

# Minutes

## Faculty Meeting



Tuesday, April 17, 2007  
2:30 p.m., room 170, University Hall

112 faculty members present; Vice-President for Academic Affairs Samuel Sullivan called the meeting to order at 2:34 p.m.

Prior to beginning the agenda items, Dr. Sullivan called for a moment of silence in honor of the victims of the tragedy at Virginia Tech.

Dr. Sullivan accepted a motion to adopt the agenda for the meeting, made by Dr. Kim Davies. Dr. Cathy Tugmon moved to amend the agenda in order to place again on it an item that had been returned to the Faculty Policies Committee by the University Council on March 29. The University Council approves items to appear on each faculty meeting agenda, but the Faculty Manual includes provision for the FPC (or other committees or individuals) to place items on the agenda that have been turned away by the UC, if it is the wish of the originator of the measure. Dr. William Bloodworth explained the provision, its intent, and his support for it.

**Motion** – to amend the agenda, to include a proposed Faculty Manual change concerning the scholarship and financial assistance committee, proposed by the FPC.

**Discussion** – none

**Vote** – All in favor. The motion to amend and accept the agenda was approved.

### Agenda Items

**I. Minutes of the** February 27, 2007, faculty meeting were unanimously approved as distributed.

**II. Academic Policies** – Dr. Edgar Johnson

Items presented for information only – **See Attachment A**

Dr. Johnson presented the items, and he thanked his committee for its extensive work on the 284 active items handled this year, a number of which were revised and worked on more than once.

Items presented for faculty vote – **See Attachment B**

Dr. Johnson presented the items.

**Motion** – to approve both sets of Catalog changes as one. Seconded.

**Discussion** - none

**Vote** – all ayes. Both Attachments were approved for Catalog inclusion.

**III. Faculty Policies Committee** – Dr. Cathy Tugmon

*Item 1.* Lyceum Committee changes. Dr. Tugmon explained the increase in size of the committee in order to meet rotation requirements and to meet a requirement that students comprise 50 percent of the committee.

**Discussion** – none

**Vote** – all ayes. The changes were approved and the section will be added to the Faculty Manual.

*Item 2.* Post-Tenure Committee changes. Dr. Tugmon reviewed the structure of how departments currently are divided for post-tenure committees. The numbers currently are disproportionate, and the new structure evens out the number of reviews to be handled by each post-tenure committee. (See **Attachment D.**)

**Discussion** – One faculty member expressed a concern about what would happen if the single Learning Support tenure track position, currently held by a math person, were vacated and refilled with someone not in math. Dr. Tugmon responded that then the issue might have to be revisited, should that occur.

**Vote** – all ayes. The changes were approved and the section will be added to the Faculty Manual.

*Item 3.* Part-time Faculty section changes.

**Discussion** – none

**Vote** – all ayes. The changes were approved and the section will be added to the Faculty Manual.

*Item 4.* Faculty Research and Development Committee changes

Dr. Tugmon explained that the current timeline for funding approval for the committee means that funds are allocated only at the end of fall semester, which restricts the ability of faculty to conduct their work. The changes allow the committee to distribute funds earlier during fall, so faculty may use the funds in that semester. The guidelines and timeline have changed, and there's a process to set aside 15 percent of new-year money.

**Discussion** – Dr. Robert Jarman asked who makes the decision concerning the July 1 through August period? Dr. Tugmon responded that the committee of spring of that year would decide. Requests made during June, however, would be included in the pool of applications considered that fall.

Dr. Robert Bledsoe asked why the human and animal research section was deleted? Dr. Tugmon replied that it only appeared to

be deleted; it is included in the final product but not reflected in the text shown, which only shows additions.

Dr. Bledsoe also asked if some of the changes were not more operational guidelines rather than material that should be included in the Faculty Manual. The guidelines might be too rigid for the committee to have needed flexibility. Last year, for example, the committee requested and received more money late in the process, and these guidelines might prevent that. Dr. Tugmon replied that the guidelines were written broadly. Dr. Edgar Johnson asked how the guidelines would be transmitted to the committee if they were not in the Faculty Manual. Dr. Bledsoe replied that the chair would pass them to the new chair. This is better than having it in the manual, as guidelines within the committee are easier to change than the manual, and there is more flexibility as a result. Dr. Tugmon responded that the FPC had attempted to write the guidelines in broad scope to retain flexibility. The guidelines were added because the committee has been having to redefine all the steps anew each year.

Dr. Bledsoe wondered why only this committee's changes included a restriction that members may not serve consecutive terms? Dr. Tugmon replied that the committee was not singled out. The committee's entire section is reviewed during the process and it's possible this will be added to more committees' sections as the FPC reaches them. The FPC subcommittee, appointed to examine the existing committee list, will be looking at this provision for other committees.

Dr. Bledsoe asked about the funding allocation guidelines and the way in which they divide the funds among the three categories. He felt the text needed rewording because the number and amounts requested in proposals will not divide out evenly with the proposed divisions. For example, there had only been a couple of workshops recently. Dr. Tugmon replied that the guidelines apply only to the applications received. Dr. Bledsoe felt that the text could be read differently.

He also asked about use of the word "tentative" in relation to awards over the summer. Fixed dollar amounts are given. Dr. Tugmon answered that the word "tentative" is used because the money for the next year is not yet received nor is the amount to be received known when the award is made.

Dr. James Grayson asked who judges the relative significance of the proposals? Who orders them best to worst? Dr. Tugmon replied that in previous years, each proposal was given an even split of the available funds, which did not properly fund some proposals. The FPC felt they should be ranked for value. Dr. Grayson inquired as to how that ranking would be done? Dr. Tugmon replied that the ranking methodology is up to each year's

committee. Dr. Grayson felt the task of operationalizing the rankings would be difficult if not impossible. Dr. Tugmon replied that, though they are difficult, such decisions are made all the time and mentioned National Institutes of Health grants as an example. Making such decisions is the purpose of the committee. Dr. Donna Hobbs mentioned that though the guidelines are broad, there are some general guidelines within the section. Dr. Edgar Johnson felt that what the committee is asked to do is to be able to do is justify their decision. Dr. Rich Griner added that he felt that was the purpose for having the committee.

Mrs. Camilla Reid asked why the words “VPAA shall appoint” were used in the membership section. Dr. Tugmon mentioned that sometimes the committee is not active enough, or a chair leaves during the summer, and it’s important there be an option for appointments to be made. Mrs. Reid asked if this change will be added to the Faculty Manual for all committees? Dr. Tugmon replied that it may be, but this is the first committee it’s been applied to since this is the first committee to have a chair appointed at the end of an academic year.

