



FACULTY SENATE

MEMORANDUM

TO: Faculty Senate
FROM: Ad Hoc Academic Planning Retrenchment Committee
DATE: March 19, 2020
CC: Ann Bain, Executive Vice Chancellor of Academic Affairs and Provost,
Christy Drale, Chancellor
SUBJ: Final Report and Recommendations

The faculty senate charged this committee (FSM_2020_2) to develop proposals addressing the following matters:

1. Closing or combining academic programs that have a history of low-viability per ADHE definitions;
2. Improving efficiency of viable but inefficient programs;
3. Improving efficiency in curricular areas that transcend individual programs (i.e., social sciences, STEM, humanities, etc.);
4. Developing an academic plan that prioritizes the closing, reorganization, or improvement of programs that are trending towards the viability threshold in the next five years (need metrics- graduates over the past five years, low enrollment classes in the major, head count, percent of adjuncts teaching courses versus full time faculty, SSCHs per student); and
5. Re-allocating instructional resources (including faculty and staff) as a result of program closures.

The committee met on February 7, 14, 21, 27, March 6, and 13. In order to inform our deliberations, we received data from OIR, the provost's office, and HR. We also relied on reports from the Arkansas Department of Workforce Services, the IEC, the Bureau of Labor Statistics, and disciplinary professional organizations. In addition to these data, the committee chair met with faculty from Construction Management, Theatre and Dance, Art, Music, Philosophy/Interdisciplinary Studies, World Languages, School of Counseling Human Performance and Rehabilitation, School of Education, School of Public Affairs, Biology, Physics, System Engineering, the Interim Dean of CSSC, the Dean of CALS, and the Dean of EIT. The chair also solicited information from department chairs/school directors regarding the use of faculty reassigned time, the use of adjuncts, how low-enrolled courses are counted in instructional load, and additional efficiencies they are or plan to implement. All of these qualitative pieces served to enrich and broaden the quantitative measures of enrollment, graduation, instructional loads, and faculty-to-student ratios, and industry projections. The resulting recommendations, in our opinion satisfy our charge.

While we were focused on the immediate goal of cutting costs, we didn't lose sight of the fact that it is the academic programs that generate revenue for this campus. Therefore, we avoided eliminating or suspending programs that not only pay for themselves, but benefit this university's net position. Aside from the economic realities we are facing, we also never lost sight of the academic planning piece of this exercise. Central to each decision was the question, "What kind of a university does our students and the community of Central Arkansas need UALR to be?" We were guided by this university's mission and the vision articulated by Chancellor Drale to the campus and the broader community of external stakeholders, that UALR maintain a solid liberal arts core, strong pre-professional and professional programs at both the undergraduate and graduate levels, and that we maintain our Carnegie research status.

Finally, we approached this task thoughtfully and methodically. Our recommendations are grounded in both qualitative and quantitative data, most of which is available in the Ad Hoc Committee's Blackboard shell available to the campus.

Ad Hoc Committee Members:

Amanda Nolen (Chair) - Education

Belinda Blevins-Knabe – Psychology

Thomas Clifton – Art

Jeff Condran – English

Marian Douglas – Chemistry

Joe Felan - Management

George Jensen – Rhetoric & Writing

Carolyn Macheak – Library

Mariofanna Milanova – Computer Science

Rosalie Otters – Social Work

Laura Ruhl – Earth Sciences

Richard Woodridge – Business Information Systems

Andrew Wright – Systems Engineering

Ad Hoc Academic Planning Retrenchment Committee

Final Report

On January 31, the Faculty Senate endorsed the appointment of an Ad Hoc committee of the senate to conduct the groundwork to develop proposals in response to the Academic Planning Retrenchment. The committee is composed of thirteen individuals elected as either senators or curriculum council chairs to represent their colleagues in matters such as these.

The outcomes of this committee are two-fold. First, this committee developed proposals identifying academic programs and initiatives for closure, suspension, or prioritization based on enrollment, graduations rates, and other cost/value indicators. Secondly, this committee identified areas of inefficiency within and across academic programs and colleges and proposed solutions to those inefficiencies that will result in significant savings to be realized by the end of the FY 2021-2022 biennium. The committee's recommendations regarding specific programs exist within a larger framework of potential savings that include academic restructuring across and within colleges, improved efficiencies within academic units, and salaries from known and estimated faculty and staff retirements and departures. Below is the methodology in approaching this work including the data used to inform our recommendations, followed by specific program and initiative proposals.

Methodology and Data Sources

[Note: All data referenced in this report are located in the Ad Hoc Committee Blackboard shell except IEC evaluations which are located in the IEC Blackboard shell.]

The proposals fall into three broad categories: Academic program recommendations, faculty workload recommendations, and administrative structure recommendations.

I. Academic Program Recommendations identify programs and/or units for discontinuance, programs/units for program restructuring, and programs/units for prioritization. The data for this category included program enrollment data from the UA Little Rock Office of Institutional Research. This dataset was enhanced with added variables for ADHE categorization (i.e., STEM or High Demand) and with information from Records and Registration regarding embedded programs. Other data included Course Enrollment Reports from ARGOS, Graduates by Program reports from ARGOS, Instructional Load data from the Provost's office, Five-year Faculty Departure Data from the Provost's office, and Program Enrollment Reports from ARGOS.

