



Evidence Document

for Higher Learning Commission Reaccreditation

Document Title: Providing Transparency and Accountability to the People of Arkansas

Office of Origin: Office of the Chancellor

Document Summary:

The university must be transparent in its operations and decision-making and hold itself publicly accountable to the people of Arkansas and the university's students and families. This document outlines the university's goals and how it will monitor progress.



UNIVERSITY OF ARKANSAS

Providing Transparency and Accountability
to the
People of Arkansas

Leadership Principles, Goals and Accountability Measures

as developed by
the Chancellor's Administrative Policy Council

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Summer 2009

Executive Summary

Transparency and Accountability

As a public university, the University of Arkansas is accountable to the people of Arkansas and to the students and families who choose to become a part of the university family. It is incumbent upon the university community to take its stewardship of public resources as seriously as it takes its responsibility to educate the citizens of Arkansas.

To that end, the university must be transparent in its operations and decision-making and hold itself publicly accountable on its performance on key indicators that demonstrate to all citizens that progress is being made continuously.

Goals at a Glance

- Put students first by enhancing academic programs, creating an engaging campus life, keeping costs as low as possible and reducing obstacles to student success.
- Be transparent and accountable to the people of Arkansas in all decision-making.
- Increase overall enrollment while remaining the school of choice for the state's most gifted students; provide a concomitant increase in faculty and staff.
- Enhance diversity by attracting more students, faculty and staff from underrepresented groups and by nurturing intercultural understanding inside and outside the classroom.
- Improve graduation rates and degree-completion times.
- Provide highly competitive compensation packages for the purpose of recruiting and retaining the very best faculty, staff and graduate students.
- Increase funding in both research awards and federal research expenditures.
- Marshal the university's expertise, programs, faculty, staff and students to grow the state's knowledge-based economy and to address major issues confronting Arkansas and the world.
- Provide a superior campus landscape and environment by planning for and carrying out the continuous renewal and renovation of existing facilities and the designing and building of new world-class facilities.
- Pursue a consistent and aggressive program for the maintenance and improvement of the institution's libraries and technology resources.
- Promote environmental sustainability.
- Establish and market a quality brand reputation for the university statewide, nationally and internationally.

- Foster the arts on campus and throughout the region.
- Expand outreach through distance education and partnerships with other institutions.
- Grow public support and the endowment through enhanced relationships with constituents and sound investment strategies.

Monitoring Progress

Beyond setting ambitious goals for student enrollment, outcomes, diversity and goals for resource development and human resources, the University of Arkansas will continue to monitor its progress on a number of key measures to ensure that the institution is staying on track in serving the academic, economic and outreach needs of the state of Arkansas. Key measurable objectives to ensure movement toward meeting the University of Arkansas goals have been identified in the following areas:

- Freshman ACT and high school grade-point average
- Overall student enrollment and enrollments by college
- Retention and graduation rates of incoming freshmen
- Baccalaureate and graduate degrees awarded
- State funding
- Diversity and study abroad experiences
- Tuition and fees
- Research funding and technology transfer
- Library funding
- Private fundraising
- Faculty and staff salaries
- Intercollegiate athletics

Being a good steward of both public and private fiscal resources has always been a priority at the university and will remain so. The university will continue to track financial measures and peer comparisons as well as long-term performance of endowment holdings.

Other Issues

Along with the accountability measures outlined in this publication are issues such as the protection of the historical investment in the physical plant of the university and the identification of key infrastructure needs for pursuing academic opportunities. These continue to be major responsibilities of the campus leadership, and targeted goals for new construction and critical maintenance as well as the enhancement of campus aesthetics through an increase in public art on campus will be critical to addressing these priorities.

Protecting the environment and investing in energy efficiency are growing priorities for both public and private sector entities in the 21st century. It is important for the university to model the best practice, to explore more energy and more cost-efficient means of operating, and to develop tracking mechanisms and goals for sustainability initiatives.

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***Leadership Principles and Accountability Measures
for the University of Arkansas at its Sesquicentennial and Beyond***

Vision

The University of Arkansas is a flagship university for the integration of student engagement, scholarship and research, and innovation that collectively transforms lives and inspires leadership for a global society.

Institutional Goals

As Arkansas's flagship public research university, the University of Arkansas will:

- Put students first by enhancing academic programs, creating an engaging campus life, keeping costs as low as possible and reducing obstacles to student success.
- Be transparent and accountable to the people of Arkansas in all decision-making.
- Increase overall enrollment while remaining the school of choice for the state's most gifted students; provide a concomitant increase in faculty and staff.
- Enhance diversity by attracting more students, faculty and staff from underrepresented groups and by nurturing intercultural understanding inside and outside the classroom.
- Improve graduation rates and degree-completion times.
- Provide highly competitive compensation packages for the purpose of recruiting and retaining the very best faculty, staff and graduate students.
- Increase funding in both research awards and federal research expenditures.
- Marshal the university's expertise, programs, faculty, staff and students to grow the state's knowledge-based economy and to address major issues confronting Arkansas and the world.
- Provide a superior campus landscape and environment by planning for and carrying out the continuous renewal and renovation of existing facilities and the designing and building of new world-class facilities.
- Pursue a consistent and aggressive program for the maintenance and improvement of the institution's libraries and technology resources.
- Promote environmental sustainability.
- Establish and market a quality brand reputation for the university statewide, nationally and internationally.
- Foster the arts on campus and throughout the region.
- Expand outreach through distance education and partnerships with other institutions.
- Grow public support and the endowment through enhanced relationships with constituents and sound investment strategies.

Introduction

Providing Transparency and Accountability

As a public university, the University of Arkansas is accountable to the people of Arkansas and to the students and families who choose to become a part of the university family. It is incumbent upon the university community to take its stewardship of public resources as seriously as it takes its responsibility to educate the citizens of Arkansas.

To that end, the university must be transparent in its operations and decision-making and hold itself publicly accountable on its performance on key indicators that demonstrate to all citizens that progress is being made continuously toward the quality of its programs and efforts.

The context for performance indicators that will be measured must link to strategies for meeting the university's overarching goals. Accountability to its constituents remains a hallmark of the university's planning and vision. By having transparency in its decision-making, planning strategically for growth and development, ensuring that budget decisions track with those strategies and goals, the people of Arkansas and their representatives as well as students and families will be able to evaluate the performance of the leadership of the university at all levels.

Key national initiatives further outline the importance of transparency and accountability in the operations of higher education institutions and the need to ensure that consumer-friendly data and information are readily available to families and students who are making critical life-long decisions about whether and where to pursue post-secondary education.

Reports such as that of Secretary Spellings' Commission on the Future of Higher Education, the 2008 Higher Education Reauthorization Act, and the Voluntary System of Accountability, of which the University of Arkansas was an "early adopter," developed by the Association of Public Land-grant Universities, call for greater transparency in data and information about institutions of higher education.

As college costs continue to rise, the importance of full disclosure of information about programs, finances, and performance to the citizenry becomes an increasingly important factor for the public.

This publication presents several key indicators and explanations of how they provide strategies to attain institutional goals and are important to monitor to ensure a continued focus on quality within the University of Arkansas.

The accountability performance measures can be grouped into several areas, including enrollment, student centeredness, human resources, fiscal revenue and management, facilities and infrastructure, sustainability, and intercollegiate athletics.

Putting Students First

The University of Arkansas is committed to increasing enrollment through the recruitment of qualified undergraduate and graduate students, transfer students, and students in off-campus and distance education courses and programs. The university believes that expanding enrollment both fulfills a part of its commitment to the economic development of the state of Arkansas and ensures the maximum use of the investment of state and private resources for the betterment of the citizenry of the state, region and nation.

Increasing enrollment to maximize university resources addresses issues of efficiency, but the size of the student population is not an end unto itself. Establishing goals for the success of undergraduate students and for the overall number of degrees awarded by the institution will ensure a focus on student outcomes.

To that end, goals have been established for new freshman enrollment, transfer student enrollment, graduate student enrollment, and college enrollment. The university also has set targets for increasing the retention and graduation rates of new freshmen, raising the number of degrees awarded at both the baccalaureate and graduate levels, and enhancing diversity of the student population.

A renewed focus on teaching and learning at the University of Arkansas will help address these targets, and ensure that students are given the opportunity to work with first-class faculty who are involved in research on the cutting edge. To gauge success in this area, the university is tracking student-to-faculty ratios, class sizes, innovative teaching that incorporates technology, and the number of courses offered through distance education and technology.

Fiscal and Human Resources

The main pillars of financial support for the University of Arkansas are state appropriations, student tuition and fees, external research funding from grants and contracts, and private support through donations of funds and in-kind items and services. Tracking and setting goals, some of which the university can impact and others of which are based on actions by others, will enable the institution's leadership to assess the relative impacts and changes in how each of these pillars factors into critical financial support.