Dr. Wendy Turner asked why the wording is even necessary. For example, the Faculty Policies Committee elects its own chair each spring without such text in the manual. Dr. Tugmon replied that it’s a different situation. The committee in question is appointed, not elected, and it is desired by the FPC that there be someone in place during the summer.

Dr. Sullivan summarized the areas of concern.

**Motion** – A motion was made and seconded to table the measure.

**Vote** – A voice vote was indeterminate and a request was made for a recorded vote. By show of hands, the vote was 49 in favor of tabling and 36 opposed. The measure was tabled.

*Item 5. Scholarship and Financial Assistance Aid Committee changes*

Dr. Tugmon reviewed the background to this measure. Ms. Helen Hendee, Executive Director of Development and Alumni Relations, requested alumni members be added to this group to encourage more alumni giving and to gain their insights. As a result, three alumni were added. Two faculty also were added to deal with scholarship issues. The University Council returned the measure to the FPC because there was concern that the additional members would dilute the student presence on the committee; additional student members were needed. After discussing the issue again, the FPC felt that because the committee does not deal with student funding, a 50/50 representation by students should not be required. There are three students on the committee, and other representatives who are alumni, so students are suitably represented.

**Discussion** – Dr. Joyce Jones yielded time to Mr. Isaac McAdams, president of the Student Government Association. Mr. McAdams noted two issues the students seek to address. The first is that the proportion of membership on the committee should not change; student opinions are important and there is benefit to their involvement. The second item to address is the wording of the changes. The SGA would like to see the word “representative” in the text changed to “alumni” to match the stated intent of the revision. It also asks for a motion that the number of student representatives be changed from three to five.

Ms. Hendee moved that the word be changed but not the number of representatives. Since 1993, alumni have participated with the committee. The revised text only codifies current practice, so there’s no need for increased numbers of students on the committee.

Dr. Sullivan ruled that the floor belonged still to Dr. Jones and ruled the motion out of order.

Dr. Jones moved to make two amendments to the proposed measure. Seconded.

**Motion to amend** – To change the word “representative” to the word “alumni,” and to change the number of student representatives from three to five.

**Discussion** – Dr. Marc Miller expressed a concern that students may face a conflict of interest if they are also allowed to apply for scholarships. Mr. McAdams replied that he removes students from the committee if they are in line for a scholarship. Dr. Pam Hayward noted that student attendance at committee meetings is poor, so the increase in student numbers would have no benefit. Mr. Eddie Howard felt that this is exactly why more students should be on the committee. A higher number would provide a greater chance to have a sufficient number of students present at the committee meetings. Dr. Wendy Turner felt that a higher number of student slots on the committee, if few students actually attended, would make reaching a quorum difficult. Dr. Jones replied that the committees can define their quorum as they wish. Mr. Howard asked if the only concern was student attendance. Dr. Donna Hobbs replied that another concern is students seeing other students private information. After discussion of this topic, Ms. Katherine Sweeney, Registrar and director of Admissions, said that she was certain the proper waivers currently were in use but that she would follow up on the issue.

**Vote** – by voice vote, the amendment was defeated.

Dr. Turner moved to amend the proposed change. Seconded.

**Motion to amend** – To change the word “representative” changed to the word “alumni.”

**Discussion** – Mr. Howard asked if the proposal could be changed to include alternates, so enough students could attend the meetings. Dr. Tugmon replied that alternates were allowed, but this option did not need to be codified in the manual.

**Vote** – by voice vote, the amendment was accepted. The word “representative” will be changed to “alumni” in the proposal.

Ms. Fay Verburg asked if the proposal excluded library faculty? Dr. Hobbs replied that library faculty were defined as included in the teaching core, so they were included.

Dr. Andy Hauger wondered why there are students on the committee? He was concerned that students wouldn't want other students seeing their scholarship application and other private information. Ms. Hendee replied that financial assistance is not revealed.

Dr. Randall Miller asked who appoints students? Dr. Tugmon replied that it was the Student Government Association's responsibility.

Dr. Jones noted that it's important to involve the students and that they bring a variety of useful views to meetings.

Dr. Johnson noted that a quick fix to the problem of privacy was to use a blind review of applications. Students needn't know the name of the applicant.

Dr. Randall Miller asked if signing of waivers poses problems with discrimination or violation of due process rights. Ms. Sweeney felt that since students have to sign waivers to join clubs, this is not a problem.

Dr. Deborah Richardson noted that it appears we're promoting more slots on committees for an overworked faculty to fill. Dr. Tugmon noted that there is a need for more slots so that junior faculty may perform committee work as part of their promotion and tenure requirements.

Hearing no further discussion, Dr. Sullivan led to a vote.

**Vote** – by voice vote, the overall proposal carried. The proposed section, as amended, will be added to the Faculty Manual.

#### **IV. Report of the President --**

Dr. William Bloodworth, turning again to the tragedy that occurred at Virginia Tech, noted his work with Mr. Jasper Cooke in Public Safety to insure the preparedness of our campus for this type and other emergencies. Mr. Cooke will be reviewing our plan, with some attention to communication.

Dr. Bloodworth and Dr. Sullivan met with the Faculty Policies Committee to discuss the results of the survey of faculty workload, which Dr. Bloodworth requested be performed. Attention will be paid to the results of the survey in relation to our mission, goals and strategic plan and in light of the COC/SACS accreditation coming in 2012.

Dr. Bloodworth noted a Senate removal of \$4.5 million from the state budget for new formula funds, almost six percent of the university system budget, as it continues toward passage.

Dr. Bloodworth requested that the faculty secretary include the recent draft text of the strategic plan guidelines provided by the Board of Regents, currently being presented in sections and under discussion by the board. (See **Attachment E**.)

#### **V. Announcements**

Dr. Sullivan expressed his thanks to the SGA students who attended the meeting and expressed their views. Dr. Jones and Mr. Howard have done a good job in working with this and other student organizations.

Dr. Sullivan also noted that Dr. Thomas Deering, dean of the college of education, will be stepping down from that position. More information will be made available as the transition progresses, but please thank him for his years of service to this university.

Dr. Sullivan reported, in connection with the Virginia Tech tragedy, of another case at Murray State University, in which a mother expressed concern for her physically challenged son after a minor fire occurred in his dormitory. She was reassured by campus officials that her son was safe, yet he was killed months later by another fire in the same dormitory. Universities must act to guarantee the safety of their students and avoid liability.

#### **Events:**

April 19 - *University Life: An International Perspective*. 2:30-3:45 p.m., W1008 Science Building. Hosted by AAUP and the International Affairs Committee

April 19 - Inspired Learning - panel discussion hosted by Augusta State University's chapter of the Honor Society of Phi Kappa Phi, 3-4:15 p.m., W1002 Science Building.

