

**ACADEMIC PLANNING RETRENCHMENT PROPOSAL**

**University of Arkansas at Little Rock**

**Christina S. Drale, Chancellor**

**Submitted to the University of Arkansas Board of Trustees**

**May 4, 2020**

## **Institutional Priorities**

Our institution's priorities are based on its role and scope as a public four-year metropolitan university offering a comprehensive curriculum through the doctoral level and maintaining a research portfolio at the Carnegie Research-2 level.

More specifically, our priorities are:

1. Maintain a solid liberal arts core as the basis for our general education curriculum. This is what makes a university comprehensive rather than something more narrowly defined such as a technical school or a conservatory. It is also what produces important, transferable skills such as those the Faculty Senate has defined for the core and skills in the major.
2. Provide programs that respond to the needs of the region, that have demand, and that prepare our students for viable career paths. Many of these will be pre-professional programs, but liberal arts programs can make this happen as well.
3. Provide graduate level programs that meet the demand for professional and/or advanced level preparation in areas that are in critical need for state and regional development.
4. Maintain a research portfolio appropriate to our Carnegie status. As an urban-focused institution, our research should be mostly applied and responsive to local, state, and national needs.

Preserving these elements of our institution does not necessarily mean that we have to offer them the same way as we have so far. Within our financial means, we must determine how much of each is enough to fulfill our mission and what is the best configuration to ensure sustainability.

## **Methodology**

For the first draft of this proposal, recommendations from the Academic Planning Team (APT), the Faculty Senate Ad Hoc Committee (FSAC), and from individual faculty members were reviewed and considered. Information and recommendations from the Institutional Effectiveness Committee (IEC) was also considered, as was feedback from internal and external focus groups carried out as part of the academic planning process. The initial draft was distributed to the campus community for review and comment on March 30, 2020. The Provost and Faculty Senate President devised a formal response process that invited written responses from the following parties: program faculty, chairs and directors, college assemblies, college and department curriculum committees, deans, the Undergraduate and Graduate Councils, and the Faculty Senate. The Student Government Association (SGA) was also provided a copy of the proposal and students who wished to respond sent feedback directly to the Chancellor. The Chancellor also received direct feedback from external stakeholders including business leaders, alumni, and other community members.

Numerous data points were used for analysis, but since the purpose of this retrenchment is “major reallocations of resources for academic or support services,” or in other words, to realign and right-size our academic enterprise, I used as a baseline two key indicators: 1) Student FTE (full-time equivalent) to Faculty FTE ratios, and 2) SSCHs (student semester credit hours) to Faculty FTE ratios. These ratios are available at the department/school level only (not at the program level), so they are imperfect metrics for program review, but they are useful as a starting point to see which departments may be over-resourced for the number of students served. Using the full-time equivalent metric is preferable to headcounts for faculty or student enrollment because it standardizes the metric for all units. The Faculty Senate response to the initial proposal took issue with the FTE calculation claiming that the ADHE definitions were used. This is not correct. FTE data were provided by our Office of Institutional Research and Analytics (OIRA) using federal IPEDS definitions and rules, which match the definitions preferred by the Faculty Senate and which renders the data comparable to all other institutions of higher education.

As a benchmark threshold, I used a Student FTE to Faculty FTE ratio of 12 and a SSCH to Faculty FTE ratio of 200 to set the minimums for departmental retrenchment review. These levels are about 15-20% below what I believe the average would need to be to maintain minimal institutional sustainability. We are currently at an institutional student-faculty ratio of 13; I believe we need to be at a minimum of 14, and should work towards a goal of 16. The average ratio of other four-year public institutions in the state is between 16 to 17. By setting the threshold below the minimum sustainability level, it allows for reasonable consideration of departments that necessarily have small class sizes such as those in the arts and most labs, as well as departments that necessarily have higher levels of individualized instruction such as those with graduate programs, particularly doctoral programs. Some parties have argued that ratios are too blunt an instrument to use for program level review. If I was setting a high threshold or not considering other factors in this review, I might agree, but I argue that this threshold is set at a very low level and should be attainable by most departments; and is only a starting point of consideration. On the other side, some have argued that this approach does not go far enough and the threshold should be higher. My concern with retrenching to a higher ratio level all at once is two-fold: a) we need time to adjust our curriculum to the changes we make now, deeper cuts would be too destabilizing and would compromise our mission, and b) we may be able to reach our goal through a combination of retrenchment and increasing enrollment and a more gradual approach would give us the flexibility to see if that is possible.

Headcount enrollment and SSCH data were used at the program level to analyze the distribution of students within departments and schools. Other data considered includes, but was not limited to, graduation rates and course enrollments. It is worth reiterating here that qualitative information such as stakeholder feedback was used in conjunction with quantitative data.