The state funding formula for higher education, adopted by the Arkansas Department of Higher Education, provides for reasonable goal setting in terms of public funding. Public funding sources also provide a baseline from which tracking of tuition and fee assessments can be measured. Other measurable indicators for which practical targets can be set include support for graduate students, federal and state funding for research, collaboration between the university and private industry on research, and the volume and size of private donations.

Being a good steward of both public and private fiscal resources has been a priority at the university long before heightened awareness nationally on

regulation and oversight of such resources. The university is well equipped to track financial ratios and peer comparisons, and set long-term goals for endowment values and other foundation performance indicators.

While finances are key measures of university strength and growth in service of the state, as an institution focused on learning there is no greater priority than the recruitment and retention of the most caring and best-qualified faculty and staff. While the key to what goes on in the classroom is the quality of the faculty, having qualified staff both in student support offices as well as in research facilities has a direct impact on the success of the educational and research efforts. This publication provides for tracking of goals for competitive faculty and staff salaries, as well as diversity in the employee ranks.

Other Measures

Among the other accountability measures outlined in this publication is the protection of the historical investment in the physical plant of the university, and identifying key infrastructure needs for pursuing academic opportunities. These continue to be major responsibilities of the campus leadership, and targeted goals for new construction and critical maintenance, as well as the enhancement of campus aesthetics through an increase in public art on campus should help address these priorities.

Protecting the environment and investing in energy efficiency are growing priorities for both public and private sector entities in the 21st century. It is important for the university to model the best practices and to explore more energy research and more cost efficient means of operating, and to develop tracking and goals for sustainability initiatives.

Finally, making sure that the most important part of the term student-athlete is “student” is a paramount priority for the entire university as well as for the department of intercollegiate athletics itself. While there is increased oversight of the progress of student athletes, the commitment of the institution is to the success of all students. To this end, goals and benchmark indicators of successful academic performance by student-athletes have been identified to complement targets for achievement in athletic competition.

Accountability Performance Measures on Key Indicators

The Freshman Class

Statistical research indicates that student success at major national universities is tied, in part, to the qualifications of the incoming students and the rigor of their preparation. Ensuring that students are successful in college preparation core classes along with the additional validation of student performance on nationally-normed tests continue to be important indicators.

As enrollment increases, ensuring that the students entering the University of Arkansas are well prepared for the academic rigor of the institution remains a priority.

Freshman ACT and HSGPA

	2000 Fall		2006 Fall	2007 Fall	2008 Fall	Goal 2015	Goal 2021
Average Freshman ACT	24.8		25.5	25.8	25.7	26	26
Average Freshman High School Grade Point Average	3.52		3.58	3.59	3.59	3.60	3.65

Student Enrollment

Continuing to expand the numbers of students choosing the University of Arkansas remains a priority.

Growth in enrollment is an indicator of success and reputation as well as a necessary aspect of the university's role in serving the state of Arkansas.

Expanding the revenue from enrollment will ensure that students continue to have a wide array of degree program options available, options that will, indeed, draw additional students to the university.

While university enrollment does fluctuate, particularly at the graduate level, with the state of the economy, the university should strive to continue its trajectory of growth toward an ultimate goal of 25,000 students to remain competitive nationally and to generate the revenue to support a diverse set of program offerings.

In addition to expanding its successful undergraduate recruiting efforts, the university must redouble its efforts to recruit qualified transfer students to the campus and through the distance education offerings of the Global Campus.

The university must also expand the support for graduate students across all academic departments at both the master's and doctoral levels.

The university must also seek unique partnerships, both throughout Arkansas with two-year colleges, and internationally in areas of importance to the country and the state. The university must be entrepreneurial in pursuing student markets not previously tapped.

Expanding its outreach and providing quality educational services will enhance the reputation of the University of Arkansas and help the state of Arkansas move successfully into the knowledge-based economy of the future.

Headcount Enrollment

	2000 Fall		2006 Fall	2007 Fall	2008 Fall	Goal 2015	Goal 2021
Undergraduate Enrollment	12,550		14,350	14,948	15,426	17,650	20,000
Graduate & Law Enrollment	2,846		3,576	3,700	3,768	4,400	5,000
Total Enrollment	15,396		17,926	18,648	19,194	22,050	25,000
New Transfer Enrollment	1,178		1,242	1,264	1,311	1,600	1,900
New Freshmen (degree-seeking only)	2,283		2,784	2,899	3,011	3,350	3,700

Based on the enrollment growth patterns of the past 10 years, the college enrollments are poised to meet the overall institutional enrollment goals. While faculty intensive programs such as architecture and law are planned to reach a manageable size, other programs, particularly interdisciplinary graduate programs have grown over the past three to four years.

Headcount Enrollment by College/School

College Enrollment Goals	2006 Fall	2007 Fall	2008 Fall	2015 Goal	2021 Goal
Agriculture, Food & Life Sciences	1,604	1,615	1,675	2,188	2,748
Architecture	369	397	422	415	415
Arts & Sciences	6,825	7,105	7,208	7,716	8,172
Business	3,346	3,435	3,593	4,247	4,897
Education & Health Professions	2,978	3,166	3,305	4,186	5,122
Engineering	2,079	2,195	2,265	2,538	2,795
Grad Interdisciplinary	192	188	191	235	281
Independent Study Credit Courses (Global Campus)	93	134	123	125	150
Law	440	413	412	420	420

Minority Enrollment

Continuing the university’s commitment to expanding the diversity of the student body, the university seeks to have the state’s flagship campus more nearly reflect the profile of the state of Arkansas in its ethnic composition.

The goal, based on the most recently available census data, is ambitious. However, it is important to strive to keep the University of Arkansas open to all qualified students.

Since projections indicate that the minority population will grow in coming years, this goal should be revised as new census data become available to ensure that the goal continues to reflect the state’s profile of minority, non-international citizens.

2006 Census and Percent Minority

2006 Census	2005	2006	2007	2008	Goal 2015	Goal 2021
Total AR Population	2,701,431	2,810,872	n/a	2,855,390	-	-
Minority AR Population	530,179	562,174	n/a	n/a	-	-
AR Percent Minority	20%	20%	n/a	n/a	-	-
University Minority	2,126	2,167	2,383	2,488	3,530	5,000
University Percent Minority	12%	12%	13%	13%	16%	20%

Trend of Minority Fall Enrollment by Ethnicity

	2000	2004	2005	2006	2007	2008
African American	965	981	982	946	1,023	1,025
Hispanic	223	298	372	447	527	583
Asian American	412	458	445	446	472	505
American Indian	307	352	327	328	361	375
<i>Total</i>	<u>1,907</u>	<u>2,089</u>	<u>2,126</u>	<u>2,167</u>	<u>2,383</u>	<u>2,488</u>

Successful Outcomes

The University of Arkansas is committed to each student's successful completion of his or her goals upon entering the institution. The university experience must raise aspirations, engage intellectual inquiry, encourage civic engagement, display and define excellence, and produce graduates with the ability to think globally, act locally, and value learning for a lifetime.

Nationally, one measure of the success of undergraduate students whose intent is to obtain a baccalaureate degree is to track the percentage of entering students who earn that degree in 150% of the time required or six years for most bachelor's degrees. Another outcome of the success of freshman students is their returning from the first to the second year of enrollment at the university (retention rate) on the way to completing their degrees.

Students must be convinced that their health, wealth and happiness improve significantly with the completion of a bachelor's degree. Nevertheless, the university community might need to better explain to the public, both students and policy makers, that an education is a *long-term investment*, and not simply a consumer purchase.

While some students assume a debt to complete a degree, they stand to earn \$1.1 *million* more over the course of their working lives than if they only have a high school diploma. By any measure, that is a fantastic rate of return, and still very much worth the investment.

Ensuring the success of entering students, however, is only one measure of the university's success and of its role in expanding the capabilities of the Arkansas workforce.

Non-traditional and transfer students are equally important to the goals of increasing the percentage of the Arkansas population *holding bachelor's degrees or higher* and helping to bring higher wage jobs to the state.

The University of Arkansas will pursue developing or adapting existing programs to accommodate students whose work or family schedules make it difficult to pursue full-time enrollment as well as attending class during the peak hours of class scheduling. Degree completion for both non-traditional, returning students and students who transfer from community colleges and other four-year colleges must continue to be a priority for the institution. By combining distance education courses and courses offered after normal working hours, the University of Arkansas will pursue its mission of meeting both the regional and state educational needs of students.

By continuing to track both undergraduate and graduate degrees awarded, the institution will be able to assess the success of these efforts.

Studies show that, as the individual goes, so goes society. Increasing the number of degree holders increases the tax base and lowers the unemployment rate. Degree holders are far less likely to commit crimes and need public assistance, and far more likely to volunteer, donate blood, vote, read to their kids and patronize the library.

