want to encourage anyone who feels they have a valid grievance to refer to the Faculty Handbook Chapter 3, XI. pages 46-48 and file accordingly so it can be properly acted on.

XXIX. Monday Start

- a. **Background:** The Faculty Affairs II Committee is charged in looking at the implications of a Monday semester start and making a recommendation. I have also empowered them

to make any other such recommendations to the academic calendar that they uncover and deem appropriate.

- b. **Issue:** Starting date of a semester if moved to Monday needs to take into account the multi section labs offered for a course (labs on different days of the week- logistic minefield). Constituent response has been pretty evenly divided, with some also indicating it doesn't matter to them. One concern is matching the local schools – it is easier if our schedule matches the start dates of local elementary and high schools.
- c. **Resolution:** Passed to that committee.

XXX. Assessment

- a. **Background:** Recently UCA received our feedback from the HLA. We have been updating our Assessment plans and practices.
- b. **Issue:** Even the HLA agreed that our current system is too much. We need to take a step back and start with a fresh approach to assessment. We should do this before a new person is hired. More details are available if needed.
- c. **Resolution:** Passes to the Provost. As a reminder, your Faculty Senate attempts to maintain anonymity in constituent concerns so sometimes we take out names and shorten the concern to protect anonymity. But, in cases like this where the constituent expresses interests to help improve or provide more details, their name is provided to the referenced party – Provost in this case.

XXXI. WP/WF policy.

- a. **Background:** The Academic Affairs Committee is charged with looking at our current withdrawal policy and making recommendations.
- b. **Issue:** There is overwhelming CNSM support for moving the WP/WF date earlier – perhaps at midterms or a week after – by then, students should know whether they will succeed at course.
- c. **Resolution:** Passed to that committee.

XXXII. Advising

- a. **Background:** Students are sometimes not prepared in their majors when they are juniors. This is because they did not take the required courses in proper sequences and semesters. Some of this problematic in case of transferred students from other institutions. Courses can be transferred in, but courses often do not prepare them well for UCA science courses.
- b. **Issue:** Some advisors are not aware of tight schedules for some majors- resulting in excessive hours at the time of graduation.
- c. **Resolution:** I have referred this to the Advising Center and asked them to coordinate better with departments/majors. Ms. Leigh Ann DenHartog wanted me to express the following and ask that if the faculty concerned can express specifics that she and her

folks will attempt to resolve the sequencing. The result may be that pre-requisites should be added to force a sequencing.

We work VERY closely with departments, and always coordinate with them should we have a questions. If UCA accepts a transfer equivalency, then the advising center's hands are tied as long as the student has met pre-reqs for the next course.

Though we suggest they may need help (tutoring etc.), we are not allowed to tell them they cannot take a course for which they have met a pre-req. If a Chair is concerned they could always pursue an update to the Undergraduate Bulletin with more specific parameters. If more specific information can be obtained, let us know and we would be happy to address it. Our mission is to partner with departments/faculty and work together to help our students succeed!

XXXIII. Early Registrations and dropping w/o penalty

- a. **Background:** Students who register early for fall classes are taking up seats (preventing other students from registering).
- b. **Issue:** Some of these end up dropping them at the end of first week of classes, but at that point, the now empty seats do not fill. Could we put a small financial obligation on registering early to prevent people from registering unless they're serious about that class?
- c. **Resolution:** Passed to the Registrar. Such a change will have to be approved by the Board of Trustees. There used to be a \$5 fee for every add/drop once classes started. No longer. The Registrar is looking into the history on that.

XXXIV. Concern for Financial Aid

- a. **Background:** Process and information for new students regarding financial aid is not good.
- b. **Issue:** One student's family stated it was worst of all schools they applied to.
- c. **Resolution:** Passed to Ms. Cheryl Lyons (Financial Aid). She really wants to know more so she can address it. Please come speak with her and give details on how they can improve. Here is her response so you "hear" in her words her interest in this.