This proposal is divided into two parts. Part one is a review of the liberal arts curriculum further divided into subject areas: arts, humanities, social sciences and communication, and sciences.

Part two is a review of the pre-professional curriculum further divided into subject areas: business, education, health and human services, and engineering (including information technology). Graduate programs are reviewed within their subject areas. The Law School is excluded from retrenchment review. A third section provides a table of proposed academic program status with one of the following designations for each program: maintain, reduce, suspend, eliminate, review.

**Part I: The Liberal Arts Curriculum**

**Arts**

As a metropolitan university in the State’s largest city, UA Little Rock must play a role in supporting the arts through its curriculum and through its public interface. The arts play a vital role in building a vibrant, appealing community that attracts businesses, entrepreneurs and investment. The Walton family understands this keenly and has invested millions in the arts in Northwest Arkansas as part of a plan to create a destination community. This strategy has been very successful. Locally, Central Arkansas enjoys a wide range of arts organizations, but all struggle for sustainability on some level. The Windgate Foundation has been a significant local investor and others have stepped up to support the arts as well.

At UA Little Rock, our performing arts programs have been operating well below sustainable levels for a number of years, while our visual arts program has, until recently, been operating below a sustainable level. The situation in the performing arts is critical and must be addressed through retrenchment.

Art and Design

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Art and Design	12.2	183

The Department of Art + Design has benefited tremendously from investment by the Windgate Foundation. The donation of funding for the Windgate Center of Art and Design has been a game-changer. Windgate has also invested in a student outreach specialist that will help build enrollment. While this department still needs to increase enrollment, it is moving in a positive direction. In addition, two of its instructors are grant funded.

The APT recommended elimination of two undergraduate certificates (CPs) and the MA in Art due to low enrollment. The FSAC recommended sustaining all three. I initially I agreed with the APT on the CP in Applied Art and the MA in Art while proposing to maintain the certificate in Photography as it is showing growth. Feedback from the college and department have countered with compelling arguments to maintain the two programs I recommended for elimination. The CP in applied art has had little enrollment in recent years, but that is attributed to faculty and administrative turnover; additionally, a recent hire in this area has redesigned

the curriculum for broader appeal. Since this is a fully embedded program needing no additional resources, we can afford to give this program another year to show enrollment growth.

The MA in art does not currently meet viability standards and does not have the same career value as the MFA degree. Furthermore, faculty must take on overloads to accommodate the individualized instruction for the graduate students. The FSAC makes a good argument that since some of the graduate students in this program serve as teaching assistants, there is a net gain in revenue as long as faculty members are willing to continue with overloads. Departmental and Graduate Council (GC) feedback notes that the program was suspended from 2017-2019 for a redesign and is just now getting back on track. They also argue that there is a market for the MA consisting of students who want advanced training in art, but don't need the terminal MFA credential. They are expecting growth this fall. While I am still uncomfortable with a program dependent on faculty overloads, this may be a temporary condition if they can truly grow the program and utilize more graduate students in a teaching capacity. The department will need to demonstrate that there is a viable market for this degree and a market for its graduates. In another year or two, we will recheck viability measures and make a decision then. Therefore, I am recommending no changes to Art + Design at this time.

#### Music, Theatre and Dance

I am considering these two departments together since they are similar in their metrics and since they face the same challenges. The APT recommended eliminating the Department of Theatre and Dance with the argument that while the performing arts are mission-centric, we cannot support both departments at current levels. There is no explanation as to why Theatre and Dance was selected for elimination instead of Music although I understand that it was discussed. The FSAC recommended growing the Theatre and Dance programs, although they offered no means by which to do so in the current budget climate. The implication was that a significant investment in facilities would solve the problem. Whether or not that is a valid assumption, the fact remains that there is no source of investment at this time.

Music and Theatre/Dance have the second and third lowest benchmark ratios respectively:

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Music	5.1	76.9
Theatre and Dance	7.0	104.3

Theatre and Dance ratios are better than Music ratios although both are far below the benchmark levels of 12 and 200. If we take the position that one or the other must be eliminated, there are pros and cons to considering each. Music has lower enrollment, but has an education degree with a clear career path that could be a recruiting tool. It has brought in strong recruiting faculty and has potential to grow with a recently overhauled department. Theatre and Dance has more students and a partnership with Ballet Arkansas. It also has a Dance BFA that is unique to Arkansas. Nevertheless, its career path options are limited even

though many of their students have been successful in securing professional work in the industry. Both Music and Theatre/Dance require a wide range of faculty to cover the different performance areas with little crossover ability.

