

Minutes

Faculty Meeting



Tuesday, December 2, 2008
2:30 p.m., room 170, University Hall

110 faculty members present; President Bloodworth called the meeting to order at 2:32 p.m.

Agenda Items

- I. **Approval of the Minutes** from November 4, 2008, available at:
http://www.aug.edu/faculty_secretary/facmin_11_04_2008_draft.pdf

The minutes were unanimously approved as distributed.

II. **Faculty Policies Committee** – Dr. Tom Crute

1. Removal of all Faculty Manual references to the Cullum Committee
– **See Attachment A**

Dr. Crute introduced the measure; the vote was unanimously in favor.
The references will be removed from the Faculty Manual.

III. **President's Report:** Strategic Goals for 2012 – Dr. William Bloodworth

Dr. Bloodworth introduced Mr. Greg Gelpi, attending the meeting for the Augusta Chronicle.

He reviewed our current budget situation, noting that the budget reduction is currently at eight percent. The Board of Regents meets this Wednesday to consider further measures. One additional change may be an increase of five percent of health insurance costs borne by employees. Another may be a one-time fee for students, \$75 for students at our school. November tax revenues are not yet known, and these will have an effect.

Dr. Bloodworth noted that it has been a difficult year, but there has been good news. ASU is on track for funding to extend the history walk, for example.

The president reviewed four documents: Baccalaureate Science and Mathematics Graduates, FY 2000 through FY 2008; Augusta State University Credit Hour History; University Goals (four new strategic goals); and an ASU Fall 2008 Enrollment Brief (See the four documents attached, after Attachment A).

Referring to the supporting documentation, Dr. Bloodworth reviewed the four new strategic goals for the university.

He noted that the current University Goals would remain in place. The new goals will be operational, an attempt to insure a better fiscal future.

Question – Is the teaching load at other schools comparable?
Dr. Bloodworth replied that they are; in some cases they are higher.

A question arose about the effect of students who transfer in and out of the school and their effect on retention rates. Ms. Jackie Stewart said that tracking is done for students who transfer elsewhere and graduate, but our school does not receive funding for these graduates in terms of credit hours.

Dr. Kathy Hamrick and Professor Cynthia Craig noted that COMPASS admissions scores for mathematics had been increased and that this was having an effect.

Dr. Pam Hayward said that freshmen come to us unprepared. Dr. Bloodworth replied that this is true, but it's also true statewide, and that our comparisons are made only against other schools similar to ours.

Dr. Marsha Loda asked if the president had any insight into the drop in joint enrollments. Ms. Katherine Sweeney, Director of Admissions and Registrar, replied that larger schools have decreased their support for joint enrollment, so the numbers have dropped.

Dr. Hamrick noted that the history walk funding is one of only two projects that were approved out of 100, so we are fortunate.

Dr. Bloodworth said that he had just been called by a donor, and that the money given would be placed in an endowment for mathematics and science education, in line with the new operational goals.

IV. Announcements

Ms. Helen Hendee, Vice President for Development and Alumni Relations, announced the campus Christmas luncheon, to be held December 12, 11:30 a.m.

Mr. Eddie Howard, Director of Student Affairs, announced this month's orientation program should have more than 170 students. The same evening of the orientation, there will be a "Milk and Cookies for Santa" night.

Ms. Kathy Schofe, Director of Public Relations, introduced a new Public Relations employee, Alison Rhody. Ms. Schofe also noted that Roscoe Williams is retiring from Paine College, and his interested co-workers should attend his reception at 5:30 p.m. December 3, 2008, at the Candler Center at Paine

Dr. Joyce Jones, Vice President for Student Services, invited faculty to the basketball games Saturday night at Paine, beginning at 6 and 8 p.m.

Attachments

Attachment A - from the Academic Policies Committee
Requires a faculty vote

Proposed changes to faculty manual regarding Cullum Committee (5 total changes plus renumbering and updating table of contents).

1. Remove section 105.1.2.4.3.8 regarding the selection of Cullum topics by Faculty Policies Committee and renumber remaining sections accordingly.