The method for identifying programs for initial review involved three filters: 1) Average number of graduates over 3 years compared with ADHE thresholds for viability; 2) Enrollment trajectory over 5 years (both majors and SSCH's); and 3) the value of the program as evaluated by the SRA program reports and the IEC evaluation to the program reports generated in Fall 2018. The specific program proposals are located later in this document.

A. Deletion – We chose to use the ADHE thresholds for viability as a benchmark even though some programs are cognates or otherwise would not receive ADHE scrutiny. Programs that have generated fewer than the ADHE defined minimum average number of graduates over three years and/or that enrollments are decreasing suggesting graduation numbers that will trend towards the

ADHE viability threshold in the near future were examined and identified for possible elimination. Fully (100%) embedded certificate programs and new programs were exempted from this group. In some instances, programs were recommended for suspension rather than deletion if all external indicators suggest that it should be a thriving program, but for lack of resources the program has not been able to realize that growth.

B. Program Restructuring – Programs that have sufficient enrollment but insufficient staffing were examined for possible restructuring. Recommendations relied on program and unit faculty to identify options for programs to merge or embed to address the staffing issue. Also, certificate programs were scrutinized for how well they are aligned with or are embedded within another program.

C. Program or Unit Prioritization – Part of the charge of this group includes the reallocation of academic and instructional resources. Programs that were demonstrating a real or potential growth trajectory based on enrollments and/or industry projections were examined for further investment of resources. This effort was further informed by industry and occupational projections from the Arkansas Department of Workforce Services, the Bureau of Labor Statistics, the National Center for Educational Statistics and other external reports generated by disciplinary professional organizations.

II. Faculty Workload Reassignments - Reassigned faculty time is an area where instructional resources are not being used efficiently, thus increasing the reliance on part-time faculty to meet student demand. Faculty are regularly awarded a reassignment that reduces their teaching load. Based on solicited data from the department chairs and school directors as well as the Instructional Load data from the Provost's office, there is considerable variability in how these reassignments are awarded, the purposes for the reassignments, and the criteria for outcomes generated by the reassignments. Standardizing the purpose and criteria for reassigned time will more efficiently employ instructional resources across the campus. During the Spring 2020 semester, across 416 faculty and instructors, there was an average of 3.08 hours of reassigned time per individual. That average includes instructors who typically receive 0 reassigned time and department chairs, some of whom receive up to 12 hours of reassigned time. The total amount of reassigned time for Spring 2020 is 1,137 hours or roughly 379 3-hour courses. If a 3-hour course is reassigned to an adjunct for \$2,400, that equates to a \$909,600 cost to this university. Our recommendation is to reduce the reassignments by implementing stricter criteria for administering them with the goal to reduce the amount of total reassigned time by 30% beginning FY 2021. Reducing the use of adjuncts overall by 30% will increase the reported faculty to student ratio.

III. Administrative Structure Recommendations identified areas across and within proposed college structures to increase efficiency and reduce redundancies.

A. Across College Reorganization – There is an estimated \$950,000 savings in combining the current five colleges into three new colleges. This estimate assumes a college central office consisting of a Dean, at least one Associate Dean, two finance staff, administrative staff, and advising staff.

B. Within College Reorganization – We provide a recommendation for within college reorganization that reduces the number of departments and schools. For example, there are currently 33 academic units (i.e., schools and departments) with 29 filled chairs/directors positions, combining some of the currently existing units into schools provides an estimated savings between \$231,000 if 15 schools

or departments are formed and \$478,000 if 9 schools or departments are formed. The breakdown of that estimate is provided in Attachment A.

C. Academic Affairs Administration including the Graduate School – Our ability to address this issue was constrained by time and availability of data including organizational charts and position descriptions for personnel. However, scrutiny of these areas is essential for both cost savings and efficiency of workflow processes. For example, the Trojan Advising Success Center (TAASC) provides centralized advising for the successful onboarding and orientation of first-time freshmen and transfer students and advising students through their first 45 undergraduate hours. By providing such a critical function, this area could be identified for prioritization. Also, with the reduction in the number of colleges from five (previously six) to three, revisiting the role of a centralized, dedicated Graduate School is warranted. By centralizing all admissions, transcript reviews, and support in the already existing but enhanced TAASC, it is possible the remaining responsibilities could be addressed by dedicated staff embedded within the three colleges. Our recommendation is that these areas be scrutinized after the implementation of Workday in July 2020.

Table 1. Estimated cost savings from Academic Planning Retrenchment before considering elimination/reduction of programs/units.

	FY 2021	FY 2022
Reduction of number of colleges	\$950,000	0
¹ Intra-college reorganization:	0	\$354,900
² Estimated Faculty and Staff Departures	\$2,340,000	\$2,340,000
Reinvestment of open positions (30% in FY 21; 30% in FY 22)	(\$702,000)	(\$702,000)
³ Reducing reassigned faculty time/reliance on adjuncts by 30%	\$272,880	\$272,880
	\$2,860,880	\$2,265,780
Total Savings		\$5,126,660

¹Calculation estimate is explained in the proposal report; selected the middle-ground estimate based on 12 units.

²Estimated faculty and staff departure is calculated based on an average departure of permanent, full-time faculty and staff over the past 5 years (Mean = 26.6) at an estimated \$90,000 per. [Data Source: Provost's Office]

³Reducing part-time faculty calculation as a result of reassigned time reductions as described the Methodology and Data Sources, Section II of this document.

Academic Program Proposals

Below are the programs and initiatives identified by this committee for deletion, suspension, or other as of March 17, 2020.