Arts departments will always have small class sizes in their major courses. This is the nature of arts education that requires one-on-one and small group instruction. However, this can be balanced by running larger general education classes to balance out the metrics and maintain sufficient numbers to support the enterprise. Furthermore, if one of the primary reasons for maintaining the arts programs is to provide an appropriate general education experience, these courses should be playing a larger role in the curriculum than they do currently.

My initial proposal was to combine the departments and reduce the faculty FTE by 9.7 (FTE includes part-time faculty). The two departments currently have a combined faculty FTE of 21.7. One could argue that this approach could have the effect of making both departments weaker—that we would be better off eliminating one and leaving the other alone. That is certainly a risk factor. However, my concerns were: 1) there was no compelling argument for choosing one department over the other and none has been offered since, 2) both departments have strong ties to the community through local arts organizations and both are important to the community, and 3) by maintaining both departments even if scaled back, we maintain the option of rebuilding either or both in the future.

The college dean has offered several possible scenarios to address sustainability in the performing arts. Two of them effectively require program eliminations. The third requires taking faculty lines from other departments. The Faculty Senate as well as department and college faculty recommend maintaining the performing arts programs at current levels as a value proposition, allowing these departments to operate with ratios at very low levels. The Undergraduate Council recommends maintaining the Dance BFA program at current levels and retrenching both Theatre and Music while trying to preserve the curriculum.

After much review and discussion, several things are clear to me. Allowing all three programs (Music, Theatre, and Dance) to operate as-is, is a non-starter because it requires a heavy subsidy from other programs in which we might otherwise invest. It appears that it won't be possible to retrench to a sustainable level and maintain the curricula of all three areas because of the varied nature of the curricula and the lack of crossover ability among instructors. In order to preserve the building blocks of a future performing arts unit that is strong and viable, one of the curricular areas will have to be eliminated.

I am proposing the elimination of the dance program. I am also recommending a reduction in Music of 3 faculty FTE and a reduction in Theatre Arts of 1 faculty FTE for a total reduction of 8 faculty FTE. The Music and Theatre Arts areas will be combined into a Performing Arts unit.

## Humanities

### English

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
English	9.4	140

The English Department attracts strong students with its Coopers Honors program and generally provides high-quality curriculum and instruction. However, it lost 27% of its student enrollment over the last five years and is currently over-resourced. The APT, Faculty Senate, college dean and Undergraduate Council all recommend that at least a 1 faculty FTE reduction be made in this department. My initial recommendation was to reduce by 2 FTE, but responses point out that based on seniority of personnel, this would compromise their strongest track—creative writing. The APT and the college dean have suggested the possibility of reassigning 50% of two faculty members to the area of teacher education, but that department currently does not have openings available for reassignment. In order to preserve the strength of the creative writing track I will modify my recommendation to a reduction of 1 faculty FTE with the understanding that if enrollment does not grow, the next position to be vacated will be removed.

### History

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
History	14.5	214.3

The MA in Public History has lost enrollment in recent years and should be monitored. It is currently viable, but may lose viability if enrollment doesn't pick up. The partnership with the Center for Arkansas History and Culture provides a potential career path through connections to other history-related organizations. Maintain programs; maintain current workforce level.

### Philosophy and Interdisciplinary Studies

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Philosophy and Int. Studies	13.1	194

I concur with the recommendation from both the APT and the FSAC to suspend the non-viable MA in Interdisciplinary Studies and re-evaluate. The Interdisciplinary Studies BA holds most of the department's majors while the Philosophy BA averages around 30 students a year. The fact that interdisciplinary instructors outside the department may be included in the faculty FTE for this department may inflate the student-faculty ratio somewhat. There is broad consensus that this department should be reduced by 1 faculty FTE. I concur with this recommendation.

### World Languages

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
World Languages	13.1	194

In my initial proposal I recommended eliminating the French track in World Languages and retaining only Spanish as a second language option in this department. I noted that while I personally consider second language study to be a hallmark of university education, there didn't seem to be much support of that opinion locally or nationally. Second language study in general has been in decline in the United States over the last decade at least. Before the Roger Philips Act, we required second language courses as a graduation requirement. We now have programs in eleven departments outside of World Languages that require some level of second language study. Our honors program also requires second language study.

For the last three years until spring 2020, the enrollment levels in French have declined. This last semester, after a curricular refocus, the enrollment had a promising uptick. The feedback I received after releasing my initial proposal has been nearly unanimous in recommending the retention of French as a second language option. I remain concerned that without a broader requirement for second language study, any language besides Spanish will be difficult to sustain as a full major. I am not convinced that all of the enthusiastic support from faculty will translate into more students studying French. Nevertheless, I take to heart the confidence of the dean that the turnaround in French is genuine and stands a good chance of being sustainable. I also value the argument that offering at least two languages puts us in a better competitive position in recruiting high achievers who have likely studied a second language in high school.