~~105.1.2.4.3.8~~ The Faculty Policies Committee will solicit topics for the Cullum Committee during each spring semester and compile a list for faculty to review. Faculty interested in proposing a topic will obtain permission to chair the Cullum Committee from their department chair. Those proposing topics will invite all faculty to apply for Cullum Committee membership. Faculty who have expertise or interest in the topic and/or have agreed to work on specific tasks will be chosen to serve on the Cullum Committee. Those proposing topics will submit the topic and a list of Cullum Committee members to the Faculty Policies Committee. The Faculty Policies Committee will review all proposals and select one. Cullum topics will be selected two years in advance.

2. Remove section 204.5 and its subsections regarding the membership and responsibilities of the Cullum Committee and renumber remaining committee sections accordingly.

~~204.5 The Cullum Committee~~

~~204.5.1 Membership~~

~~The Cullum Committee shall consist of a group of at least five faculty and at least one staff who have been recruited by the faculty member who has proposed the successful Cullum topic for the year, as chosen by Faculty Policies. The committee will also include: the deans of the colleges (ex-officio and non-voting); two students; a representative of the Cullum Foundation; the Director of Continuing Education or that person's designee (ex-officio and non-voting); the Director of Media Services or that person's designee (ex-officio and non-voting); and, an immediate past Chair of the Cullum Committee, (ex-officio and non-voting).~~

~~Section 204.5.1 changed: [March 7, 2001](#). Text of the changes [here](#).~~

~~Section 204.5.1 changed: [April 14, 2004](#). Text of the changes [here](#).~~

~~Section 204.5.1 changed: [February 28, 2006](#).~~

~~204.5.2 Responsibilities~~

The committee arranges Cullum lectures and related activities.

Process: The Faculty Policies Committee will call for topics from faculty during Spring Semester each year. Once a list of topics is collected, it will be published to all faculty. Any faculty member(s) interested in forming a committee based on one of the topics will consult with the department chair to obtain permission for chairing the committee and offering the course in the department. The faculty member forming the committee will then invite all

faculty to apply for committee membership and will choose faculty who have expertise, experience or professional interest in the topic, and/or who agree to work on specific tasks on the committee. Interested faculty may apply to serve on more than one proposed committee. The proposers will submit the topic and list of members who have agreed to serve on the committee to the Faculty Policies Committee. The Faculty Policies Committee will review all proposals and select one.

The Cullum chair will be listed as instructor for the Cullum 2900 course and will be the first person offered a section to teach. The Cullum chair will obtain permission from his or her department chair since the Cullum course will be part of the faculty's normal teaching load and not an additional assignment. If more sections are needed, the Cullum Committee chair will select additional professors of record and will secure permission from their departmental chairs. The chair will also be responsible for making sure that one department submits Cull 2900 as a class, so it will be reflected in the Class Schedule.

Cull 2900—The course will have two class meetings per week, such as Tuesdays and Thursdays from 11:30 am -12:45 p.m. If lectures by guest speakers are given in the morning and the evening, students may attend either lecture. The syllabus will be the same for all sections. The Cullum Committee chair and any other instructors of record will design the syllabus. Course requirements will include readings and a writing component, such as a report or essay. Departments may choose to offer Cull 2900 as an option in the core in area F, based on interest and the restrictions on Core Area F classes within the department.

Cull 4900—The Cullum 4900 course will allow students to take the course for credit in their major field. Students in the 4900 level course will attend the regular Cullum classes along with the 2900 level students, but they must complete additional work related to their major under the supervision of a professor in their department. If there is sufficient enrollment for the 4900 level course, departments may choose to offer a section as part of a professor's normal teaching load. If there are relatively few students enrolled, the department may have professors supervise students in addition to their normal teaching load.