Program	Program Code	5-year Avg. Enroll	5-year Avg. Grad.	Recommendation	
Health Education and Promotion MS	7273	2.8	0.4	Delete	
Adult and Professional Learning M.Ed.	5610	22.4	10	Suspend	
Adult and Professional Learning GC	5611	1	0.2	Suspend	
Legal Studies BA	5330	8.4	1.2	Delete	
International Studies BA	1540	16.2	3.2	Delete	
Presidential Studies Minor		0.4	0.4	Delete	
Physics BA	1670	1	0	Delete	
Systems Engineering BS	3245	73	24	Delete	
Reading EdS	6915	11.2	3.4	Delete	
Environmental Health Sciences BS	2550	12.6	2.4	(See justification)	
Biology MA	6121	.8	.6	Delete	
Higher Education MA 2-year college concentration	5355	.6	.2	Suspend/Revise	
Reorganization of Education Doctoral programs	4960 4990 9130	24.2 58.8 20.2	2.8 10.2 2.6	Reorganize	
Rural and Urban Leadership M.Ed.	5670	8.6	2.4		Delete
Interdisciplinary Studies MA	5960	19.6	3.2		Suspend
Basic Animal Services Unit	N/A			Delete	
Community Management and Development BA	(Embedded)	2	0.2	Suspend	
Non-profit Leadership Studies Minor		18	4.5	Keep but defund	
Architectural & Const. Engineering BS	5144	15.4	0.2	Suspend	

Environmental Engineering BS	5030	15	0	Suspend
World Languages - French BA	5161	15.2	6.8	(See Justification)
Theatre Arts BA	1840	33.4	3.4	Prioritize
Dance BFA	5503	26.4	4.6	Prioritize
Ottenheimer Library	N/A	N/A	N/A	Prioritize
Construction Management MS	5417	21	9.2	Remain as is
Sports Management MS	7710	19.3	6.3	Remain as is
Art MA	5230	5.2	2.4	Remain as is
RHET GC Bus/Prof Writing (Embedded)	5561	2	.66	Remain as is
Gifted and Talented M.Ed., GC	5790, 5890	21.8	9.6	Remain as is

Programs Recommended for Deletion

The Health Education and Promotion MS (7273) has a small number of majors and low graduation rate that does not meet the ADHE threshold for program viability. This program is recommended for deletion.

	Enrollment					
	FY15	FY16	FY17	FY18	FY19	
Health Education/Promotion-MS	0	0	4	4	6	

	Graduation					
	FY15	FY16	FY17	FY18	FY19	
Health Education/Promotion-MS	0	0	1	1	0	

The Legal Studies BA (5330) is in its fourth year after accepting its first students in AY 17. This was a program created by an interdisciplinary team and housed in the School of Public Affairs, although it has no dedicated faculty or champion. Also, this program is redundant with the Philosophy BA – Legal and Moral track. In the 2018 IEC program report, the Interim Director of the School of Public Affairs stated:

Given the number of students who come to college anticipating going on to law school, it is likely that there will continue to be significant internal demand for the major if it remains. The problem is that that internal demand is largely based on a misconception that completing a Legal Studies degree will give students a competitive advantage when applying to law school. In fact, LSAC data from 2016-2017 showed that, of the 26 majors that produced at least 500 students applying to law schools that year, pre-law majors had the second worst acceptance rates. With no evidence that employers value the degree and with evidence that law schools do not value the degree, it is difficult to make a case that there is, in fact, external demand for this program.

This program has no dedicated FTE and is recommended for deletion and will need to be taught out.

		Enrollment					
		AY 15	AY 16	AY 17	AY 18	AY 19	
Legal Studies-BA		0	0	3	26	13	

		Graduation					
		AY 15	AY 16	AY 17	AY 18	AY 19	
Legal Studies-BA		0	0	0	0	6	

The International Studies BA (1540) is an embedded cognate of the Political Science BA. The program has graduate rates below the ADHE threshold for viability. The Interim Director of Public Affairs indicated that the faculty plan to create a track within the POLS BA that would supplant this program. This program has no dedicated FTE. This program is recommended for deletion and is to be taught out.

		Enrollment					
		AY 15	AY 16	AY 17	AY 18	AY 19	
International Studies-BA		17	18	18	16	12	

		Graduation					
		AY 15	AY 16	AY 17	AY 18	AY 19	
International Studies-BA		6	2	2	3	3	

Presidential Studies Minor - As an interdisciplinary minor, Presidential Studies allows students to study multiple approaches for understanding the presidency and different aspects of presidential behavior, the executive branch, and public policy. Course work in the program is designed to enhance students' understanding of how the presidency and executive branch operate and the institution's impact on society at home and abroad. Internal demand for the minor has declined since the minor requirement was removed by the Faculty Senate, something that is reflected in the low enrollment. There are no

FTE's specifically dedicated to this minor. There is a \$8,122 maintenance account in the FY 20 budget for this minor. This program is recommended for deletion.

The Physics BA (1670) is a low enrolled program with a graduation rate that does not meet the ADHE threshold for viability. There are no dedicated FTE to this major. This program is recommended for deletion.

		Enrollment					
		AY 15	AY 16	AY 17	AY 18	AY 19	
Physics-BA		1	2	0	0	2	

		Graduation					
		AY 15	AY 16	AY 17	AY 18	AY 19	
Physics-BA		0	0	0	0	0	

The **Systems Engineering BS (3245)** has experienced a significant enrollment decline (-83.8%) over the past 3 years due to a program reorganization that pulled out the Mechanical Systems Engineering and the Electrical and Computer Systems Engineering. The Systems Engineering degree is no longer viable and is recommended for deletion.