Arkansas can help build a strong society and robust economy one degree at a time. No state with a low proportion of degrees has a high per capita income. Enhancing the qualifications of the work force will attract more, higher-wage commerce that will in turn benefit more wage earners at all ranges.

Graduation Rate and Degrees Awarded

	2000	2006	2007	2008	Goal 2015	Goal 2021
6-Year Graduation Rate	45%	56%	58%	58%	66%	70%
Freshman Retention Rate	81.7%	83.0%	82.8%	80.7%	85%	88%
Bachelor's Degrees Awarded	1,889	2,198	2,382	2,343	3,050	3,650
Graduate & Law Degrees Awarded	958	1,270	1,194	1,241	1,450	1,650
Total Degrees Awarded	2,847	3,414	3,468	3,576	4,500	5,300

The number of bachelor's degrees awarded has increased about 24 percent and the number of graduate degrees awarded has increased by over 32 percent since the end of the 2000 academic year. If the 2002 entering class had graduated at the goal of 66 percent, almost 200 more degrees would have been awarded to undergraduate students.

While not all students who enter the University of Arkansas do so to pursue a specific academic degree, the experience at this university should ensure that their particular career and academic goals are met through an excellent educational experience.

With a wide array of non-credit course offerings, the Global Campus serves a growing population of older adults through the Osher Lifelong Learning program and as an Elderhostel sponsor. Such programs augment the quality of life in Northwest Arkansas, contributing to the attractiveness of the region for vigorous retirees who are truly lifelong learners.

Public Financing of Higher Education

The university must continue its efforts to convince state policy makers of the importance of investing in the state's flagship campus by marshalling its many supporters to lobby for full funding of the Arkansas Higher Education Coordinating Board formula for funding two- and four-year colleges and universities.

The formula developed by the Arkansas Department of Higher Education, when updated with current enrollment data, has determined that the University of Arkansas is approximately **\$40 million** behind where it should be to be nationally competitive. Such evidence coming from the formula developed by

the state's post-secondary agency gives startling proof of what the university has accomplished despite its funding disadvantages.

The University of Arkansas must be a priority for the state's leadership if we are to remain competitive with the economic development throughout the region and the country.

State funding is the key to keeping tuition costs under control and is one critical way for the state's lawmakers to serve the continuing education needs of their constituents and provide the basis for attracting better-paying and longer-term jobs to Arkansas.

The University of Arkansas urges state leaders to recognize the funding need and **fully fund** the higher education funding formula as expeditiously as possible.

Tracking the make up of the Total University Budget, including Auxiliaries, as well as that of the Unrestricted Educational and General budget, which includes state appropriation and tuition and fee revenue, will allow the university to keep on track toward attaining a level of base support adequate to meet the growing population of students, researchers, support staff, and faculty while keeping costs to students and families low.

Higher Education Funding Formula

	2008 FY	2009 FY	2010 FY
Full Formula Funding (millions) w/ inflation growth	\$142.2	\$150.2	\$158.8
State Appropriation (millions)	\$120.4	\$119.8	\$119.6
Full Formula Funding Gap (millions)	\$21.8	\$30.4	\$39.2
Percent of Formula Funded	85%	80%	75%

Note: Updated to 2007-08 actual enrollment for FY08 and used for projections of FY09 and FY10; adjusted SREB categories for faculty salaries, based on 90% census date and 10% end of term SSCH generated.

If the formula merely keeps pace with the inflationary factors of the Higher Education Price Index (HEPI), the following amounts should be generated for the University of Arkansas by the funding formula, with enrollment and salaries kept constant.

	2011 FY	2012 FY	2013 FY	2014 FY	Goal 2015	Goal 2021
Full Formula Funding (millions) w/ inflation growth	\$164.9	\$171.3	\$177.9	\$184.7	\$191.8	\$240.8

Source: Supplementary Schedules to the Financial Report, Exhibit C1.

Ten years ago, the state appropriation made up about 46 percent of the educational and general (E&G) budget. As shown in the table below, the proportion of state support has altered considerably. In fiscal year 2008, state appropriations comprised only 24 percent of the total University of Arkansas revenue and 33 percent of the unrestricted E&G segment of the university's revenue.

It is critical that the state continue to move toward full funding of the formula for funding higher education institutions to ensure that the university is in a position to be competitive and to ensure that the balance between state funding and tuition revenue acknowledges the public responsibility for helping Arkansas' citizens fund post-secondary educational careers.

Act 323 of the 87th General Assembly

During the 2009 legislative session, Governor Beebe signed into law Act 323 limiting the percentage of unrestricted tuition and fee revenue that can be allocated as merit-based scholarships. The legislation limits the expenditure to 30 percent of tuition and fee income for the current year phasing down to an ultimate limit of 20 percent of tuition and fee income by 2013-14.

Although the University of Arkansas is well below the current and future limits, it will be important to track this factor in accordance with the legislative mandate and in the interest of the legislative intent of limiting the subsidy of merit scholarships with institutional funding.

State Funding

	2000 FY		2005 FY	2006 FY	2007 FY	2008 FY
State Funding % of Total University Revenue	35%		26%	25%	24%	25%
State Funding % of E&G Revenue	41%		33%	31%	31%	33%

Scholarship Funding

	2006 AY	2007 AY	2008 AY
Publicly-funded Awards as Percent of Tuition and Fee Revenue	9.2%	9.6%	9.7%

Enhancing International Education

An important component in the quest to enhance diversity and inclusion at the University of Arkansas campus is the commitment to encouraging students to take advantage of opportunities to study in other countries.

Since 2000, the number of University of Arkansas students who have participated in study abroad programs has grown by over 50 percent, allowing these students to absorb rich academic and cultural differences and languages.

Academic programs in Rome and Mexico City augment the University of Arkansas architecture program. Students from several disciplines at the university have traveled to Dangriga, Belize, south of the Yucatan Peninsula, to participate in local projects, including small business development, literacy and social work, sustainable agriculture and civil engineering. Many more opportunities beyond these examples are available for students to enhance their educational experience across the globe.

Students earn credits toward degree programs while studying abroad. Programs range from a full semester in Rome to a summer session studying theater in London. The opportunities truly offer something for everyone.

As a part of the Global Campus, the University of Arkansas Study Abroad office helps give students experiences that make them global citizens with a deeper understanding of our country's role in a rapidly changing world.

Undergraduate Study Abroad Participants

	2000 AY		2006 AY	2007 AY	2008 AY
Undergraduate Study Abroad Participants	370		508	554	571

To encourage students to think globally, the University of Arkansas will work to continue to increase the percentage of its graduating seniors who have studied abroad.

Percent of Seniors who have Studied Abroad

	2006 AY	2007 AY	2008 AY	2015 Goal	2021 Goal
Percent of Graduating Seniors who have studied abroad during their college career	13.1%	14.2%	18.7%	25%	35%

Students First – Measures on Teaching

The University of Arkansas plays a number of critical roles in the state of Arkansas. The university is home to some of the state’s most innovative research that forms the basis of the continuing economic development of the state. Transferring the results of its research into application within the private and public sectors and sharing faculty expertise remain major roles for the university.

But no role is more important than that of educating our students to take their places in the careers and professions for which the university is preparing them.

Students come to the University of Arkansas from across the state, the region and the world. Providing meaningful, rigorous, and successful experiences in the classroom must remain a top priority for the University of Arkansas.

Teaching and learning are interwoven throughout the research, scholarship and service functions of the university. Involving students in all aspects of the university’s mission is fundamental.

Keeping class sizes as small as possible within the national standards of each discipline is a commitment to the students. Doing so, of course, has financial implications that reinforce the need for both state and university policy makers to recognize the importance of providing adequate resources for teaching. Giving our students access to the best instruction, whether in a larger lecture class with a master teacher or in a small hands-on laboratory experience will ensure that they receive the knowledge and skills necessary for their future careers.

Student to Faculty Ratio and Percent of Classes below 20 Students

	2006 Fall	2007 Fall	2008 Fall
Student to Faculty Ratio	17:1	17:1	17:1
Percent of Classes Below 20 Students	37%	35%	33%

The art of teaching is critical to the experience of University of Arkansas students.

To support and promote the importance of teaching, the University of Arkansas has two entities, the Teaching Academy which recognizes the university’s best professors, and the Teaching and Faculty Support Center that provides support for the teaching role of faculty and disseminates best practices to faculty across the campus.

National Survey of Student Engagement

For three years, 2005, 2006, and 2007, University of Arkansas has participated in the National Survey of Student Engagement (NSSE) to develop national benchmark data on a number of measures of social, cultural and academic engagement of college freshmen and seniors. The NSSE results, in part, exhibit the extent to which students are engaged learners and to which undergraduate faculty reflect opportunities for interactive learning.