Therefore, I am recommending the retention of both Spanish and French tracks in World Languages with a review of the French program in another year. I also recommend a reduction in the general language area of 1 faculty FTE.

### **Social Sciences and Communication**

#### Criminal Justice

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Criminal Justice	18.1	263.19

This is a high demand area with fourth largest departmental enrollment. No changes.

#### Psychology

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Psychology	23.2	348.8



This is a high demand area with sixth largest departmental enrollment. No changes.

Public Affairs

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Public Affairs	9.7	135.8

The School of Public Affairs is mission-centric, but is currently operating below sustainable levels. My initial proposal was to reduce the Political Science BA area by 2 faculty FTE in order to preserve accreditation standards for the MPA program. The interim director and former director responded with an explanation of mitigating factors that change the analysis and therefore change my recommendation. The interim director is from a different department and will be returning to that department in FY21. She was counted as an FTE even though she did not teach in the department. The incoming director will be an active instructor in the department and should contribute to a higher ratio. Furthermore, one of the Political Science faculty members is being reassigned to the MPA program to satisfy the accreditation requirements. Therefore, I am recommending a reduction in the School of Public Affairs of 1 faculty FTE. I concur with the recommendation of the APT, FSAC, the dean, the Undergraduate Council and others to eliminate the International Studies BA and the Legal Studies BA. The School of Public Affairs should be reviewed in another year to check against benchmark levels.

Sociology and Anthropology

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Sociology and Anthropology	14.7	220.71

While the department enrollment as a whole is healthy, the Anthropology program currently has 24% of the enrollment with 45% of the faculty. However, since two of the four Anthropology faculty members have administrative assignments, I do not recommend any changes at this time.

Applied Communication

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Applied Communication	19.6	289.6

No changes.

Mass Communication

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Mass Communication	11.2	163.2

Over the last four years, Mass Communication was mostly above the benchmark level for sustainability. Since fall of 2017 it lost 26% of its enrollment. Between fall 2016 and fall 2019, its faculty FTE went from 8.7 to 10.7. Full-time faculty went from 7 to 9. The college and department responses advocate for keeping the department at current levels to ensure curriculum coverage, but they do not address the disparity between enrollment decline and personnel increases. As in my initial proposal, I recommend a reduction of 1 faculty FTE. The School of Mass Communication should be able to cover their curriculum with the same staffing level they had in fall 2017 when they had a lot more students.

### Rhetoric and Writing

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Rhetoric and Writing	12.8	188

No changes. Rhetoric and Writing offers the required composition courses for all majors and thus serves a vital role in supporting the core curriculum. They also have a growing professional and technical writing BA and MA, as well as two graduate certificates. The department personnel and chair responded with supporting arguments for maintaining their graduate certificate in Business and Professional Writing, which is not currently viable and was recommended for review. This is an embedded program that does not require extra resources, but they will still have to continue to review its viability over the next few years. The larger issue, however is that given the number of students they serve, their ratios should be higher than they are. Granted, this is a writing-intensive discipline and class-size is limited, but it also has the advantage of using graduate assistants for lower level instruction. This department should review its upper level and graduate curriculum for greater efficiency.

### Sciences

#### Biology

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Biology	20.8	310.7

The FSAC recommended the elimination of the Biology MA. However, since it is a cognate of the Biology MS degree and is combined with that degree for viability measures, I do not concur that it should be eliminated. Both groups recommend that the Environmental Health Sciences BS degree should be eliminated due to low enrollments and the fact that it is a single faculty program. The recommendation from the FSAC to consider an interdisciplinary Environmental Sciences program for future development is reasonable. Feedback from the department and Undergraduate Council recommends keeping the Environmental Health Sciences degree as a starting point for a new degree. The Biology Department Chair believes that he can grow enrollment through collaboration with other departments. I am concerned that his proposal

references new hires. Any new or redesigned degree program will have to work with existing resources. I recommend that this degree be eliminated within a year (with appropriate teach out). If there is interest and sufficient resources to launch a new environmental sciences program in that time, it can replace the former program. If not, it will have to wait until such time as it becomes feasible. No other changes are proposed for this department.

### Chemistry

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Chemistry	11.8	175

Chemistry is an important part of the sciences core, but it is currently operating below sustainable levels. There is consensus among the respondents that the department be reduced by 1 faculty FTE, noting the importance of maintaining capacity to teach organic chemistry. I concur with this recommendation.