		Enrollment					
		AY 15	AY 16	AY 17	AY 18	AY 19	
Systems Engineering-BS		132	115	74	34	12	

		Graduates					
		AY 15	AY 16	AY 17	AY 18	AY 19	
Systems Engineering-BS		34	21	30	22	11	

The **Reading EdS (6915)** has experienced significant enrollment declines (-78.9%) over the last three years. The preferred graduate degrees in the Reading program are the Graduate Certificates that lead to licensure or credential and the PhD. This program is recommended for deletion, but it is important to preserve the graduate certificates that might be embedded within it as those are mandated credentialing programs.

		Enrollment					
		AY 15	AY 16	AY 17	AY 18	AY 19	
Reading-EdS		9	15	19	9	4	

Graduates					
	AY 15	AY 16	AY 17	AY 18	AY 19
Reading-EdS	1	3	4	1	8

The **Environmental Health Sciences BS (2550)** program has low enrollment and low number of graduates (This is not considered a STEM program per ADHE). It is currently a single-person program and thus constrained by limited resources. This committee recommends that in order to protect the future viability of this program, it be broadened in focus. We recommend the Earth Sciences, Biology, Chemistry, and Construction Management faculty in the new STEM college work together to explore a new “Environmental Sciences” program with multiple tracks to replace the current program. The Arkansas Department of Workforce Services project that Environmental Scientists and Technicians will be the top growing (+22.61%) occupations in the Life, Physical, and Social Sciences group through 2026.

Enrollment					
	AY 15	AY 16	AY 17	AY 18	AY 19
Environmental Health Sciences-BS	10	11	15	16	11

Graduates					
	AY 15	AY 16	AY 17	AY 18	AY 19
Environmental Health Sciences-BS	2	2	1	3	4

The **Biology MA (6121)** program has consistently low enrollment and does not meet the ADHE viability threshold in its number of graduates. The MA is not the preferred program in the field. This committee recommends the deletion of this program.

Enrollment					
	AY 15	AY 16	AY 17	AY 18	AY 19
Biology-MA	0	0	1	2	1

Graduates					
	AY 15	AY 16	AY 17	AY 18	AY 19
Biology-MA	0	0	0	1	2

The **Rural and Urban Leadership M.Ed. (5670)** program has experienced increasing enrollment but remains consistently below the ADHE viability threshold for graduates. The program is a single-person program causing concern about its stability and future viability. The program as it was designed held great promise given its location and faculty support. Since that time, faculty departures were not replaced and the program has not realized its potential. We recommend eliminating this program. Doing so would refocus faculty resources towards the Building Level GC (6552) and the Educational Administration Ed.D. (4960).

Enrollment					
	AY15	AY16	AY17	AY18	AY19
Rural and Urban School Leadership-MEd	5	3	7	12	16

Graduates					
	AY15	AY16	AY17	AY18	AY19
Rural and Urban School Leadership-MEd	2	2	1	6	1

The World Languages - French BA (5161) has a low number of majors and graduates. They accrue the majority of their SSCH's through FREN 1311, 1312, and 2311 by serving programs that require a second language as a graduation requirement. In Spring 2020, there are seven sections of these core French courses offered with an enrollment of 75 students (225 SSCH's). Also, there are six upper-level courses offered with an overall enrollment of 42 students (126 SSCH's). There are no graduate level courses offered during this term. This program has 2 full-time faculty and 1 part-time instructor.

It is the general consensus of the committee that having robust language offerings is an important educational experience, particularly for a metropolitan university. However, efforts to grow and diversify the language offerings have failed (e.g., German, Arabic, Mandarin Chinese). The Modern Languages Association (MLA) has tracked the decline in languages in higher education and documented a 9% decline in Spanish and an almost 20% decline in French between 2009 and 2016. In an interview with the Chronicle of Higher Education, the director of programs for MLA stated that 129 colleges and universities have closed French programs between 2016 and 2019.

The number of majors for World Languages - French BA has remained between 9 and 15 for the past 5 years. Furthermore, the number of SSCH's generated by World Languages in total has dropped by 37% during that same time because a second language is no longer a graduation requirement for the BA at this institution. Based on these numbers, the World Languages - French program would appear to be a logical candidate for deletion. However, this committee cautions such an action for the following reason: Reducing World Languages to just Spanish negates the purpose of having a World Languages program/unit. Also, because there would be only two remaining options to satisfy a second language requirement (i.e., Spanish and ASL), it is likely that the remaining programs that require the second language will drop it altogether, further destabilizing the remaining language program. We do not have a specific recommendation at this time but observe that elimination of French as a major track in World Languages, would require that the remaining program would need to change its name to be more reflective of the content. However, if the long-term intention of this university is to eliminate the second language requirement altogether, then the university should eliminate individual language programs before they atrophy. Eliminating French would move us in that direction by design.

Enrollment					
	AY15	AY16	AY17	AY18	AY19
World Languages: French-BA	12	15	10	7	9
World Languages: French-BA (post-b	2	1	1	4	4
World Lang: French/Sec Ed-BA	3	2	3	2	1

Graduates					
	AY15	AY16	AY17	AY18	AY19
World Languages: French-BA	4	8	9	3	4
World Languages: French-BA (post-b	0	2	2	0	0
World Lang: French/Sec Ed-BA	0	0	1	1	0

Programs for Suspension

The Adult and Professional Learning M.Ed. (5610) and GC (5611) has a healthy number of enrolled students and the graduation rate meets ADHE viability standards. The program faculty has opted to suspend this program and is teaching it out with no plans to replace it with anything else. During Spring 2020, four lecture-based courses (ADED 5301, ADED 5304; ADED 7302; and ADED 7308) and one internship class (ADED 7303) were offered. None of the sections met minimum enrollment requirements. This program is recommended for suspension until such a time when qualified faculty resources can be dedicated.

