1. Student paper, ECHO.
   1. Background: There have been several inquiries this semester about the governance, policies and procedures governing the student newspaper.
   2. Update:
      * We had a great discussion with the advisor to the ECHO, David Keith, during the last meeting of the Faculty Senate.
      * The Faculty Senate Executives had asked (in writing via email on Nov 14th) for some clarification on the ECHO training, staffing and policies/procedures. These questions were directed to the associated CFAC leadership (Dean, School Director and ECHO advisor) with a requested reply in time for the Dec 6th Faculty Senate meeting. I personally met once with the Dean and twice with the Director to facilitate our understanding. The Director of the School of Communication, CFAC replied to some questions that the Faculty Senate Executives had asked - twice orally and then in writing (on December 5th). Below are the questions we provided the leadership. Enough information was provided to aid in our understanding and help me set the stage for the discussion during the most recent senate meeting. See the minutes from that senate meeting for more details.

Your UCA Faculty Senate Executives would like some clarification on the training, staffing and policies/procedures for the ECHO. This student run paper is funded partially from a UCA Student Fee and run by our students. We owe it to them to help them provide a quality product and to ensure they are prepared for the market upon graduation. However, we are unfamiliar with how this is being ensured by our faculty.

We would appreciate this information in time for our December 6th Senate meeting.

Staffing:

* What are the different roles at the ECHO? Please identify if these are students, staff or other employees.
* Which positions are paid positions and what are the compensations? We recognize not all payment is monetary. For instance, faculty might be provided re-assigned time or a student might be provided some other preference such as housing or in-state tuition.

Training:

* What are the pre-requisite courses that must be successfully completed prior to a UCA student being a member of the ECHO staff?
* What additional training/education/oversight is provided for these students prior to membership?
* What is the ongoing training during their membership?
* How does this training differ based on a students' prior training, major, courses taken, etc?
* What are the remedial training processes when a breach of journalism ethics is evident?

Policy/Procedures:

* What are the processes for a person to be approved to be a member of the ECHO? Please provide any differences based on the position/role they are in: faculty advisor, writer, editor, or any other role?
* What actions might constitute removal from such a role?
* Do they need to be enrolled for that semester?
* Do they need to be a full time student?
* Is there a GPA requirement? etc.
* What processes are in place to remove a student from such a role?

Economics:

* Since funding for the ECHO is partially derived from UCA student fees, please provide us a detailed listing of all expenditures for the past year academic year, and current year to date - including all staff salaries.

Thank you for your dedication to ensuring our graduates are the most competitive in their fields!