### Mathematics and Statistics

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Mathematics and Statistics	17.8	264.8

No changes.

### Physics and Astronomy

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Physics and Astronomy	13.2	198.5

The FSAC recommended the elimination of the Physics BA, but since this degree is a cognate of the Physics BS and is combined with that degree for viability measures, I do not concur that it should be eliminated. No changes.

### Earth Sciences

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Earth Sciences	17.3	256

No changes.

## Part II: The Pre-Professional Curriculum

The pre-professional curriculum is designed to meet market demand for graduates in specific areas. If the graduates of a pre-professional program are not in demand by businesses and other community stakeholders and/or if the program itself is not in demand by prospective students who wish to pursue careers in those areas, then the program does not serve the purpose for which it was created and should be eliminated or revamped. While pre-professional programs are expected to make use of core skills produced in the liberal arts core, they are not generally considered to be part of that core education.

### Business

While enrollment in the MBA program has declined by 16% in the last four years, most other areas in Business have increased in enrollment and their benchmark ratios remain viable. There is strong external support for the Business College and it remains a high demand area.

#### Accounting

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Accounting	15.9	236.4

No changes.

#### Business Information Systems

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Business Information Systems	14	202.9

No changes.

#### Economics and Finance

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Economics and Finance	14.9	219.9

No changes.

#### Management

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Management	17.8	255.8

No changes.

### Marketing and Advertising

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Marketing and Advertising	21.2	313.6

No changes.

### Education, Health, and Human Services

#### Education

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Education	14.8	202.1

The School of Education is made up of the former departments of Teacher Education and Education Leadership. Teacher education is a significant community interest. Many of our external stakeholders have told us that they would like to see us concentrate on teacher education and produce more teachers for Central Arkansas. Education leadership programs have the potential of fulfilling priority 3: provide graduate level programs that meet the demand for professional and/or advanced level preparation in areas that are in critical need for state and regional development.

The APT recommended eliminating the education leadership programs due to low course enrollments and slow progression of students. The Interim Dean notes dropping enrollment and low graduation rates in the Educational Administration Ed.D. and similar problems in the Higher Education Ed.D. Both the APT and the Interim Dean note the high level of redundancy of these programs in the state. The FSAC recommended several of the programs be given time to reorganize and that the rest be maintained. The Graduate Council and Faculty Senate also recommend retaining and reorganizing these programs for greater efficiency. They argue that the education leadership programs are a value proposition for both the state and the institution.

While I do not argue that these programs are without value, this institution still must choose among competing values and make decisions about what it can sustain. Based on factors identified above, I am recommending elimination of these programs.

My specific recommendations for programs in this area are as follows:

Educational Administration-Ed.D.—eliminate

Educational Administration-Ed.S.—eliminate (this program was already suspended)

Higher Education-Ed.D.— eliminate

Higher Education MA—eliminate

Rural and Urban School Leadership-MEd—eliminate

Building Level Administration-Graduate Certificate—eliminate (embedded in R&U leadership)

Programs in the teacher education area that have specific recommendations are the Gifted Education Graduate Certificate (GC), the Gifted and Talented Education MEd, and the Reading Ed.S. There is consensus regarding the elimination of the Reading specialist degree due to declining enrollment and the existence of alternative credentials in this area. My initial recommendation for the Gifted education degrees was to reduce or redesign based on low enrollments. According to the APT report, spring 2020 GATE classes had a total of 12 students enrolled across three classes, with another 9 students in practicum/internships for total of 63 student semester credit hours. While GATE is an important and needed credential program, the current enrollment does not support full workloads for the faculty in this program. A reduction of 1 faculty FTE is warranted.

Communication Sciences and Disorders

This undergraduate program is the portion of the former Audiology and Speech Pathology department that was part of a consortium with UAMS. The consortium has been dissolved and the graduate programs moved to UAMS. This program may need some restructuring and a new home, but is still part of an MOU with UAMS and will not be part of the retrenchment proposal.

Counseling, Human Performance and Rehabilitation

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
CHPR	14.7	210.8

The APT and the FSAC recommended the elimination of the Health Education/Promotion MS degree due to low demand and non-viability. Since then, however, the department has received approval for the creation of a 4 + 1 program allowing students in the well-subscribed undergraduate program to participate in an accelerated masters program. Since the elimination of this program would have minimal effect on resources, I agree with subsequent recommendations to allow time to see if the new configuration will have the desired effect.

The APT raises the possibility of eliminating the Sport Management MS due to strong competition from similar programs at other Arkansas institutions. It is also a one-person program and the IEC recommends scrutiny of these programs. This program was reorganized three years ago and is showing modest growth from that time. I recommend maintaining this program for now with further review in another two years. No changes.