	Enrollment					
	AY 15	AY 16	AY 17	AY 18	AY 19	
Adult and Professional Learning-MEd	26	31	18	22	15	
Adult Education-GC	0	0	0	3	2	

	Graduation					
	AY 15	AY 16	AY 17	AY 18	AY 19	
Adult and Professional Learning-MEd	18	12	11	6	5	
Adult Education-GC	0	0	0	0	1	

The Community Management and Development BA (Embedded) program is a low enrolled program with graduation rates below the ADHE threshold for viability. This major was intended to support students interested in getting involved in management, politics, or policy, with a particular emphasis on the local level. The program could be a valuable one that provides students with useful skills for starting careers in the public or nonprofit sectors, especially with a focus on local governments or local issues. It could also serve as an important bridge to the community, providing student internships, applied research, and a variety of events focused on issues important to the city and the regions. This program is recommended for suspension with the expectation that the market demand and available resources will be re-evaluated in the future. There are no FTE's that are specifically dedicated to this program.

	Enrollment					
	AY 15	AY 16	AY 17	AY 18	AY 19	
Community MGMT/Development BA	0	0	2	6	2	

	Graduation					
	AY 15	AY 16	AY 17	AY 18	AY 19	
Community MGMT/D development-BA	0	0	0	0	1	

Architectural & Construction Engineering BS (5144) is a cognate of the Civil and Construction Engineering BS. This program is low enrolled with a graduation rate below the ADHE threshold for viability. This program is accredited and does not have any FTE's specifically assigned to the program. There is substantial overlap of courses between this program and the Civil and Construction Engineering BS and they share the same learning outcomes (per the 2018 IEC program report). There are considerable opportunities for industry partnerships and program vitality. The enrollment in this program is negatively affected by its similarity with Civil/Construction Engineering BS. This program is recommended for suspension with the expectation that the faculty will explore ways of differentiating the program curriculum and learning objectives from the Civil/Construction BS program. Furthermore, market demand and available, qualified faculty resources must be factored into a decision to revive the program.

	Enrollment					
	AY 15	AY 16	AY 17	AY 18	AY 19	
Arch. & Const. Eng. BS	17	17	20	12	11	

	Graduation					
	AY 15	AY 16	AY 17	AY 18	AY 19	
Arch. & Const. Eng. BS	0	0	1	0	0	

Environmental Engineering BS (5030) is the only undergraduate environmental engineering program in the state of Arkansas. The program is not accredited and is not likely to acquire accreditation due to lack of faculty resources. The internal demand indicated steady enrollment growth until the departure of the program faculty in December 2018. Since that time the enrollment has declined from its height of 25 students to 5 students currently enrolled in the program. Environmental engineering is one of the fastest growing disciplines in Engineering, and the social conscious aspect of the discipline attracts women to enroll at greater rates than in other areas of Engineering. This program is recommended for suspension until such a time that qualified faculty resources can be dedicated to the program.

	Enrollment					
	AY 15	AY 16	AY 17	AY 18	AY 19	
Environmental Engineering-BS	0	13	18	23	8	

	Graduation					
	AY 15	AY 16	AY 17	AY 18	AY 19	
Environmental Engineering-BS	0	0	0	0	0	

The **Higher Education 2-year College Teaching Concentration of the HIED MA (5355)** is a low enrolled concentration with a low number of graduates. This concentration was designed to prepare individuals to teach in 2-year technical or community colleges. Since the program began, the 2-year college environment has changed and requires instructors to have a Master's degree in their field rendering this degree ineffective. Suspending the program would provide the faculty time to redesign and broaden the concentration around college teaching, learning, and assessment. Such a program would prepare individuals to conduct research on teaching, learning, and assessment in their respective disciplines. All of the necessary courses are already offered across the School of Education at the graduate level and would be an efficient revision.

	Enrollment					
	AY 15	AY 16	AY 17	AY 18	AY 19	
Higher Ed:Two-Yr Coll Tchg-MA	0	2	1	0	0	

	Graduates					
	AY 15	AY 16	AY 17	AY 18	AY 19	
Higher Ed:Two-Yr Coll Tchg-MA	0	0	0	0	1	

The **Interdisciplinary Studies M.A. (5960)** program has had variable enrollment and is below the ADHE viability threshold for graduates. The program was recently revised to remove the thesis requirement in exchange for a capstone project. It is too soon to tell if that revision would have attracted more students. The program is currently housed and administered in the Philosophy Department and does not have a separate E&G fund but does employ two full-time graduate assistants. We recommend that this program be suspended in order to re-assess the program and its interdisciplinary learning outcomes in the context of the new college organization. In the meantime, we recommend that the two full-time graduate assistant lines be reallocated.