April 18 – ASU Counseling Center hosts a discussion on the Virginia Tech tragedy at noon at the counseling center.

Faculty and staff recognition week is coming. A talent event will be held May 4 and entrants are sought.

*A Raisin in the Sun* will be performed April 19 through April 22 by Augusta State University's Theatre Program.

April 15-21 is National Library Week. Free database trials are available at <http://www.aug.edu/~lejwww/>.

Commencement is May 12, beginning at 10 a.m. in the Bell Auditorium downtown.

Take back the night events and displays are this week.

Dr. Tugmon noted the reappointment of Dr. Chris Murphy as faculty marshal for ASU, and the reappointment of Mr. Jeff Heck as faculty secretary.

Dr. Sullivan mentioned that the question and answer session with an administrator, begun at the most recent faculty meeting, was successful and that the concept will be continued in future faculty meetings.

Adjourned at 3:30 p.m.

## Attachments

### Attachment A.

Items approved unanimously by Academic Policies Committee, for Information Only

1. **CHANGE:** Initial Certification in Special Education, from being earned with M.Ed. to MAT degree [pdf C0554](#)
2. **CHANGE:** deleted certification sentence and change EDUC 6010 to EDUC 6140 [pdf C0555](#)
3. **CHANGE:** description FINC 1410 [pdf C0556](#)
4. **CHANGE:** description FINC 3400 [pdf C0557](#)
5. **CHANGE:** prerequisites FINC 3405 [pdf C0558](#)
6. **CHANGE:** description FINC 3420 [pdf C0559](#)
7. **CHANGE:** description FINC 4410 [pdf C0560](#)
8. **CHANGE:** description FINC 4420 [pdf C0561](#)
9. **CHANGE:** prerequisites FINC 3400 [pdf C0562](#)
10. **CHANGE:** description ACCT 2101 [pdf C0563](#)
11. **CHANGE:** description, prerequisites ACCT 2102 [pdf C0564](#)
12. **CHANGE:** description, prerequisites ACCT 3311 [pdf C0565](#)
13. **CHANGE:** description ACCT 3312 [pdf C0566](#)
14. **CHANGE:** description, prerequisites ACCT 3321 [pdf C0567](#)
15. **CHANGE:** description, prerequisites ACCT 3331 [pdf C0568](#)
16. **CHANGE:** description ACCT 4322 [pdf C0569](#)
17. **CHANGE:** description ACCT 4332 [pdf C0570](#)
18. **CHANGE:** description, prerequisites ACCT 4350 [pdf C0571](#)
19. **CHANGE:** description ACCT 4360 [pdf C0572](#)
20. **CHANGE:** description ACCT 4370 [pdf C0573](#)
21. **CHANGE:** description, prerequisites ACCT 4380 [pdf C0574](#)
22. **CHANGE:** description ACCT 4950 [pdf C0575](#)

23. **CHANGE:** description, prerequisites, title ACCT 4999 [pdf C0576](#)
24. **CHANGE:** description, prerequisites, title ACCT 6300 [pdf C0577](#)
25. **CHANGE:** description, title ACCT 6390 to ACCT 6950 [pdf C0578](#)
26. **CHANGE:** Math and Computer Science admission requirements for majors  
[pdf C0584](#)
27. **CHANGE:** Computer Science written exit exam institutional requirement  
[pdf C0585](#)
28. **CHANGE:** Mathematics written exit exam institutional requirement [pdf C0586](#)
29. **CHANGE:** BS Science with Secondary Teaching Certification graduation  
requirement [pdf C0587](#)
30. **CHANGE:** MS Psychology degree requirements [pdf C0588](#)
31. **CHANGE:** description and prerequisites ART 2212 [pdf C0589](#)
32. **CHANGE:** description ART 3213 [pdf C0590](#)
33. **CHANGE:** description and prerequisites ART 4214 [pdf C0591](#)
34. **CHANGE:** description ART 3222 [pdf C0592](#)
35. **CHANGE:** description and prerequisites ART 3331 [pdf C0593](#)
36. **CHANGE:** description ART 3332 [pdf C0594](#)
37. **CHANGE:** description ART 3333 [pdf C0595](#)
38. **CHANGE:** prerequisites BIOL 4990 [pdf C0596](#)
39. **CHANGE:** delete SOCI 4422 from major and catalog [pdf C0599](#)
40. **CHANGE:** delete SOCI 4422 from minor [pdf C0600](#)
41. **CHANGE:** delete SOCI 3350 from major and catalog [pdf C0601](#)
42. **CHANGE:** delete SOCI 3350 from minor [pdf C0602](#)
43. **CHANGE:** delete SOCI 3360 from major and catalog [pdf C0603](#)
44. **CHANGE:** delete SOCI 3360 from minor [pdf C0604](#)
45. **CHANGE:** description, title SOCI 2241 [pdf C0605](#)
46. **CHANGE:** undergraduate minor in economics [pdf C0608](#)

47. **CHANGE:** prerequisites ECON 2105 [pdf](#) C0609
48. **NEW COURSE:** ECON 4830 Public Sector Economics and Policy Analysis (3-0-3) [pdf](#) C0612
49. **NEW COURSE:** ACCT 6380 Governmental and Institutional Accounting (3-0-3) [pdf](#) C0613
50. **NEW COURSE:** ACCT 6370 Advanced Accounting (3-0-3) [pdf](#) C0614
51. **NEW COURSE:** ACCT 6322 Cost Management (3-0-3) [pdf](#) C0615
52. **NEW COURSE:** ACCT 6332 Advanced Federal Income Taxation (3-0-3) [pdf](#) C0616
53. **CHANGE:** description FINC 6400 [pdf](#) C0617
54. **CHANGE:** title, description FINC 6490 [pdf](#) C0618
55. **CHANGE:** new MPA track, Homeland Security [pdf](#) C0619
56. **NEW COURSE:** PADM 6351 Introduction to Homeland Security (3-0-3) [pdf](#) C0620
57. **NEW COURSE:** PADM 6352 The Unconventional Threat (3-0-3) [pdf](#) C0621
58. **CHANGE:** major from BA: English Concentrating in Professional Writing to English Rhetoric and Composition [pdf](#) C0622
59. **CHANGE:** major in English Concentrating in Creative Writing [pdf](#) C0623
60. **CHANGE:** new course COMW 3600; change description, prerequisites ENGL 3600 [pdf](#) C0624
61. **CHANGE:** new course COMW 3620; change prerequisites, ENGL 3620 [pdf](#) C0625
62. **CHANGE:** new course COMW 3630; change description, prerequisites ENGL 3630 [pdf](#) C0626
63. **CHANGE:** new course COMW 3650; change description, prerequisites ENGL 3650 [pdf](#) C0627
64. **CHANGE:** new course COMW 3680; change description, prerequisites ENGL 3680 [pdf](#) C0628
65. **CHANGE:** description, prerequisites ENGL 3683 [pdf](#) C0629
66. **CHANGE:** prerequisites ENGL 3640 [pdf](#) C0630
67. **CHANGE:** prerequisites ENGL 4601 [pdf](#) C0631