Nursing

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Nursing	7.7	115.6

Nursing is the highest demand area at UA Little Rock and is consistently cited as a critical area of need by external stakeholders. The department currently has the highest enrollment (1,935) and has grown 150% in the last five years. Nursing is, by the design of its accrediting body, a labor-intensive program. The nature of the curriculum requires an 8-1 ratio in clinical courses with multiple adjuncts teaching in the same clinical environment. The department has 22 full-time faculty who all have full load teaching assignments. They use another 39 adjuncts to meet the requirements of the clinical curriculum, which drives up their faculty FTE number resulting in low ratios. This is an artifact of the unique structure of the Nursing curriculum and is not indicative of low demand or inefficiency. Nursing programs assess students a clinical fee to offset the cost of the additional labor needed. No changes.

Social Work

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Social Work	11	145.1

Social Work is a high-demand area that is identified by external constituents as a critical high-need area. Much like Nursing, it employs a large cadre of part-time faculty in order to manage the field placement component of the curriculum. The Social Work Department has 15 full-time faculty who carry full loads and another 21 part-time faculty who largely manage students in the field work placements. Social Work programs assess students a field placement fee to offset the cost of the additional labor needed. No changes.

**Engineering and Information Technology**

The College of Engineering and Information Technology was originally created in response to a regional demand for graduates in this area in order to attract and develop high tech business and investment. Currently, the computer and information science areas are producing high-demand graduates and stakeholders continue to express strong interest in these areas. Additionally, these areas are strong in research. Construction management also has very strong support from local industry and continues to produce high-demand graduates.

There is sufficient student demand and community interest to warrant maintaining an engineering curriculum. The market for this discipline is viable in terms of student demand, and is very strong in terms of industry demand for our graduates. The problem is that these areas have long been over-resourced for the level of enrollment they maintain. Systems Engineering has the lowest student to faculty FTE ratio at the institution and Engineering Technology the fifth lowest. These departments consistently run courses below the required minimum enrollment levels, and a number of engineering faculty do not have full teaching loads. The Construction Management and Civil and Construction Engineering Department has the eighth lowest student to faculty FTE ratio.

I received a great deal of feedback from construction and engineering business leaders in the community regarding my initial proposal to reorganize engineering and reduce the faculty FTE by a significant number. There was understandable concern about the effects of reductions in this area, as they did not want to see a reduction in the graduates that we provide them and did not want UA Little Rock to lose stature in the area of engineering. I personally met with several of these individuals as did the provost and the dean of the college. It is clear that we all share the same objective—do what is needed to secure strong and sustainable engineering programs that will continue to serve students with a quality education.

The dean has since submitted a recommendation that represents this consensus view while also recognizing the resource issues that must be addressed. I have used this input in my revised recommendations. The dean will continue to work on a restructuring plan for the engineering units and will present that at a later date.

#### Computer Science

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Computer Science	13.6	194.9

Critical need area with 28% growth in last four years. No changes.

#### Information Science

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Information Science	11.5	151.9

This is a critical need area with 17% growth in last four years. Information Science is operating below the benchmark level. This department has a large number of graduate students and high research productivity, but the benchmark is set 20% lower than an average sustainability level to accommodate this type of variation. They have one vacant faculty position at this time, I recommend removing that line (1 faculty FTE).

#### Construction Management and Civil and Construction Engineering

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
CMCCE	9.8	144.5

Overall enrollment has remained steady in this department over the last four years, but they are operating well below the benchmark. The APT and FSAC recommend suspending the Environmental Engineering BS degree until such time as resources become available to revive it. The department was attempting to get this program off the ground when it lost the primary faculty member in this area. I concur with the recommendation to suspend. The FSAC and the Undergraduate Council recommend suspending the Architectural & Construction Engineering



BS with the argument that students mostly migrate out of this program into civil engineering and the lack of graduates with this degree appears to bear this out. Therefore, I concur with this recommendation. The APT recommends eliminating the MS in Construction Management due to declining enrollment and lack of regional demand. The FSAC argues for sustaining the program with the argument that it serves as an option for individuals with different undergraduate degrees to prepare to work in construction management. There is no evidence that this is occurring and the degree is not needed for career entry. I propose to eliminate this program. This department should be reduced by 2 faculty FTE.

### Engineering Technology

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Engineering Technology	7.8	116.9

The Engineering Technology Department has been up and down with its enrollment, but is generally stable and well-subscribed. However, it is well below the benchmark with the fifth lowest student-faculty ratio in the institution and warrants a reduction in faculty FTE. I recommend a reduction of 2 faculty FTE in this department.