Enrollment						
	AY15	AY16	AY17	AY18	AY19	
Interdisciplinary Studies-MA	18	21	26	21	16	
Interdisciplinary Studies-MA	18	21	26	21	16	

Graduates						
	AY15	AY16	AY17	AY18	AY19	
Interdisciplinary Studies-MA	7	5	3	7	1	
Interdisciplinary Studies-MA	7	5	3	7	1	

Programs for Reorganization

The School of Education currently houses three separate and distinct doctoral programs: Educational Administration Ed.D. (4690), Higher Education Ed.D. (4990), and Reading Ph.D. (9130). All three programs have healthy enrollments and graduation rates. Enrollments across the three programs comprise 30% of all enrollment at the doctoral level at this institution not including the Juris Doctorate. Over the past five years, these programs have generated 27% of the graduates and 74% of the African American doctoral recipients at this institution. The IEC evaluated both the Reading and the Higher Education doctoral programs as high Value (2.5) and Vision (2.0) and were viewed as mission-centric for the university. The Educational Administration program scored lower (Value – 1.5 and Vision 1.5) with the IEC evaluation response noting concerns about its viability as a stand-alone program and lack of distinctiveness. A reorganization that brings all three doctoral programs under one umbrella would address those concerns and strengthen all three programs.

The programs were designed and implemented well before the previous re-organization that reduced the number of colleges from six to five and were distributed across an entire college. Currently, the three programs are in the same unit making administrative and infrastructure redundancies visible that were not apparent prior to the reorganization. For example, all three programs require research dissertations and offer a dissertation writing seminar or colloquium. Those three courses could be merged into a single course for all three programs. Such a course would provide a stronger structure for students who are embarking on the dissertation process for their respective programs. Furthermore, all three programs share the same research core (EDFN 7373 Qualitative Research; EDFN 8305 Intermediate Statistics; EDFN 8306 Advanced Research Methods; EDFN 8308 Advanced Statistics; EDFN 8330 Mixed Methods Research; and EDFN 8383 Advanced Qualitative Research) and electives (EDFN 7305 Program Evaluation and EDFN 8310 Measurement in Research). These courses would remain the core sequence for all three programs beyond which the three tracks would diverge. The reorganization would result in a single named umbrella (e.g., Educational Sciences) with a shared core, a shared administrative infrastructure, and three distinct tracks. The faculty believe this opportunity will allow them to take advantage of economies of scale regarding student recruitment, dissertation advising, and student retention to dissertation defense and graduation. We recommend this administrative reorganization occur over the AY 21 year.

Enrollment					
	AY 15	AY 16	AY 17	AY 18	AY 19
Educational Administration-EdD	25	23	23	27	23
Higher Education-EdD	64	57	62	60	51
Reading-PhD	16	19	23	22	21

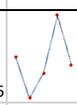
Graduates					
	AY 15	AY 16	AY 17	AY 18	AY 19
Educational Administration-EdD	3	2	5	1	3
Higher Education-EdD	6	11	5	5	4
Reading-PhD	3	4	2	3	1

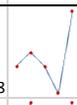
Programs for Prioritization for Investment

The Theatre Arts BA (1840) and the Dance BFA (5503) are housed in the same unit and share the same facility and resources so they will be addressed together. The programs have experienced healthy enrollments with five-year averages of 33.4 and 26.4 respectively. In a college that has experienced a 3-year decline in enrollment of over 13.5%, this unit has experienced an enrollment increase of over 5%, outperforming all of its departmental counterparts except Philosophy/Interdisciplinary Studies (+11%). Theatre and Dance are constrained by its facility. Both the aesthetic and the infrastructure have been allowed to deteriorate as a result of years of deferred maintenance. While prospective students are interested in the programs, they are often lured away by other area universities with better facilities. Furthermore, the programs have experienced faculty departure without replacement that further constrains their ability to expand enrollment and maintain the fidelity of the curriculum and maintain accreditation standards.

The IEC evaluated these programs as high Value (Theatre – 3.0; Dance – 2.0). The Value score is informed by the programs' demand, quality, and essentiality to the UA Little Rock Mission. In 2009, the Winthrop Rockefeller Foundation commissioned a 3-year study to catalogue the size and scale of the creative economy in Arkansas. The performing arts sector, including nonprofit arts agencies and cultural tourism, is important to the Arkansas state economy by generating over \$927 million in personal income for Arkansas citizens. The creative industries are the state's third largest employer after transport/logistics and prepared/perishable foods. Additionally, the Arkansas Department of Workforce Services projections indicate the Arts and Entertainment industry to increase by 8.45% through 2026. Finally, the US Bureau of Economic Analysis reported that the arts and cultural economic activity increased by 2.9% in 2016 and accounted for 4.3% of the US gross domestic product at \$804.2 billion. These are important indicators that suggest the UA Little Rock Theatre and Dance programs have the potential to contribute to a vibrant economic sector as well as provide valuable cultural capital to Central Arkansas. Located in Little Rock, the state's largest population center, creates a magnet for creative talent further increasing the potential of these programs. This committee recognizes that these programs are comparably inefficient due to the need for smaller workshops and instructional constraints; however, we consider the value these programs bring to the community outweigh those

costs. Therefore, we recommend that the university prioritize these programs for facility maintenance and faculty resources.

Enrollment						
	AY 15	AY 16	AY 17	AY 18	AY 19	
Dance Performance-BFA	27	22	25	32	26	
Theatre Arts-BA	28	31	34	38	36	

Graduates						
	AY 15	AY 16	AY 17	AY 18	AY 19	
Dance Performance-BFA	4	5	4	2	8	
Theatre Arts-BA	3	5	3	1	5	

The third area for prioritization is the **Ottenheimer Library**. While not an academic program, the library is an essential resource for both faculty and student research. Their expected FY21 budget is just over \$1 million, only two-thirds its FY 17 budget. The library dean, faculty and staff have shifted resources to prioritize electronic resources and databases to support the research enterprise, however any further reduction to their resources will require faculty and students to increase inter-library loans (a cost to the university) and rely on work-arounds undermining the quality of the research output.