68. **CHANGE:** prerequisites ENGL 4602 [pdf](#) C0632
69. **CHANGE:** prerequisites ENGL 4630 [pdf](#) C0633
70. **CHANGE:** prerequisites ENGL 4640 [pdf](#) C0634
71. **CHANGE:** title COMP 3502 [pdf](#) C0637
72. **CHANGE:** description, prerequisites COMP 4500 [pdf](#) C0638
73. **NEW COURSE:** COMD 2210 Introduction to Theatre (3-0-3) [pdf](#) C0639
74. **NEW COURSE:** COMD 3750 Scenography I (3-0-3) [pdf](#) C0640
75. **NEW COURSE:** Scenography II (3-0-3) [pdf](#) C0641
76. **NEW COURSE:** COMD 3850 Stage Management (3-0-3) [pdf](#) C0642
77. **NEW COURSE:** COMD 3100 Performance Practicum (Var. 1-2) [pdf](#) C0643
78. **NEW COURSE:** COMD 3200 Production Practicum (Var. 1-2) [pdf](#) C0644
79. **CHANGE:** major BA Communications, Drama track [pdf](#) C0645
80. **CHANGE:** Theatre Minor [pdf](#) C0646
81. **CHANGE:** core curriculum for all majors in Communications and Professional Writing, except Theatre [pdf](#) C0647
82. **CHANGE:** title, description, prerequisites COMD 3211 to COMD 2250 [pdf](#) C0648
83. **CHANGE:** course number, prerequisites COMD 3212 to COMD 3250 [pdf](#) C0649
84. **CHANGE:** prerequisites COMD 4210 [pdf](#) C0650
85. **CHANGE:** course number, title, description COMD 2500 to COMD 2100 [pdf](#) C0651
86. **CHANGE:** course number, title, description COMD 2510 to COMD 2200 [pdf](#) C0652
87. **CHANGE:** hours, description, prerequisites COMD 2250 [pdf](#) C0653
88. **CHANGE:** prerequisites COMD 3710 [pdf](#) C0654
89. **CHANGE:** delete COMD 3410 [pdf](#) C0655
90. **CHANGE:** delete COMD 3811 [pdf](#) C0656

91. **CHANGE:** delete COMD 3812 [pdf](#) C0657
92. **CHANGE:** BA major in Communications, Professional Writing track addition  
[pdf](#) C0658
93. **NEW COURSE:** COMT 3055 History of Film II - 1960 to present (3-0-3)  
[pdf](#) C0659
94. **NEW COURSE:** BIOL 1150 Bioscientific Terminology (1-0-1) [pdf](#) C0660
95. **NEW COURSE:** BIOL 3370 Neurobiology (3-0-3) [pdf](#) C0661
96. **CHANGE:** Biology graduation requirements [pdf](#) C0662
97. **CHANGE:** prerequisites BIOL 3400 [pdf](#) C0663
98. **CHANGE:** course number, prerequisites CSCI 4271 to CSCI 3271 [pdf](#) C0664
99. **CHANGE:** title, description CSCI 4711 [pdf](#) C0665
100. **CHANGE:** title, description CSCI 4712 [pdf](#) C0666
101. **CHANGE:** description CSCI 3410 [pdf](#) C0667
102. **NEW COURSE:** CSIA 3100 Principles of Information Security and Assurance (3-0-3) [pdf](#) C0668
103. **NEW COURSE:** CSCI 2100 Introduction to Computer Networking (3-0-3)  
[pdf](#) C0669
104. **NEW COURSE:** CSIA 2200 System Administration (3-0-3) [pdf](#) C0670
105. **NEW COURSE:** CSCI 3030 Mathematical Structures for Computer Science (3-0-3) [pdf](#) C0671
106. **CHANGE:** major in Computer Science [pdf](#) C0672
107. **CHANGE:** course numbers and one title in various business courses ACCT 6390 to ACCT 6950; BUSA 6950 title; ECON 6890 to ECON 6950; FINC 6490 to FINC 6950; MGMT 6590 to MGMT 6950; MINF 6690 to MINF 6950; MKTG 6790 to MKTG 6950; QUAN 6690 to QUAN 6950 [pdf](#) C0673
108. **NEW COURSE:** MGMT 6530 Labor and Management Relations [pdf](#) C0674

## Attachment B.

Items requiring faculty vote

1. **NEW COURSE:** MATH 5110 Introduction to Biostatistics (3-0-3) [pdf](#) C0579
2. **NEW COURSE:** MATH 5210 Linear Models (3-0-3) [pdf](#) C0580
3. **NEW COURSE:** MATH 5220 Estimation and Hypothesis Testing (3-0-3)  
[pdf](#) C0581
4. **NEW COURSE:** MATH 5320 Time to Event Data Analysis (3-0-3) [pdf](#) C0582
5. **CHANGE:** Add track in Biostatistics [pdf](#) C0583
6. **CHANGE:** change description BIOL 1101 [pdf](#) C0597
7. **CHANGE:** change description BIOL 1102 [pdf](#) C0598
8. **CHANGE:** change title, description SOCI 4442 WMST 4442 [pdf](#) C0606
9. **CHANGE:** ASU admissions requirements [pdf](#) C0607
10. **NEW COURSE:** ECON 3105 Intermediate Macroeconomics [pdf](#) C0610
11. **NEW COURSE:** ECON 3106 Intermediate Microeconomics [pdf](#) C0611
12. **NEW COURSE:** SABR 2001 Study Abroad in Humanities: Archaic to  
Renaissance [pdf](#) C0635
13. **NEW COURSE:** SABR 2002 Study Abroad in Humanities: Baroque to  
Modern [pdf](#) C0636

## Attachment C.

### 1. Lyceum Committee

FROM:

**204.15 The Lyceum Committee**  
**204.15.1 Membership**

The Lyceum Committee shall consist of **six** students, **six** faculty members, and ten ex officio members. One voting faculty member each will be recommended by the Deans of the Hull College of Business Administration and the College of Education; the Chairs of the Department of **Languages, Literature, and Communications and the Department of Fine Arts**; and two others at large recommended by the Committee-on-Committees. Two new faculty members will rotate on each year to serve three-year terms. It is recommended that new student members serve two-year terms, with three new students rotating on each fall.