The survey results, posted on the web site of Institutional Research through the university's home page, indicate that the classroom experiences of University of Arkansas students are very similar to those of students at our peer and benchmark institutions.

Students at the University of Arkansas report that they often asked questions or took part in classroom discussions, made presentations in class and synthesized what they were learning from one class into others.

The key strength of higher education is teaching students to think critically, analyze effectively, and synthesize ideas and information. The imparting of specific facts and skills form the basis on which to build the problem solving skills that prepare University of Arkansas students to take their places in business, engineering, architecture, education, health professions, the sciences and the humanities. University students perceive their educations as having given them the opportunities to develop these higher-order thinking skills.

Technology-Mediated Instruction

As the millennial generation enters the ranks of higher education, the importance of incorporating technology into instruction takes on even greater significance. The generation of students who have grown up with email, Facebook, and text messaging absorbs, stores, and accessed information in a completely different way than the generations who came before.

Transitioning to web delivery of assignments and information, the availability of lectures and class notes online, and the incorporation of social media such as Facebook into the educational experience is a key step in connecting with university students, attaining the vision of student-centeredness, and fulfilling the role of preparing students for the technologies they will encounter in their careers following graduation.

The University Information Technology Services, Walton College and the Global Campus provide a learning management system, called Blackboard, used by faculty members to make their course materials available on line. There is a growing use of this technology by faculty to augment their instructional goals. Faculty can use the Blackboard technology in a variety of ways, such as making syllabi available, administering quizzes on line, providing class notes and sharing supplemental reading materials.

On-Campus Technology

	2006 AY	2007 AY	2008 AY
Classes Using Blackboard Technology	2,399	2,685	2,953

The University of Arkansas has made great strides in recent years on equipping its classrooms with basic instructional technology functions such as projectors, DVD players, Internet access, and computer stations enabling faculty to use Power Point and other multi-media for instruction.

Funding for retrofitting the classrooms has been provided through private support, such as that included in the gift from the Walton Family Foundation, through the Teaching Excellence and Laboratory Enhancement (TELE) fees paid by students, and from college discretionary funds.

By coordinating the types of technology across campus, the institution has ensured that the equipment in the rooms is consistent allowing faculty members to factor the use of technology into course design and feel comfortable that they will be familiar with how to use the classroom equipment. There are 155 classrooms across the University of Arkansas campus equipped with some form of technology to aid teaching.

The growth in dependence on computers has swept through the student body as it has through the rest of society. The supplement of technology in the classroom puts additional emphasis on ensuring that University of Arkansas students have access to computers on the campus.

The number of seats available in the computer labs across campus, both for general access and within colleges, has grown over the past three years and will likely continue to be an important aspect of supporting the educational needs of students.

The university also makes lap top computers available for students to check out through Mullins Library, the computing lab at J.B. Hunt Transport, Inc. Center for Academic Excellence, and the Student Technology Center in the Arkansas Union. The results on this measure show the popularity of this service to students. Upgrading the quality of the laptops and increasing the number available should increase the number of students checking out these computers.

Computer Seats and Computers Available

	2006 CY	2007 CY	2008 CY
Number of seats in computer labs	1,259	1,269	1,337
Number of laptop computers available for student check out	258	258	253
Number of lap top computer checkouts (duplicated count)	33,356	28,868	25,635

Distance Education

The University of Arkansas is committed to extending its borders to serve the educational needs of students throughout the state, nation and world.

Enhancements in technology provide an opportunity to transcend limitations of geography and time and expand the reach of the university from the hills of the Ozarks to the teeming streets of Shanghai. The university will seize this opportunity by building on existing partnerships both within the state and region as well as globally to selectively pursue promising markets for University of Arkansas courses and programs.

Many colleges at the university have made great strides in providing courses delivered through the Global Campus to students at off-campus locations. Bumpers College of Agricultural, Food and Life Sciences is in the process of joining national consortia in a variety of disciplines, such as poultry science and horticulture, for the distance delivery of courses. These consortia will embrace new technologies for the multi-institutional delivery of courses by faculty who are experts in their fields.

True to its land grant mission, the university continues to enhance the quality and accessibility of its distance education offerings by combining the efforts of the university’s quality, award-winning faculty with an experienced staff of professional instructional designers.

This combination of excellent faculty and staff, along with the inclusion of access to state-of-the-art technologies, completes the requirements for the delivery of innovative and pedagogically sound programs and courses.

The Global Campus serves to research and develop emerging technologies for the university's colleges' use in current and future distance education offerings.

Distance education students of the university have access to specialized support services at the Global Campus for help with admission, registration, and technical support.

In April 2009, Chancellor Gearhart appointed the Distance Education Task Force to make recommendations for expanding distance education at the university.

As a means of creating a shared vision for distance education at the university, the task force is charged with reviewing 1) university-wide organizational structures relating to increased efficiency and elimination of wasteful duplication for distance delivery; 2) content and delivery of distance education courses necessary to produce quality, student-centered programs for today's educational environment; and 3) financial models that encourage collaboration and facilitate growth. The task force will report progress and make initial recommendations to the chancellor and provost at the end of the summer of 2009.

Sustaining a Campus Climate of Student Involvement

Previous studies of University of Arkansas students have indicated that, while academic performance is the main determiner of student retention, the extent of a student's connection to and involvement in campus life also has an impact on decisions about returning to or leaving the university.

The student affairs staff is committed to encouraging the involvement of all students in campus life and to ensuring that the university's extracurricular activities supplement the learning that is taking place in the classrooms across the campus. By engaging students in campus life, the university hopes to help students make the connections necessary to make the most of their college experience.

In an attempt to better address the needs of students, increase efficiency, and streamline the administrative structure of the university, the division of student affairs operations will be aligned within the division of academic affairs. The new structure will ensure the full integration of educating a student both inside and outside the classroom.

Keeping the Campus Safe

The University of Arkansas developed an emergency preparedness plan in 2000 and has been expanding and perfecting that plan over the years since its inception.

University personnel, along with campus security personnel and county emergency personnel, have regularly conducted emergency drills based on various natural and terroristic scenarios. There have been mock drills

conducted as well as table-top exercises that test the communications and response systems put in place to protect the student, faculty, staff and visitors to the campus.

Clearly, campus security must remain a high priority as the open campus atmosphere must be balanced with the safety needs of the campus constituents. The University of Arkansas Police Department monitors the campus with pedestrian, vehicle and bicycle patrols. Expanded emergency call boxes are strategically located around academic buildings and residence halls for student, faculty, and staff protection.

Accessibility and Affordability

In keeping with its land grant mission, the University of Arkansas is committed to ensuring that financial concerns not be a barrier to eligible students choosing to attend college.

To that end, the University of Arkansas has a financial aid program that provides information on how families and students can finance a University of Arkansas education and advises students on options for such financing, including grants, loans, and campus employment.

Two years ago, the university launched a targeted fund-raising campaign, Access Arkansas, to generate additional support for students with financial need. While donors have been generous in their support, the private funds cannot cover the full extent of student need. Continued leveraging of financial aid dollars is a crucial step in helping to meet the goal that no qualified students are kept from enrolling in the University of Arkansas because of financial need.

The recent passage by the Arkansas electorate of a state-run lottery for scholarships will bolster the university's efforts and ensure that all qualified Arkansas students can afford to attend the state's flagship institution.

The recent economic climate has weighed particularly heavy on the minds of University of Arkansas administrators who worry about the impact of the difficult financial decisions that students and their families must make about pursuing a college education. As a result, the University of Arkansas, for the first time in 24 years, built its budget on the assumption of no increase in tuition.

Although the decision represented a challenge for covering existing costs, including energy increases and salaries, there has been a sense of shared sacrifice among the university community. The University of Arkansas has not been forced to resort to the drastic measures of layoffs and furloughs that have been reported from peer institutions across the country.

Because of the state's ability to restore at least some of the appropriation that was cut this year, the University of Arkansas was able to freeze the tuition rate in an effort to keep college accessible for students whose families – like most Americans and Arkansas – are likely experiencing tough economic times.

Tuition and Fees

Arkansas Resident	2006-07 AY	2007-08 AY	2008-09 AY
Undergrad	\$5,808	\$6,038	\$6,400
Grad	\$7,398	\$7,708	\$8,142
Law	\$9,740	\$10,145	\$10,712

Non-Arkansas Resident	2006-07 AY	2007-08 AY	2008-09 AY
Undergrad	\$13,942	\$14,492	\$15,278
Grad	\$16,248	\$16,906	\$17,802
Law	\$19,512	\$20,303	\$21,379

The University of Arkansas will continue to track its relative position of the full cost of attendance among the Southeastern Conference schools, as shown below. The cost of attendance reflects an estimate of standard costs of attending a university including: tuition; fees; books; room and board; transportation expenses and an estimate of personal living expenses. All institutions use this standard figure to determine the amount of financial aid or loan availability that students are eligible for during the academic year, so the figures should be comparable across different universities.