Other Recommendations

The Center for Public Collaboration is housed in the School of Public Affairs. Due to the recent departure of faculty who coordinated the center, it is currently dormant. There is a maintenance account of \$2,565 associated with the center. We recommend this center be suspended and associated funds/resources be recouped until such a time when there are faculty and other resources available.

Basic Animal Services Unit is part of the Department of Biology facilities. It is an under-utilized facility with expensive facilities maintenance needs. The University of Arkansas for Medical Sciences (UAMS) Department of Laboratory Animal Medicine also houses a similar unit and is identified as the facility of choice for the relocation of the BASU animals should the need arise. We recommend that we develop our institutional partnership with the UAMS counterpart and relocate this unit's function (including the remaining animals) to that campus.

Non-profit Leadership Studies Minor is housed in the School of Public Affairs. This is a stand-alone minor with a healthy enrollment. The program is designed to lead to a national certificate as a Certified Nonprofit Professional. This program has a maintenance account of \$14,000 that is used to fund student travel to a national conference and their subsequent certification. The certification is not required for individuals to work in the field and therefore superfluous. We recommend that the financial support for this program be swept.

Areas Where We Differ with the Provost

There are several programs that Provost Bain has identified for either elimination or reduction that per our methodology and criteria for consideration, not only do not merit such action, but in some cases would unnecessarily cut enrollment and revenue.

The HIED EdD (4990) and EDAS EdD (4690) programs are two of the only three non-STEM doctoral programs on campus. Together, these two programs comprise over 23% of all doctoral-level enrollment for Spring 2020, and 21% of all doctoral recipients including 58% of the African American doctoral recipients over the past five years at this university. These programs are cost-effective compared to the STEM doctoral programs because a) they require only 15 dissertation hours of individualized instruction whereas their STEM counterparts require up to 42 hours, and b) the majority of the students in these two programs are self-paying rather than subsidized through graduate assistantships. A reduction or elimination of either or both of these programs would significantly cut into doctoral level enrollment, doctoral completions, and the revenue these programs generate. The Ad Hoc Committee provides a recommendation (earlier in this document) involving these program in addition to the Reading Ph.D. that strengthens these programs and provides additional support for these students.

The Art MA (5230) had stopped accepting students in 2017 as the faculty unofficially suspended it in order to assess the curriculum for possible revision. The program began accepting students again in 2018 and it has grown in two years from 2 students to 8 students entering Fall 2020. Two of the students in the program will be TA's and receive stipend/tuition beginning in Fall 2020. As TA's, they will teach in the undergraduate program and based on current course enrollments, will generate 132 SSCH's and over \$91,000 in revenue by Spring 2022. Furthermore, the remaining students will pay their own tuition at \$320/hour for an additional \$60,000 in revenue over four semesters. Total expenses for the program include the TA's and overloads paid to faculty to support the program for a total of \$52,953. If enrollment and costs remain the same for FY 22, the program would net the university \$98,551. However, given the enrollment trend for this program, it is likely that the university would net a higher amount. This program currently relies on faculty willing and able to work an overload as it is currently staffed. We recommend keeping this program as long as that commitment is there, although that is unsustainable in the long-term.

The CP Applied Design, TC Graphic Design, and the CP Photography (1503, 2504, 2503) programs are certificate programs that are fully (100%) embedded in the Art BA and BFA degree programs. As such they do not pose an expense to the university but add completions to the BA and BFA graduation totals. Therefore, we recommend keeping these programs.

The Rhetoric and Writing GC in Business/Professional Writing (5561) program is fully (100%) embedded within the Professional and Technical Writing MA program and thus did not meet our decision-making criteria for action. As such, it does not pose an expense on the university, but adds completions to the MA graduation total. The program was created at the request of the College of Business to supplement their MBA and to provide a way for professionals to upgrade their skills. It has potential for growth. Therefore, we recommend keeping this program.

The Gifted and Talented M.Ed. and GC (5890 and 5790) programs did not meet our decision-making criteria for action. The three-year average number of graduates is 2.5 times needed to meet ADHE viability thresholds and enrollments have grown 27% over the past three academic years. Furthermore,

the landscape for gifted education is changing in the state. Beginning in 2009, the Arkansas Department of Education has mandated that districts provide GT programming and established minimum standards. The Every Student Succeeds Act (ESSA, 2015) clarified that Title I funds could be used for gifted and talented identification and services allowing school districts to access resources that benefit low-income, high-ability students. Also, districts that receive Title II professional development funds have to clarify in their application how those funds will be used to benefit the learning of all students, including gifted students. Faculty in the program were recently awarded a \$2.5 million Javits Grant with over \$250,000 in stipend incentives for classroom teachers to pursue graduate education to receive further licensure or credentialing in gifted and talented education at UA Little Rock. Finally, the IEC committee evaluated this program as a 2.5 out of 3.0 for Value based on demand, quality, and essentiality to mission. We recommend keeping these programs.