The chair of the committee from the previous year will meet with the new chair to assist with planning and committee operations. The committee is encouraged to coordinate with the Lyceum committee to co-sponsor an event relating to the Cullum topic. The library will archive materials for Cullum, including a manual

~~with guidelines, which may be checked out by committee chairs. Each committee will compile a notebook of summary procedural information including a time line of the duties of the Cullum Committee members. The notebook will be kept at the library as a historical reference for future chairs.~~

3. *Modify the membership of the Lyceum Committee in 204.15.1 by removing Cullum Committee chairs from the Lyceum Committee. Remove reference to coordinating with Cullum events in 204.15.2*

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 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.

Section 204.15.1 changed: [March 2, 2005](#).

Section 204.15.1 changed: [April 17, 2007](#).

204.15.2 Responsibilities

The committee is the primary advisory organization in matters of cultural programming on campus and is responsible for organizing, implementing, and publicizing the Lyceum Series of events. Such events should be intellectually and culturally stimulating, support the academic curriculum, and not be otherwise available in the CSRA. Events should represent a variety of cultural areas such as art, music, dance, theater, debate, film, and literature. When feasible the programming should support established ASU cultural organizations such as ~~Cullum~~, Women's Studies, Fine Arts Center Gallery, Sand Hills Writers Conference, Black Student Union/Minority Advising Program, Drama, Jazz Band, and the Film Series.

4. Remove reference to Cullum events as part of university-wide service in 421.2.4

421.2.4 Service to Augusta State University (university-wide) Examples include, but are not limited to:1. Active work and service on university committees, standing and ad hoc (including search committees)2. Serving actively as an officer on a committee
3. Special projects or consultation for university (e.g., archaeological digs)4. Participation/attendance at university functions including faculty meetings, graduations, honors ceremonies, Lyceum, Cullum, library programs, faculty presentations such as recitals, sporting events, alumni events

5. Remove Cullum Committee from the list of Current University Standing Committees

B. List of Current Committees

University Standing Committees

Academic Policies

Affirmative Action (membership non-rotating)

Arts and Sciences Curriculum

Arts and Sciences Post-Tenure

Athletics

Budget Advisory

Business Administration Curriculum

Business Administration Post-Tenure

~~Cullum (two committees)~~

Education Curriculum

Education Post-Tenure

Employee Benefits

Faculty Recognition

<and continuing>

Baccalaureate Science and Mathematics Graduates, FY 2000 through FY 2008

	2000	2001	2002	2003	2004	2005	2006	2007	2008	Total
B.S., Biology	33	43	33	40	34	29	30	33	36	311
B.S., Chemistry	5	9	11	3	2	8	5	3	13	59
B.S., Computer Science	18	12	26	27	25	13	10	11	10	152
B.S., Mathematics	5	5	3	3	3	7	7	5	8	46
B.S., Physics	6	0	4	2	3	3	1	0	3	22
Total in Science and Math	67	69	77	75	67	60	53	52	70	590
B.S., Biology w/ Certification in Secondary Education	2	0	1	1	0	1	0	2	1	8
B.S., Chemistry w/ Certification in Secondary Education	0	0	0	0	0	0	0	0	1	1
B.S., Mathematics w/ Cert. in Secondary Education	0	0	0	2	3	3	1	0	0	9
B.S., Physics/Mathematics w/ Cert. in Secondary Ed.	0	0	0	0	0	0	1	0	1	2
Total in Science and Math Ed.	2	0	1	3	3	4	2	2	3	20
Total of All Graduates in Science, Math, and Science and Math Education	69	69	78	78	70	64	55	54	73	610
Total Bachelor Degrees Conferred	416	485	465	488	518	529	532	555	572	
Math/Science as % of Total	17%	14%	17%	16%	14%	12%	10%	10%	13%	