While the university remains in the middle of the pack on cost of attendance, it is important to monitor closely the costs at these major universities throughout the region.

Cost of Attendance for Resident Students

Price of Attendance for Full-time First-time Undergraduates	2006-07	2007-08	2008-09
Vanderbilt	\$46,658	\$49,834	\$52,303
South Carolina	\$18,921	\$20,067	\$21,027
Alabama	\$17,871	\$18,602	\$20,396
Tennessee	\$17,604	\$18,584	\$19,618
Kentucky	\$17,236	\$18,196	\$19,488
Arkansas	\$16,398	\$17,159	\$18,462
Mississippi	\$14,834	\$16,484	\$18,438
Auburn	\$16,464	\$16,750	\$17,966
Mississippi State	\$16,383	\$16,037	\$16,797
Georgia	\$14,812	\$16,054	\$16,758
Louisiana State	\$15,019	\$15,563	\$16,546
Florida	\$14,246	\$14,437	\$15,248

Average Student Debt

	2006 AY	2007 AY	2008 AY
Average Debt of Undergraduates	\$18,172	\$19,248	\$19,439

In addition to supporting students with the most need, it is critical that the University of Arkansas remain a school of first choice for the state’s most intellectually gifted students whose choices among national colleges and universities are many.

By retaining these high-achieving students in the state for their college careers, the university strengthens their ties to Arkansas, creates a brain trust that will sustain economic development efforts, and enhances the national reputation of the University of Arkansas.

Just as diversity enhances the classroom experience, the interaction of these highly qualified students with all University of Arkansas students promotes the seriousness of the academic experience and provides benefits in the classroom for faculty and students at all levels of qualification.

Continued funding for scholarships to tip the balance toward the University of Arkansas for these highly sought after students will stem the “brain drain” of students from the state so that Arkansas has the benefit of retaining these students who are likely to be the business, industry, political, and artistic leaders of the future.

The generosity of private donors for funding to provide significant support for merit-based scholarships has allowed the University of Arkansas to supplement institutional funds for scholarships at a level that keeps the university competitive with major private and public universities around the country for these students who are heavily recruited.

Merit Scholarship Awards

	2006 AY	2007 AY	2008 AY
Average ACT score	30.50	30.17	30.41
High School Grade Point Average (on 4.00 scale)	4.01	3.87	4.03
Freshman Retention Rate	95.5%	91.0%	Fall 2009
Number of Scholarship Recipients	627	790	685

Graduate Student Recruitment and Support

The recruitment of quality graduate students is heavily dependent upon the availability and amount of the annual stipends to support their studies and teaching and research activities. The table below indicates the ratio of University of Arkansas stipends for graduate work in various disciplines compared to those reported in a national survey.

The University of Arkansas must provide competitive benefits for these individuals who are essentially in training to join the ranks of academe through teaching classes and establishing careers in research and scholarship.

To attract and retain the best graduate students, the graduate assistant stipends offered by the University of Arkansas must be competitive with those offered at other major research institutions. As an interim goal, the graduate assistant stipends should be comparable to the averages for each discipline based on the SUNY-Binghamton survey of stipends at peer institutions.

The goal for 2021 would place the University of Arkansas in a position to be more competitive for the highest quality graduate students by keeping its stipends 20 percent above the national average.

Graduate Assistant Stipends

Discipline	Level	University of Arkansas Stipend	Arkansas ratio to National Average	2015 Goal	2021 Goal
Agriculture	Master's	\$9,595	73.6%	\$13,044	\$15,653
	Ph.D.	\$11,095	78.3%	\$14,171	\$17,005
Arts & Humanities	Master's	\$9,134	85.5%	\$10,683	\$12,820
	Ph.D.	\$9,523	69.6%	\$13,688	\$16,426
Biological Sciences	Master's	\$10,845	80.1%	\$13,537	\$16,244
	Ph.D.	\$13,345	81.6%	\$16,360	\$19,632
Business	Master's	\$4,691	48.4%	\$9,697	\$11,636
	Ph.D.	\$9,507	64.8%	\$14,667	\$17,600
Education	Master's	\$6,753	72.3%	\$9,345	\$11,214
	Ph.D.	\$8,134	67.9%	\$11,988	\$14,386
Engineering	Master's	\$8,511	62.2%	\$13,681	\$16,417
	Ph.D.	\$13,011	83.7%	\$15,547	\$18,656
Physical Sciences	Master's	\$13,086	97.7%	\$13,397	\$16,076
	Ph.D.	\$13,538	87.3%	\$15,499	\$18,599
Social Sciences	Master's	\$8,395	78.6%	\$10,675	\$12,810
Psychology	Ph.D.	\$9,300	68.7%	\$14,280	\$17,136
Anthropology	Ph.D.	\$8,250	55.2%	\$14,955	\$17,946

Entrepreneurial Revenue Streams and Industry Partnerships

While public funding and tuition revenue will continue to comprise the crucial backbone of the university's operating budget, it is important to be entrepreneurial in seeking additional, alternative sources of revenue for key initiatives and student support. One key alternative source of funding is from external grants and contracts, from both federal and state sources.

The university should increase its funding in both research awards and federal research expenditures to remain competitive in this area that is critical to state and institutional long-term development. Increasing the number of awards gained will be one strategy in reaching this goal; another will be the continued tracking of the university's commitment to research through its research expenditures.

Because spillovers of knowledge from university research often translate into ideas for new products and services, university/industry research collaboration is evolving into a highly sophisticated platform for innovation. Through collaboration that leads to innovation, the University of Arkansas is fostering and growing new firms that augment the economic ecosystem of the state and is promoting interaction and cooperation among companies whose commercial pursuits are strategically aligned with the core research strengths of the university.

Not only do university/industry partnerships provide opportunities for students to make the connection between knowledge gained in the classroom and its application in business and industry, but they also provide valuable training of the highly skilled workforce that technology companies demand.

By providing access to leading edge research resources, both human and physical, the university is enhancing the success and competitiveness of a growing number of emerging technology companies that can sustain economic prosperity in Arkansas.

More importantly, the university is providing its graduates high-paying professional career opportunities to enable them to build their future-- our common future—in Arkansas.

Since its inception in 1986, the GENESIS Technology Incubator has graduated 15 companies providing over 800 jobs to the Arkansas economy.

Since November of 2004, the *Arkansas Research Technology Park* (ARTP) had grown its public/private affiliate base from 13 to 31 companies by the end of fiscal year 2008, providing almost 250 jobs in direct support of research and development paying an average annual salary in excess of \$60,000.

In addition, ARTP affiliate companies secured over \$22 million in Small Business Innovation Research Awards from fiscal year 2005 to fiscal year 2007 that provide the research and development basis for these companies to grow their financial viability and number of employees.

Research Funding and Economic Development Efforts

	2000 FY		2005 FY	2006 FY	2007 FY	2008 FY	Goal 2015	Goal 2021
Research Awards (millions)	\$49.1		\$59.6	\$72.3	\$57.6	\$66.2	\$75	\$90
Research Expenditure (millions)	\$75.9		\$108.0	\$109.6	\$113.8	\$115.4	\$175	\$250
Federal Research Exp (millions)	\$21.9		\$35.6	\$34.4	\$38.8	\$33.1	\$55	\$80
ARTP Companies	n/a		26	28	30	31	50	70
ARTP Company Jobs	n/a		254	283	213	238	750	1,250
SBIR/STTR Awards to ARTP Companies (millions)	n/a		\$6.6	\$11.4	\$4.1	\$6.8	\$15	\$18
Subcontracting to UA (millions)	n/a		\$.465	\$.644	\$1.45	\$1.50	\$5	\$7.5

Scholarly Support

Another piece of the university infrastructure that is truly critical to the expansion of research efforts and that supports the important research and scholarship conducted by university faculty and students are the collections, services, and technology provided by the University Libraries including the law library.

Singled out for particular support in private fundraising efforts, the University Libraries have continued to expand their resources and programming in recent years, but with the continuing inflationary and mounting expenses of journal subscriptions, the libraries must continue the costly efforts of keeping up-to-date on resources, information technologies, and distance access if they are to provide the quality of support that University of Arkansas faculty and students expect and need to accomplish their research.

In this rapidly developing information age, the latest scholarly publishing is becoming accessible through libraries in an ever-expanding array of formats considered essential to support leading-edge research, teaching, and service. The degree of the university's success in providing the means for this access to the campus community and beyond will depend heavily on the extent to which the University Libraries can offer information resources, software, and

technology that are of sufficient quantity, of the highest quality, and are the most current available.