1. International Engagement
   1. The Director of IE is scheduled to come back to Faculty Senate on January 26, 2017.
   2. Study Abroad meetings:
      * Proposing and Leading a UCA Study Abroad Program - A guide for faculty who are interested in creating and leading a new Study Abroad opportunity. December 2nd, 2016 12:00- 1:30pm McCastlain Fireplace Room (location moved from Adcock house but a campus wide notice not provided – some faculty missed the meeting because of this, but material was provided post-meeting.)
      * The Study Abroad Committee met three times during the Fall 2016 semester and will meet three times in the Spring 2017 semester: Oct. 18, Nov. 11, and Nov. 28, 2016. Spring 2017 dates are currently being determined. Subcommittees were established and will meet throughout the semester to address specific tasks.
   3. Other meetings about IE:
      * Understanding and Serving the International Student Population – A guide to help faculty and staff better serve our international population and increase cultural competency. (Given in conjunction with University Training.) November 16, 2016 12:00-1:30 PM Student Center 214
      * New Student Orientation: Helping our New UCA Students Adjust - A guide for faculty and staff to ease the adjustment of new students to culture in Arkansas. Date TBD Spring 2017 12:00- 1:30pm Location TBD
      * International Admissions: First Door to UCA – In an increasingly globalized world, UCA International Admissions seeks to facilitate access to high quality education to students from around the world. TBD Spring 2017 12:00-1:30pm Location TBD
      * Help for Hire: Demystifying the Process of Hiring International Students- A guide for hiring managers of International Students to aid in the process of Social Security applications, hour and location limitations, and hiring paperwork. TBD Spring 2017 12:00- 1:30pm Location TBD
   4. IE staff turnover staff turnover
      * International Engagement staff members develop new skill sets, which are highly sought after in a fluid job market. IE staff who have left UCA have used the skills acquired through cross training, teamwork, and professional development in conferences, seminars, and projects to seek higher paying jobs in the field of international education. In addition to receiving higher salaries, in several cases, former employees applied for and accepted new positions located closer to their families. The compensation of IE staff members is significantly lower than other institutions in Arkansas.
   5. International Engagement: Employment of Latin American Specialist (LAS): ROI?
      * Position description: The Latin American Specialist assisted in the delivery of a marketing and branding campaign to establish University of Central Arkansas as a high quality institution of choice for partnerships, bilateral exchanges, enrollment in undergraduate and graduate degree programs, and enrollment in cultural and intensive language programs. This effort led to partnerships and programming such as the Cultural and Language Immersion Programs and the Friends of Fulbright program. Latin American degree seeking and visiting student enrollment increased as result of this effort. The LAS also assisted in the submission of grants in Latin America. The LAS also provided Spanish language translation for Exchange Agreements, MOUs, Letters of Invitation, and marketing materials.
      * Was her employment subject to UCA Purchasing rules for bidding? IE consulted with UCA Purchasing who determined that this type of contract could be considered a Sole Source contract therefore bidding was not required. This was based on the fact that selected individual was located in Buenos Aires, Argentina which allowed her to have direct access to primary and secondary schools for recruiting purposes and also universities and organizations in the region for program development. Also, this individual had many years of experience in the field of higher education and therefore has many connections at universities in the Latin American region. Finally, this individual not only speaks Spanish and Portuguese fluently but English as well and was able to bridge the communication gap between International Engagement staff and Latin American officials, students, etc.
      * How many Argentinian students are now attending UCA as a result of her employment? As the title states, the Latin American Specialist was not limited to work in one nation. In Fall 2016, 46 international students from Latin American countries are enrolled in credit courses. In addition, UCAIE has offered non-credit programming to 163 Latin American international students. The Latin American Specialist assisted in the recruitment of cohorts of students through universities, high schools, and non-profit institutions. Below is the list of UCAIE programs and enrollment that were a direct result of the relationships and partnerships formed through the work of the Latin American Specialist.
        1. ***Leaders of the World:******Culture and Language Immersion Program for College Students*** were held on July 20-August 9, 2014 and July 12-August 1, 2015. Participant information is listed below in the following table.

|  |  |
| --- | --- |
| Number of Participants | Countries |
| 40 | Argentina |
| 7 | Paraguay |

* + - 1. ***Leaders of the World: Culture and Language Immersion Program for High School Students*** were held on June 22-July 8, 2015 and June 5-21, 2016. Participant information is listed below in the following table.

|  |  |
| --- | --- |
| Number of Participants | Countries |
| 36 | Argentina |

* + - 1. ***Leaders of the World: Culture and Language Immersion Program for*** Professionals held on January 11-31, 2015. This program resulted in new university partnerships. These partners have since hosted UCA Faculty led study abroad programs, provided exchange opportunities for UCA students, and provided faculty and staff with speaking engagements at sponsored conferences, and seminars. Participant information is listed below in the following table.

|  |  |
| --- | --- |
| Number of Participants | Countries |
| 25 | Brazil |
| 10 | Argentina |

* + - 1. ***Leaders of the World: Friends of Fulbright Program.*** “Friends of Fulbright” is a Department of State supported program and sponsored by the Fulbright Commission, private sector, and Embassy of the US in Argentina. Friends of Fulbright Undergraduate Student Exchange Program supports the 100,000 Strong Across the Americas program initiated established by President Barack Obama. Fulbright awardees are Argentine undergraduate students in their third or fourth year of university study.
    - University of Central Arkansas has established high-level visibility in Latin American countries through Leaders of the World conferences and Culture and Language Immersion programs organized by the International Engagement Division. UCAIE high quality programs and continuous communication with the US Embassy in Argentina and Fulbright Commission have led to UCA’s selection as a Friends of Fulbright program host for the years 2016, 2017, and 2018.
    - UCAIE was awarded the first grant from the Fulbright Commission and the US Embassy in Argentina for the inaugural Friends of Fulbright program held January 8 – February 26, 2016. UCAIE was awarded a second two-year grant from the Fulbright Commission and the US Embassy in Argentina to host a total of four Fulbright cohorts in 2017 and 2018. The Fulbright Commission has just announced up to 30 Fulbright scholars will participate in the January 2017 Friends of Fulbright program. January 2016 and 2017 participant information is listed below in the following table.

|  |  |
| --- | --- |
| Number of Participants to date | Countries |
| 45 | Argentina |

* + - Where did the money coming from to pay the Latin American Speicalist? IE paid the Latin American Specialist from its own existing operating budget and did not make any requests for additional funds from the university.

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ASKED and STILL PENDING = none