Thank you for sharing. This is disappointing. We usually get compliments that we provide more, quicker and more personal service than other schools. I would love to know a bit more about what area in particular was disappointing. We have a relatively in depth web page. We participate in Bear Facts Days and Info Nights with Admissions and we speak one on one with families to answer their questions at these events. In addition, when we receive federal aid applications, we email students regarding what they need and follow up with additional emails and courtesy calls when we feel they have not responded in a timely manner. Lastly, when students come into the lobby, we track them and send them a follow up email the next day asking about their experience and offer to have a supervisor follow up with them if additional information is needed or if their experience was not what they expected. With that said, we are always happy to hear constructive criticism and we do review

and often make changes because of it. If you are able to obtain additional specific information regarding where they feel we fall short or dropped the ball, I will definitely review and see what we can do to improve that area. Again, thank you for your follow up as we definitely want to be a leader in the state.

XXXV. 12-month pay plan for 11-month faculty

- a. **Background:** UCA uses Banner in converting the 9,10 or 11-month salary to a 12-month salary. This is a tricky work-around.
- b. **Issue:** One 11-month faculty could not convert to a 12-month pay distribution. She was informed she worked the “wrong” eleven months.
- c. **Resolution:** HR is still working on this. With Banner, all the 9-month, 10-month, 11-month appointments have to fit certain schedule. If they do not, Banner is not smart enough to make it work. That being said, HR is still looking into this. HR was so focused on getting this right that we did not have the time to look at this situation when it was brought to our attention. They are not promising anything but are still looking into it to see how something can be done for next year.

I. Intellectual Property

- a. **Background:** What additional clarification is needed? I will go to Kurt Bonecki and get it. <https://drive.google.com/a/uca.edu/file/d/0B4CIrgtBaDVfWFRlbnlhLURBNWc/view> If you are talking about the BOT policy on Intellectual Property, BOT 410 <http://uca.edu/board/files/2010/11/410.pdf> , the Provost is still working it. Hopes to get it out this fall. If you have specific verbiage you want in it, we need a resolution.
- b. **Issue:** I would like for faculty senate to get clarification on the issue of Intellectual Property in regards to the money offered to convert your online class to the UCA online model. If a faculty member elects to do the conversation, are they selling their intellectual property (i.e. course content, learning materials, teaching strategies/methods, etc.). Thus, allowing the University the right to use the course as it wishes without faculty consent or additional compensation. Currently, the faculty member is not given compensation in addition to annual salary. However, the faculty member's consent is required in order for the online course to be used by anyone other than the faculty member that created it. I believe that faculty should be made aware of and/or clarification given on the Universities stance on this issues; so that each faculty member can make a well informed decision concerning this matter.
- c. **Resolution:** I need more information... Please review the policy and provide detailed input either to us or your Online Learning Advisory Committee.

[Board Policy 409](#) (Copyright Ownership - Electronic Distance Learning) and [Board Policy 410](#) (Intellectual Property and Technology Transfer) are still in effect. Board Policy 409 is most applicable to online course development. Unfortunately, the policy is outdated and does not adequately cover our current practices. An OLAC subcommittee is drafting a new Board Policy 409 for presentation to the Board of Trustees at their December meeting. In the meantime, the university is not claiming as intellectual

property the online course materials created solely by full-time, continuing faculty who are being paid a stipend to develop an online course. Course materials are covered under Board Policy 410 as "traditional products of scholarly activity, which have customarily been considered to be the unrestricted property of the author or originator." The university does claim as intellectual property digital online content created solely by staff members who do so as part of their job (e.g., Web Designers, Instructional Designers, Director of Online Learning). The question that the new policy has to address is who owns content that was jointly produced by a faculty member and a staff member. Until the new policy is in place, I do not think either party (the faculty member or the university) has exclusive rights without a signed agreement under Board Policy 409, and currently we are not requiring full-time, continuing faculty to sign any agreement. Part-time faculty who are paid a stipend for course development are being asked to sign an agreement under license category IV of Board Policy 409.

XXXVI. Virtual Experience slide show

- a. Background: A slide show called the Virtual Experience was posted on the UCA homepage during the summer months showed approximately 20 slides on various campus locations narrated by the same individual who appeared on screen during the narration.
- b. Issue: This public relations endeavor should have featured 20 different individuals to showcase the diversity of our campus and an atmosphere of inclusion. If we support AVID, then we need to show the D (for diversity). The Office of Institutional Diversity and UCA Diversity Committee members should be consulted about all UCA publicity.
- c. **Resolution:** I have passed this to the A/VP for Communications (Christina Madsen). She was thankful of the insight/information and will attempt such coordination in the future.