Continuing to monitor the support for the University Libraries as well as use of library resources will ensure that the resources most valuable to academic programs, to campus life, and to the state and beyond through distance outreach remain a top priority.

As programs, students, and faculty move beyond the campus borders, the availability of library resources in electronic formats in sync with the ways that learners and researchers access and use information is taking on critical importance.

Courses offered through ever expanding study abroad programs, an increasing number of national and international internships offered by the Honors College, increasingly sophisticated scientific and agricultural research conducted on a national and international level, and instruction programs now provided through the newly established Global Campus, all require support from the University Libraries, and these kinds of academic initiatives will only expand the need for such support in the years to come.

Library Expenditures

	2000 FY		2006 FY	2007 FY	2008 FY
Library Expenditures (millions)	\$7.54		\$12.9	\$12.3	\$13.8

American Research Library Status

The University of Arkansas is one of only three institutions in the Southeastern Conference whose libraries are not included among the Association of Research Libraries (ARL). The ARL is a not-for-profit membership organization comprising the largest libraries of North American research universities and operates as a forum for the exchange of ideas and as an agent for collective action.

The University of Arkansas must review its standing relative to the ARL libraries and determine what level of support would likely promote its being invited to join this prestigious group of libraries.

Based on the benchmark data for ARL libraries among the SEC schools, the expenditure for the University of Arkansas Libraries should be about \$20,000,000 to be comparable to our peers in the SEC.

Benchmarking on Library Support Among the SEC (2006-07)

SEC Institution*	Total Library Expenditures	Salaries & Wages of Professional Staff	Total Library Materials Expenditures	Professional & Support Staff Head Count
University of Florida	\$27,443,254	\$6,439,058	\$10,446,743	295
Vanderbilt University	\$24,673,090	\$6,075,995	\$11,156,788	216
University of Georgia	\$23,703,488	\$3,862,245	\$11,819,042	262
University of Tennessee	\$22,810,227	\$5,042,671	\$12,069,221	222
University of Kentucky	\$20,920,715	\$4,678,092	\$10,075,915	217
University of South Carolina	\$20,943,404	\$4,034,378	\$7,403,459	177
University of Alabama	\$15,501,146	\$3,860,379	\$7,032,660	151
Louisiana State University	\$14,526,765	\$2,987,963	\$7,608,658	153
Auburn University	\$12,904,149	\$2,858,377	\$5,543,546	98
Mississippi State University	\$10,298,242	\$2,619,527	\$4,632,894	99
University of Mississippi	\$8,028,352	\$2,076,180	\$4,210,205	68
University of Arkansas	\$11,262,951	\$2,894,276	\$4,857,707	141

* There are three SEC institutions whose libraries are not among the members of the ARL: Mississippi State University, University of Mississippi, and University of Arkansas. Source: Association of Research Libraries, ARL Statistics 2006-07, AR: Washington, DC, 2008.

In setting a goal for the University Libraries' support, the University of Arkansas believes that attaining and maintaining this level of support will be an important indicator of the priority of the libraries to the campus for ongoing resources and will place the libraries in a good position to elicit an invitation for membership among the top research libraries in the country.

University Libraries Expenditure Goals

	2011 FY	2012 FY	2013 FY	2014 FY	Goal 2015	Goal 2021
Library Expenditures (millions)	\$16.9	\$18.0	\$19.3	\$20.7	\$22.1	\$33.0

Philanthropy Supporting Excellence

The University of Arkansas has been transformed in large measure because of the extraordinarily generous support of its friends, alumni, and benefactors.

Without the private support provided over the past few years, there is simply no way that the university could be moving up into more competitive circles in academics and research.

The support for the undergraduate Honors College, for the research efforts through the Graduate School's support of graduate students and the University Libraries' support, and for the phenomenal growth of endowed chairs and professorships to both attract and retain key faculty have provided the margin of excellence above what the base public support could have accomplished.

Maintaining the private support and bringing in new friends and benefactors is not a luxury in the realm of public higher education; it is a necessity. The endowment must be built and maintained through wise investment strategies and continued expansion of donors.

The Campaign for the Twenty-First Century (1998-2005) was a resounding success. At the time, it was the largest philanthropic endeavor ever attempted by an organization in the state of Arkansas. Thousands of generous, visionary alumni showed their commitment to excellence by contributing more than \$1 billion in support of students, faculty, programs, and facilities. The campaign has made a profound difference in the number of scholarships and fellowships available to undergraduate and graduate students, the number of endowed professorships and chairs created to recruit and retain outstanding faculty, the resources available for the University Libraries, the enhancement of academic programs across every college and school, and new buildings and renovations across campus.

Today, the university is poised to become one of the top public universities in the world. To make this quantum leap, we will need continued philanthropic support from generous benefactors. At the appropriate time, the University will once again test the feasibility of a campaign. While the timing of such an effort is undetermined at this time, what is clear is that significant philanthropic support will be required for the University to achieve its mission.

Gift Support

	2005 FY	2006 FY	2007 FY	2008 FY	Goal 2015	Goal 2021
Total Giving (millions)	\$236.4	\$92.0	\$106.0	\$101.6	\$125	\$150
Gifts to Endowment (millions)	\$57.2	\$15.5	\$14.6	\$14.0	\$25	\$30
Number of Gifts	52,911	52,739	50,131	50,375	55,000	60,000
Number of Donors (households)	25,538	26,053	25,322	26,009	30,000	35,000
Alumni Giving (as percentage of total addressable alumni)	21%	20%	19%	19%	28%	33%

A Competitive University Means Competitive Salaries

In order to ensure that the University of Arkansas degree remains nationally competitive, we must attract and maintain a nationally competitive faculty.

Tracking external research awards, along with proposals, in the sciences and engineering will be a key factor in assessing progress. However, the university must be ever mindful of stepping up to the plate to provide support for its faculty through merit raises and research support.

To be competitive for the top faculty and to retain the productive faculty the university has now, the university should aim for having the average faculty salaries in the top 10 percent among the Southern Regional Education Board (SREB) states at each rank.

Identifying a goal of being among top three institutions in salary average rank among SREB states will ensure that faculty salaries remain a top priority. The importance of evaluating the teaching, research and service of each faculty member as a basis for merit raises will become even more important to ensure that the scarce base resources are going as far as possible to reward the most outstanding faculty members at the University of Arkansas.

Faculty Salaries: 2021 Goal

Gap to Top 10% of SREB	2006 AY	2007 AY	2008 AY	Goal 2021
Professor	25%	24%	26%	0%
Associate Professor	20%	18%	23%	0%
Assistant Professor	27%	21%	24%	0%

While the university's goal should focus on its competitiveness among the highest of the SREB faculty salaries, an interim goal on faculty salaries will need to at least reach the SREB average at each of the faculty ranks.

The top 10 percent (upper decile) has consistently been about 15 percent above the SREB averages by rank. In order to reach the upper decile, the University salaries will need to be comparable to the SREB average by the year 2015 at a minimum

Faculty Salaries: 2015 Goal

Gap to SREB Avg	2006 AY	2007 AY	2008 AY	Goal 2015
Professor	12%	11%	11%	0%
Associate Professor	8%	5%	7%	0%
Assistant Professor	12%	8%	2%	0%

Faculty Demographics: Race

	2006 Fall	2007 Fall	2008 Fall
African American	33	33	31
American Indian or Alaskan Native	10	11	10
Asian or Pacific Islander	49	50	55
Caucasian	770	769	817
Hispanic	10	13	14
Non-Resident Alien	43	40	46
Unknown	13	13	14

Faculty Demographics: Gender

	2006 Fall	2007 Fall	2008 Fall
Male	613	602	646
Female	315	327	341

Faculty Demographics: Title

	2006 Fall	2007 Fall	2008 Fall
Professor	342	350	354
Associate Professor	209	216	220
Assistant Professor	135	131	168
Instructor	117	125	141
Lecturer	125	107	104
TOTAL	928	929	987

Instructional Faculty includes individuals in a faculty position whose appointment consists of at least 50% instruction and/or research. Instructional faculty includes department chairs, but does not include librarians. Note: For reporting purposes, Adjunct, Visiting, and Executive in Residence faculty are listed as Lecturer, and Clinical faculty are counted as Instructor.

Faculty Headcount by College/School

	2006 Fall	2007 Fall	2008 Fall
Agriculture, Food & Life Sciences	155	148	168
Architecture	22	23	23
Arts & Sciences	409	409	436
Business	99	96	99
Education & Health Professions	107	113	116
Engineering	98	99	100
Law	38	41	45
TOTAL	928	929	987

Supporting the Staff who Bridge the Academic Enterprise

The University of Arkansas is much more than the classroom. The ground-breaking research, the extensive outreach across the state and the world, the maintenance of the state's oldest campus, and the guidance of students who are negotiating their way toward degrees are all functions that support the higher education enterprise and that are largely functions of the university's staff.