The ex officio, non-voting members will be the Grover C. Maxwell Performing Arts Theater manager, the Director of the **Fine Arts Center** Gallery, the Director of Public Relations, the Dean of Students, the Chairs of the Cullum Committees, the Director of the Honors Program, the Director of Women's Studies, the Director of the Sand Hills Writers Conference, and the Director of Student Activities who shall serve as the committee chair.

TO:

**204.15 The Lyceum Committee**  
**204.15.1 Membership**

The Lyceum Committee shall consist of **nine** students, **nine** faculty members, and **a number of** ex officio members as indicated.

One voting faculty member each will be recommended by the Deans of the Hull College of Business Administration and the College of Education; the Chairs of the **departments of English and Foreign Languages; Communications and Professional Writing; Music; Art** and **three** others at large recommended by the Committee-on-Committees. **Three** new faculty members will rotate on each year to serve three-year terms. It is recommended that new student members serve **three**-year terms, with three new students rotating on each fall.

The ex officio, non-voting members will be the Grover C. Maxwell Performing Arts Theater manager, the Director of **New Space** Gallery, the Director of Public Relations, the Dean of Students, the Chairs of the Cullum Committees **for the current and upcoming academic years**, the Director of the Honors Program, the Director of Women's Studies, the Director of the Sand Hills Writers Conference, and the Director of Student Activities who shall serve as the committee chair.

## 2. Post-tenure review

FROM:

### **460.2 Procedure**

All units will conduct cumulative reviews of tenured members of the corps of instruction, except for the president, vice presidents, and deans. This review shall be conducted by tenure review committees in each of the three colleges. **There will be one committee in the Hull College of Business Administration and one committee in the College of Education.** Because of its size, the Pamplin College of Arts and Sciences will have three tenure review committees:

- **one will review candidates from the departments of Learning Support, Fine Arts, Languages, Literature, and Communications, and the Library;**
- **one will review candidates from the departments of History, Anthropology and Philosophy, Political Science, Psychology, and Sociology;**
- **and one will review candidates from the departments of Biology, Chemistry and Physics, Mathematics and Computer Science, and Nursing.**

All members of the tenure review committees in all colleges must be tenured faculty. The Faculty Policies Committee will appoint the members of these committees to serve one year terms. **The committees will have four members each. From this pool of four the faculty member being reviewed will select three to be his or her committee.**

**In the three review committees in the Pamplin College of Arts and Sciences, all four represented departments or units will have a representative on the committee. Committee members in the College of Education must also represent the departments in that college. Because the Hull College of Business Administration is not divided into departments, at least one review committee member must come from another college. This committee member must be a part of the candidate's review committee.**

Any necessary exception to this procedure will be implemented by the Faculty Policies Committee.

TO:

### **460.2 Procedure**

All units will conduct cumulative reviews of tenured members of the corps of instruction, except for the president, vice presidents, and deans. This review shall be conducted by tenure review committees in each of the three colleges. **There will be one committee of four in the College of Education and one committee of four in the Hull College of Business Administration. Committee members in the College of Education must represent each of the three departments (Educational Leadership, Counseling & Special Education; Kinesiology and Health Science; and Teacher Education). The fourth review member may come from another college. Because the Hull College of Business Administration is not divided into departments, at least one review member must come from another college. This committee member must be a part of the candidate's review committee.**

Because of its size, the Pamplin College of Arts and Sciences will have three tenure review committees **each consisting of a representative from each department named:**

- **one will review candidates from the departments of Art; Music; English and Foreign Languages; and Communications and Professional Writing (four members)**

- one will review candidates from the departments of History, Anthropology and Philosophy; Political Science; Psychology; Sociology, Social Work, and Criminal Justice; and the Library (five members)

- and one will review candidates from the departments of Biology; Chemistry and Physics; Mathematics and Computer Science; Nursing; and Learning Support (five members).

All members of the tenure review committees in all colleges must be tenured faculty. The Faculty Policies Committee will appoint the members of these committees to serve one year terms. **From this pool, the faculty member being reviewed will select three to be his or her reviewers.** Any necessary exception to this procedure will be implemented by the Faculty Policies Committee.

### 3. Part-time Faculty qualifications

FROM:

#### **570 PART-TIME FACULTY, QUALIFICATIONS**

When encountered in the classroom, part-time faculty represent the Corps of Instruction of Augusta State University.

Since effective teaching and specific subject expertise are criteria in selection (and ultimately promotion and retention) of full-time faculty, it is essential that these qualities be carefully evaluated in the selection of part-time faculty as well. Part-time faculty teaching at the undergraduate level (other than physical education activities courses) must have completed 18 graduate semester hours (30 graduate quarter hours) in their teaching fields and hold a master's degree. Part-time faculty teaching at the graduate level must hold the highest earned degree in their disciplines. In certain exceptional cases, unique experience and demonstrated competence may substitute for advanced academic preparation. However, written documentation by the appropriate departmental chair *must* clearly justify each exception; and, in all instances, minimum formal academic preparation must be equal to the degree level at which the faculty member is teaching. Part-time faculty who teach Learning Support, Critical Reading (ENG 051), and Expository Writing (ENG 052) must have a bachelor's degree in a field related to their teaching assignment and either classroom experience in a field related to their teaching assignment or graduate training in remedial education.

TO:

#### **570 PART-TIME FACULTY, QUALIFICATIONS**

When encountered in the classroom, part-time faculty represent the Corps of Instruction of Augusta State University.

Since effective teaching and specific subject expertise are criteria in selection (and ultimately promotion and retention) of full-time faculty, it is essential that these qualities be carefully evaluated in the selection of part-time faculty as well. Part-time faculty teaching at the undergraduate level (other than physical education activities courses) must have completed 18 graduate semester hours (30 graduate quarter hours) in their teaching fields and hold a master's degree. Part-time faculty teaching at the graduate level must hold the highest earned degree in their disciplines. In certain exceptional cases, unique experience and demonstrated competence may substitute for advanced academic preparation. However, written documentation by the appropriate departmental chair *must* clearly justify each exception; and, in all instances, minimum formal academic preparation must be equal to the degree level at which the faculty member is teaching. Part-time faculty who teach Learning Support, **Regent's Reading Skills (RGTR 0198), and Regent's Writing Skills (RGTE 0199)** must have a bachelor's degree in a field related to their teaching assignment and either classroom experience in a field related to their teaching assignment or graduate training in remedial education.