### Systems Engineering

Fall 2019	Student FTE: Faculty FTE	SSCH: Faculty FTE
Systems Engineering	4.9	68.8

The Systems Engineering Department has lost 30% of its enrollment over the last four years with the Ph.D. program losing 36% of its enrollment in that time. It has the lowest faculty-student ratio in the institution. Programmatically, the department has recognized that students prefer to enroll in the familiar tracks of mechanical or electrical/computer engineering rather than systems engineering so they are already in the process of phasing out the systems engineering degree programs. Thus, both the APT and the FSAC recommend eliminating the Systems Engineering B.S. The Undergraduate Council recommends eliminating the Systems Engineering B.S. and reducing the other B.S. programs, Electrical and Computer Systems Engineering and Mechanical Systems Engineering. The Graduate Council recommends eliminating the Systems Engineering graduate certificate and MS, and reducing the Systems Ph.D. I concur with these recommendations, except for the Mechanical Engineering B.S. which I propose to maintain.

As mentioned above, the dean will work with faculty to reorganize the engineering programs for greater efficiency and effectiveness, but in the meantime, the resource issue must be addressed. Following the dean's guidance, I am recommending a reduction of 4 faculty FTE in this department with two coming from the systems-only area and two from the electrical systems engineering area.

**Chancellor's Proposed Academic Program Status**

Department	Program	Status		
Applied Science				
	Applied Sciences-MS	Maintain		
	Applied Sciences-PhD	Maintain		
Art and Design				
	Applied Design-CP	Maintain		
	Art-BA	Maintain		
	Art-BFA	Maintain		
	Art-MA	Maintain		
	Graphic Design-TC	Maintain		
	Photography-CP	Maintain		
Biology				
	Biology-BS	Maintain		
	Biology-MA	Maintain		
	Biology-MS	Maintain		
	Environmental Health Sciences-BS	Eliminate		
Chemistry				
	Chemistry-BA	Reduce		
	Chemistry-BS	Reduce		
	Chemistry-MA	Reduce		
	Chemistry-MS	Reduce		
English				
	English-BA	Reduce		
History				
	History-BA	Maintain		
	Public History-MA	Maintain		
Mathematics and Statistics				
	Applied Statistics-GC	Maintain		
	Mathematical Sciences-MS	Maintain		
	Mathematics-BA	Maintain		
	Mathematics-BS	Maintain		
Music				
	Music Education-BM	Reduce		
	Music-BA	Reduce		
	Performance-BM	Reduce		
Philosophy and Interdisciplinary Studies				
	Interdisciplinary Studies-BA	Maintain		
	Interdisciplinary Studies-MA	Eliminate		
	Philosophy-BA	Reduce		
Physics and Astronomy				
	Physics-BA	Maintain		
	Physics-BS	Maintain		
Theatre Arts and Dance				
	Dance Performance-BFA	Eliminate		
	Theatre Arts-BA	Reduce		
World Languages				
	Second Languages-MA	Eliminate	Already in teach out	
	Workplace Spanish-CP	Maintain		
	World Languages-BA	Maintain		
Accounting				
	Accounting-BBA	Maintain		
Business Administration				
	Business Administration-MBA	Maintain		
	Business-GC	Maintain		
	General Business-BBA	Maintain		
	International Business-BBA	Maintain		
Business Information Systems				
	Business Analytics-BBA	Maintain		
	Business Analytics-CP	Maintain		
	Business Analytics-GC	Maintain		
	Business Information Systems-BBA	Maintain		
	Business Information Systems-GC	Maintain		
	Business Information Systems-MS	Maintain		
Economics and Finance				
	Economics-BBA	Maintain		
	Finance-BBA	Maintain		
Management				
	Human Resources and Organizational Psychology-GC	Maintain		