Augusta State University Credit Hour History

	Increase 2000-2004	2004	2005	2006	2007	2008	Increase 2004-2008
ASU Fall Enrollment	25.1%	6,368	6,333	6,573	6,588	6,689	5.0%
Increase over Previous Year		3.8%	-0.5%	3.8%	0.2%	1.5%	
ASU Credit Hours (for FY)	17.3%	146,258	154,636	159,664	158,919	160,854	10.0%
Increase over Previous Year		4.1%	5.7%	3.2%	-0.5%	1.2%	
USG State Universities Fall Enrollment	21.8%						13.5%
USG State Universities Credit Hours (for FY)	24.9%						13.1%
ASU Undergraduate Credit Hours	17.2%	137,993	145,338	149,009	145,510	144,230	4.5%
ASU Lower Division Undergraduate Credit Hours	17.5%	100,577	106,918	110,321	105,600	103,346	2.8%
ASU Upper Division Undergraduate Credit Hours	16.2%	37,416	38,420	38,688	39,910	40,884	9.3%

Percentage of Upper Division Credit Hours **27.1** **26.4** **26.0** **27.4** **28.3**

Graduate Credit Hours **19.4%** **8,265** **9,298** **10,655** **13,032** **16,624** **101.1%**

FY 2008 Percentage of Upper Division Hours among Peer Institutions

	Total UG Hrs	Upper Division Hrs	%
Armstrong	150,819	50,697	33.6
Clayton	147,436	54,210	36.8
Columbus	171,354	60,573	35.3
Kennesaw	488,773	188,880	38.6
Four Peer Institutions	958,382	354,360	37.0
Augusta State	144,230	40,884	28.3

Math and Science Graduates

	Ave. in 2000- 2004	2004	2005	2006	2007	2008
ASU Math & Science Baccalaureate Graduates	71	67	60	53	49	70
ASU Math & Science Secondary Education Graduates	2	3	4	2	3	3

**Strategic Goals for 2009-2012
(Fiscal Years 2010, 2011, and 2012)**

Goals

- 1. An increase (by fiscal year 2012) in funds received from grants and contracts for teaching, research, and public service to the average received by non-HBCU state universities in the University System of Georgia.**
- 2. An increase in the percentage of graduates who major in natural sciences and mathematics and science and mathematics education to at least 15 percent of all baccalaureate graduates.**
- 3. A gain in student credit hours averaging at least 2.5 percent each fiscal year.**
- 4. A gain in the percentage of undergraduate credit hours generated in upper-division courses from 28.3 percent (in 2008) to at least 33 percent (in 2012).**

Details

- 1. An increase (by fiscal year 2012) in funds received from grants and contracts for teaching, research, and public service to the average received by non-HBCU state universities in the University System of Georgia.**

Rationale:

Such funds give the university a margin of excellence for its students and its programs.

Past Performance:

Funds received from grants and contracts have lagged behind peer institutions. In fiscal year 2007 the average number of dollars received by ten state universities in the University System (not including three HBCUs) for research, instruction, and public service was \$1,966,000. Such funds received at Augusta State totaled only \$365,861.

Among the 34 institutions in operation in the University System that year, only one state university and two two-year colleges received fewer such funds.

Challenges:

Funding from grants and contracts has been hampered by the absence of a grants office until recent years.

Opportunities:

The primary opportunity lies in the overall quality and diligent innovations of Augusta State faculty members. Recent increases in faculty-assisted undergraduate research, grant applications by faculty members to fund programs in instruction and research, and the maturation of the grants office also indicate the kinds of progress that can be made in the achievement of this goal.

2. An increase in the percentage of graduates who major in natural sciences and mathematics and science and mathematics education to at least 15 percent of all baccalaureate graduates.

Rationale:

Science and mathematics graduates—and graduates prepared to teach science and mathematics in high schools—help to meet workforce needs and boost local and state economic growth.

Past Performance:

The percentage of Augusta State students graduating with majors in these fields has fallen from over 15 percent in 2000-2004 to 11.8 percent in 2004-2008. In mathematics and science education, where the average number of graduates per year since 2000 has been less than three, the situation is especially crucial.

Challenges:

Many students graduate from high school unprepared for rigorous study in science and mathematics.

Opportunities:

Opportunities for achieving this goal are many. They include the extraordinary quality of faculty in science and mathematics, recent increases in undergraduate scientific research, various collaborations with the Medical College of Georgia, and the financial support of local science-related businesses.

