1. **Mid-term grade reporting**
   1. **Background:** Faculty are required to ender mid-term grade reports for freshmen and athletes in Grades First.
   2. **Issue:** I teach two freshmen concepts classes,(one an FYS class) two upper division Human Sexuality and an upper division Health for the Aging. I understand how important it is for freshmen students to be monitored about their class attendance and grades. I cannot force students to come to class and participate and turn in their assignments. I do believe that that is the role of the student!! Most of my students do turn in their assignments. If they miss class they email me to find out what they missed. the majority of those students turn in their missed assignments. Some students do not bother to find out what happened in class when they miss. They do not bother to turn in assignments. If I show a video in my class I always let students who were not there to come to the office and they can watch the video and get credit for that in class assignment. Some students do this, others do not!! Or they wait till exam time and then they panic!! As a teacher I believe that students should be RESPONSIBLE for doing the work for the class and checking their grades on Blackboard. I thought that this was one of the main purposes of using Blackboard. The students in my class can look at their grades on blackboard and see what they have missed. I have found that very few students check this on a regular basis. I'm sure that their advisors could get the student to pull up their grades and see how the student is doing in the class. So if the student has many 0's the advisor could encourage the student to go and talk with the professor about this issue.
   3. **Response: From the Provost**
      * For reporting mid-term grades we have moved towards GradesFirst because it provides the faculty member with the opportunity to provide additional feedback such as whether the student is attending class or not. This gives much more robust information to advisors and students as compared to the midterm grade reporting alone. Our largest attrition for our undergraduate students is between the freshman and sophomore years, so we want to be able to provide additional support, where needed, for these students so that more of them will be retained. Higher retention has the obvious benefit of enrolling more students and the corresponding tuition and fees that are generated to support university operations. With the proposed changes in the state funding formula (i.e. productivity funding), the progression of our students toward graduation and their earning of degrees will become increasingly important.
      * At this time, we do not have a requirement that all faculty use the Blackboard gradebook. There are compelling reasons to make this change and we hope to explore that possibility in the future.
2. **Online teaching student pre-education/screening**
   1. **Background:** Nationally there is a high dropout rate for online students. We have also seen that trend here at UCA. One of the many reasons for this high attrition is that students do not have the discipline to self-pace required in online classes. Another is that they are unfamiliar with the format or required technology used in online courses. Thus, students find themselves falling behind, missing assignments and their grades plummeting.
   2. **Issue:** Does UCA have a tutorial and/or pre-test questionnaire that would better allow students to assess if the online format is right for them? Does UCA have an orientation for students and/or faculty to the UCA Online shell format to improve navigation?
   3. **Response:** From Director of Online Learning and Center for Teaching Excellence.
      * Currently, the [Is Online Learning For Me?](http://uca.edu/online/is-online-learning-for-me/), which is an online learning readiness student self-assessment, is optional.
      * Any of the Instructional Developers can show any faculty this working product. Input is appreciated.
      * We are in the process of developing a student orientation that will introduced to the Online Learning Advisory Committee and tested next month. Once completed, the student orientation will be available as a required or optional orientation for first time online students.
3. **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:** Bear Facts are now updated.
      * http://uca.edu/ir/facts-and-figures/bear-facts/
      * http://uca.edu/ir/diversity-ledger/
4. **Faculty training**
   1. **Background:** UCA has recently revamped our New Faculty and Adjunct Faculty Orientation. UCA’s CTE also has a robust offering of training to improve our teaching skills.
   2. **Issue:** UCA still lacks a formalized system to train many roles faculty are required to perform.
      * Advising: tools, responsibilities, coaching, mentoring, etc.
      * Student success support: technology and programs on campus to assist faculty who want to support students.
      * Department Chair roles, tools, etc.
   3. **Response:** Provost Runge has been looking into leadership/training options. He recognizes the need to do these things and is continuing to research how to address these.
5. **Donaghey Ave**
   1. Two concerns passed on to UCA Administration. We can provide input to City of Conway.
      * (1) The intersection in front of COB (at Beatrice Powell) is rough. It is not a true four-way intersection, as it does not meet squarely with Erbach Street. To be honest, I'm surprised there are not more accidents. If two cars driving in opposite directions on Donaghey both seek to make a left turn, both need to be aware that the streets do not meet at a true four-way intersection, or they run the risk of a collision. Because it is not designed to accommodate two cars potentially turning left at the same time, it also impedes traffic. I'm not sure what the solution is here. (A traffic light seems a bit much given the light at Robins Street, and construction to put in a traffic circle might be a nightmare.) My fear, however, is that as campus grows, that intersection will become a bigger problem.
      * (2) I support the current administration's desire not to have Donaghey expanded to four lanes. However, has anyone thought about adding bike lines in order to move the bike traffic off of the narrow sidewalk?
6. **Weekend Study Areas**
7. **Background:** Students do not have a publicly accessible study area on Sunday mornings.
8. **Issue:** The Library is not open in the mornings.
9. **Resolution:** Working with the Provost, Housing and Library to find a solution.
10. **Housing:**

* Arkansas Hall - main lobby, nerd nodes, classroom
* Baridon Hall - main lobby, multipurpose room, classroom
* Bear Hall - main lobby, study rooms, classroom
* Bernard Hall - main lobby on female wing and main lobby on male wing
* Carmichael Hall - main lobby and extra large study room
* Conway Hall - main lobby, kitchen area, study room
* Hughes Hall - main lobby, classroom
* Short/Denney - main lobby, quiet lobby, classroom
* State Hall - main lobby, large study room with conference room, presentation room
* Farris Hall - main lobby, study rooms, presentation room, honor's council room
* New Hall - main lobby, study rooms
* Donaghey Hall - main lobby, study rooms

1. **Library:** Director Dean Covington’s response:

* In order to be open 24/7, the library would have needed to hire an additional overnight crew. 24/5 was probably a cost-saving compromise. With 24/7, the library would have been open an additional 39 hrs/week. Hiring another crew would have cost at least $100,000. If the student library fee had been more than $3.00/credit hour, as had been suggested by both faculty and students, then 24/7 might have been possible.
* Few, if any, libraries in the state are open more hours than Torreyson. We are already providing a service that few students in the state receive.
* With the size of our library, the heavy use at certain hours, and the concomitant security concerns, it is important that we have a full crew of people whenever the library is open. It is not wise to use only student workers and part-time staff to support extended weekend hours. Due to low library traffic, we currently use a skeleton crew of 2 full-time staff and student workers from 10-5 on Saturday. Even this limited staffing concerns me.
* Leaving the library closed at certain hours on the weekends was also influenced by the fact that many students go home on weekends. Thus it was anticipated that usage would decline significantly on weekends, making extended hours less cost effective.
* We do expand hours during finals, staying open later on Friday and Saturday evenings and opening earlier on Sunday.
* We are trying to respond to student need as best we can. In response to usage patterns, we changed Saturday hours this semester by opening later and staying open an hour longer. I hope to review usage patterns in the future and respond with changes that we can afford.

**Discussion Points: N/A. Shortened meeting due to UCA Presidential Candidate visits.**

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ASKED and STILL PENDING

1. **Water Filters**
2. **International Engagement:** 
   1. **Education Abroad:** When is the Study Abroad Committee meeting?
   2. **Employment of Latin American Specialist:** ROI?
   3. **IE staff turnover**