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ASKED and STILL PENDING

II. IST

- a. **Background:** We are continuing to have customer service issues with IST leadership. Decisions are being made without consideration to the impact on faculty.
- b. **Issues:**
 - i. No 24 or 7 response option for Tegrity support.
 - ii. No 24 or 7 option for course development support.
 - iii. Concern for information security when we switch to AD: personnel and research.
 - iv. Concern for academic freedom and flexibility of course development using software/apps on faculty office machines when we switch to AD.
 - v. Concern for physical data storage options (not Google) when we switch to AD.
- c. **Resolution:** Pending
 - i. I have personally met with the IST Director to discuss this. He has guaranteed me he will be more responsive and he will listen to faculty concerns and help work through an implementable solution. All concerns sent to me have been sent to the IST Director. Responses will be sent back to me and noted in these A&A notes. They will also be presented to the IST committee to solicit feedback and potential solutions.
 - ii. I have met with the UCA President twice. He is dealing with our concerns directly.

III. Weekend Study Areas

- a. **Background:** Students do not have a publicly accessible study area on Sunday mornings.
- b. **Issue:** The Library is not open in the mornings.
- c. **Resolution:** Working with the Provost, Housing and Library to find a solution.

IV. International Engagement Customer Service

- a. **Background:** International application process is not being helped by International Programs office. Lack of communication with students and faculty, lack of advocacy for students, lack of teamwork with students and faculty. Generally poor customer service.
- b. **Issue:** A number of concerns were expressed about international students and programming through international engagement, including:
 - i. Recent changes to scholarship policy that disallow institutional scholarships being offered to international students is having a negative impact on the diversity in the Honors College
 - ii. The current leadership is not effective and the unit is very dysfunctional. It has experienced nearly 100% staff turnover in the past 4 years and there are significant performance issues related to international student services (the Nepalese students this summer), study abroad, and international student recruitment.
 - iii. Various departments, including AAC, Library, and UC need more advanced notice regarding arrival of large groups of international students, especially during the summer.
 - iv. 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?
 - v. 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?
 - vi. 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?
 - vii. A faculty member who recently taught in Shanghai heard disturbing reports of how participants in our exchange program with East China Normal University had been treated by UCA’s International Programs.
 - viii. 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.

- c. **Resolution:** IE is on the agenda for September 22nd to address questions/concerns. Please have all questions/concerns in at least a week out so they can be prepared to address them.

V. International Engagement Audit

- a. **Background:** It is believed that an audit was initiated within the past few years.
- b. **Issue:** The results of the audit are unknown.
- c. **Resolution:** The Provost is inquiring...

VI. Questions for the Provost

- a. What is the percentage of tenured (?tenure track) faculty now versus 2009?
- b. CFAC: Programs have holes due to faculty lines disappearing because of attrition. One department has asked for a new line for five years. Restore tenure lines. We are encouraged to grow programs but cannot accommodate more students because of limited faculty numbers.
- c. Why was the Library not included in the professional development funding plan?
- d. There are 12 month faculty in the Library who are not yet making \$40K (or the 12-month equivalent). Will they also receive an equity raise?
- e. How prepared are students that come through 2+2 programs? The push for “transfer days” and the agreements with two year colleges is a concern – see item #2. The courses at two year institutions result in the transfer students immediately entering the rigorous major courses, often three per semester, and this causes problems. To balance the load, sometimes they take unneeded courses (because they have already completed their Gen Ed requirement at the 2-year college), and thus, graduate with too many hours. How to resolve?
- f. **Faculty Summer Travel:** A faculty member got accepted to present a paper over-seas in the summer. But the funding cycle did not support it. The faculty booked their air and hotel when they pre-registered to retain the cheapest deals. In May they were told that there was \$900 that had gone unused in our AY 2015-16 travel budget. The faculty filed their TR-1 form immediately, only to be told by the Travel Office that the money could not be budgeted for this trip inasmuch as I had paid for my hotel and conference registration before she had approved my TR-1. As a result of this, my department lost not only the \$900, but \$150 that the Humanities and World Cultures Institute had remaining in its budget at fiscal year's end and transferred into my department's budget to support my travel. The Travel Office refuses to take into account the fact that faculty oftentimes have no funds awarded them when they make arrangements for summer travel.