#### 4. Faculty Research and Faculty Development Committee

FROM:

***204.9 The Faculty Research and Faculty Development Committee***  
***204.9.1 Membership***

The Faculty Research and Faculty Development Committee shall consist of one representative (ex officio and non-voting) of the Augusta State University Research Center, the Director of Grants and Sponsored Programs (ex-officio and non-voting), and six additional faculty members (one from the Hull College of Business Administration, one from the College of Education, and four from the Pamplin College of Arts and Sciences).

**204.9.2 Responsibilities**

The committee shall review research and development proposals by faculty members and allot funds from those budgeted for this purpose and refer to the Oversight Committee on Human and Animal Research any research proposals involving human or animal subjects for that body's review, with funding subject to that committee's approval. The Faculty Research and Faculty Development Committee will maintain, distribute, and adhere to the Operational Guidelines for the research and development proposals. This committee reports to the Vice President for Academic Affairs.

TO:

***204.9 The Faculty Research and Faculty Development Committee***  
***204.9.1 Membership***

The Faculty Research and Faculty Development Committee shall consist of one representative (ex officio and non-voting) of the Augusta State University Research Center, the Director of Grants and Sponsored Programs (ex-officio and non-voting), and six additional faculty members (one from the Hull College of Business Administration, one from the College of Education, and four from the Pamplin College of Arts and Sciences).

They shall serve a term of two years. Members are not eligible to serve two consecutive terms. **Prior to the end of each Spring Semester, members shall elect (or the VPAA shall appoint) the chair for the coming academic year. The chair shall be elected from among those members whose committee service will continue into that academic year.**

**204.9.2 Responsibilities**

The Faculty Development and Faculty Research Committee is charged with evaluating proposals for funding support for faculty development and faculty research. As such, they are tasked with determining the significance of the proposals and the work for which funding is sought. Additionally, the committee is charged with recommending the allocation of available funding among the set of proposals submitted in a given application period.

**Proposal Evaluation Criteria**

In the context of faculty research, the term "significant" is assumed to refer to contributions made to Augusta State University's reputation as a place where scholarly and creative endeavors are valued and where quality work is being done. Significant scholarly or creative endeavors typically include research or creative work and presentation or publication of original research or creative work to peers through conference presentations, conference proceedings, journal publications, book publications, or other scholarly media. All such activities are construed as making a valuable and meaningful contribution to ASU's reputation as an institution where scholarship is taken seriously and are deemed, in this sense, to be "significant."

In the context of faculty development, the term "significant" is assumed to embrace the concept that faculty development is a core value of Augusta State University and must also be supported by the institution. Significant faculty development should be considered to include training sessions, workshops, or even additional graduate training since the tuition remission program is not readily available for study at out-of-state institutions.

Attendance at a conference as a discussant or attendee does represent important scholarly activity and should therefore not be precluded from funding consideration. However, such pursuits do not contribute to ASU's scholarly reputation as conspicuously as research productivity. Consequently, requests for funding to travel to present or generate original research may receive higher priority than requests for funding to attend a conference, even as a discussant or session leader.

In some instances, both faculty research and faculty development will qualify for external funding that requires matching funds. These proposals would also be considered "significant" in that they bring the attention of important funding institutions to work being done at Augusta State University.

In summary, FDFR funding should be available to support the following: research or creative work; presentation or publication of research or creative work; and faculty development, as well as travel to support any of these activities. This policy should not be considered to exclude other forms of faculty research or faculty development that may arise in the future.

### **Funding Allocation Guidelines**

Proposals should be considered on the basis of merit, but as much as possible, funding should be allocated among the three categories of qualified work with each receiving a significant portion of the funding. It is the responsibility of the applicant to clearly demonstrate the significance of the work for which he or she is seeking funding. This explanation must be one that is clear to scholars from diverse fields.

### **Timeline**

The chair of the committee shall be appointed at the last meeting of the academic year and should be a member who is completing the first year of a two year appointment. To facilitate timely payment to faculty, the chair may authorize payment for work completed during the summer months without having to convene the entire committee. The chair shall convene the committee by the first week of September to finalize the budget for the current fiscal year\*.

The timeline for submitting proposals is summarized in the table.

<b>Call for proposals</b>	<b>Proposals due</b>	<b>Funding notification to applicant</b>	<b>Twelve months covered</b>
14 calendar days before fall midterm	Midterm fall semester	October 15th	Current fiscal year - July past to June 30 future
14 calendar days before spring midterm	Midterm spring semester	March 15th	Beginning of current academic year to beginning of next academic year*

\* Awards for July 1 until beginning of next academic year (approximately 6 weeks) will receive tentative awards pending finalization of academic year funding. It is recommended that the total awarded funding for proposals during this time period not exceed 15% of total anticipated funding.

## 5. Scholarship and Financial Assistance Committee

(returned to agenda by amendment, during the faculty meeting)

FROM:

### ***204.22 The Scholarship and Financial Assistance Committee***

#### ***204.22.1 Membership***

The committee shall consist of four faculty members (one from the College of Business Administration, one from the College of Education, and two from the College of Arts and Sciences), three students, **the Director of Financial Aid (ex officio and non-voting)**, the Registrar and Director of Admissions or his/her designee (ex officio and non-voting), and **a representative of the Vice President for Business and Student Services (ex officio and non-voting)**.

TO:

### ***204.22 The Scholarship and Financial Assistance Committee***

#### ***204.22.1 Membership***

The committee shall consist of **six teaching** faculty members (one from the College of Business Administration, one from the College of Education, two from the College of Arts and Sciences **and two at large**), **up to three representatives appointed by the Executive Director of Development and Alumni Relations**, three students, **the Director of Financial Aid or his/her designee (ex officio and non-voting)**, the Registrar and Director of Admissions or his/her designee (ex officio and non-voting), and **a representative of the Vice President for Business Operations (ex-officio and non-voting)**.