The Sports Management MS (7710) program did not meet our decision-making criteria for action. The three-year average number of graduates is three times that needed to meet ADHE viability thresholds and are on an increasing trajectory. The IEC committee evaluated this program as a 2.0 out of 3.0 for Value, based on demand, quality, and essentiality to mission. It is currently in its third year after a program-wide reorganization. Finally, the Arkansas Statewide Long-term Industry and Occupational Projections (2016-2026) reports that the leisure and hospitality sector is estimated to add 112 jobs for promoters of sports, arts, and similar events through 2026, a 14.9% increase. We recommend keeping this program.

The Construction Management MS (5417) program did not meet our decision-making criteria for action. With a three-year average number of graduates of 15, this program is well above the ADHE threshold for viability. This program serves as an alternative route into the field for students who received an undergraduate in another field but would like to enter into construction management. The program includes several 5000-level courses that are dual-listed with their undergraduate counterparts, thus creating an efficiently run program. The IEC evaluated this program as a 1.5/3.0 for Value based on demand, quality, and essentiality to mission. Finally, the Arkansas Statewide Long-term Industry and Occupational Projections (2016-2026) reports that the construction sector is estimated to add 6,283 jobs through 2026, a 12.5% increase. We recommend keeping this program.

Reduction of Units – Finally, Provost Bain has identified several schools and departments for the reduction of faculty. It is our understanding that these units were identified based on Fall 2019 faculty-to-student ratio. This committee did not have access to the same data (latest faculty/student ratio data we had was AY 2018 in the Senate_Banner_Data) and could not scrutinize the calculations, therefore we cannot comment on this issue. However, we recommend that any reduction in faculty within any unit be achieved first through retirements and departures before eliminating filled lines over the next two years.

ANY PROGRAM NOT ADDRESSED IN THIS DOCUMENT DID NOT MEET OUR DECISION-MAKING CRITERIA FOR ACTION, NOR WERE WE PROMPTED TO REVIEW IT AT THE PROVOST'S RECOMMENDATION.

Attachment A

Within college reorganization - The current model for departmental organization relies on a 12-month department chair administrative structure. Each department and school has a separate maintenance budget and administrative assistant, all supporting a shrinking academic footprint. Resourcing decisions have not been reviewed relative to demand, and this academic planning exercise provides an opportunity to right-size the intra-college structure as well as improve both efficiency and effectiveness. The department chair duties are outlined in the Faculty Handbook as:

- Faculty Affairs including hiring and orientation of new faculty and evaluating faculty including making recommendations for their retention, tenure, promotion, and annual salary increments.
- Communication of university policies to the departmental faculty and students.
- Personal Professional Performance provides leadership as a representative of their scholarly discipline
- Responsibilities to Students provides leadership in recruiting, counseling, and advising students including degree evaluations and approving student applications for graduation.
- Budgetary Affairs prepares and presents annual budget requests and controls expenditures
- Office Management recommends and appoints support staff.

The school director duties are currently not defined in the Faculty handbook. The department chair has a unique role on campus as it spans both administrative and faculty roles. With the implementation of Workday in July 2020, there will be efficiencies gained by dividing some of these duties across a School Director (administrative functions) and a Program Coordinator (academic functions) allowing some currently existing units to combine into more cost effective larger units. There will be efficiencies gained through pooling resources, such as support staff and other resources, budgeting and procurement resources, and facilities (space, copy machines, research equipment, phones, computers, etc).

The role of the administrative assistant is another important function in the department. This role can be strengthened in a school model by dividing the budgetary and procurement role from the academic support role.

- Current Chair/Director salary total: \$3,218,000 for 29¹ individuals; \$4,247,760 including benefits²
- Chair/Director salary total for all currently existing units: \$3,661,862 for 33 individuals; \$4,833,658 including benefits

In the cost estimate below, we assume a realistic savings for the university would be if 9, 12, or 15 existing chairs/directors remain in position and the remaining chairs retreat to 80% of their salary and benefits.³ This cost estimate does not include any cost savings realized when a chair resumes their regular instructional load.

¹There are currently four vacancies.

² Fringe benefits are calculated using .32 rate.

³An average chair with benefits is \$146,474 with a retreat salary and benefits of \$117,180.

Table 3. Structural savings by reducing number of department/schools

Avg. Dir./Chair salary: \$120,000 ⁴	Salary	fringe	total	Structural savings
9 dir./chairs	\$1,080,000	\$345,600	\$1,425,600	\$3,408,058
12 dir./chairs	\$1,440,000	\$460,800	\$1,900,800	\$2,932,858
15 dir./chairs	\$1,800,000	\$576,000	\$2,376,000	\$2,457,658

Table 4. Actual realized savings by reducing number of department/schools with remaining chairs retreating at 80%

Avg. Dir./Chair salary: \$120,000 ⁵	Total Dir./Chair Salary and Fringe	Retreated Chairs Salary and Fringe	Salary and Fringe Cost of Dir./Chairs and Retreated Chairs	Savings in Salary and Fringe relative to \$4,247,760
9 dir./chairs	\$1,425,600	\$2,343,600 (20)	\$3,769,200	\$478,560
12 dir./chairs	\$1,900,800	\$1,992,060 (17)	\$3,892,860	\$354,900
15 dir./chairs	\$2,376,000	\$1,640,514 (14)	\$4,016,514	\$231,246

The structural savings from moving to a school model provides a much bigger long term savings, which will manifest after the faculty have right-sized after accommodating the retreated chair and other retreated administrators (associate deans, interim deans, provost, chancellor).

⁴ Estimate based on a slight rise relative to current average chair salary for increased workload/responsibility.