**Chancellor's Proposed Academic Program Status**

	Management-BBA	Maintain		
	Management-GC	Maintain		
Marketing and Advertising				
	Advertising/Public Relations-BBA	Maintain		
	Marketing-BBA	Maintain		
	Professional Sales-CP	Maintain		
Computer Science				
	Computer and Information Sciences-PhD	Maintain		
	Computer Programming-ACS	Maintain		
	Computer Science-BS	Maintain		
	Computer Science-MS	Maintain		
Construction Management and Civil and Construction Engineering				
	Architectural & Construction Engineering-BS	Suspend		
	Civil & Construction Engineering-BS	Reduce		
	Construction Management-BS	Maintain		
	Construction Management-MS	Eliminate		
	Construction Science-AS	Maintain		
	Environmental Engineering-BS	Suspend		
Earth Sciences				
	Geology-BS	Maintain		
Engineering Technology				
	Electronics & Computer Engineering Technology-AET	Reduce		
	Electronics & Computer Engineering Technology-BS	Reduce		
	Engineering Technology (Mechanical)-BS	Reduce		
	Mechanical Engineering Technology-AET	Reduce		
Information Science				
	Bioinformatics-MS	Maintain		
	Bioinformatics-PhD	Maintain		
	Data Science-GC	Maintain		
	E-Commerce-BS	Eliminate	Already in teach out	
	Information Quality-GC	Maintain		
	Information Quality-MS	Maintain		
	Information Science-BS	Reduce		
	Information Science-MS	Maintain		
	Web Design & Development-BA	Maintain		
Systems Engineering				
	Electrical and Computer Systems Engineering-BS	Reduce		
	Engineering Science & Systems-PhD	Reduce		
	Mechanical Systems Engineering-BS	Maintain		
	Systems Engineering-BS	Eliminate		
	Systems Engineering-GC	Eliminate		
	Systems Engineering-MS	Eliminate		
Audiology and Speech Pathology				
	Communication Sciences & Disorders-BS	Maintain		
Counseling, Human Performance and Rehabilitation				
	American Sign Language Studies-AS	Maintain		
	Counselor Education-MEd	Maintain		
	Exercise Science-MS	Maintain		
	Health Education/Promotion-BS	Maintain		
	Health Education/Promotion-MS	Maintain and Redesign		
	Interpretation: American Sign Language/English-BA	Maintain		
	K-12 Health and Physical Education-BS	Maintain		
	Orientation & Mobility of the Blind-GC	Maintain		
	Rehabilitation of the Blind-MA	Maintain		
	Sport Management-MS	Maintain		
Education				
	Building Level Administration-GC	Eliminate		
	Curriculum & Instruction-MEd	Maintain		
	Dyslexia Therapist-GC	Maintain		
	Educational Administration-EdD	Eliminate		
	Educational Administration-EdS	Eliminate		
	Education-GC	Maintain		
	Education-MEd	Maintain		
	Elementary Education-BSE	Maintain		
	Gifted Education-GC	Reduce		

**Chancellor's Proposed Academic Program Status**

	Gifted, Creative, and Talented Education-MEd	Reduce		
	Higher Education-EdD	Eliminate		
	Higher Education-MA	Eliminate		
	Learning Systems Technology-GC	Maintain		
	Learning Systems Technology-MEd	Maintain		
	Middle Childhood Education-BSE	Maintain		
	Middle Childhood Education-MEd	Maintain		
	Reading/Literacy Coach-GC	Maintain		
	Reading-EdS	Eliminate		
	Reading-MEd	Maintain		
	Reading-PhD	Maintain		
	Rural and Urban School Leadership-MEd	Eliminate		
	Special Education K-12-GC	Maintain		
	Special Education K-12-MEd	Maintain		
	Special Education-BSE	Maintain		
Nursing				
	Nursing Completion Program-BSN	Maintain		
	Nursing-AAS	Maintain		
Social Work				
	Gerontology-GC	Maintain		
	Social Work-BSW	Maintain		
	Social Work-MSW	Maintain		
Interdisciplinary Studies				
	General Education-AA	Maintain		
Law				
	Law-JD	Maintain		
Applied Communication				
	Applied Communication Studies-BA	Maintain		
	Applied Communication Studies-MA	Maintain		
College of Social Sciences and Communication				
	Applied Science-BAS	Maintain		
	Community Management and Development-BA	Eliminate		
	Conflict Mediation-GC	Maintain		
	Nonprofit Management-GC	Maintain		
	Professional Studies-BPS	Maintain		
Criminal Justice				
	Criminal Justice-BA	Maintain		
	Criminal Justice-MA	Maintain		
	Criminal Justice-MS	Maintain		
	Criminal Justice-PhD	Maintain		
	Law Enforcement-AS	Maintain		
Mass Communications				
	Mass Communication-BA	Reduce		
	Mass Communication-MA	Reduce		
Psychology				
	Applied Psychology-MAP	Suspended		
	Psychology-BA	Maintain		
Public Affairs				
	International Studies-BA	Eliminate		
	Legal Studies-BA	Eliminate		
	Master of Public Administration (4+1) Program-MPA	Reduce		
	Political Science-BA	Reduce		
Rhetoric and Writing				
	Business and Professional Writing-GC	Review in a year		
	Online Writing Instruction-GC	Maintain		
	Professional & Technical Writing-BA	Maintain		
	Professional & Technical Writing-MA	Maintain		
Sociology and Anthropology				
	Anthropology-BA	Maintain		
	Sociology-BA	Maintain		