Across the campus, the dedicated members of the University of Arkansas staff are often the front door for students, community members and colleagues who interact with the University of Arkansas.

Supporting the efforts of these individuals, from those who advise students early in their careers to those who ensure that the campus is clean and that classrooms have the teaching enhancements required for a first-class educational experience must be one of the university's highest priorities.

Just as is the case with faculty salaries, the staff salaries are generally below those of the nation and region, both for those positions that are specific to higher education as well as for those in which the university must compete with labor market rates in the private sector.

While the university is able to provide educational benefits to its employees and dependents, unlike many of its sister institutions, the lack of adequate resources, as exemplified by the higher education funding formula, and the constraints of the pay plan for all state employees have inhibited the university's ability to address staff salaries and ensure that they are competitive and in some cases, reach the bare minimum of a living wage.

A living wage equates to the federal poverty level for a family of four. By that criterion, there are over **400** university employees who earn less than the federal poverty level.

The University of Arkansas will continue to work with state agencies and legislative leaders to ensure that the state pay plan acknowledges the need for a living wage for all of its employees. The need to make progress against the gap in university salaries and those among the private sector for skilled and manual labor will remain a priority of the institution's human resources interactions with state leaders.

A sample of classified staff titles demonstrates the challenge of recruiting and retaining qualified staff in the Northwest Arkansas region. The difference to the average is based on the annual NOARK Survey for 2007-2008 conducted by the Northwest Arkansas chapter of the Society for Human Resource Management.

Sample of Classified Staff Titles and Salary Comparisons (2007-08)

	UA Average Salary	NOARK Average Salary	Salary Difference	Percentage Difference
Custodial Worker	\$18,534	\$22,922	(\$4,387)	23.76%
Administrative Assistant	\$25,804	\$30,718	(\$4,913)	19.04%
Computer Support Specialist	\$39,512	\$50,324	(\$10,811)	27.36%
Accounting Technician	\$26,637	\$41,645	(\$15,007)	56.34%

Providing competitive salaries for the staff whose salary levels are not incorporated into the state pay plan is equally important and subject to the same resource challenges that impact the faculty salaries.

The middle management positions at the University of Arkansas include directors of critical operations such as generating data for administrative planning and reporting, directing the efforts of the university's first year experience office, and managing the university's office of research support for grants and contracts. A sample of the generic titles and salary levels for these supervisory positions shows a similar gap from the national average for these critical personnel.

Sample of Non-classified Staff Titles and Salary Comparisons (2007-08)

	UA Average Salary	CUPA Average Salary	Salary Difference	Percentage Difference
Project Program Director	\$65,855	\$86,144	(\$20,289)	23.55%
Project Program Specialist	\$43,734	\$53,398	(\$9,664)	18.09%

Note: College and University Professional Association for Human Resources (CUPA), 2007-2008 survey.

Financial Management of Public Resources

The financial viability of the University of Arkansas is sound.

As a public entity, the University of Arkansas is and will remain accountable to the people of Arkansas and to the students and families who support the institution through tuition and fees.

The university recognizes the importance of its stewardship of state funds as well as its commitment to keeping higher education affordable to current and future students. To that end, the office of the vice chancellor for finance and administration will develop a set of indices based on benchmarking to monitor its operations and to ensure transparency in its financial operations.

For much of its history, the university took an ultra-conservative approach to utilizing the institution's debt capacity. This fiscal conservativeness served the institution well for many years, but did not encourage the expansion and update of academic, research, and residence facilities and was even less practical in the face of the sustained growth in enrollment and research capability on the campus.

Fully utilizing financial capacity, carefully monitored for soundness, will allow the University of Arkansas to be more competitive with benchmark institutions who have used their bonding authority to provide critical enhancements to their facilities and residence halls.

Related Entities

The University of Arkansas Foundation and the Razorback Foundation provide critical support to the enhancement of the campus academic programs and to the operations and facilities of intercollegiate athletics. The success of these groups relies on both new gifts being generated into the foundation funds as well as the performance of the investment of those funds.

These entities are independent 501c3 organizations, and though separate from the publicly supported operations of the University of Arkansas, they augment the faculty, research and academic functions of the institution. Each has a board overseeing the financial management of the private funds donated in support of the campus and the athletic programs, but the continued success of both entities is critical to providing the resources necessary for the university's success.

University of Arkansas Foundation

	2005 FY	2006 FY	2007 FY	2008 FY	Goal 2015	Goal 2021
Endowment Value (millions)	\$692	\$763	\$877	\$859	\$1,500	\$2,500

As is true of the university as a whole, the generous support of donors is critical to the operation and maintenance of a competitive athletic program.

The athletic department supports its operations through the sale of tickets, financial agreements based on games scheduled, broadcast revenue, and private donations.

Without the support of donors through the Razorback Foundation, the department would be unable to sustain a nationally competitive program.

Razorback Foundation

	2005 FY	2006 FY	2007 FY	2008 FY	Goal 2015	Goal 2021
Number of Foundation Members	10,174	10,389	10,224	10,390	13,500	15,500
Average Gift per Donor	\$960	\$975	\$1,052	\$1,066	\$1,111	\$1,194
Annual Giving (millions)	\$9.8	\$10.1	\$10.8	\$11.6	\$15.0	\$18.5
Non-annual Gifts Rec'd (millions)	\$1.1	\$.6	\$3.0	\$.5	\$1.0	\$1.5
Total Razorback Foundation Contributions	\$10.9	\$10.8	\$13.8	\$12.2	\$16.0	\$21.0

Capital Projects/Maintenance Program

The university faces facilities challenges that are predictable for a campus whose buildings span nearly a century and a half.

In addition to the renovation and technology issues of buildings built in the 1930s through the 1970s, the fiscally and environmentally critical issues of energy consumption and sustainability have compounded the need for thoughtful planning.

Growing enrollment presents yet another challenge as the university reviews the efficient use of existing classroom and laboratory space in planning for future building needs.

In recognition of the capital and maintenance challenges, the University of Arkansas instituted a facilities fee of \$2 per credit hour that will cycle up to a cap of \$10 per credit hour phased in over the next five years. Originally conceived as a means of purchasing the local high school, the fee will continue to be phased in as a way to address both the need for additional space and the critical maintenance needs that have long gone unresolved on the university's physical plant.

Recognizing that on a campus the size of the University of Arkansas and with the challenges of the state of Arkansas' having no specific budget for funding

capital requests and deferred maintenance on a biennial basis, the University of Arkansas has undertaken a facility portfolio that identifies facility renewal needs in the context of real priorities for the university. Criteria to be incorporated into the portfolio include:

- Critical needs of the building (as measured by the equivalent facility index)
- Number of students affected (measured by student semester credit hours within the building)
- Critical program issues (accreditation, past growth, etc.)
- Emerging opportunities (national funding or gift opportunities)
- Perceptions of need by faculty, chairs, deans and the provost
- Campus master plan

As the campus leadership considers new space requirements, consideration must be given to how to add space to existing structures as well as construct new buildings to maximize land use and incorporate the additional space into the heart of the campus. Additions to buildings can be coordinated within renovations to allow for much needed laboratory, classroom and collections space.

A preliminary sample of new space needs includes:

- Nanoscale Science and Technology for support of the cutting-edge interdisciplinary research being conducted in one of the nation's fastest growing research opportunities;
- Vol Walker Hall Addition for providing space for the support of architecture students and faculty as identified by reaccreditation teams;
- Ozark Hall Addition to provide a home for the Honors College to give it a clearer identity on the campus and encourage the collaboration of faculty and students on teaching and undergraduate research activities;
- Mullins Library Addition to provide needed space for collections and upgrading library resources.

In addition to building new facilities, the maintenance and preservation of existing buildings must remain a high priority.

A list of 16 buildings with critical deferred maintenance issues was presented to the University of Arkansas Board of Trustees in November 2008.

This list just begins to address the overall campus infrastructure needs that have been delayed because of other pressing resource needs.

Discussion is needed on creating a more steady revenue stream to protect the value, appearance and functionality of the University of Arkansas campus buildings.

Buildings with Critical Deferred Maintenance

- Kimpel Hall
- Walton College of Business Building
- Science Building
- Health, Physical Education and Recreation Building
- Fine Arts Building
- Ozark Hall
- Home Economics Building
- Waterman Hall/Leflar Law Building
- Peabody Hall
- Engineering Hall
- Vol Walker Hall
- Agricultural, Food and Life Sciences Building
- Administration Building
- Mullins Library
- Men's Gymnasium
- Davis Hall
- Washington Regional Facilities for Nursing and Communication Disorders
- Bud Walton Hall for residential space
- Old Student Health Center for academic and other uses

Sustainability for the 21st Century

Created in the fall of 2007, the University of Arkansas Sustainability Council has as its task to develop, coordinate, and recommend campus sustainability projects and policies to the university community.

