

TO: Sharon Gaber  
Provost

FROM: William A. Schwab  
Dean

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SUBJECT: Goals for AY 2009-2010

In our meeting last Wednesday, I described my role as dean as one of laying the foundation for an orderly transition to new leadership. My hope is to prepare the college, so the new leadership can take the Fulbright College to the next level. My goals are centered on this transition process.

### **1. A Plan to Eliminate the College's Unmet Teaching Deficit**

In our first meeting in May, you asked me to describe the college. I used the word *fragile*. The university's enrollment has grown from 17,269 in fall 2004 to 19,194 in fall 2008, a 11.15% increase. Most of the burden in providing instruction for these new students falls on Fulbright College. We have carried out this responsibility with only \$690,000 in new money during this same time period.

We have accommodated the growth by shifting the majority of the college teaching responsibilities to graduate students and instructors (60%), and by continuing deficit spending for unmet teaching needs. This deficit prevents the planned and orderly replacement of faculty when they resign or retire as well as any strategic planning at the college and department levels. We begin the fiscal year in deficit and work our way out by using salary savings and RIF and TELE funds to cover the shortfall.

I hope to work with you, Don Pedersen and Kathy Van Laningham to address this issue. The new dean deserves a balanced budget at the beginning of her/his administration.

### **2. The Reform of the Fulbright College Core Curriculum**

The University/State Minimum Core is 35 hours, and is composed of the following courses.

6 hours	English Composition
3 hours	College Algebra or higher math
8 hours	Science with a lab component
6 hours	Fine Arts
3 hours	U.S. History
9 hours	Social Sciences (history Included)

The college's curriculum includes the state minimum core plus additional hours that raise our core to 66 hours for the B.A. and 54 hours for the B.S.

Fulbright College's core curriculum was adopted in the early 1960s and last reviewed in 1974. Any review is daunting in large part because it is a political document that reflects 50 years of compromises. Every department's graduate program has a vested interest in the GAs funded by their courses in the core.

In the fall of 2008, I appointed *The Fulbright College General Education Review Committee* chaired by David Joliffe, Brown Chair in English Literacy. This past year was a process of review, research, reflection, and dialogue. The committee asked, "What knowledge does a student in the 21<sup>st</sup> century need in adult life?" "What skill set?" "What philosophy should guide the creation of our core?"

To that end, they prepared a Vision Statement and a list of principles to guide the curriculum change. These documents were presented to the faculty this spring.

This academic year, the chairs will break out into four committees — natural sciences, social sciences, humanities, and fine arts. This is the planning phase of the three-year review process. They will work with their faculties to reduce the total number of hours in the curriculum to the mid-40 hour range, to include interdisciplinary courses.

The implementation phase will begin in the second year of my term, AY 2010-2011.

### **3. Increase the Diversity of the Fulbright College Community to Reflect the Diversity of our Society**

The J. William Fulbright College of Arts and Sciences' diversity initiative has as its institutional framework both the University of Arkansas Diversity Plan and the University's Minority Recruitment and Retention Plan (2006-2011). With these documents as a basis, the Fulbright College Diversity Initiative has as its overarching goals the following:

1. Support a college **climate** that emphasizes respect for the rich and varied backgrounds and experiences that each of our faculty, staff and students bring to the university.
2. Proactively **recruit** faculty and staff that reflect the diversity of the student body at the University of Arkansas. The college will be an active contributor to the University's efforts to recruit a diverse student body reflective of the State and region.
3. Develop innovative policies and programs to engage and **retain** faculty, staff and students and support them as their careers progress at the University of Arkansas.

An annual assessment of progress toward meeting the goals and objectives of the Fulbright College Diversity Initiative will be the responsibility of the Associate Dean for Global Programs and the Fulbright College Cabinet, an elected cohort of faculty

broadly representing the varied programs in the college. The College Cabinet will report their findings to the Dean.

### **Overview of College Demographics and Comparison Cohort(s) (2005/06)**

	Female	White	African American	Latino/Hispanic	Asian American	American Indian
Fulbright College	28.3%	83.0%	3.8%	1.0%	4.4%	0.7%
UA	24.8%	82.4%	2.9%	1.2%	7.1%	1.3%
SEC-UA	27.4%	82.2%	3.8%	1.7%	7.3%	0.2%
Big 12	26.7%	79.2%	2.4%	3.2%	7.7%	0.7%

#### **4. Plan for the Dramatic Increase in Hispanic Students**

The United States is in the midst of one of its greatest demographic transitions in history. In the past half-century, the nation has been transformed from a predominantly white, euro-ethnic society to a multi-ethnic and multi-racial society.

Hispanic population growth in Arkansas mirrors national patterns. The state experienced one of the highest percentage increases in immigrant population during the 1990s and had the fastest growing Hispanic population of any state between 2000 and 2005. Approximately 66,000 Hispanics are living in the metro area. (However, my research suggests the number is closer to 80,000.) They make up 13.8% of the region's population.

K-12 enrollment reflects the region's demographic patterns. In the 2007-08 academic year, 40% of students in the Rogers and Springdale school district were Hispanic. The figure is 10-20% in the region's other school districts.

There is a tsunami on the way, and the University of Arkansas is unprepared. I conducted a series of focus groups with university students, teachers, parents, and ESL teachers, and a much-needed organizational and instructional model emerged. The college will take first steps this year in addressing these needs.

#### **5. Write or Review Departmental Strategic Plans and Review Departmental Curriculums.**

The university expects flat budgets for the next several years, and the college will have no funds for new faculty or programs. I view this as an opportunity to reflect on what we do, how we do it, and where we want to go in the future. The college has a strategic plan in place. I will ask chairs to begin this process on the departmental level during my one-on-one meetings with them this summer.

#### **6. Increase the Commitment of the Faculty in Fulbright College and Engage Them in Faculty Governance**

The morale of many faculty in Fulbright College is low. Many of them feel that what they do and the contributions they make to the university's mission are unappreciated. Many faculty have reacted by disengaging from the college, in general, and faculty governance in particular. Like Dave Gearhart, I will try to reestablish a relationship between the faculty and the college and university, and encourage broader participation in faculty governance.