3. A gain in student credit hours averaging at least 2.5 percent each fiscal year.

Rationale:

Student credit hours measure the demand for university services and indicate educational attainment. Credit hours also produce operating revenue through tuition and state appropriations.

Past Performance:

Credit hours grew by less than one percent between 2006 and 2008, as compared to an average *annual* gain between 2000 and 2006 of 4.7 percent.

Challenges:

Challenges include problems of academic preparation in many high schools, financial difficulties of students, the ease of dropping or stopping out among commuter students, and increased competition from system and non-system institutions.

Opportunities:

Opportunities include university housing, the quality of our faculty, general population growth, demand in particular fields of study, innovative marketing, the general attractiveness of the campus, increased extra- and co-curricular activities, a new academic building on Wrightsboro Rd, and online programs.

4. A gain in the percentage of undergraduate credit hours generated in upper-division courses from 28.3 percent (in 2008) to at least 33 percent (in 2012).

Rationale:

The percentage of undergraduate credit hours generated in junior- and senior-level courses is a measure of student academic success. Moreover, the system of formula funding in the University System of Georgia provides greater state appropriations for upper-division hours than for lower-division hours.

Past Performance:

Augusta State's upper-division percentage of undergraduate credit hours is low among peer institutions with similarly large numbers of commuter students. In 2008 Armstrong Atlantic, Clayton State, Columbus State, and Kennesaw State produced **37 percent** of their undergraduate hours in junior- and senior-level courses; the lowest individual percentage among these peer institutions was 33.6 at Armstrong. **Augusta State produced only 28.3 percent of its undergraduate hours in junior- and senior-level courses.** Moreover, even if credit hours in Learning Support were omitted from the total, the upper-division credit hours constituted only 29.5 percent of undergraduate hours.

Challenges:

This is an ambitious goal, even though achieving it would still leave Augusta State below its peers in the percentage of undergraduate credit hours at the upper division. Some of the challenges include the desire of many students to transfer to other institutions, the ease by which commuter students can drop or stop out, problems of space and class scheduling, and the relatively few number of online courses to ease space and scheduling problems

Opportunities:

The opportunities to meet this goal include freshman-to-sophomore retention rates that currently are equal to or better than the rates at some peer institutions, improved advising, a relatively new first-year experience program, a greater sense of "campus life" among students, new curricula, and the offering of more online courses.

FALL 2008 ENROLLMENT BRIEF

Total Enrollment

- There is a small (1.5%) increase in total enrollment:

Total Enrollment by Class of Students

	Fall 2007	Fall 2008	Change	% Change
Joint Enrollment	70	60	-10	-14.3%
Freshman	2,084	2,029	-55	-2.6%
Sophomore	1,175	1,198	23	2.0%
Junior	1024	1003	-21	-2.1%
Senior	1,197	1,164	-33	-2.8%
Transient	50	46	-4	-8.0%
Auditor	28	25	-3	-10.7%
Post Baccalaureate	145	209	64	44.1%
Graduate	815	955	140	17.2%
Total:	6,588	6,689	101	1.5%

- Degree seeking undergraduate enrollment is down 1.6%. There is a decline in every undergraduate class/type (including non-degree seeking types) with the exception of sophomore which has a 2% increase (n=23).

Degree Seeking Undergraduates

	Fall 2007	Fall 2008	Change	% Change
Freshman	2,084	2,029	-55	-2.6%
Sophomore	1,175	1,198	23	2.0%
Junior	1024	1003	-21	-2.1%
Senior	1,197	1,164	-33	-2.8%
Total	5,480	5,394	-86	-1.6%

- Learning Support enrollment, counted above in the respective classifications, is up by almost 20% this semester.

Learning Support	548	653	105	19.2%
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- The semester's increase is mainly at the post baccalaureate and graduate levels, which combine for a 21.3% increase.

Post Baccalaureate	145	209	64	44.1%
Graduate	815	955	140	17.2%
Total	960	1164	204	21.3%