## Attachment D.

### Post Tenure Review Committee Issue

CURRENT CONFIGURATION:	Tenure Track	Tenured
Committee 1:		
Learning Support	1	(1)
Art	7	(6)
Music	10	(7)
English and Foreign Languages	24	(14)
Communication and Professional Writing	12	(8)
The Library	<u>8</u>	<u>(4)</u>
total	62	40
Committee 2:		
History, Anthropology and Philosophy	11	(7)
Political Science	9	(5)
Psychology	10	(6)
Sociology	<u>10</u>	<u>(5)</u>
total	40	23
Committee 3:		
Biology	13	(8)
Chemistry and Physics	10	(7)
Mathematics and Computer Science	17	(14)
Nursing	<u>9</u>	<u>(3)</u>
total	49	32
PROPOSED CONFIGURATION:	Tenure Track	Tenured
Committee 1:		
Art	7	(6)
Music	10	(7)
English and Foreign Languages	24	(14)
Communication and Professional Writing	<u>12</u>	<u>(8)</u>
total	53	35
Committee 2:		
History, Anthropology and Philosophy	11	(7)
Political Science	9	(5)
Psychology	10	(6)
Sociology	10	(5)
The Library	<u>8</u>	<u>(4)</u>
total	48	27
Committee 3:		
Biology	13	(8)
Chemistry and Physics	10	(7)
Mathematics and Computer Science	17	(14)
Nursing	9	(3)
Learning Support	<u>1</u>	<u>(1)</u>
total	50	33

## Attachment E.

### Board of Regents Strategic Planning Process Update March 16, 2007

#### **Strategic Goal One: Renewing excellence in undergraduate education to meet students' 21st century educational needs.**

**A. Action:** Consistent with transferability, restructure the core curriculum to focus on a common System set of competencies that reflect the knowledge and skills expected of an educated person in the 21st century.

- Timeline: 2007 to 2012.
- FY08 objective: Establish the implementation structure for the project, produce initial core curriculum competency recommendations, and design initial core curriculum framework.
- FY09 objective: Establish assessment structure for core competencies.
- Lead USG staff: President Dorothy Leland, working with Academic Affairs and campus planning teams of faculty and academic officers.
- Report to BOR: Spring 2008.

**B. Action:** Increase institutional six-year baccalaureate degree graduation rates by at least one percent per year so that USG exceeds the national average by 2015; increase three-year associate degree graduation plus transfer rates by at least one percent per year.

- Timeline: 2007 to 2015.
- FY08 objective: Implement the initial recommendations of the System-level project team on Retention, Progression, and Graduation.
- Evaluate the effectiveness of the new RPG programs established through strategic budget allocations at five institutions.
- Lead USG staff: President Grube, working with Academic Affairs.
- Report to BOR: Fall 2007, when retention and graduation data are available.

**C. Action:** Ensure high-quality, consistent academic advisement for students to improve student engagement and success.

- Timeline: 2007 to 2012.
- FY08 objectives:
  - Implement the initial recommendations of the System-level project team on Advisement.
  - Make full use of technology so that course scheduling is simplified, allowing for better use of faculty time in advising.
  - Develop metrics for knowing when and by how much advisement has improved.
- Lead USG staff: President Zaccari, working with Academic Affairs.
- Report to BOR: Spring 2008.

**D. Action:** Increase study-abroad participation from 21% of baccalaureate degree graduates to 25% of baccalaureate degree graduates by 2012.

- FY08 objective: Adopt a new policy to facilitate improved

management of study abroad programs.

- Lead USO staff: Academic Affairs.
- Report to BOR: Fall 2007.

**E. Action:** Consistent with the need to attract and retain the best and brightest faculty members to the USG, support and reward faculty members who make a meaningful contribution to undergraduate student learning and success, in addition to their commitment to research and scholarship.

- Timeline: 2007 to 2012, in tandem with A above.
- FY08 objectives:
  - Develop policies for Board consideration on undergraduate faculty work that include faculty contributions in areas such as student advising, experiential learning, mentoring, instructional innovation, the scholarship of teaching and learning, the scholarship of engagement, and collaborative institutional planning aimed at improving student learning.
  - Identify campus pilot programs on experiential learning that can be replicated at other institutions.
  - Create a Regents distinguished faculty title in recognition of outstanding undergraduate instruction.
- Lead USO staff: Academic Affairs.
- Report to BOR: Spring 2008.

## **Strategic Goal Two: Creating enrollment capacity to meet the needs of 100,000 additional students by 2020.**

**A. Action:** Increase the use of access institutions from 26% of System enrollment to 30% of System enrollment to meet higher education needs.

- Timeline: 2007 to 2012.
- FY08 objectives:
  - Make creating additional enrollment capacity one factor in strategic budget allocations in May 2007 BOR meeting.
  - Assign responsibility for meeting needs for access institutions to specific state and two-year colleges at the June 2007 BOR meeting.
  - Develop long-range plans for providing access to two-year colleges in areas of the state with limited geographic access.
  - Use increasing capacity as one factor in allocating strategic capital category in August 2007 BOR meeting.
  - Create an internal USO process for assessing need, reviewing location of branch sites for access institutions, and providing recommendations to the BOR.
- Lead USO staff: Access Sector Head, working with Facilities, Fiscal Affairs, Academic Affairs, and President Pierce's planning team.
- Report to BOR: Spring 2008.

**B. Action:** Create a more robust tier of comprehensive universities, increasing from 42% of System enrollment to 46% of System enrollment.

- Timeline: 2007 to 2012.
- FY08 objectives:

- Make creating additional enrollment capacity one factor in strategic budget allocations in May 2007 BOR meeting.
- Set enrollment targets through 2012 for the comprehensive universities at the June 2007 BOR meeting.
- Use as one factor in allocating strategic capital category in August 2007 BOR meeting.
- Create pathways to more differentiation of mission within the comprehensive university sector:
  1. Create a distinct, recognized set of limited doctoral granting institutions with strong undergraduate and master's programs to retain more students in Georgia who desire a traditional college experience.
  2. Develop further specialized strengths and missions: Liberal arts, fine arts, HBCUs, and technology, to name four.
- Lead USO staff: Comprehensive University Sector Head, working with Facilities, Fiscal Affairs, Academic Affairs and President Pierce's planning team.
- Report to BOR: Spring 2008.

**C. Action:** Increase the joint use of facilities within the USG and with external partners.

- Timeline: 2007 to 2012.
- FY08 objectives:
  - Use as one factor in allocating strategic capital category in August 2007 BOR meeting.
  - Evaluate the effectiveness and efficiency of existing academic programs of access institutions operating at comprehensive universities and of comprehensive universities operating at access institution sites.
  - Create standard operating models for access institutions operating at comprehensive university locations and for comprehensive universities operating at access institution sites.
- Lead USO staff: Academic Affairs/Facilities.
- Report to BOR: Summer 2008.

**D. Action:** Position the USG among the leading systems in distance education by increasing the percentage of semester credit hours generated by distance learning from its current level of 4% to a level of 10% by 2012.

- FY08 objectives:
  - Implement an on-line master's degree in education in Spring 2008.
  - Develop an RFP process to award a "franchise" for a specific on-line degree program to a particular institution and award an initial set of "franchises."
  - Phase in System standards for Prior Learning Assessment to give students credit for the knowledge and skills they already have and to shorten their time to competency, when warranted, in specified degree programs.
- Lead USO staff: Academic Affairs.