The council has drafted an environmental mission statement currently under consideration. The statement addresses the roles of teaching, research, and university practice to expand the awareness of students and citizens and to put into practice on the campus itself the principles of environmental sustainability.

Including students, faculty, staff, and members of the community, the council has identified seven categories, or "pillars," to guide its work and define the campus' environmental stewardship mission.

- Academics and research: To identify current curricular and research projects targeted toward sustainability and to assess the need for additional programs and courses of study in this area.
- Energy: To develop and manage a strategy to make the University of Arkansas carbon neutral.
- Water resources: To develop and coordinate water conservation projects, plans and policies that will reduce the quantity of water used from the water utility and improve the quality of water discharge from the campus.

- Food, agriculture and forestry: To develop projects related to local agriculture, locally-grown products and foster sustainability in agricultural and forestry sectors.
- Land use and development: To review and coordinate various campus strategic plans to include energy efficiency and quality of campus life
- Pollution prevention and waste minimization: To develop projects to minimize and pursue the recycling of all types of waste products.
- Social and community: To assure that sustainability is built into University of Arkansas programs and policies and to work especially with regional public and private sector projects to improve resource management.

Encouraging and Sustaining Aesthetic Appreciation

Public art defines a sense of place, brings into sharp focus the value of artistic expression, moves, delights and challenges University of Arkansas students to view the world and their place in it from a different perspective.

Beyond giving learning opportunities for students, public art and public performance have been cited in several studies as key factors in recruiting and retaining the professional work force tied to the expansion of the knowledge-based economy.

Beyond the social and aesthetic benefits of promoting the arts, the economic benefits of arts and cultural events have been documented in national and regional studies. Studies such as *Arts & Economic Prosperity III: The Economic Impact of Nonprofit Arts and Culture Organizations and Their Audiences* (artsusa.org) have quantified the positive impact on the local economy of attendance at nonprofit arts and culture events on Northwest Arkansas.

During fiscal year 2005, over \$2.1 million dollars was generated by non-resident audiences, bringing dollars into the area and supporting restaurants, hotels, clothing and other local businesses. Another \$1.8 million was generated by area residents attending arts and culture events. Without question, supporting the arts makes sound fiscal sense as well as encouraging the cohesiveness of the region.

One hallmark of a college town's nature is the ready availability of experiences in the performing arts as faculty and students pursue their collaborations in music, drama, creative writing, and the various art media. Expanding those opportunities by making concerted efforts to increase art objects in the most visible and high-traffic areas of the campus will not only support the efforts of students and faculty, but will also encourage local and distant visitors to make the University of Arkansas campus a destination of interest and appreciation.

Linking with such important partners as Fayetteville Public Library, Mullins Library, Fine Arts Gallery, Walton Arts Center and Crystal Bridges Museum, the

University of Arkansas campus itself could be added to what is becoming an “Art Trail” throughout northwest Arkansas, enhancing the reputation, visibility and intellectual development of the university.

Building on its strengths in music performance, the University of Arkansas is pursuing the possibility of becoming a Steinway campus, only the second among the SEC schools. By planning the replacements of pianos with Steinways, the university would be ensuring the continued growth and maintenance of its musical instruments through professional service and quality assurance with Steinway and Sons.

Intercollegiate Athletics and Student-Athletes

The intercollegiate athletics programs support the educational aspirations of more than 450 student-athletes. When the support for cheer and dance team members, band members and student managers, trainers, tutors and graduate students are factored in, over 1,000 students are directly affected by intercollegiate athletics.

The positive educational experience these students have outside the traditional classroom is central to the mission of university and intercollegiate athletics.

The recognition that these student-athletes have brought to the University of Arkansas throughout the country is an integral piece in maintaining the university’s national prominence. It is critical to the university’s mission to ensure that student-athletes are successful in both the classroom and in competition.

The athletics program is a public face of the university, and its success has an immediate impact on the perception of the institution as a whole.

The initial indicator of success shall be the graduation rates of student- athletes as they compare to the general student body. This comparison uses federally reported data on graduation rates for both student-athletes and the overall student body.

Student-Athlete Academic Success

	2006 AY	2007 AY	2008 AY	Goal 2015	Goal 2021
UA Student-Athlete Federal Graduation Rate	54%	49%	48%	66%	70%
Division I Student-Athlete Federal Rate	63%	63%	64%	-	-
UA Overall Federal Graduation Rates	56%	58%	57%	66%	70%

In addition to comparing the graduation rates of student-athletes to the general student body, the athletics department will monitor the average grade point average of its student-athletes. Tracking the grade point averages will allow for assessing trends in overall classroom performance.

Average Student-Athlete GPA

	2005 AY	2006 AY	2007 AY	Goal 2015	Goal 2021
Average Student-Athlete GPA	2.98	2.99	2.89	3.0	3.2

The National Collegiate Athletic Association (NCAA) has developed several measures of student success to more accurately reflect student-athletes' success rates.

The Graduation Success Rate (GSR) includes measures for students who begin in as well as transfer into the university and excludes from the cohort any student who leaves the institution while still being academically eligible to compete. Since this measure is consistent across institutions, the university will monitor the academic performance of its student-athletes on these two measures compared to the Southeastern Conference average.

NCAA Academic Success Rates

	2006 AY	2007 AY	2008 AY	Goal 2015	Goal 2021
UA Average Graduation Success Rate	64%	66%	68%	75%	80%
SEC Average Graduation Success Rate	74%	75%	77%	-	-
National Average Graduation Success Rate	77%	77%	78%	-	-

In addition to the GSR, the Academic Progress Rate (APR) was developed to track the eligibility, retention and graduation of each scholarship student-athlete by sport.

Each student-athlete has the ability to earn two points per semester for his or her team, one for retaining eligibility and one for retaining at the university. The total points are added and converted to a score with a 1,000 maximum. (The measurement allows for the earning of bonus points, providing a score that can exceed 1,000.)

Should a team score below 925 of 1,000, it can be subjected to financial aid penalties. Success in this area will be measured by monitoring the number of teams who score below 925.

Academic Progress Rate

	2005 AY	2006 AY	2007 AY	2008 AY	Goal 2015	Goal 2021
Number of Teams Below APR of 925	6	3	3	1	0	0

Athletics has the built-in accountability of wins and losses. While the health and well being of the student-athletes and their academic achievement are of primary importance, success in competition is part of the mission of the department. The Director’s Cup ranking is an overall measure of the success of the athletic programs.

Athletic Competition Success

	2005 AY	2006 AY	2007 AY	2008 AY	Goal 2015	Goal 2021
Director’s Cup Ranking	32	28	31	24	20	20
Director’s Cup Rank within SEC	6	7	6	6	5	5

National and International Visibility of the University of Arkansas

It has been said, “The University of Arkansas is one of higher education’s best kept secrets.” With its relatively low tuition, world-class faculty, award-winning students, and an endowment that is competitive with the top universities in the country, the University of Arkansas has the potential to be the university of first choice for students both within and without the borders of Arkansas.

Just as Arkansas Razorback athletics has built national visibility, so should the University of Arkansas concentrate on “telling the story” about the outstanding activities going on both on the campus and throughout the world.

By developing its reputation in the broader higher education community as well as on the national stage, the University of Arkansas can have an impact on college, school and institutional rankings, many of which are based largely on the perceptions of presidents, provosts, and deans throughout the country.

If the initiatives and opportunities offered by the university aren’t made more visible, the institution will continue to be lower in such rankings. The University of Arkansas must get the remarkable things going on here on the radar screens of those who have a significant influence on the national and international reputation of the university.

By selectively marketing the assets of the university, the institution can open up even greater opportunities for faculty, staff and students.

Attracting attention to the awards won by University of Arkansas faculty and students, to the ground-breaking research of faculty and students, both graduate and undergraduate, and to the array of programs that encourage students to study abroad will enhance the opportunities for students to further their educations, obtain better jobs, and for faculty to engage in collaborative research both at home and abroad.

Marketing the University of Arkansas is an investment for everyone associated with the institution.

Shared Responsibility for Reaching Goals

The University of Arkansas cannot meet the ambitious goals outlined herein without the concerted efforts of faculty, staff and students throughout the institution. Each unit's performance and support of these goals will be monitored through the appropriate vice chancellor to ensure that the various aspects of university business and education underlying these measures are kept on track with the overall institutional goals.

However, it is critical that the many partners of the university in government, business and the arts join with the campus in securing the resources required to make the University of Arkansas all that it can be. Only then can the state of Arkansas realize the full benefits of the university.

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