- Report to BOR: Summer 2008.

**E. Action:** Optimize the use of current capacity.

- Timeline: 2007 to 2012.
- FY08 objectives:
  - Explore alternative tuition models within the context of the Fixed-for-Four Guaranteed Tuition Plan.
  - Survey students on their attitudes toward off-peak tuition pricing to estimate price sensitivity.
- Lead USO staff: Fiscal Affairs.
- Report to BOR: May 2007.

**Strategic Goal Three: Increasing the USG's participation in research and economic development to the benefit of a Global Georgia.**

**A. Action:** Move USG universities from their current rank as 16th in expenditures of federal funds to the top twelve by 2015.

- FY08 objectives:
  - Use as one factor in allocating strategic capital category in August 2007 BOR meeting.
  - Explore a state matching program to provide some portion of matching dollars for federal and industry dollars received for research, to increase incentives for federal and industry research funding.
  - Develop plan for improving graduate education in targeted areas, including meeting the needs for competitive graduate student recruitment.
  - Other FY08 objectives still under continuing discussion.
- Lead USO staff: Academic Affairs.
- Report to BOR: Fall 2007.

**B. Action:** Increase the number of health profession graduates in USG institutions.

- Timeline: 2007 to 2012.
- FY08 objectives:
  - Planning for expansion of MCG in medicine and dentistry.
  - Implement the recommendations of the System-level Task Force on Health Professions.
    1. Meet targeted increase in nurses.
    2. Increase the production of nursing faculty.
    3. Create a System-level health policy unit.
    4. Specific commitments to increase health profession graduates and timeline still under discussion.
  - Use as one factor in allocation of strategic capital category.
- Lead USO staff: Academic Affairs.
- Report to BOR: Summer 2007.

**C. Action:** Create a long-term, System-level academic program plan for workforce development.

- Timeline: 2007 to 2012.

- FY08 objectives:
  - Identify future workforce needs.
  - Align ICAPP initiatives with the Strategic Industry needs of the state as identified by the Commission for a New Georgia.
- Lead USO staff: Economic Development/Academic Affairs, working with President Rossbacher's planning team.
- Report to BOR: Fall 2007.

**Strategic Goal Four: Strengthening the USG's partnerships with the state's other education agencies.**

**A. Action:** Endorse and help implement the goals adopted by the Alliance of Education Agency Heads: (1) Increase the high school graduation rate, decrease high school drop-out rate, and increase post-secondary enrollment rates; (2) improve workforce readiness skills; (3) strengthen teacher quality, recruitment, and retention; (4) develop strong educational leaders, particularly at the building level; and (5) improve the SAT/ACT scores of Georgia students.

- Timeline: 2007-2012.
- FY08 objectives: Act as the lead agency on specific AEAH strategies:
  - Recommend policy changes in accelerated learning options.
  - Create a pre-K through college student tracking system.
  - Implement Early College and Gateway to College programs.
  - Begin implementation of the recommendations of the System-level project on STEM.
  - Meet targeted increase in teachers.
  - Provide high-level support for the American Diploma Project.
  - Redesign preparation programs for school leaders.
- Lead USO staff: P-16/Academic Affairs, working with President Patton's System-level team and President Burran's planning team.
- Report to BOR: Fall 2007.

**B. Action:** Create a closer working relationship with DTAE.

- Timeline: 2007-2012.
- FY08 objectives:
  - o Identify opportunities for joint programming.
  - o Identify opportunities for efficiency at geographically close institutions.
  - o Adopt a System-level approach to articulation of collegelevel courses.
- Lead USO staff: Access Sector Head/Academic Affairs/Fiscal Affairs.
- Report to BOR: Fall 2007.

**Strategic Goal Five: Maintaining affordability so that money is not a barrier to participation in the benefits of higher education.**

**A. Action:** Establish a need-based financial aid program to improve access and

the likelihood of graduation.

- Timeline: 2007-2012.
- FY08 objectives:
  - Identify a need-based aid strategy, identifying funding alternatives and mechanisms.
  - Prepare need-based aid policies/legislation.
- Lead USO staff: Fiscal Affairs.
- Report to BOR: Spring 2008.

### **Strategic Goal Six: Increasing efficiency, working as a System.**

**A. Action:** Without compromising academic quality, increase efficiency of backoffice functions to best-in-class standards.

- Timeline: 2007 to 2012.
- FY08 objectives:
  - Identify best-in-class standards for back office functions.
  - Begin consolidation of back office functions, where appropriate.
- Lead USO staff: Fiscal Affairs, working with President Bell's planning team.
- Report to BOR: Spring 2008.

**B. Action:** Develop a leadership culture within the University System.

- Timeline: 2007 to 2012.
- FY08 objectives:
  - Create a System-level human resources function.
  - Implement the recommendations of the System-level project on employee training and development.
- Lead USO staff: Administrative and Fiscal Affairs, working with President Clough's System-level team and with Academic Affairs for faculty initiatives.
- Report to BOR: Spring 2008.

**C. Action:** Engage the workforce in a process improvement initiative.

- Timeline: 2007 to 2012.
- FY08 objectives:
  - Implement Lean Six Sigma training program.
  - Create incentive compensation plan.
  - Develop customer service metrics.
- Lead USO staff: Administrative and Fiscal Affairs.
- Report to BOR: Spring 2008.

**D. Action:** Implement a System-level energy conservation initiative to move USG institutions to best-in-class energy usage levels.

- Timeline: 2007 to 2012.
- FY08 objectives:
  - Identify energy conservation opportunities.
  - Set energy conservation targets.
- Lead USG staff: President Adams, working with Facilities.
- Report to BOR: Spring 2008.

**E. Action:** Create the staff and innovative programmatic capacity within the USO to respond to key needs within the state.

- Timeline: 2007 to 2012.
- FY08 objectives:
  - Identify key areas of strategic need across the System, develop policy/action units, and attract talent.
  - Establish working relationships among USG institutions in key areas of strategic need.
  - Attract grant support for the work of these units.
- Lead USG staff: Academic Affairs.
- Report to BOR: Spring 2008.

**F. Action:** Expand System-level projects for presidents.

- FY08 objective: Implement Phase II by adding five to ten more projects.
- Lead USO staff: Chancellor's Office.
- Report to BOR: Fall 2007.

**G. Action:** Establish accountability metrics for the System.

- FY08 objective: Publish baseline accountability metrics.
- Lead USO staff: Administrative and Fiscal Affairs/Academic Affairs.
- Report to the BOR: Fall 2007